İÇ KAPAK
ETS REKLAMİ GELECEK
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Welcome message from the President of the conference

Greetings to all GlobELT colleagues and friends!

It is a great pleasure and privilege to host the GlobELT 2015 conference, which will be the milestone of the traditions of international GlobELT conferences organized collaboratively by private sector in Education and academics in the field of English Language Teaching.

I am proud and happy that the conference on Teaching and Learning English as an Additional Language has attracted many participants from different parts of the world. During the four days of the conference it is aimed to attract attention to and increase awareness about the need of bringing cultural awareness and innovations into English language teaching and learning, thus providing a special focus for dissemination of relevant researches and discussion of best practices of teaching English to the speakers of other languages. The key concept of the conference is the term “English as an additional language” because as the most commonly used lingua franca in every single corner of the world, English is not “foreign” to anyone at all, and likewise it is not necessarily to be the first or second language for any plurilingual individual. Therefore current trends in English Language Teaching lean towards better integration of the language knowledge, skills and abilities as an additional language for personal communication needs in real life situations both inside and outside of the school setting.

The sub-themes to discuss during the work of the conference parallel sessions are not limited to but cover Current Trends in ELT, English Language Teaching- Learning- Assessment; Content and Language Integrated Learning (CLIL), Multicultural and Plurilingual Profile of Learners and Users of English, and Training Teachers of English. The purpose of this conference is to bring together researchers and practitioners from different countries who are eager to share their researches and experiences. In this way, we hope to contribute to the field and bridge the gap between research and practice.

On behalf of the Organization Committee, I sincerely hope all of you will have an enjoyable stay in Antalya, and gain plenty of new ideas and enthusiasm to implement these ideas into your teaching practice and research.

With very best wishes,

Prof. Dr. İsmail Hakkı Mirici
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Long (1991) claimed that L2 acquisition is best promoted when learners are led to attend to form in a context where they are trying to express their meaning intentions. He coined the term “Focus on Form” (FonF) to refer to the occasional shifts in learners’ attention from meaning to a linguistic form that can occur while the overriding focus remains on communicating (Long, 1991). It is clear from this definition that Long viewed “Focus on Form” as a process feature of the interaction that occurs during the performance of a communicative task. Subsequently, however, (e.g. Doughty & Williams, 1998), the definition of “Focus on Form” has been broadened to include various types of form-focused instruction that involve form-function mapping (e.g. Input Processing Instruction and Consciousness-Raising Tasks). I will argue that the term is best kept to refer to the process features of classroom interaction. I will discuss and illustrate a variety of proactive and reactive techniques that teachers can use to direct students’ attention to form in whole-class meaning-centred interaction. I will also present a rationale for addressing form in this way rather than through traditional explicit instruction. Finally, I will present the results of some research that testifies to the effectiveness of “Focus on Form” in helping learners achieve greater linguistic accuracy.
How Alert Should I Be to Learn a Language? The Noticing Hypothesis and Its Implications for Language Teaching

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The role of awareness in language learning has gained strength with the increasing popularity of cognitive approaches in the field. The Noticing Hypothesis—any form should be noticed in the input and registered consciously to be acquired (Schmidt, 1990, 2001)—contradicts the earlier popular approaches to language acquisition which focus on subconscious processes (Krashen, 1981). The extend that awareness and noticing play a role in language learning is important especially for practitioners to design more effective teaching courses and programmes. The implications of related studies will also be determinant of teacher and learner roles in the learning process. Therefore, this paper presents a review of the related studies on ‘noticing’ and discusses the important concepts of the Noticing Hypothesis. With the purpose of detecting and refuting the contradictory arguments in these studies and clarifying the conceptual issues, the paper adopts a critical perspective. Highly polarized view of the involvement of either conscious or unconscious processes in learning is in the center of discussion in the paper. One of the main conclusions of the study is that such a dismissive tone may impede a more comprehensive perspective on the subject and may lead the practitioners to adopt absolute approaches to language learning.

Keywords: noticing, consciousness, awareness, acquisition

A Diagnostic Analysis of ELT Students’ Use of Connectives

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Pragmatic competence in foreign language learning depends on appropriate and correct use of the target language. Textual competence, on the other hand, is the ability to produce coherent texts. Appropriate and correct use of connectives in writing reflects the extent of textual competence. The significance of this study is that it was conducted in a Turkish ELT Department setting with a particular focus on the use of connectives. Since these students will become future English teachers, it is vital to identify and prevent their errors before they become fossilized. The study investigated the use of connectives in unplanned argumentative essays by Turkish freshman ELT department students. Participants were asked to write an unplanned, well-developed argumentative essay. Afterwards, a questionnaire was conducted in order to collect information about their language backgrounds. In data analysis, connectives in each essay were manually counted by the researcher. Number of sentences and number of words in each essay was also counted to determine sentence length. As a further step, coherence relation categories indicated by each connective was identified. Main findings of the study revealed that students did not use a large variety of connectives in their essays. Many instances of grammatical and punctuation errors were observed in their writings and for what relations students used connectives could not be determined in some cases.

Keywords: connectives, coherence relations, cohesive devices, written English
Developing Public Speaking and Oral Presentation Skills of Pre-Service English Teachers

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One of the challenges of language teacher education programs in EFL settings, such as Turkey, is helping prospective teachers improve speaking and presentation skills. This may be attributed to the fact that many students in ELT programs learn English as a foreign language who don’t have a chance to practice English for interactional purposes. As a result, they may develop grammatical competence while remaining weak in oral expression. Oral Expression and Public Speaking, a sophomore-level course in the undergraduate ELT program at Middle East Technical University, aims to develop academic speaking skills of prospective English teachers by training them in the stages of speech preparation, delivering presentations, and exchanging feedback. In this presentation, the researcher-teacher will share the various assignments, in-class tasks, and evaluation rubrics used for this course. The analysis of the end-of-semester Self Reflection reports of students will be reported to demonstrate what is effective, useful, and helpful, as well as what needs improvement about the course.

Keywords: oral proficiency, pre-service teacher training, speaking and presentation skills, self-reflection

Concurrent Session 1
13:30-14:10
Room: Olympos
Chair: Ilza Ivanova

Pronunciation as Work Ethics in Teacher Education

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This study aims to determine the self-perceptions of the English teachers in Turkey from the aspect of correct pronunciation as work ethics in teacher education. The vast majority of non-natives fail to achieve native speaker competence and performance in pronunciation. Considering that majority of the English teachers in Turkey are non-native speakers of English and the role models of the non-native learners of English, a necessity to analyze the pronunciation from the aspect of work ethics arose. For this purpose, a questionnaire with 25 items including the aspects of professional requirements, relations with colleagues, international clubs and foundations and the point of students was developed. The collected data were analyzed using independent samples t-test and ANOVA. The participants were 30 Turkish teachers of English, 21 of whom were familiar with the code of ethics. The findings demonstrated that those who were familiar with the code of ethics and had higher education degree outperformed the other participants although the difference between these groups was found out not to be statistically significant. The most and least scored areas were the professional requirements and international clubs and organizations respectively. It is suggested that an institution be established in Turkey to standardize the code of ethics, familiarize the teachers with its components and guide them during the teaching process.

Keywords: pronunciation, code of ethics, teacher education, non-native teachers of English
Opening a New Door - Structured Language Learning Experience (SLLE) for ELT Professionals

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Structured Language Learning Experience (SLLE) is a powerful tool and valuable for professional reflection in teacher education programs largely because it enables teachers to see the learning process from the perspective of students and to integrate theoretical (received) and experiential knowledge (Birch, 1992; Flowerdew, 1998; McDonough, 2002, Hedge, 2000, Grein, 2010). This paper reports a study conducted at Hacettepe University SFL where instructors took part in SLLE in Italian as part of their in-service professional development. The purpose of the study was to find out whether SLLE raised teachers’ awareness about a) their learning styles as language learners b) their teaching styles as language teachers. The study is significant as firsthand experience of becoming a language learner can have impact on the quality of teaching. The study was conducted with 25 language instructors who started to learn Italian as part of their SLLE. The course is delivered by a native speaker instructor once a week for 4 hours. Data were collected after completion of the 10th week of the course through semi-structured interviews and a questionnaire. The interviews were done with 6 participants representing the group. The study revealed that the SLLE served as a powerful tool in that a significant number of instructors stated that they became more aware of their learning and teaching styles and that the SLLE had positive impact on the courses they delivered. The study shows that SLLE can be used as an in service development tool for foreign language teachers.

Keywords: SLLE, teacher education, professional reflection

Preparing Students for an Academic Presentation: Maximising Class time

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Presenting an oral presentation successfully is a fundamental component for majority of English language courses. Moreover, assessing presentations and guiding students towards improving their skills is essential in order for students to progress into their undergraduate/post graduate studies. This action research aimed to address how teachers could better assist students to prepare for the assessment of an academic presentation within a restricted time frame (5 week module, 6 hours of input prior to the assessment task). The small scale research consisted of 57 international English for Academic Purposes (EAP) students at the UNSW Institute of Languages. Firstly, three distinct issues were identified with the existing course material: lack of formative feedback, lack of student speaking practice, and the material not being user friendly. Consequently, the course material was reworked. This was followed by the trialing of the new course. Lastly, surveys and focus groups were completed with students once the new material was trialed. The data collected showed that many students felt the course had helped them improve on their overall presentation skills. The data also highlighted that by addressing the three initial issues identified with the course material, the research question can best be resolved by scaffolded course material which raises metacognitive awareness of the assessment task and language feature, with the implementation of feedback as feed forward and an emphasis on self-reflection and evaluation.

Keywords: feedback; feed forward; oral presentations; assessment
**Concurrent Session 1**

**13:30-14:10**

| Room: Aspendos | Chair: Hüseyin Öz |

**To What Extent Are Pre-Service English Language Teachers Willing to Communicate?**

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An important concern for educators is to facilitate learning and prevent barriers to student achievement. Communication apprehension (CA), the “fear or anxiety associated with either real or anticipated communication with another person or persons” (McCroskey, 1977, p.78) is believed to have various effects on student achievement at all levels of education. As teachers are important actors in the educational process, teacher educators are integral to maintaining and improving the quality of education. Promoting higher communication efficiency among teacher candidates and acting as role-models are among the professional responsibilities of teacher educators. This study examined Communication Apprehension levels of pre-service teachers enrolled in Foreign Language Teacher Education Department in a state university in Istanbul with a particular focus on the influence of gender and year level on CA among the sample. Communication Apprehension with the Lecturers Scale (CALS), a 19 item inventory developed by Gümüş and Geçer (2008) was used to measure the participants’ levels of communication apprehension with their instructors. Data were analyzed using descriptive analysis, ANOVA, and independent samples t-test. The findings indicate that communication should have a greater role in teacher education and teacher educators should create environments in which teacher candidates can freely approach their instructors.

**Keywords:** communication apprehension, teacher education, instructor-student relationship

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**The Relationship between Tertiary Level EFL Teachers’ Self-Efficacy and Their Willingness to Use Communicative Activities in Speaking**

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This study aims at finding the possible relationship between academic self-efficacy beliefs of tertiary level EFL teachers and their willingness to use communicative activities in speaking classrooms. To do so, the data for the study were collected through two independent questionnaires: the first one was Teachers’ Sense of Efficacy Scale developed by Megan Tschannen-Moran and Anita Woolfolk Hoy (2001). It consists of 23 items to test teacher efficacy in student engagement, in instructional practices, and in classroom management. It uses a 5-point Likert scale ranging from “not at all” to “a great deal”. The second one was COLTAS, an attitude scale with 36 statements developed to investigate teachers’ attitudes towards some aspects of CLT which was adopted from Eveyik (1999) for the sake of its special design for Turkish EFL teachers. The samples, 40 voluntary instructors (32 female and 8 male) from Giresun University and University of Turkish Aeronautical Association, are supposed to show their idea by choosing statements, ranging from “strongly disagree” to “strongly agree”, from a five-point Likert type. The results suggest that there is statistically a positive correlation between self-efficacy beliefs of tertiary level EFL teachers and their willingness to use communicative activities. However there was not a significant relationship between them. The findings revealed that although they did not have an effect on each other, the teachers in this study had high levels of self-efficacy and great willingness to use communicative activities in their speaking classes.

**Keywords:** self-efficacy; CLT; teacher beliefs; communicative activities
Conversations of the Mind: The Impact of Journal Writing on Enhancing EFL Medical Students' Reflections, Attitudes, and Sense of Self

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Journal writing is a means of self expression, and has been used in many disciplines such as psychology, sociology, education and even mathematics and remains a valuable teaching/learning tool in many classrooms, because it not only teaches the students to write, it also encourages them to share their experiences and ideas. In this study a class comprising of 65 medical students were instructed to keep journals to see the level of change in the style, reflections attitudes and sense of self. The results indicated a change in all of the aspects of writing. All the journal entries that were reviewed by the researcher actually contained anecdotal pieces that resembled the natural speech. By writing in a log and before trying solutions to problems in real life, the students became creative thinkers and expressed feelings and frustrations on paper. The findings suggest that the process of reflection may be actively facilitated through journals. There are many limitations that were observed like the learners’ background knowledge, the amount of individual help that a teacher could afford, time wise, to give each student, and the cooperation of students themselves. As our study indicated men and women viewed journal writing differently. Females were much more open and willing to write than men. They also disclosed more personal information and in our study reported that they set aside more time and energy for writing in their journals. As studies have shown for female writers journal writing is therapeutic and comforting but males need additional training to feel comfortable and trust. Journal writing has drawbacks too such as being time-consuming, feeling overwhelmed with the journaling task and ‘writing for the teacher’ in order to get a good grade. By writing regularly in a journal the students inevitably draw on four types of competencies, grammatical, sociolinguistic, discourse and strategic, therefore it is a valuable tool for the EFL medical students.

Keywords: journal writing, medical students, English as a second language

Written Corrective Feedback in L2 Writing: Voices from Native and Non-native English Speaking Teachers

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The number of studies comparing the practices of different teacher groups in providing written corrective feedback (WCF) in second language writing has increased recently (Porte, 1999; Shi, 2001; Hyland and Anan, 2006). Similarly, this study also investigates how two native and three non-native teachers of English provide WCF on their students’ writings at a university in Turkey. The study is significant in the sense that by presenting current WCF beliefs and practices espoused by different groups of teachers in a context which has not been investigated previously, it can considerably augment the research on teachers’ WCF practices. Think aloud protocols, semi-structured interviews and teachers’ written feedbacks were used to identify issues that arise while providing feedback. The results of the data analysis revealed that there were agreements as well as discrepancies in areas such as (a) types of feedback, (b) their opinions on the value/effect of the feedback, (c) language areas focused, (e) the number of feedback, and (g) reasons for their grades.

Keywords: written corrective feedback (WCF), second language writing, native and non-native teachers
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| 14:10-15:00 | Main Lounge (10 posters)  | **Evren Gürkaynak**<br>A Textbook Adaptation Using Data Gathered by a Multiple Intelligence Inventory  
**Halimeh Ghanbari, Habib Gowhary, Akbar Azizifar, Zakiyeh Esmaeili**<br>Investigating apology strategy among Kurdish bilinguals; a case Study in Ilam  
**Maryam Gheitasi, Akbar Azizifar, Habib Gowhary, Ali Jamalinesari**<br>The Effect of Intelligent Mobile on the Reading Comprehension Proficiency of Iranian EFL Learners  
**Dagmar El-Hmoudova**<br>Self-efficacy for learning vs ILS results in a group of English learning bachelor students  
**Kolsoum Yousefi, Habib Gowhary, Akbar Azizifar, Zakiyeh Esmaeili**<br>A Pragmatic Analysis of Thanking Strategies among Kurdish Speakers of Ilam based on Gender and Age  
**Maria Rezaeenezhad, Akbar Azizifar, Habib Gowhary**<br>The Study of Learning Styles in High School Students and Its Relationship with Educational Achievement  
**Shima Rajabi, Akbar Azizifar, Habib Gowhary**<br>The Effect of Explicit Instruction on Pragmatic Competence Development ; Teaching Requests to EFL Learners of English  
**Taiebeh Zainivand, Akbar Azizifar, Habib Gowhary**<br>The Relationship between Attitude and Speaking Proficiency of Iranian EFL learners: A Case Study in the city of Darrehshahr  
**Sarka Hubackova**<br>eLearning in English and German language teaching |
A Textbook Adaptation Using Data Gathered by a Multiple Intelligence Inventory

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The purpose of this work is providing applicable ideas for English teachers on designing materials using "Needs Analysis" concerning "Multiple Intelligence Theory" (MIT) which broadened conception of "intelligence" by proving the existence of several intelligences that may seem independent though work in coordination. Since the theory bases on encouraging learners to use intelligences simultaneously to complement each other, this study also sets its sights on using the stronger types of intelligences as a stepping stone to boost weaker ones as the students develop new language skills. To serve this goal, the text-book which is being used was adapted using the data gathered by a Multiple Intelligence Inventory (MII). The participants were thirty-seven eighth grade students attending Private Evrensel Schools in Ankara. Collected data were analyzed by first keeping tallies for each student, class and for entire group; second by graphing the range of intelligence types for each and both classes. The inventory disclosed that the prominent types of intelligences are the "Bodily-Kinesthetic" and "Interpersonal". As the next step the group was given tutorials first without taking into consideration the research findings and second by presenting redesigned materials through gathered data. Right after each tutorial, students were given tests which were identical in complexity and genre, to state whether a significant difference appears or not. Finally, the test results were compared and they revealed that a curriculum and materials interwoven with students' needs can remarkably change students' perception of language learning and cognitive processes in this respect.

Keywords: multiple intelligence theory (MIT), needs analysis (NA), textbook adaptation, material design

A Pragmatic Analysis of Thanking Strategies among Kurdish Speakers of Ilam based on Gender and Age

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Thanking is one of the most commonly used speech act and major instruments which strengthen the bonds between the members of a society. This study attempted to study the most frequently-used thanking strategies in Ilami Kurdish language. To this end, a DCT (discourse completion task) will be applied. DCT represents various scenarios where the participants are asked to write down the terms they use to thank others. The participants involve 117 people from different walks of life, poor or rich, educated or uneducated, young or old, and the like. The analysis of data based on Cheng's (2005) taxonomy of 8 strategies to express gratitude. To analyse the collected data both descriptive and inferential statistics were utilized. The results revealed that ‘thanking’, ‘positive feeling’ and ‘appreciation’ were the most frequently used strategies among subjects of under 30 years respectively and ‘thanking’, ‘positive feeling’ and ‘appreciation’ were common used strategies among subjects of above 30 years respectively. Regarding the gender of participants ‘thanking’, ‘positive feeling’ and ‘appreciation’ were the most frequently used strategies among male subjects respectively and in responding to thanking strategies ‘thanking’ and ‘positive feeling’ were the general tendency of females participant.

Keywords: thanking, speech act, pragmatic, Ilami
Investigating Apology Strategy among Kurdish Bilinguals: A Case Study in Ilam

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The present study aimed at exploring and describing apology strategies among Kurdish bilinguals in Ilam, Iran. It attempts to systematize the various strategies used for the purpose of apologizing from the pragmatic point of view. The current study involves 80 subjects of Kurdish bilinguals in Ilam, consisting of 40 male and 40 female subjects. The subjects were chosen randomly to participate in this study. The data of this study was collected through a controlled elicitation method based on a questionnaire which is a modified version of ‘Discourse Compilation Test’. Descriptive and inferential statistical analyses such as T-Test have been used to show the meaningfulness of the relationship between education of respondents and their apology strategies. The prime finding of this study revealed that there is a meaningful relationship between education and apology strategies used by Ilami people. The results indicated that respondents have frequent tendency toward using “explanation”, “taking responsibility” and “offer of repair” strategies. So, they do not have much inclination toward intensification and concern for the hearer.

Keywords: apology strategy, gender, bilinguals, speech act, Kurdish

Elearning in English and German language teaching

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For many years, we have been using on-line courses in teaching English and German languages. After several years of validation of courses that we created, we tried a small study, to demonstrate how effective the use of ICT in teaching is. Our courses represent the sum of learning materials to support students' motivation in learning a foreign language and to enable control of their own results in the study. The aim of research was to identify the relationship of students to new methods of teaching, how often they use ICT to study the English and German languages and finally to determine with what level of knowledge of English and German students come from high schools and how their knowledge improves after one semester. To identify the relationship of students to ICT and to determine students' views on teaching supported by ICT, we used the method of questionnaire. All questions were closed and offered a choice of several options. On the grounds of didactical survey and its results we can conclude that teaching the German and English languages when using the blended learning method could be more effective than both face-to-face teaching and teaching by the method of eLearning.

Keywords: eLearning; blended learning; ICT; foreign languages teaching
The Effect of Intelligent Mobile on the Reading Comprehension Proficiency of Iranian EFL Learners

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Literature has provided in-depth evidence of the uses, advantages, disadvantages, impact, effect and concerns about the use of mobile phones on the English class. The usage of mobile phones has re-shaped, re-organized and altered several social facets. Particularly focusing on reading skill with mobile phone usage, literature has provided evidence of them being used for both positive and negative reasons. Is there any significant relationship between mobile device usage and the Iranian EFL learners’ English reading comprehension proficiency? Does gender affect the impact of mobile device usage on reading comprehension proficiency? These are the basic queries that drive this study.

This research reflects the impact of mobile phones on reading comprehension. Technology supported learning has a long history. From the early sixties on, new technological developments have innovative learning arrangements in particular, portable devices, coupled with intelligent teaching techniques allow learners to learn what, when, where and how they want. Our purpose are to gain an overall understanding of effect of using mobile phone (positive purposes and negative impacts) and to understand the effects on process of learning (such as reading comprehension). A mixed methods approach was employed to explore the research problem. Quantitative data was collected through questionnaires (10 closed questions) and qualitative data through interviews (approximately 20 questions). The survey and interview participants were aged to 19 years with mobile phone possessions. They were broadly divided into two groups. They completed the questionnaires through survey. Learner usage mobile phone/s were 96.5% (n=40). A further breakup of age groups indicated that all the 17-19 olds had mobile. Chi-square tests established significance between independent and dependent variables. This study expresses impact towards learners’ mobile phone usage. On a positive note, that mobile phones are very useful devices for communication and co-ordination of activities. Application and features are considered as the basic required facilities in learners mobile phones. The overall findings from this study reveal that mobile phone usages are not satisfactory. Although they express a mixed opinion, they lean towards negative impacts outweighing positive purposes with learners’ mobile phone usage. This further leads to recommendations on proper usage, future research, avenues and possibilities to implement solutions for problems. Mainly perceive that educating and providing mobile phones to learners from the age of 19 years will help in ameliorating the negative impacts. In addition, learners’ support to ban using mobile phones while at class. These are the outcomes of the study.

Keywords: mobile phones, reading skill, gender, EFL learners
### Self-efficacy for Learning vs ILS Results in a Group of English Learning Bachelor Students

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The main purpose of this paper is to investigate the relationship between learning style preferences and self-efficacy for learning in a group of bachelor students of Tourism Management at the University of Hradec Kralove. This study assessed if specific learning style preferences of the university students who took part in the research within lessons of professional English language, were associated with their self-efficacy for learning. The present study was applied in the winter semester of the 2013-14 academic year among first and third year students. Data collection tools include Felder’s Index of learning style (ILS) and research-made questionnaire of English lesson self-efficacy of students. Our results not only showed that there was a significant positive relationship between all of the learning style preferences with academic English lesson self-efficacy of students, but they also provided a good foundation for English language teachers from the Department of Applied Linguistics to design a teaching approach that would address the learning needs of all students.

**Keywords:** learning styles, self-efficacy for learning, index of learning styles (ILS); ILS results

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### The Study of Learning Styles in High School Students and Its Relationship with Educational Achievement

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Throughout human life learning has been one of the important aspects. Since there are a wide range of effective factors in learning. Students’ learning styles are among the acquired factors. Based on their individual differences, different students use different learning styles for their learning. The main purpose of this study was to investigate the study of learning styles in high school students and its relationship with educational achievement. The statistical population under investigation included girl's high school students in grade two and three in Ilam city (Iran) in the school year 2014. The statistical population was consisted of 3950 students. The sample group was selected by the stratified random sampling method based on Morgan's table and through multiple-steps sampling. In order to assess the learning styles, the online questionnaire for learning styles, by Felder and Solomon is used. This questionnaire consists of 42 items which assess the respondents learning style. Collected data were analyzed using SPSS software. Findings show that there is no significant relationship between learning styles scores in different grades of students, however, a significant relationship was found to exist between learning styles and educational achievement. Accordingly, some suggestions have been presented.

**Keywords:** learning styles, Felder and Solomon, educational achievement
The Effect of Explicit Instruction on Pragmatic Competence Development: Teaching Requests to EFL Learners of English

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Pragmatic competence is one of the aspects of language that provides many challenges for EFL learners. L2 learners need to develop their pragmatic competence in order to use language appropriately according to the socio-cultural norms of the L2 community. And, this can be achieved through treatment they receive from their teachers. The issue explored in this study was the investigation of the effect of explicit instruction of pragmatic norms on the appropriate performance of request speech act across two proficiency levels with regard to two social variables of status and distance. To this end, a pre-, posttest design with experimental and control group was administered. Data were collected using a Discourse Completion Test (DCT). The selection of requisite situations in DCT was based on two mentioned social variables. The results revealed that explicit instruction is a facilitative tool to develop L2 learners' pragmatic competence. Moreover, it was found that L2 proficiency influences the overall appropriateness of speech acts' production. The findings of the current study have some implications for teachers, textbook writers and curriculum designers.

Keywords: explicit instruction, request, pragmatic competence, EFL learners

The Relationship between Attitude and Speaking Proficiency of Iranian EFL learners: A Case Study in the City of Darrehshahr

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This study investigated the relationship between attitude and speaking proficiency of EFL learners. The target of this study is Iranian EFL learners. The sample of the study included 70 learners from 3 institutions in the city of Darrehshahr. The sample students were studied in Jahad daneshgahi, Neshaneh and Tohid institutions. Data were collected through using Gardner's Attitude/Motivation Test Battery Questionnaire and as to the participants’ speaking proficiency; Evaluation Criteria for Speaking Assignment was used. Running Pearson-product correlation indicated significant relationship between attitude and speaking proficiency of Iranian EFL learners. The paper also reported some implications of the study.

Keywords: attitude, motivation, EFL Learner, speaking proficiency
| Concurrent session II | 15:00-15:40 | Room: Pamfilya 1  
Chair: Arda Arıkan | Room: Olympos  
Chair: Fatma Özlem Saka | Room: Aspendos  
Chair: İsmail Fırat Altay | Room: Termessos  
Chair: Şevki Kömür |
|----------------------|------------|----------------|----------------|----------------|----------------|
| Yonca Ozkan, Farzaned Mahmoodi  
*Exploring experienced and novice language teachers' perceptions about professional development activities* | David Reed Albachten, Levent Balcioglu  
*Tracking Non-native English Writing Progress: A Two-year Longitudinal Study with Implications for English Preparatory Programs* | Olga Vavelyuk  
*To Integrate Successfully: Language and Subject Studies in ESP Teaching* | Abdulmohsen Dashti  
*The English Language in Kuwait: Is it an additional language?* |
| Turan Paker, Özlem Karaağaç  
*The Use and Functions of Mother Tongue in EFL Classes* | Tülay İmre  
*The experience of the TOEFL® internet Based Test: Integrated Speaking Tasks and Holistic Scoring* | Yasin Küçükyılmaz, Serkan Lokmacıoğlu, Fevzi Balıdede  
*Ecological Exploration of the Culture of English as an Additional Language among Iranian English Language Teachers in Light of Vygotsky's Genotypic Approach* |
| Coffee Break | 15:40-16:15 | Main Lounge |
Exploring Experienced and Novice Language Teachers’ Perceptions about Professional Development Activities

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Teachers from the beginning of their career face with various kinds of students and institutions, which may result in an inevitable struggle to comply with all these challenges. Professional development programs (PDP) seem to be one of the ways for maintaining a high standard of teaching and retaining a high-quality teacher staff. The first aim of this study is to investigate which PDP (e.g. courses/workshops, education conferences or seminars, qualification program) might be much more beneficial for the teachers. The second aim is to investigate whether there are differences in the perception of PDP from the perspective of novice and experienced language teachers. For these purposes, a questionnaire adopted from Teaching and Learning International Survey (OECD, 2010) and semi structured interviews were administered to all the teachers of English in one of the most prestigious language schools in Adana. The quantitative data gathered from the questionnaire were analyzed through SPSS. Mean scores and frequencies were calculated for all quantitative responses. Also, t-test was used to measure the differences between responses of novice and experienced teachers. The qualitative data extracted from the interviews were analyzed through content analysis. The results show that both novice and experienced teachers benefited from professional development activities, but differed in the type. Also their perceptions about professional development activities did seem different between two groups of teachers. This study may serve as a tool and inspiration for future research in this field.

Keywords: professional development, novice and experienced language teachers, TALIS

The Use and Functions of Mother Tongue in EFL Classes

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The use of mother tongue in foreign language classrooms is inevitable. In this paper, the use and functions of it in various classes have been analyzed and discussed. The purpose of the present study was to find out to what extent the instructors in the School of Foreign Languages at Pamukkale University use mother tongue in their classes. We attempted to find out whether their mother tongue use changes according to different variables, for which functions they use it, whether they are aware of the amount and the functions, whether the instructors are satisfied with the amount of Turkish they use, and whether their students are satisfied with it, and whether this satisfaction differs according to the amount used by their instructors. The study was conducted in the School of Foreign Languages at Pamukkale University, and it was based on both qualitative and quantitative research designs. The participants were 20 English instructors working in the School of Foreign Languages and their 286 students. The data were collected through classroom recordings, questionnaires that were administered both to the instructors and the students, and interviews were conducted with all of the instructors and randomly chosen 39 students. Our data have revealed that mother tongue is an inseparable part of language teaching, and it actually has different functions like “rapport building purposes”, “making the topic/meaning clear (by giving examples, explaining, making extra explanations, etc)”, “explaining difficult concepts or ideas”, etc. It was also found out that both the instructors and the students were aware of the importance of using the target language as much as possible in the classes, however, they could not deny the need of mother tongue from time to time.

Keywords: use of mother tongue, function of mother tongue, foreign language teaching, school of foreign languages
Tracking Non-native English Writing Progress: A Two-year Longitudinal Study with Implications for English Preparatory Programs

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Academic writing, even in native language, within the Turkish secondary education is not well advanced. This deficiency transfers to the university level. Add to this the plethora of English-medium universities and there is an important concern about Turkish students writing academic English. This quantitative study tracks the progress and writing outcomes of Istanbul Şehir University’s English preparatory program, typical of many programs in Turkey. The research questions are: what are the major writing issues, what are the writing patterns, and finally do the results suggest any changes in the preparatory program writing curricula or teacher training? In this study, using objective and reproducible methods (NLP computer program measuring over 40 elements) and encompassing more than 300 students and nearly 100,000 words, results show clear improvement in the grammatical structure of student writing (43% improvement), improvement in compositional structure (with setbacks), and some clear patterns in errors and structure. The study also contained an intriguing “natural experiment,” because the program’s writing frequency changed during the study. Within the study a sizable portion of the subjects wrote twice as frequently as the other portion. The study findings clearly suggest a need for altering teaching and curricula, putting additional emphasis on several areas within writing training for Turkish preparatory students. These areas include additional writing exercises, a focus on and evaluation of several prevalent issues in English grammar, which are particularly deep-rooted problems for Turkish-native English writers, and emphasizing and assessing the students’ understanding, learning transfer, and use of key compositional elements.

Keywords: writing evaluation, writing improvement, key writing issues, preparatory teacher training and curricula

The Experience of the TOEFL® Internet Based Test: Integrated Speaking Tasks and Holistic Scoring

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The presentation will start with an introduction into ETS research. Precisely, it will focus on two monographs which played a major role in the development of the so called integrated tasks used in the TOEFL iBT® test. These authentic academic tasks require test takers to combine their listening, reading, speaking and writing skills and measure how well the test taker integrates the information into his/her responses. For example, test takers read brief academic passages, listen to fragments of lectures, and then need to incorporate the source material into their responses. To exemplify the above, the presentation will focus on the integrated speaking task used in the TOEFL iBT® test. Its structure will be discussed and examples will be shown. In addition, the presentation will cover the scoring of the speaking responses which is done holistically and involves multiple raters.
To Integrate Successfully: Language and Subject Studies in ESP Teaching

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We look at the problem connected with the phenomenon of English becoming a medium of teaching other subjects in universities all over the world. We show that the foreign language can result in significant difficulties if a student has a low level of English, which is often the case in many non-English speaking countries. The purpose of the present work was to set up the basic principles of successful preparation of students to their further studies in English and design an ESP course for science students aimed at helping them to integrate into the international academic community. The task required target situation and curriculum analyses, detailed description of students’ needs, materials selection and a syllabus design. The methodology applied is based on an adjunct Content and Language Integrated (CLIL) model where language teaching runs parallel to the content so that to develop the ability to achieve higher-order thinking. The work resulted in an ESP course for mathematicians with a special emphasis on calculus. In this session, we share practical examples of assignments and demonstrate how the approach increases efficiency in learning English and helps develop and improve student academic skills. The experience, however, can be easily extended to students of any specialization.

Keywords: ESP course, CLIL, higher-order thinking, English for mathematicians

Military Movies by Hollywood: Assisting ELT in ESP Domain

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Teaching English for specific purposes is a problem in the educational institutions, because the course books available in schools and educational institutions are not sufficient enough to teach the necessary and recent terminology. This study aimed to see whether or not the use of military movies was effective in teaching military terminology. A class, consisted of 30 students in a university level institution was given a pre-test and a post-test to see their specific vocabulary competence in military terminology after an application of military movies. According to the results of post-test the students achieved greater scores than the pre-test results. Some of the students, however, had some troubles in understanding the discourse in the movies. In the light of the findings, the instructors teaching military terminology in English are recommended to make use of many resources available on movies to teach the target terminology. Moreover, anyone who wants to master the terminology on a certain area himself might exploit movies as a rich resource, which might help students to be autonomous learners. Maintaining and developing overall English competence might also be achieved as the result of watching military movies, so the English teachers should consider this resource as an important asset in their teaching arsenal.

Keywords: ESP, Military Terminology, autonomy
The English Language in Kuwait: Is It an Additional Language?
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This paper is meant to investigate whether English is holding a strong ground as an additional language in Kuwait. English, in Kuwait has significant influence on Kuwaitis’ language choice. Although English is neither a national language nor an official language in Kuwait, it is definitely the most important language in the country. The analysis throughout this paper is based on Kachru’s (1983) framework, highlighting four salient categories of language use, namely, the instrumental function, the interpersonal function, the regulative function, and the imaginative/innovative function (Kachru, 1983:42). Furthermore, the use of English in a variety of domains in Kuwait will be explored. This study will adopt qualitative research methods. Data have been collected from several sources including the internet, TV shows, newspaper articles, and covert participant-observation. The paper arrived at the conclusion that English is becoming an additional language in Kuwait. The analysis showed how English is penetrating all domains of language use by all ages and different educational and social background. The use of English by Kuwaitis of the new generation is going beyond the limit. They use it almost everywhere and on daily basis. They also view English as the prestigious language and using it as a sign of social glamour.

Keywords: language functions, prestige, language choice, additional language

Ecological Exploration of the Culture of English as an Additional Language among Iranian English Language Teachers in Light of Vygotsky’s Genotypic Approach
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Language ecology is defined as the study of the interactions between any given language and its environment. It is primarily determined by the people who learn it, who use it, and more important than the previous ones by the people who transmit it to the others; that is, language teachers. English language is used as an additional language almost all over the world and an indispensable part of the ecology of this international language is culture. Thus, an ecological perspective demands a particular view of the practice of the culture of English language as situated and localized. Exploring such practice within the diverse contexts of the use of English language should be based on the genesis underpinning English language teachers’ thoughts and practice. Therefore, the purpose of the present study was to explore Iranian English language teachers’ attitudes, knowledge, and skills of teaching culture in light of Vygotskys’ genotypic approach. To do so, semi-structured interviews were conducted with 35 English language teachers in Iran. Their records were analyzed and discussed in terms of four different and interrelated spans, namely phylogenetic, cultural-historic, ontogenetic, and microgenetic. Phylogenetic span focuses on the development of language teachers as natural species and their physical evolution. The cultural historic span concerns the development of language teachers based on social, cultural, and historic bases. Ontogenetic domain investigates the role of language teachers across their human life span. Microgenetic span is related to the practical activates language teachers are involved concerning the world around them. The findings of the study indicated that there is a sharp contrast between Iranian English language teachers’ attitudes towards teaching culture and their practice in the classroom which is due to the divergence between the their ontogenetic development of culture teaching on one hand and the policies of the English language institutes developed within the cultural historic span on the other hand.

Keywords: English as an additional language, language ecology, ontogeny, microgeny
| Concurrent session III | Room: Pamfilya 1  
Chair: Mehmet Demirezen | Room: Olympos  
Chair: Turan Paker | Room: Aspendos  
Chair: Hüseyin Öz | Room: Termessos  
Chair: Hacer Hande Uysal |
|-----------------------|-------------------|-------------------|-------------------|-------------------|
| Summaira Sarfraz,   
Zahida Mansoor,      
Raheela Tariq  
Teachers’ and Students’  
Perceptions of the  
Communicative Language Teaching Methodology in the  
CALL Environment: A  
Case Study | Sibel Tüzel Kandiller,  
Duygu Özer  
From Teacher To  
Trainer: What Changes?  
Or Does It? | İhsan Ünaldi,  
Mehmet Bardakçı,  
Abdullah Ertas  
Tell me something about  
your personality; let me  
guess your vocabulary  
size | Ayhan Kahraman,  
Fatma Yalvaç  
EFL Turkish university  
students’ preferences  
about teacher feedback  
and its importance |
| Zerde Duisembekova  
The use of English songs  
on YouTube to Teach  
Vocabulary to Young  
Learners | H. Gülru Yüksel,  
Suzan Kavanoz  
Influence of prior experiences on pre-service language teachers’ perception of teaching | Seda Kuscu,  
Sezer Unlu  
Teaching of Translation of Advertising: A suggested Lesson Plan Through the Use of Authentic Materials | Burcu Şentürk  
Students’ Attitudes towards Reading in English |

Welcome cocktail  
20:00-22:30  
Sailors
The purpose of the study is to analyze the perceptions of teachers’ and students’ of the communicative language teaching methodology in the Computer Assisted Language Learning environment. The study followed the qualitative methodology in the tradition of a case study. The subjects of the study were fifty students registered in the first semester English Language course of the Computer Science Degree Program at FAST National University of Computer and Emerging Sciences. The data was collected from the communicative language activities feedback and a questionnaire survey administered at the end of the course. The results indicate that the overall perceptions of the teachers and students show positive attitude towards the communicative language teaching approach. However, some variation in their perceptions regarding the appropriateness was also reported. The variation can serve as a basis for developing content that meet the specific learner’s needs.

Keywords: CALL, communicative language teaching, perceptions, communicative activities

The Use of English Songs on YouTube to Teach Vocabulary to Young Learners

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The children access information very quickly in informal learning, especially using new technologies. This study aims at examining the effectiveness of using songs on YouTube to develop the English vocabulary knowledge of young learners at a primary state school in Turkey. It discusses the benefits of using online video recordings from the video server YouTube and offers ways in which such an internet site can be used as an educational material for young learners of English. Two groups of 73 fourth grade students (one experimental and one control) participated in the study. In the experimental group, the students watched video clips on YouTube and in the control group; students used the regular activity book. The study consisted of pre-test and posttest design. In addition, a semi-structured interview was conducted with one ELT professor and 1 teacher from a primary state school and 14 students from experimental group. In a mixed method design, the results of the statistics revealed that the experimental group scored significantly higher than the control group and the participants’ attitudes are positive towards the use of video-clips on YouTube. The results indicate that video-clips on YouTube are not merely an entertaining tool and they can be utilized as a pedagogic material particularly when it comes to teaching vocabulary.

Keywords: teaching vocabulary, young learners, technology, YouTube
Time on the job does not ensure fruitful experience or professional growth and successful teachers are those who continue to develop throughout their professional lives (Ur, 1991). But who are these teacher trainers who guide teachers through their professional growth? Despite extensive research on the personal qualities, skills and knowledge systems of effective teachers, there is little research on the characteristics and competencies of successful trainers, and those that exist conclude that the knowledge and competencies of effective trainers are similar to those of effective teachers (Leach, 1996). This study investigates (1) whether the qualities, skills and knowledge systems that effective teacher educators possess are similar to those attributed to successful teachers, (2) whether experience impacts trainers’ perceptions of the qualities, skills and knowledge that effective teacher educators have, and (3) whether these perceptions relate to the expectations of teachers as regards trainer qualities and competencies. Data were collected through a survey in which trainers were asked to list the qualities, skills and knowledge domains of effective teacher trainers, and to choose the top 10 most important in each category. The responses were collated to determine frequency and importance, and examined statistically to see whether experience played a significant role in choice and rating. The qualities, skills and knowledge domains that emerged from the survey were compiled to form a questionnaire and administered to teachers with varying levels of experience. The findings from this questionnaire were compared with findings from the survey. The results yielded implications for both the selection of potential teacher trainers as well as the content of trainer training programs.

Keywords: teacher trainer; qualities; skills; knowledge domains

The transition from student to teacher is marked by increasing recognition of the new professional role and the complex interplay between diverse and conflicting perspectives, opinions, and practices. Student teachers possess personal beliefs and knowledge about teaching resulting from their extended period of prior experiences and observations as school students. Through their teacher education, they become enculturated and gain new perspectives. However, this process creates a tension between “old” and “new” schemes. Therefore, investigation of pre-service teachers’ biographical background experiences and the aspects of teaching they find important might contribute to better understanding of their professional and personal formation as a teacher. This study aims at identifying to what extent their language learning experiences influence their decision to choose teaching as a career and what aspects of teaching they find important. The following research questions guided the study: 1. How do language learning experiences of pre-service teachers affect their career choice? 2. What are the most and the least important aspects of teaching as perceived by pre-service teachers? The study is qualitative in nature. Data were collected from a total of twenty senior student teachers enrolled in English Language Teaching Program at a state university in Istanbul through semi-structured interviews and student teachers’ written reflections. Qualitative content analysis was adopted to analyze the interview transcripts and student teachers’ written comments. The presentation will discuss implications of findings and directions for future studies.

Keywords: biographical background, career choice, teaching, teacher training
Tell Me Something about Your Personality; Let Me Guess Your Vocabulary Size

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This study reports on the possible relationship between personality traits and vocabulary size of Turkish EFL learners. Although second/foreign language vocabulary size has been the concern of numerous studies, related literature lacks research dealing with vocabulary size in relation to personality. The current study is an attempt to fill this gap. 204 EFL learners from two different proficiency levels participated in the study. Five-factor personality test was used to measure personality traits of the participants and the Vocabulary Level Test was used to measure their vocabulary level. Participants’ ambiguity tolerance was also measured through the use of another inventory, specifically constructed to measure foreign language ambiguity tolerance. The results obtained through regression analysis revealed that certain personality traits were strong predictors of vocabulary levels of EFL learners. Another interesting finding of the study was that ambiguity tolerance levels of the participants changed significantly depending on their foreign language proficiency level. It was observed that intermediate level EFL learners were more tolerant of ambiguities in the target language compared to the advanced group.

Keywords: personality, L2 vocabulary, ambiguity tolerance

The Teaching of Translation of Advertising: A Suggested Lesson Plan Through the Use of Authentic Materials

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The role of translation in our lives is of great importance as translation has always enriched human life as a tool for communication and sharing information across the world. However, it is observed that in the teaching of translation the literature is missing teaching materials for different genres. The aim of this paper is to demonstrate that it is possible to teach different genres of translation through authentic materials with a special focus on teaching the translation of advertising. This study involves a suggested lesson plan which was conducted in a Translation Course in English Language Teaching Department. The design of the lesson plan is based on The PPP Approach to Language Teaching. Thus it also shares a common feature with language teaching studies. The materials used in this lesson plan were commercials, slogans and logos from daily life. Considering its real life function and being a sample translation lesson plan, this study is assumed to be a creative and contributive study for the teaching of advertising and genre-based teaching of translation in general.

Keywords: teaching translation, ELT, translation of advertising, lesson plan
The place of teachers’ corrective feedback in L2 writing classes is still an ongoing debate. The literature has mostly focused on the effectiveness of teacher feedback in the process of learning. However, the existing research has not usually taken students’ attitudes toward any kind of teacher feedback into account and few studies have been conducted on whether gender difference affects students’ attitudes toward teachers’ corrective feedback. This study aimed to determine whether teacher feedback affects students’ writing in L2 and to find out what kinds of feedback they prefer since the results of our study will be beneficial as they enable ELT researchers to reconsider their beliefs. Initially, students wrote a short paragraph about the town that they liked most. In a two-step process, the researchers provided first indirect uncoded teacher feedback and then indirect coded teacher feedback. Following, a questionnaire was conducted to find out their attitudes toward and preferences for teacher’s corrective feedback. Additionally, with 14 volunteer students, an interview on the same ground was held. The outcomes showed that the participants had a positive image in receiving corrective teacher feedback. However, gender did not play any role. Additionally, we discovered that most of the participants preferred implicit teacher feedback on the first draft. In conclusion, teachers’ corrective feedback does not slow the process of learning in L2 writing. However, we warn teachers that students will possibly be more passive during the L2 writing classes if teachers always provide feedback and suggest to give students chances for self-correction.

*Keywords*: feedback, writing, error correction, foreign language learning

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This study investigated intermediate, pre-intermediate and beginner level Turkish EFL (English as a Foreign Language) learners’ attitudes towards reading in English with regards to their proficiency level and gender. The study also examined the relationship between learners’ reading exam results and their attitudes towards reading. The study was carried out at Zonguldak Bülent Ecevit University the School of Foreign Languages, with the participation of 61 intermediate, pre-intermediate and beginner level EFL learners. Data were collected through a perception questionnaire. A “Foreign Language Reading Attitudes and Motivation Questionnaire” was used to find out the students’ attitudes towards reading. The analyses of the data from the questionnaire revealed that the students’ attitudes towards reading in English were neutral, and there is a statistically significant difference between intermediate level learners and pre-intermediate and beginner level learners. However, there is not a significant relationship between the participants’ reading exam scores and their attitudes towards reading. Furthermore, the results revealed statistically no significant difference between males and females in relation to the participants’ attitudes toward reading. The comparison of the different levels of students indicated that high proficiency learners had a positive attitude towards reading.

*Keywords*: foreign language reading, reading attitudes
**17 April 2015 - Friday**

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**Plenary**

- **9:00-9:45**
  - **Pamfilya 1**
  - **Moderator:** Ilze Ivanova
  - **Gülcan Erçetin**
  - **Working memory and L2 reading: Theoretical and methodological issues**

**Coffee Break**

- **9:45-10:00**

**Concurrent session I**

- **10:00-11:00**

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  - **10:00-11:00**

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    | English as medium of instruction in University Education | Current challenges in teaching/learning English in Iran educational system including junior high school and secondary school | The Role of Digital and Social Media in Motivating High School Students to Learn English | What’s special about English processing biases from the Romance-as-first-language perspective? |

  - **10:00-11:00**

    | Room: Pamfilya 1 | Room: Olympos | Room: Aspendos | Room: Termessos |
    |-----------------|---------------|---------------|----------------|
    | Chair: Dagmar El-Hmoudova | Chair: Turan Paker | Chair: Kadriye Dilek Akpınar | Chair: Yasemin Yelbay |
    | **Mohammed Nassim Negadi** | **Zeinab Nourian, Habib Gowhary, Akbar Azizifar, Ali Jamelinesari** | **Cennet Altun** | **İbrahim Halil Topal, Mehmet Demirezen** |
    | Learning English in Algeria through French-based Background Proficiency | A Contrastive Analysis of Compliment Responses of Persian and Ilami Kurdish Speakers | Perceptions of Undergraduate Students about Synchronous Video Conference-based English Courses | Fossilized Pronunciation Errors from the Perspectives of Turkish Teachers of English and Their Implications |
In this presentation, I will provide an overview of the current research on the relationship between working memory (WM) and second language (L2) reading. The paper will open with a brief theoretical account of the construct of WM and an explanation of how it is operationalized in research. It will then address a number of theoretical issues such as (a) the relationship between L1 and L2 WM and whether they are related to L2 reading, (b) the interaction between WM capacity and domain knowledge, (c) the relationships among WM, linguistic knowledge and L2 reading, and (d) the role of proficiency level in mediating the relationship between WM and L2 reading. Factors that affect generalizability of research findings will be identified and recommendations for the design of further studies will be offered.
Teaching English Language in a Multilingual Setting

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After the ethnic conflict in Macedonia, a great importance was given to bring back the values of teaching and learning in multicultural and multilingual settings. The South East European University (SEEU) is the only regional university that offers equal opportunities for both Albanian and Macedonian nationalities to study in their mother tongue or choose English as a medium of instruction. The Language Center, which operates within this university, offers English courses to all students from all SEEU faculties. Having a mixture of teachers and students, the teaching and learning of English is rather challenging for both sides. The most demanding issue in teaching a foreign language (in our case English) is the concern of teachers on whether to use the learner’s first language or not. This paper focuses on the question of whether there is a use of the L1 in ELF teaching at SEEU, Language Center English classes. If, yes, to what extent and in what occasion is it used? The paper examines and elaborates the methodological strategies that English teachers employ in order to accommodate and facilitate the needs of the students who have educated in a multilingual setting. The data collected for this paper were analyzed using quantitative and qualitative methods. In conclusion, the findings emerging from this study suggest that balanced and careful use of L1 in the English classes seem not to affect the students’ exposure to the target language.

Keywords: ELT, Multilingual, EFL classroom, interaction

English as Medium of Instruction in University Education

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The main aim of this paper is to examine the use of the language policy in higher education in a multi-ethnic and a multilingual country such as Republic of Macedonia. The change in use of official languages has turned a new page not only for Albanians, but also for all other ethnic minorities in the country. The new law for using a minority language in higher education has gained importance in social and political aspects. Language planning policy covers two main periods that is before and after the Ohrid Framework. This research study gives a special emphasis on the use of English as a third language among multi ethnicities at South East European University as the first established university open to all ethnicities of the country in which Albanian, Macedonian and English are the medium of instruction. Therefore, the study uses the methodology of comparing language objectives and learning outcomes between English Department and Language Center. The findings of the research study done on the use of English in higher education provide some crucial differences based on English language proficiency. It can be concluded that the paper gives some insight into the theory of language planning in education and provides the reader with significant information on the different language objectives between the English Department (ED) and the Language Center (LC).

Keywords: language policy, multilingual country, language objectives, language proficiency
Learning English in Algeria through French-based Background Proficiency
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With globalization, learning a foreign language becomes rather a requirement than a luxury. Yet, learning a second and/or a third language may present a challenge and the issue in Algeria is no exception. In Algeria, in addition to the mother tongue (Arabic and Berber in some regions), French is the second most spoken language in the country and thus its relatedness with the other Western languages facilitates the learning of English as a third foreign language. The French language already acquired, not only in the primary school process but also in the community, helps learners to develop proficiency in English through the transfer of their French-based background, in particular the typological (syntactical and lexical) similarities between French and English. Our findings show indeed that it is easier for learners who gained a sufficient level in French to learn English because of their ability to use resources in L2 to learn L3.

Keywords: bi/multilingualism, second language, third language, language learning

Native or Non-Native: The Students’ Perspective
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There has been continuous debate on native and non-native English teachers. This study has taken the student aspect into consideration. This research looks into student perceptions of native and non-native English speaking teachers. Specifically related to their ways of teaching speaking and listening skills. The participants were 12 English Prep Program students at Pre-Intermediate and Intermediate level. Data that was collected through focus groups, asking detailed questions about their perceptions of their current native and non-native teachers, and questionnaires will be discussed. The findings show a mixed preference for native and non-native English speaking teachers. However, there is a general perception that native teachers’ lessons are ‘enjoyable’ while non-native teachers’ lessons are ‘boring’. The results provide teachers a deeper insight into the needs of students. Furthermore, they help teachers to have a better understanding of students’ strengths and weaknesses. Most importantly, the findings give way to teachers for self-reflection of their own teaching. In addition, the suggestions that arose from the study are that teachers should be in more active communication with their students about their learning needs. Another important point is that teachers need to be more aware whether or not their teaching strategies are working.

Keywords: native; non-native; student perspective; English Teaching
Current Challenges in Teaching/Learning English for EFL learners: the case of Iran Educational System including Junior High School and Secondary School

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English has for long been looked up to as the language of modernity, technology, and prestige in Iran and this seems to explain the unquenchable thirst of Iranians for learning English, which is evident in the relatively great number of individuals who are learning it. In the 20th and 21st centuries, English has become an indispensable part of educational curriculum in Iranian schools. Despite all the efforts and investments devoted to cultivate and popularize English among Iranian EFL language learners, the resultant outcome could not live up to the authorities’ expectations. Teaching English in Iranian schools starts from the first grade of junior high school with three-hour weekly program and continues in the four grades of secondary education. In spite of this, the Iranian school graduators aren’t able to communicate in English and fail to acquire expected level of proficiency in English. Generally speaking, the process of teaching and learning English as a foreign language in Iran is not satisfactory. A great body of research has proved that different factors are involved in this process. The researcher made an attempt to examine all the possibly existing researches which investigated/focused on the problems of teaching/learning English in Iran to elicit these factors and to scrutinize the existing problems. It is also an attempt to highlight what can be done to improve the situation significantly. A classification of these factors was suggested and it was indicated that these factors are highly interrelated.

Keywords: issues, teaching and learning English, Iran, educational system, junior high school, secondary school

A Contrastive Analysis of Compliment Responses of Persian and Ilami Kurdish Speakers

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Compliments are positive expressions or evaluations which explicitly or implicitly attributes credit to someone for something valued positively by the speaker and the hearer and even the whole speech community (Holmes, 1986, 1995). Despite the fact that the conditions may be different in different contexts, the present study aimed at examining the effect of language and education on the compliment responses. Totally 92 subjects consisting of 46 native speakers of Persian and 46 native speakers of Kurdish, and two groups of 39 participants under Diploma and 53 people holding Diploma & above Diploma participated in the study. A discourse completion test (DCT) was used to elicit the compliment response strategies employed by participants. The findings revealed the rather significant effect of education on compliment responses, because the subjects under Diploma were most likely to use respectively “Appreciation Token”, “Formulaic Expressions”, and “Scale Down”, in contrast the most frequently used strategies by the subjects at the levels of Diploma & above Diploma were “Appreciation Token”, ”Return”, and “Scale Down”. Furthermore, language of the participants was found to have no relation with the type of employed compliment responses among Persian and Kurdish speakers. Both groups employed “Appreciation Token” and “Formulaic Expressions” as the most frequent strategy type to express compliments.

Keywords: compliment strategy, contrastive analysis, pragmatics, speech act, Persian, Kurdish
Semiotic Based Teaching Technology for Pronunciation Classes

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Pronunciation teaching has always been a neglected issue basically at primary and secondary education. Thus, why learners do not feel comfortable in speaking because they have the fear of making mistakes. If these learners are given information by the help of semiotic elements in teaching of pronunciation, no doubt they will have better comprehension of what is presented (Demirezen, 2015). In other words, learners need to be supported non-verbally in addition to the verbal ways of instruction. This study aims at giving information about non-verbal ways in teaching pronunciation. To realize this aim, primarily elements of non-verbal communication such as proxemics, kinesics, mimics, gestures, visuals, distance, artifacts will be explained (Ünal and Altay, 2013). Later, examples to each element will be worked on in detail within the framework of pronunciation. At this step, computer technology as well as simple classroom techniques will be handled. While doing this, different learner types and learning strategies are considered so as not to leave any learner out of the group. Visual support, audio materials, audio-visual materials, real objects and many other materials will be used. At the end, pronunciation knowledge is expected to be put into long term memory by this teaching technology. As a consequence, pronunciation level of learners is considered to reach a higher degree and better speakers of English are aimed.

Keywords: semiotics, pronunciation, non-verbal communication,

The Role of Digital and Social Media in Motivating High School Students to Learn English

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This paper discusses a relationship between high school students’ engagement with digital and social media and their motivation to learn English. Three types of engagement with digital and social media, namely, hanging out, messing around, and geeking out, identified by Ito et al. (2010), serve as a conceptual framework for this study. This study is also in line with the theory of ‘Play, Passion and Purpose”, suggested by Wagner (2012). The study includes survey data collected from 367 high school students from public and private schools in Yerevan, Armenia, selected through clustered sampling. Based on correlational and multiple linear regression analysis, it was found that the more intensively high school students geek out and mess around with digital and social media, the more likely they are motivated to learn English. Thus, it becomes obvious that interest plays the key role in motivating young people to learn English. The finding confirms the existing research studies focusing on motivation as an interest-driven phenomenon. Furthermore, the hanging out behavior did not show convincing relationship with students’ desire to learn English. The results of the statistical analysis showed that here Armenian high school students merely hang out with their friends; they do not feel the need to use English as a communicative tool. Also, it was interesting to find out that both genders’ involvement in the three types of social and digital media was almost equal. However, as to motivation, girls were found to be more motivated to learn English than boys. The paper ends with practical and research-related implications for educators, parents, and policy makers.

Keywords: motivation; social and digital media; engagement; English learning
Perceptions of Undergraduate Students about Synchronous Video Conference-based English Courses

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The use of videoconferencing technology in higher education has grown substantially in recent years although there is limited information about how these courses are perceived by students. The purpose of this study was to find out the perceptions of undergraduate students with regard to video conference-based English courses. The participants of the study included eighty 3rd year students at two state universities in Turkey. The data were collected through a questionnaire about the perceptions of video conference-based English courses. The results indicated that participants supported the view that university-level English courses should not be taught through video conferencing. Although they agreed upon many advantages of video conferencing, a vast majority of participants thought that English courses should be conducted only in a traditional classroom setting and they did not think video conferencing could help students to learn English better.

Keywords: distance learning, higher education, English courses, perceptions

Concurrent Sessions

Room: Termessos
Chair: Yasemin Yelbay
10:00 – 11:00

Continuing Professional Development of Language Teachers: Challenges and Possible Solutions

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Despite the critical importance of in-service education (INSET) opportunities for teachers’ ongoing professional development, many problems have been continuously reported regarding the current practice with many INSET programs. Some challenges are observed in these INSET programs in the planning, execution, evaluation and follow-up stages such as planning of the programs in forms of one-shot courses, top-down imposition of the education content ignoring the real needs and contexts of teachers, use of transmission-based linear approaches not allowing participation and peer collaboration, and lack of a school-based follow-up monitoring and after-care element in these programs. Therefore, after discussing these issues concerning the INSET programs in detail, the present paper aims to offer some solutions for more efficient future INSETs for language teachers. In order to achieve this goal, a descriptive report of two ongoing projects—“Developing Schools Project” and “SBATEYL Project” are presented as they reflect innovative approaches to teacher education such as a bottom-up planning, university-school-teacher collaboration at all levels, and school-based context sensitive practices. These two projects aspire to serve as good models and remedy the previously reported problems with INSET programs by putting the theoretical suggestions regarding effective continuous professional development of language teachers into practice.

Keywords: in-service teacher education, school-based professional development, INSET projects
What’s Special about English Processing Biases from the Romance-as-first-Language Perspective?
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To a speaker of Romance and, more generally, to speakers of languages with rich morphologies, English is the land of the outlaws. One can’t say *Peter loves very much potatoes or *While watching the parade, my wallet was stolen (unless the wallet is watching the parade …), or reply to a question like Who gave you that ring? It was Paul, wasn’t it? by saying *No, me it gave Xavi. Notice that in the last example, information structure (Halliday 1967-68, Lambrecht 1994) tells us that me it gave Xavi, or something similar, is actually the informationally appropriate answer (because it puts the focus last and the given information fist). Here I intend to argue that English is a word-order-oriented (or geometry-oriented) type of language and that speakers of agreement-oriented languages must adjust to that. The way that adjustment can be effected is to first become aware of how it works in the mind, so here I examine the psycholinguistic literature on syntactic processing biases with an English vs Romance contrast in mind. The purpose of this talk is to help English teachers develop and maximize the right kinds of strategies and tasks when choosing or making their materials for class.

Keywords: processing, Spanish, English

Fossilized Pronunciation Errors from the Perspectives of Turkish Teachers of English and Their Implications
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This study attempted to explore the attitudes of Turkish teachers of English towards the rehabilitation of fossilized pronunciation errors and the factors that have an effect on the production of such errors. The data were collected from 30 teachers of English who work in different state universities of Turkey with different years of experience and analyzed through descriptive and inferential statistics. The findings of the study revealed that 70% of the participants had a positive attitude towards the remediation of fossilized pronunciation errors and were motivated enough to overcome such errors. The study further found out that the participants’ years of teaching experience did not have any significant effect on their thoughts of L1 interference with regard to making phonological errors. The study also revealed that there was a significant correlation between the participants’ belief in their innate ability to overcome fossilized errors and whether they have taken any professional pronunciation courses or not. Nevertheless, further study is needed to be conducted with a larger population so as to make sure that the findings of the present study are valid so as to make a generalization and to figure out what could be done to make the attitudes toward fossilized pronunciation errors positive.

Keywords: fossilized pronunciation errors, audio-articulation model, teachers’ attitudes, analytic-linguistic approach, intuitive-imitative approach
| Concurrent session II | 11:15-12:15 | Room: Pamfilya 1  
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Chair: Gülcen Erçetin | Room: Aspendos  
Chair: Sabriye Şener | Room: Termessos  
Chair: Ceylan Yangın Ersanlı |
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| **Vjosa Vela**  
Using Glosses in Incidental Vocabulary Acquisition | **Seray Tanyer**  
The Role of Writing and Reading Self-efficacy in First-year Pre-service EFL Teachers' Writing Performance | **Saltanat Meiramova & Kuanysch Mussagozhina**  
The investigation of English, Russian and Kazakh computer terms' borrowings to be acquired in English class | **Emrah Özdemir, Selami Aydin**  
The effect of blogging on EFL writing achievement |
| **Yusuf Şen, Mesut Kuleli**  
The Effect of Vocabulary Size and Depth on Reading in EFL Context | **Zafer Susoy**  
Watch your teaching: A reflection strategy for EFL pre-service teachers through video recordings | **Betül Çimenli**  
On Pronunciation Teaching and Semiotics | **Dagmar El-Hmoudova**  
Developing English Learning Skills in Blackboard Virtual Learning Environment |
| **Gonca Ekşi, Asuman Aşık**  
Coursebooks and Spoken Discourse: The issue of authenticity with discussion over corpus and feedback from native speakers | **Roderick Neilsen**  
The development of knowledge about language in teacher training: What works? | **Ali Göksu, İsmail Hakki Mirıcı**  
Effective Use of the English Routine Formulae in Turkish Context | **Louise Lee**  
The benefits of adopting open educational resources (OER) in an EAP program |
| **Lunch** | 12:15-13:15 | **Dining Hall** |
Using Glosses for Incidental Vocabulary Acquisition

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As EFL teachers we use reading comprehension as an aid for intentional and incidental vocabulary growth. However, many reading passages contain low frequency words causing our students to face with difficulties trying to comprehend L2 texts, and this can become a handicap in the process of vocabulary learning. Including glosses in reading texts is an effective strategy that helps students overcome this problem. The aim of the present study is to investigate how different types of gloss conditions affect SEEU students' reading comprehension and incidental vocabulary learning. The participants were 120 students with two different proficiency levels. They were divided into three groups of 40 and assigned to read a text with highlighted low frequency words. One group had L1 glosses to consult the meaning of the words, one group had L2 glosses and the control group had no glosses. After reading their text under each research condition, participants were given a vocabulary test to identify how many target words they remembered. The results of the study indicated that in both levels the experimental groups outperformed the control groups. The low proficiency students especially benefited from the L1 glosses and high proficiency students were successful with both Gloss conditions.

Keywords: incidental vocabulary acquisition, low frequency words, L1- L2 glosses

The Effect of Vocabulary Size and Vocabulary Depth on Reading in EFL Context

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The aim of this study is to investigate the effects of breadth of vocabulary and depth of vocabulary on reading performance of students in an EFL context. Nation (1990) states that vocabulary is a good predictor of overall reading performance. Qian (2004), on the other hand, suggests that depth of knowledge predicted students’ reading performance better than breadth of vocabulary. To this end, the Vocabulary Size Test by Nation and Beglar (2007), the rasch-based validation and reliability check of which was conducted by Beglar (2010) and reported to be .96; the Vocabulary Associates Test by Read (1998), which was adapted by Qian (1999) and the reliability of which was found to be 0.88 by Qian (2002); and a Reading Performance Test developed by the researchers of the current study and the reliability found to be .81 were administered to 361 students at Duzce University, School of Foreign Languages. The data obtained were analyzed through SPSS 16.0. In analyzing the data, linear regression was used to determine the effects of breadth of vocabulary and depth of vocabulary on reading performance, while Pearson correlation was used to determine the correlation between the breadth of vocabulary and depth of vocabulary. The results showed that there was a significant relationship between breadth of vocabulary and depth of vocabulary. Moreover, depth of vocabulary predicted reading performance better than breadth of vocabulary, which is in line with the findings of Qian (1999).

Keywords: vocabulary, depth of vocabulary, breadth of vocabulary, reading
Coursebooks and Spoken Discourse: The Issue of Authenticity with Discussion over Corpus and Feedback from Native Speakers

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This study aims to discuss the authenticity of dialogues in locally produced ELT textbooks used in the secondary schools in Turkey. Turkey, like many countries, takes the initiative to produce and use locally written coursebooks approved by the Ministry of Education rather than those by international publishing houses, and these coursebooks are used in state schools. It is a possible drawback, however, that most of the government-issued coursebooks may fail to introduce natural, appropriate and correct use of language. This study attempts to explore whether the spoken discourse presented in dialogues in locally produced ELT coursebooks are authentic and genuine. Accordingly, a number of coursebooks are used to collect core language teaching texts to be evaluated via the corpus and the views of native speakers of English. The coursebook dialogues are compared with their authentic equivalents so as to collect, classify and exemplify the main and significant differences. Acknowledging the advantages of national coursebook projects, the study highlights the importance of effective use of the corpus and editing by native speakers for textbook writers particularly in English as a foreign language contexts.

**Keywords:** corpus, coursebooks, authenticity

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The Role of Writing and Reading Self-efficacy in First-year Preservice EFL Teachers’ Writing Performance

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Self-efficacy in reading and in writing has been found related to and the predictor of writing performance for different groups of learners (Prad-Sala & Redford, 2012; Shanan & Lomax, 1986; Shell et. al.,1995). As reading academic texts and writing essays are two of the essential components of undergraduate programs, discovering and discussing self-efficacy beliefs in reading and in writing become valuable. Also, students donated with the same skills may perform differently based on their perceived self-efficacy in the target task (Bandura, 1977, 1986, 1997). Therefore, the current study aimed to identify the relationship between perceived writing and reading self-efficacy beliefs in addition to the effect of them on writing performance with two surveys (Self-efficacy in writing [SEW], Self-efficacy in reading [SER], Prat-Sala & Redford, 2010). Participants, the first-year EFL preservice teachers of a state university in Turkey (N = 116) completed SEW and SER surveys with one week interval at the end of the Fall Semester in 2012-2013 academic year. Writing performance of the participants was assessed by a short essay written for the final exam of Written Communication Course which were graded by the experienced lecturers. The findings revealed that SEW was positively and significantly correlated with writing performance (r = .351, n = 116, p < .01) as well as SER (r = .31, n = 116, p < .05). Hierarchical regression analysis demonstrated that SER accounted for 5.3% of the variance (F(1,114) = 6.435, p < .05), and SEW significantly accounted for an additional 7% of the variance (F(2,113) = 7.947; p = .001). Implications were discussed based on the results and the related literature.

**Keywords:** reading self-efficacy, social cognitive theory, writing performance, writing self-efficacy
Watch Your Teaching: A Reflection Strategy for EFL Pre-Service Teachers through Video Recordings

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The central issue addressed in this study is the use of video recordings to help foster the reflective practice of pre-service teachers. For the study, we used a qualitative research methodology to investigate and discuss the use of video recordings in the classroom as a means of promoting reflection among pre-service teachers of EFL. This study also reports on the participants’ experiences, reactions and perceptions towards the use of video recordings of their teaching in the practicum. In this study, the data were provided whereby the video-recordings of both the actual teaching and the post-conferences held over three weeks. The three participants also kept reflective journals and answered an open-ended questionnaire. The results revealed that the video inclusion helped them to raise awareness particularly about the problems of their L2 use, the unfamiliarity between themselves and the students, and the effect of their moods on the day of teaching. Furthermore, the participants expressed a strong belief in the value and effectiveness of watching their teaching episodes weekly as to reach several questions, realizations and changes about their teaching practices in the practicum.

Keywords: reflective practice, video use, self-analysis, pre-service

The Development of Knowledge about Language in Teacher Training: What Works?

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Efforts have been made over many years by applied linguists in a number of English-speaking countries to raise awareness of language across the primary and secondary school curriculum, with varying degrees of success (see Denham & Lobeck, 2010). Many of these countries are sites of mass migration from non-English speaking countries, creating linguistic equity issues. In Australia, the new National Curriculum mandates that teachers of all disciplines will be required to provide pedagogy responsive to the language learning needs of English as an Additional Language (EAL) students. However, policy documents do not specify how this goal should be realized, and teachers and researchers are engaged in constant debate about what views of language could inform teacher training (e.g. structural and/or functional). This paper reports on a project which aimed to identify 1) the views of teacher educators on language in the curriculum, and 2) the language-related challenges faced by teachers in training. The current paper focuses on the language awareness of trainee teachers. Ten education students were interviewed about their understandings and experiences of language and language learning. It was found that many students experienced lack of confidence and knowledge about language (KAL), but that awareness of sociocultural elements of language provided them with ways to connect with a broader understanding of language issues. Results were analyzed from the perspective of sociocultural theory and will have implications for teacher training in any educational context where students are learning an additional language in order to integrate into a national schooling system.

Keywords: language awareness; teacher training; TESOL; language across the curriculum
Concurrent Session II
11:15-12:15
Room: Aspendos
Chair: Sabriye Şener

The Investigation of English, Russian and Kazakh Computer Terms Borrowings to Be Acquired in English Class

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This study is an attempt to analyze the terms related to Software and its components in the English, Kazakh and Russian languages and the difficulties of their acquisition in English class to benefit for students on Computer science major so that they can absorb more knowledge and information while listening. In this lexical-semantic group all software programs are included, such as different computer programs, operating systems, files, documents and attachments. Next, the investigation was based on the dictionary of computer studies and Russian-English-Kazakh polytechnic dictionary and in the end terms were sorted out from them. Further, to analyze computer terms, classification of V.D. Tabanakov was chosen, because of its convenience, so computer terms were divided into the following ways of borrowing: English terms (untranslatable terms), transcription/transliteration, semantic equivalents, calques (loan translation). Findings from the study revealed that in the Kazakh and Russian languages, 3 ways of borrowing have almost the same quantity of terms, but the most widely used means in Kazakh is semantic equivalents and in Russian transcription/transliteration. This paper concludes that the Kazakh language tries to give equivalents to most terms, that is why the dominating means in the lexical-semantic group “Software” is semantic equivalents. In addition, the means of borrowing are changed nowadays, before they were transcription/transliteration, but now they use such means as semantic equivalents or calques. Finally, the authors try to develop educational technologies to best effect, as well as create an effective employability culture.

Keywords: computer terms, vocabulary acquisition, listening, educational technologies

On Pronunciation Teaching and Semiotics

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Pronunciation was defined as “the act or result of producing the sounds of speech, including articulation, intonation, and rhythm” by McArthur (1992) (as cited in Ángel and Velázquez, 2013, p.10). However, different approaches and methods have held different, and sometimes controversial, views concerning pronunciation and its instruction throughout the language education history since the beginning of the grammar-translation method. One viewed pronunciation as irrelevant to teaching, the other regarded it programs as “meaningless non-communicative drill-and-exercise gambits” (Morley, 1991), (as cited in Kassem, 2014. p. 25). Yet, the other saw little connection between teaching and learning of pronunciation and acquiring sufficient level of pronunciation competency. It can be also stated that the scope of teaching pronunciation has been significantly affected by different school of thoughts of that particular time. Current pronunciation teaching trends have been affected by varying disciplines such as psychology, sociology, computer technology and semiotics to a great extent. This paper aims at emphasizing the importance of semiotic elements in pronunciation teaching and suggests ways to implement it appropriately in language classrooms. Then, it describes a lesson plan of a pronunciation class for elementary level preparation class in detail.

Keywords: pronunciation and semiotics; pronunciation teaching; visuals and gestures in pronunciation teaching
Effective Use of the English Routine Formulae in Turkish Context
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Routine formulae are situationally bound chunks that are highly frequent and useful to pragmatic performance of foreign language learners. The formulae of the language are easily acquired in the target language setting because they do not require grammatical analysis, and they are most commonly used expressions by foreign language learners in daily contexts of real life situations. This study investigates the effect of different length of stay (residence) in English speaking countries on learning and using English routine formulae in the Turkish EFL context. Participants consist of 100 local postgraduate students at ELT departments in Turkish universities. A questionnaire comprising 12 multiple-choice items with four-options was administered to the participants to assess their recognition of routine formulae. The data collected from the participants were analyzed item by item, and t-test, the percentage of correct answers, routines scores for the residence, non-residence participants and length of residence were also computed through SPSS 22. The results of the study showed that Turkish EFL learners at postgraduate level in general are found to be competent at learning and using the routine formulae in the target language settings although there is learner variability in learners’ knowledge of formulae based on length of residence, MA and Ph.D. degrees, non-residence etc. The study also reveals the fact that the knowledge of formulae is independent of general proficiency, and specific routines formulae acquired are based on the interactional settings of the communication.

Keywords: English Routine formula, Turkish context, length of stay, postgraduate students

The Effects of Blogging on EFL Writing Achievement
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Few studies were conducted on the effects of blogging specifically on English as a foreign language (EFL) writing achievement. Moreover, those studies did not address the effect of blogs on writing achievement in the Turkish EFL context. Thus, this study aims to investigate the effects of the use of blogs on EFL writing achievement among Turkish EFL learners. In this experimental study, a background questionnaire, a writing achievement pre-test and a post-test were administered to a sample group of 40 EFL learners. The data gathered were used to provide a statistical analysis to address the research question. Results indicate that blogging itself does not provide a better performance in terms of writing achievement, while the process-based writing instruction positively affects their achievement in both traditional and blog environments. It is recommended that teachers should be aware that the use of blogs does not guarantee better writing achievement among Turkish EFL learners. Thus, teachers should create a writing environment in which they encourage students to write in the target language to increase their writing achievement. Finally, some recommendations for further research were noted.

Keywords: English as a foreign language, blogs, writing, motivation
Developing English Learning Skills in Blackboard Virtual Learning Environment

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Enhancing university students’ ability to learn foreign/second language through learning styles preference-based instruction (LSPBI) is the focus of this paper. The Felder-Solomon Index of Learning Styles (ILS) was administered to a group of 120 bachelor students of Tourism Management to detect learning style preferences. Descriptive statistics identified that our students do vary in their preference for particular learning styles with a great variety of learning style preferences. Nevertheless, a large number of students showed mild preference for Visual and Sensing learning styles. Based on the fact that most of the students appear to be visuals and sensors, new relevant study materials were implemented into the professional English language course in BB with the aim of enabling students to become more involved, effective and efficient foreign language learners. The latest questionnaire results prove that students highly appreciate and prioritize the innovated study materials in BB.

Keywords: learning styles preference-based instruction (LSPBI); Index of Learning Styles (ILS); LS preferences; Blackboard Professional English Language Course

The Benefits of Adopting Open Educational Resources (OER) in an EAP Program

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This paper examines the benefits of adopting open educational resources (OERs) in an English for Academic Purposes (EAP) program in a Canadian University. OERs refer to educational content that can be freely reused, revised, remixed and redistributed. In the first phase of the project, the EAP program funded a project aimed at replacing existing reading materials with open textbooks and open-access journals. Due to the availability of OERs, the curriculum development team was able to update the curriculum with authentic, and sometimes multimedia material better meeting the needs of EAP students with different university majors. The team subsequently produced a course kit both in print and in digital form uploaded onto the learning management system, MOODLE. In the second phase, given that OER content can be reused, an open source software, Flexible Language Acquisition (FLAX), was employed to generate language practice from the authentic readings. The FLAX software is integrated with different corpora, including Wikipedia, British English Corpus, and British Academic Corpus. This software automates the process of creating vocabulary and collocation practice for the OER content. The combined benefits of using open content and open software include material enhancement, cost reduction, improved accessibility, and potential improvement in learning outcomes.

Keywords: OERs; EAP; open education resources; authentic
<table>
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<tr>
<th>Time</th>
<th>Room: Pamfilya 1</th>
<th>Room: Olympos</th>
<th>Room: Aspendos</th>
<th>Room: Termessos</th>
</tr>
</thead>
</table>
| 13:15-14:00| Svetlana S. Takhtatarova, Tatiana E. Kalegina, Farida I. Yarullina  
The role of English in the language policy of Tatarstan (RF), France and Germany (based on metropolis linguistic landscape)  
Virtual Room: Olympos  
Chair: Kadriye Aksoy  
Virtual Room: Pamfilya 1  
Chair: Mehmet Şahin | Fatma Özlem Saka  
What Exams Papers Make us Think  
Virtual Room: Aspendos  
Chair: Ali Gökşu  
Virtual Room: Pamfilya 1  
Chair: Mehmet Şahin | Maria N. Melissourgou, Katerina T. Frantzi  
Testing Writing in EFL exams. The learners’ viewpoint.  
Virtual Room: Termessos  
Chair: Bengü Aksu Ataç | Emel Kulaksız  
To What Extent does Culture Create Foreign Language Learning in terms of Proxemics?  
Virtual Room: Pamfilya 1  
Chair: Kadriye Aksoy  
Virtual Room: Olympos  
Chair: Mehmet Şahin |
| Coffee Break | 14:00-14:15 | Main Lounge |

Concurrent Oral & Virtual Presentations III
The Role of English in Shaping the Linguistic Landscape of Paris, Berlin and Kazan

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The paper examines the linguistic cultural landscape of three European cities: Paris (France), Berlin (Germany) and Kazan (the Republic of Tatarstan, Russian Federation). The subject of the analysis is the impact of the English language as an international communication agent on the development of the linguistic landscape in these cities. Each of these capital cities has its own language policy that aims at preserving their unique national heritage: language and culture. The Republic of Tatarstan is twice-challenged as there are two official languages in the region – Russian and Tatar, both carefully preserved. However, the process of globalization affects the development of each European country; and the role of English in the linguistic landscape development is becoming increasingly important. This is reflected in the names of companies, shops, cafes and other ergonyms. Here linguists meet the challenge of the correct translation of the borrowed lexical units. The research seeks to facilitate and improve the translation accuracy of ergonyms by adapting the experience of other cities. The findings of the authors contributed not only to the extension of the corpus of ergonyms but first and foremost to the promotion of the positive international image the city of Kazan. This predominately comparative study made it possible to collect and critically analyze best practices of preservation and promotion the native language and culture in France, Germany and Russia to adopt them in Kazan, which aims to become an integral part of Europe.

Keywords: linguistic landscape, communication agent, ergonym, globalization

Bridging Languages in Agriculture and Forestry Translation Studies Academic Courses

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The growing demand for professional translation in translators’ training in universities requires a safe teaching model needed for a development of a successful professional translation course. Therefore educational institutions must accommodate a number of changes that would enable building student- and teacher-friendly learning environment crucial for an advanced translation academic course. The present paper discusses three domains where these changes are of critical importance: lexicon, thesaurus and pragmatics. The units of verbal level are separate words. For example: balance, birchbark, log. Ideas, concepts and notions are units of the thesaurus level. For example, the term cross-cutting is associated with a number of other notions as felling, assortment, sawcut, etc. Pragmatic level requires a wide knowledge of the national and cultural peculiarities of communication. Methodological base of the research is language personality theory, as well as personal teaching and learning experience in translation study of texts in Agriculture and Forestry. The authors examine each of these domains and offer a range of recommendations for institutions developing a model of building professional competence in a foreign language, English in particular. Differences in learners’ languages and home cultures are taken into account and ways to respond to them in terms of teaching techniques are produced.

Keywords: lexicon, thesaurus and pragmatics, a teaching and learning model, translation study
What Exams Papers Make us Think

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Although errors are accepted inevitable in the foreign language learning, they give information about teaching-learning process of the students. The fact that even ELT students’ exam papers contain lots of serious errors has led to this research to find the reasons for them. With this aim, the exam papers of ELT students were examined in terms of their overall quality and the errors the students have made and they were listed according to their types. This study is a qualitative study which reflects the errors of students in their exam papers. To get the data, document analysis was conducted. The documents are the exam papers of sophomore and junior students of ELT department of Akdeniz University. It was found out that ELT students have problems in expressing their own ideas on any topic by analysing the situation. Besides, most of them are not careful with their writing, in terms of grammar, syntax and spelling. Some errors can be regarded as careless errors when the exam situation is considered. However, some of them result from overgeneralisation of rules. Some errors occur because of the effect of the native language or students’ inefficiency to use correct structures in writing although they know everything by heart. It is important for ELT students to use the language accurately as they are English teacher candidates. To overcome the problem, foreign language teaching and testing processes should be taken into consideration.

Keywords: exams in language teaching, error analysis, foreign language teaching

Exploring the Knowledge Base of Pre-service ELT Teacher Education in Iran

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This study aims at investigating the knowledge base of pre-service teacher education (PSTE) in Iran. In so doing, a teacher education knowledge base questionnaire (TEKB) was designed, developed, and validated. Cronbach alpha index was used to calculate the reliability of the scale. Factor analysis was also performed to decide on the construct validity of the questionnaire. The respondents were requested to mark the questionnaire on the likert scale of 1 to 5 to indicate the extent to which the included topics are covered at university at BA and MA. Seven components were extracted from the scale which were: theory, language concepts, learner issues, teacher awareness, materials design and production, research skills, and postmethod pedagogy. Based on the descriptive statistics obtained, factors such as theory, language concepts, and learner issues are covered more than research skills, material design and production, teacher awareness, and post-method pedagogy. In fact, the last four factors which are less dealt with in pre-service teacher education in Iran constitute the current pedagogic concerns of the experts in the field and of course much of what teachers need while practicing inside the classrooms. What these results imply is that some kind of traditional transmission model is currently exercised in PSTE in Iran.

Keywords: knowledge base, teacher education
Testing Writing in EFL exams: The Learners’ Viewpoint as Valuable Feedback for Improvement

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In various English as a Foreign Language exams, writing is one of the four skills tested, along with reading, listening and speaking. The emphasis however, placed on this skill during instruction in general English classes is limited. This seems rather strange if one considers the combination of competences that writing requires. Writing, which Raimes (1994:164) describes as “a difficult, anxiety-filled activity”, is a blend of different talents and this complexity often results in student confusion or even panic. This work tries to investigate the learners’ viewpoint, an underrepresented area in the literature, through a questionnaire focused on writing preparation and testing. It aims to pinpoint the causes of this confusion, addressing issues such as the time limitation factor, teachers’ feedback and genres that tend to raise anxiety. Students’ answers are analysed quantitatively according to age and CEFR level variables and presented in graphs. Drawing on relative literature (Hamp-Lyons 2003; Ferris 2008; Reid 2008; Papaefthymiou - Lytra 2012; Dendrinos et al. 2013; Lines 2014), we discuss these findings in relation to the Greek EFL context and its particular characteristics and show where there is room for improvement regarding teaching and testing practices.

Keywords: EFL, writing, learners, testing

The Emergence of a New Discourse for Business Communication
‘A Case Study of E-Mails in a Shipping Company’

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E-mail, as an example of electronic medium, has assumed functions which are in some cases associated with spoken language and in other cases associated with formal writing. David Crystal (2001) considers that online language as a new species of interaction, a genuine “third medium”. Business professionals in Algeria have undeniably to improve their employees’ English competence in order to be efficient in international trade. In order to prove that e-mail is not only a new medium, but a new style of communication as well; 175 business e-mails exchanged between the employees of the shipping company concerned were sampled to identify the rhetorical structure. The analysis based on the corpus reveals features that make up the pattern of business e-mail; it also shows that the electronic channel has an impact on the choice of the language exponents. A wide range of abbreviations represented in letter and number homophones is frequent. Moreover, syntactic reductions are used. The e-mail as a new emerging medium is a new type of discourse. It is a discourse that is developing its own language. In order to bridge the gap between theory and practice, tasks in business communication course should involve students in real business situation to familiarize them with the social features and interactional aspects of the language.

Keywords: business communication, e-mail; discourse analysis; hybrid language
To What Extent Does Culture Create Foreign Language Learning in terms of Proxemics?

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The aim of this study was to determine whether the English teachers’ perceptions of proxemics, which is a frequently ignored but crucial part of non-verbal communication, vary from that of American people because of their native cultures. With this aim, they were provided with 60 multiple choice questions with pictures illustrating different proximities and asked to choose the most appropriate options for the given situations. The participants were chosen depending on purposeful voluntary basis and consist of 37 English teachers. 28 of them have been exposed to different cultures by going abroad and 19 of them by taking special courses on culture. They were native speakers of Turkish and learned English as a foreign language. The obtained data was evaluated by calculating mean scores and applying one sample t-test, independent samples t-test and ANOVA in SPSS 22. Depending on the findings, it was discovered that females, those who had been abroad, taken culture courses and higher educational degree tend to have slightly higher scores. It can be deduced that non-native English teachers should be encouraged to have higher education, go abroad and take culture courses.

Keywords: proxemics; culture; foreign language learning; non-verbal communication

Perspectives of International Cadets towards Cross-Cultural Diversity and Its Impact on Language Learning; Case of Military Students in Turkish Military Academy

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The purpose of the study was three-fold: First, to determine the perspectives of the foreign and Turkish military cadets at Turkish Military Academy (TMA) towards cultural diversity and learning English in a multicultural environment. Second, to identify to what extent this multicultural learning environment and cultural diversity affect the language development of both foreign and Turkish cadets. Third, to identify the opinions and suggestions of language instructors about the best practices to apply in multicultural learning setting. The study is conducted at TMA in 2013-2014 academic years. First, a questionnaire and proficiency tests were applied on 80 cadets for the first two aims of the study. Then, 13 language instructors studying at TMA were interviewed to find out their views about the multicultural learning environment. To analyze the data a program called SPSS version 17.0 was used. As for the results, it is found that the perspectives of both Turkish and international cadets towards learning English in a multicultural learning setting is positive. However, the international cadets’ language proficiency developed more than the Turkish cadets. Analysis of the interviews with the language instructors provided important insights into the issue.

Keywords: cultural diversity, international student, multicultural learning, Turkish Military Academy
| Concurrent session IV | 14:15-15:15 | Room: Pamfilya 1  
Chair: Sühendan Er | Room: Olympos  
Chair: Ahmet Başal | Room: Aspendos  
Chair: David R. Albachten | Room: Termessos  
Chair: Sarp Erkir |
|----------------------|-------------|---------------------------------|-----------------|-----------------|-----------------|
| Benjamin Paul Collins  
*Balanced Formative Speaking Task Design in EAP* | İsmail Fırat Altay, Ayşe Altay  
*Overcoming the Difficulties in Teaching Pronunciation of Silent Letters in English* | Gonca Ekşi, Burçak Yılmaz Yakoşık  
*An Investigation of Prospective English Language Teachers’ Multimodal Literacy* | Aslihan Emirmustafaoğlu, Dilek Uygun Gokmen  
*The effects of picture vs. translation mediated instruction on L2 vocabulary learning* | |
| Yazid Bastthomi, Zuliati Rohmah  
*Honing Academic Writing: Students’ Meaning Making* | Ilze Ivanova, Silvija Karklina  
*Support to Adult Learners Acquiring Languages* | Aylin Koyalan  
*Practice what you Preach: Teaching Action Research through Action Research* | Dina AbdelSalam El-Dakhs  
*The EFL Arab university students’ use of English general service and academic vocabulary: A lexical development study* | |
| Hafida Hamzaoui ElAchachi  
*Exploring Cultural Barriers in EFL Arab Learners’ Writing* | Sezen Tosun  
*The Effects of Blended Learning on EFL Students’ Vocabulary Enhancement* | Sibel Tatar  
*Suggestions for improvement of language teacher quality in Turkey: Administrator perspectives* | Forugh Kasiri  
*The Impact of Non-lyrical Iranian Traditional Music on Reading Comprehension Performance of Iranian EFL Learners: The Case of Gender, Attitude, and familiarity* | |
Balanced Formative Speaking Task Design in EAP
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To build and assess the speaking proficiency necessary for EAP students, instructors should target specific competencies in task design. The competency areas and statements of the Canadian Language Benchmarks (CLB), a task based, competency based and learner centered approach to language developed by the Canadian Centre for Language Benchmarks (CCLB), provide an excellent framework for a complete approach to training and assessment. The aim of my work was to design a full, balanced approach to instruction and assessment of speaking skills for students entering an English university. Previous practice at our university focused on presentations and general impression from in-class discussion, which insufficiently addressed the various speaking competencies described in the CLB. Using the CLB, I developed a series of formative speaking assessment tasks targeting entry to York University in Toronto, Canada (IELTS 6.5.) These tasks directly test the knowledge, skills and strategies balanced in the competency areas and statements of CLB level 9, namely Interacting with Others, Giving Instructions, Getting Things Done, and Sharing Information. By targeting all of the identified competency areas through implementing this new approach, students’ proficiency in speaking were noticeably more improved than when using the previous approach. This framework is adaptable enough to address all levels of learner development. This approach can be used with all types of tasks and inputs, so instructors could apply this approach to speaking activities already built into their classes, or develop new tasks to address new assessment targets.

**Keywords:** speaking, academic, formative assessment, CLB

Honing Academic Writing: Students’ Meaning Making
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Analyses of academic texts by Indonesian students have shown some typicality, be they at the macro or micro level (Basthomi, 2012; Rakhmawati, 2014; Wijayanti & Widiati, 2013; Yannuar et al., 2014). At the macro level, Indonesian students typically resort to concept definitions and/or elaborations and at the micro level, they tend to use, for instance, the author reference of the researcher. A similar situation is also evident in oral discoursal expressions (Rohmah, 2012). While the text analyses have contributed to our understanding about the students’ challenges in view of global academic communication in the form of academic writing, how the Indonesian students experience the process of writing have not been adequately explored. Similarly, while the views of few Indonesian academic gatekeepers regarding journal publication have been revealed (Basthomi, 2011), views of the students as young scholars entering the world of academia through their final year undergraduate academic writing has not been adequately explored. This project, therefore, tries to address this gap by exploring students’ meaning making as they write research reports in their final year of undergraduate career.

**Keywords:** academic writing, global communication, college students, meaning making
Exploring Cultural Barriers in EFL Arab Learners’ Writing
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Every language is rooted in the culture of its speaking community which makes learning a foreign language especially challenging if the culture of the native language and the target language are too distant such as the case of English for Algerian learners. The present paper spotlights cultural difference between Arabic-speaking and English-speaking communities examining the impact of such cultural barriers on Arab EFL learners’ writing as written texts and the ways they are used vary according to cultural groups. For this purpose a case study of 16 EFL students from the University of Tlemcen (Algeria) was undertaken. Contrastive rhetoric was used to explain many problems identified in students’ English compositions. Relying on a qualitative data analysis, the results indicated that culturally bound differences related to some linguistic factors such as alphabet, letters, way of writing, word patterns and grammar, as well as some rhetorical and syntactic styles namely coordination, subordination and metaphorical styles were responsible for a large potential for errors and difficulties faced by Algerian EFL university students when producing written English. This paper closes with a set of pedagogical implications which encourage the use of contrastive rhetoric as a tool to understand cultural differences both in teacher education and writing instruction. Techniques and strategies are proposed to help reduce cultural barriers and build bridges between the writing patterns of the two languages in order to achieve successful communication between members of different societies in this era of globalization.

Keywords: contrastive rhetoric, English compositions, Arab EFL learners; intercultural communication

Overcoming the Difficulties in Teaching Pronunciation of Silent Letters in English
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Language is the most efficient tool for verbal communication. Speaking, as an integral part of this communication, has the duty of using sounds in conveying the message to the other party. Thus, articulation has paramount importance in languages like English because English is not a perfect fit language in others words it is not a phonetic language. That is to say, spelling and pronunciation do not match a lot unlike a language such as Turkish. As a consequence, Turkish learners of English have problems in the articulation of some words including silent letters. This study aims at teaching the pronunciation of silent letters in English like [k], [d], [b],[w],[t], [g], [p] and [h] at different positions in words. At fist step, the reason of difficulty in their pronunciation will be worked on with examples as a diagnostic necessity. Secondly, rules related to the pronunciation of these letters will be placed. Later, some exercises to strengthen the elicited pronunciation rules and formulas will be presented. While doing these all, the material will be presented in such a way that any language teacher aiming to overcome the same predicament will be able to use the applied procedures. Visual support will be generated at the same time. At the end, it is aimed to overcome the problematic pronunciation of silent letters in English by Turkish learners, and to reach better level of intelligibility and comprehensibility in speaking the target language.

Keywords: pronunciation, silent letters, teaching English pronunciation
Support to Adult Learners Acquiring Languages

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The present paper deals with the development of support tools for language learning in the context of lifelong education, which impacts the development of an individual in the labour market and caters for cohesion of society as a whole. The theme of the research was determined by the growing necessity of adults to acquire foreign languages; nowadays the activity can be implemented when learning languages both in formal and non-formal education. The topicality of the research was defined by the need to achieve positive results by creating and administering support for adults in their process of language learning. Consequently, the purpose is to research the development and management of language learning support for adults in acquiring less widely used and less widely taught languages (LWULWTL), a methodology which can be applied to any foreign language acquisition. The authors have analyzed the development and integration of authentic ICT resources in the practical teaching of adults as in order to enhance the language acquisition process.

Keywords: adult education, support for adult language learning, management of the support, European language portfolio, ICT

The Effects of Blended Learning on EFL Students’ Vocabulary Enhancement

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Blended learning approach in teaching foreign language has become a matter of considerable interest to language teachers all over the world. As opposed to pure e-learning which refers to using only electronic media to learn, blended learning supplement traditional face-to-face teaching and learning environment with different kinds of technology-based instruction. Many higher education institutions today are using blended learning as a supplementary means in developing students’ vocabulary knowledge. The present study aimed at investigating the effects of blended learning strategy in teaching vocabulary and the students’ perceptions of blended learning approach in learning vocabulary. A total of 40 students from two classes who study intensive English at METU prep-school in Turkey participated in the study. The experimental group studied the target vocabulary items through blended learning strategies while the control group learned the same vocabulary items through traditional way of teaching. After the instruction period, a paper-based vocabulary test was administered to both groups of students. As for the qualitative data, semi-structured interviews were used to identify students’ views on blended learning. The interview focused on students’ perceptions of the advantages and disadvantages of blended learning, and their suggestions on improving blended learning environment. The study closed with pedagogical implications and suggestions based on the students’ scores on vocabulary tests, opinions and expectations concerning the efficiency of blended learning strategies in learning vocabulary.

Keywords: blended learning, vocabulary teaching, students’ perceptions, vocabulary learning strategy
An Investigation of Prospective English Language Teachers’ Multimodal Literacy

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With the development of digital communication technologies, we are required to re-define the term literacy and now we talk about “multimodal literacy”. The current generations, as digital natives, are literate not only in the conventional sense but in an innovative way which involves texts with static and dynamic images, gestures, audio, spoken language and written language. Citizens of today need to be able to comprehend meaning that is constructed through two or more communication modes. Likewise, it is equally important that teachers of the digital world also need to possess multimodal literacy knowledge and skills. The teachers should be able to comprehend and interpret multimodal texts, and effectively design and communicate meaning through such texts and finally need to transfer this knowledge and skills to their students. This quantitative study aims to investigate multimodal literacy levels of 383 pre-service English language teachers at Gazi University, Turkey. The multimodal literacy of prospective teachers are assessed through the Multimodal Literacy Scale developed by Bulut, Ulu and Kan (2014) and the scores are evaluated in terms of gender, grade, program, socio-economic status, and other background features such as home town, internet use and parents’ education level. Conclusions are drawn and suggestions are made for the English language teaching programs.

Keywords: multimodal literacy, prospective English language teachers, teacher training

Practice What You Preach: Teaching Action Research Through Action Research

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Action research is a type of research conducted by teachers on an issue or problem with the aim to make positive changes in the classroom atmosphere. This type of research is generally taught to students studying at Departments of English Language Teaching to highlight the importance of exploring the classroom in more detail and making change in the teaching program. The third grade students taking the course are required to conduct action research but since they are not practicing teachers yet, they find a teacher to work with. In the academic year 2014-15, the instructor decided to introduce action research by conducting one herself. The topic was to deal with the problem of silent students who preferred not to take part in classroom discussions. First, English Language Anxiety Scale was used to measure the anxiety level of students to find out possible reasons for being silent. Secondly, two volunteer students were chosen from each group to observe and identify the silent students. Lastly, the silent students were interviewed to investigate the reasons from their perspectives. Our findings showed that their silence could be attributed to problems they had in their private lives and not to the course or the course tutor.

Keywords: action research, silent students, teacher education
Suggestions for Improvement of Language Teacher Quality in Turkey: Administrator Perspectives
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Based on data from a larger survey study, this study presents private school administrators’ views and suggestions on improving the quality of English language teachers in Turkey. The data were collected from 94 private schools administrators in Istanbul through a 15-item questionnaire. An open-ended item in the questionnaire asked the administrators what could be done to improve the quality of English language teachers in Turkey in general. Majority of the respondents provided suggestions that are categorized under three main themes: (a) restructuring of the ELT programs, (b) increasing language proficiency of local teachers, (c) effective in-service training for professional development. The respondents thought that current ELT programs focus a great deal on theory at the expense of practice. Administrators perceived lack of fluency of local teachers as a major problem to be addressed and pointed to the need to ensure that pre- and in-service teachers spend time abroad, especially in an English-speaking country on a regular basis. The administrators believe that professional development should be encouraged for all teachers and especially teachers with many years of experience should be encouraged to attend in-service training programs on a regular basis to update their knowledge base in contemporary teaching methods.

Keywords: school administrators, language teacher education, private schools

The Effects of Picture vs. Translation Mediated Instruction on L2 Vocabulary Learning
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This study investigates the effectiveness of picture-based and translation-based instruction in learning L2 vocabulary items and the effects of test condition on the recall of L2 vocabulary items. Previous studies by Chen (1990) and by Lotto & De Groot (1998) comparing the effectiveness of picture-based and translation-based methods in L2 vocabulary learning demonstrated that learners performed better when the stimuli given in the test condition matched to those in the learning condition (e.g. picture test items for picture instructed group), than when test items were incongruent with the items used in the learning condition (e.g. L1 words for picture instructed group). In both of these studies the participants were adult learners. This study focuses on younger learners and investigates the effects of learning and test conditions on the retrieval of L2 vocabulary items. Seventy-five Turkish EFL students attending the seventh grade of a public school participated in the study. During two teaching sessions, novel L2 words were presented with L1 translations in one group and with corresponding pictures in the other. In the post-tests where participants were asked to provide the corresponding L2 words for items congruent with their instruction method, the picture group performed better than the translation group. In the post-test which included test items incongruent with the learning method, there was no significant difference between the two groups. The findings of the study are discussed with reference to previous research on the effectiveness of picture-based and translation-based methods regarding L2 vocabulary learning.

Keywords: L2 vocabulary learning, pictures, translation, test conditions
The Arab University Students' Use of English General Service and Academic Vocabulary: A Lexical Development Study

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In recent years, a number of studies have attempted to assess the English vocabulary knowledge of high-school students and undergraduate university students in contexts where English is a foreign language (EFL). The present paper explores the lexical development of Arab undergraduates at a Saudi University where EFL is the medium of instruction. The study employed a quantitative methodology. The lexical knowledge of 150 participants from different college years and fields of specialization was assessed both receptively and productively. The assessment focused on the participants' knowledge of the General Service List (GSL) and the Academic Word List (AWL) due to their prime importance for lexical competence in English. The results confirmed earlier findings that the lexical competence of EFL Arab university students is below the required level for coping with the demands of studying in an English-medium university. Findings also showed that output-based instruction may accelerate lexical development on the short-term, but on the long-term both input-based and output-based instruction support lexical development of EFL learners. The study concludes that lexical development of EFL learners needs to be carefully assessed to ensure the learners’ ability to cope with the lexical demands of their educational programs. Hence, the study highly emphasizes the importance of enhanced English language support for students at all levels in Saudi universities. The study also offers implications for similar learning contexts in other parts of the world.

Keywords: vocabulary studies, second language learning, teaching English as a second language, lexical development

The Impact of Non-lyrical Iranian Traditional Music on Reading Comprehension Performance of Iranian EFL Learners: The Case of Gender, Attitude, and Familiarity

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Many studies have explored the effect of music on the reading comprehension (Douglas & Willat, 1994); however, the possible roles of gender, attitude as well as familiarity with the background music were disregarded. Thus, this study aimed at scrutinizing the impact of familiar Non-lyrical music and the attitude toward it on reading comprehension performance by gender. Sixty males and females were selected from 103 volunteered EFL learners of Yazd University, employing quota Sampling. To attain the aim of the study, twelve tracks of Persian non-lyrical traditional music frequently played on TV and radio were hand-picked on the basis of participants’ common agreement on familiarity two weeks before administering the pre-test. The learners completed two fifty-itemed TOFEL reading comprehension tests in no-music (pre-test) as well as background music conditions (post-test) respectively, followed by an attitude questionnaire to survey the extent to which their standpoints regarding test taking in the latter condition were correlated with their reading comprehension performances. The obtained data were run to SPSS statistics including Mixed-ANOVA as well as Correlation tests which revealed the negative influences of music on reading comprehension, while no significant difference was observed between two genders. Besides, it indicated learners’ negative attitudes toward background music, though it neither demonstrated any relation of attitude as well as familiarity with reading comprehension. Therefore, the intended study could be helpful to methodology, making teachers aware of the essentiality of room without distraction for comprehension process.

Keywords: music; reading comprehension performance; gender; attitude
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Teacher’s New Role in Language Learning and in Promoting Learner Autonomy
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This article is about autonomy in language learning and the basic components which define the role of a teacher and the role of a learner in the process. A teacher’s role is very important in helping student’s develop autonomy in learning, besides other crucial functions, such as management and instruction. Learner autonomy in the last few decades has been considered as one of the ultimate goals in education in general and in particular in language learning. An autonomous learner can be considered that student which has developed some learning strategies and is able to control their way of learning. In the case of learning a language, the students need to know how to learn in the classroom and out of it in order to understand what strategies are more functional for them. Having a repertoire of learning styles and strategies can help students become better and more creative and autonomous learners. The process of becoming an autonomous learner is a dynamic one and leads the learner into the acquisition of numerous styles and strategies. The main goal of strategies and instruction is to make the students more aware of the effectiveness of their learning, and also to help students consciously control how they learn so that they can be efficient, motivated, and independent language learners.

Keywords: learner autonomy, higher education, learning strategies, instructions

Classroom Teachers’ Viewpoints about the Effects of Immersion Programs on Native Language Development in a Turkish Context

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Developing a plurilingual identity widens vision of individuals and brings them a new perspective to the life. It is a way to develop self-confidence, to be involved in the social life, and to become productive on international platforms. Today interaction among the citizens of different countries, global progress in trade, improvement in communication technologies and development in industrialization necessitate individuals’ being able to speak at least two other languages besides their native language. Thus language teaching process should start at the right time and it should be designed within a qualified, effective and efficient plan to meet the communication needs of learners. Considering the facts above and examining the results of the present outcomes in foreign language education in Turkey, a search for more effective foreign language teaching practices has gained importance. As one of the solutions that private educational institutions have implemented is immersion programs, which is based on bilingual classroom practices. In this study it is aimed to investigate the effects of immersion programs on elementary students’ native language development through the viewpoints of classroom teachers at a bilingual school in Ankara. A focus group was organized and a semi structured interview was conducted with 7 teachers and the interviews were recorded. The answers were analyzed by using MAXQDA qualitative analysis program. The results show that there is no significant effect of bilingual teaching on students’ native language development.

Keywords: bilingual teaching, classroom teachers, elementary students, immersion programmes, language development, native language
Online Strategy Games for the Classroom
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The importance of Computer-assisted language learning can never be over-estimated. However, our knowledge about the specific ways in which computers shape individuals’ learning experience is very limited. Although we know very little on this specific interaction, one thing is now clear to us: computer assisted language instruction does increase the motivation of the learners. The aim of this poster presentation is to suggest ways of turning an online strategy game to an instructional tool that may hold learners’ attention, help motivate them, and offer them an authentic context to use the language. The poster will first look at the relation between games, learning, and teaching; then show what the game is, how it is set-up and used in the classroom setting; and finally conclude by analyzing the role technology plays in motivating learners. In doing so, the paper shows how online strategy games can be a valuable instructional tool that can be used in communicative language teaching contexts.

Keywords: online, game, communicative approach, motivation

A Comparison of Learner-centered Approach with Teacher-centered Approach in Teaching English Speaking as a Foreign Language in Iranian High-School Context
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This paper reports on research findings on learner-centered approach compared to teacher-centered approach in teaching English speaking as a foreign language in Iranian high school context. It shows the need for speaking instruction in English language classes. One can compare and contrast these two learning approaches and try to evaluate the effectiveness of them. To this end, a group of 90 male homogeneous students at a junior high school in Ilam, Iran participated in this study. All participants were native speakers of Kurdish and Persian aged around 14. There were three classes, including 30 students in each group (class) who were assigned to the control and two experimental groups. The two experimental groups received a treatment in speaking about music, followed by a pre- and post-test. All the tests consisted of speaking about music, which were administered to see their speaking performance over 3 weeks, and the results were compared. Two groups were observed, namely the control group (group A) or teacher-centered the experimental group (group B) and student-centered experimental group (group C). The results support the implementation of student-centered process for the purpose of developing speaking knowledge of Iranian EFL learners. The findings suggest the need for teaching of speaking rules and their use through communicative tasks.

Keywords: learner-centered approach, teacher-centered approach, English speaking, Iranian high school
Investigating the Effect of Formal Training of Topic-thood Concept on Writing and Reading Comprehension Ability of Iranian EFL Learner

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Topic as one of the main concepts of theory of information structure is represented by rather different linguistic tools in different languages. In present approach, topic is defined based on the pragmatic relation on which it plays in a proposition. In the present study, one goal is to be followed as far as topic is concerned; the implications of investigation of topic for EFL learners are investigated. To fulfill this goal, two questionnaires were used to know whether Iranian EFL learners know topic or not and a corpus of data including more than 1000 noun phrases and 500 sentences (in English and Persian) were used to make the writing (translation) questionnaire. The findings also revealed that formal training of topic can affect the performance of EFL learners.

Keywords: information structure, topic, topic-thood, proposition

Investigating the Effect of Audio Visual Materials as Warm-Up Activity in Aviation English Courses on Students’ Motivation and Participation at High School Level

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Bülent Alcı
Turkish Air Force Academy

This paper aims to analyze the effects of video use as an audio visual material as warm-up activity on students’ motivation and participation in Aviation English courses at high school level in the viewpoint of English instructors. This paper is based on a qualitative study in which focus group interview is used as the data collection procedure. The participants of focus group interview are four instructors teaching Aviation English, teaching 10th graders in a state high school. It is a fact that the use of video like the other audio visual aids is a proper ice breaker and motivation tool for teenagers in today’s modern world of technology. The data collected by focus group interview is analyzed and discussed in the study.

Keywords: video as audio-visual material, warm-up activity, students’ attention, motivation

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Opinions of University Preparatory School Students towards the Effects of Learning English on Their Career
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Career can be defined as the process of education, knowledge, skills, and experience that a person gains lifelong to realize desires, emotions, and aims such as earning money, dignity, power, and status in one or many fields. Career can be evaluated twofold; the first being the individual dimension that can be called individual career management. The second dimension is the organization that the individual becomes a part throughout working life. Our research study focuses on the first dimension. This aim of this study is to investigate the opinions of English language preparatory school students from various departments in Gazi University towards the effects of learning English on their future career.

The population covers Gazi University School of Foreign Languages students. A 5-point Likert scale with 20 items will be used for the research. The questionnaire will be applied to a sample which is representative of the population. The data will be processed using SPSS 22. The reliability of the evaluation tool will be defined using Cronbach Alpha. Construct validity of the questionnaire will be ensured with confirmatory and factor analyses. The research is limited to Gazi University School of Foreign Languages students enrolled in 2014-2015 academic year. The suggestions will be proposed based on research findings of the research.

Keywords: career, English, language learning

Morpheme Acquisition in EFL Context; Third Person Singular Agreement Morpheme -s
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Learners of a second language have always been struggling to acquire the 3rd person agreement morpheme -s. The present study investigated the factors, whether over regularization or L1 interference, that EFL learners face while acquiring the of 3rd person agreement morpheme -s. The participants of the current study were 40 elementary level 7th graders students composed of 20 males and 20 females whose ages ranged from 12 to 14 and studying at a state school in Istanbul/Turkey. There were basically two instruments for this study which are written and oral outputs of the learners in the form of in-class and performance assignments. Activities have been prepared carefully to canalize the students to use all the personal pronouns. Oral part of the activities are recorded and each incidences of wrong use of 3rd person agreement morpheme -s counted; and same for writing. The results show that the errors made by students are mostly due to over regularization of the rule and L1 interference is not observed too much.
The Implications of Investigating Left-Dislocation and Right-Dislocation Sentences for Iranian EFL Learners

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The information structure of a sentence is the formal expression of the pragmatic structuring of proposition in a discourse. English language provides a variety of non-canonical construction for expressing a given propositions. There are three classes of non-canonical constituent in English: pre-posing, post-posing and argument reversal. Each of three classes has sub-classes. The present study investigated the two kinds of non-canonical constructions, namely Left-Dislocation and Right Dislocation. This research has been undertaken to see whether Iranian EFL learners know left-dislocation and right dislocation constructions or not; more specifically, the study has been carried out to see if formal training has an impact on EFL learners to use left and right-dislocations constructions felicitously. To this end, 60 students from Ahwaz Chamran University were randomly assigned to two groups: one experimental and one control group. A questionnaire as pre-test was given to both groups to find out whether the students of both groups were familiar with left and right-dislocations constructions or not. Then, a treatment was run in which the researcher explained the marked and unmarked structures and different kind of marked structures. The experimental group received the treatment but the control group did not. In order to measure the students' progress as a result of instruction, a post-test was conducted to both groups. The results indicated that Iranian EFL students have difficulties in using left and right dislocations constructions and there is a statistically meaningful relationship between the subjects' performance in the pre-test and pos-test and felicitous use of these constructions. Besides, the finding implied that formal training has an impact on EFL learners to use left and right dislocations constructions more felicitously.

Keywords: information structure; pre-posing; post-posing; non-canonical construction, left-dislocation, right-dislocation
Knowing a second or foreign language is not possible without knowing its sound system. Besides, it is also impossible to disregard the effect of the first language sound system on the pronunciation of sounds of the second. The more these effects disappear, the more native like the learners sound. Accordingly, comparing the sound system of the two languages helps recognize the differences of the languages and sources of feasible errors the learners make which results in decrease the effects of the first language. Thus, this study tried to compare the performance of EFL Kurdish and Persian learners in acquisition of English vowels. In so doing, contrastive analysis hypothesis (CAH) was applied to compare the vowels of Kurdish and Persian with English. Furthermore, a total of 120 students took part in the study to study any probable differences between the phonological performance of Kurdish and Persian EFL learners at elementary and advanced levels. The results showed some significant differences at the elementary level between the two groups of speakers, though this was not attested at advanced levels. EFL educators can use the results of this research in their pedagogical judgment makings.

Keywords: EFL learners' performance, Kurdish vowels, Persian vowels, CA

This study investigates the position of adjuncts in sentences in English and Persian languages. A total number of 136 sentences are collected from English story books and their Persian translations. The frequencies of each position (initial, middle, final) of adjuncts are determined by SPSS software and frequencies in English sentences are matched with Persian sentences. The results show that there is a meaningful difference between English and Persian regarding the place of adjuncts in collected data. In English, the adjuncts are placed in initial, middle and final positions, the initial and middle positions have the most frequency. In Persian the initial position is the most frequently used position. The frequency of middle position is less than initial position and there is no adjunct in final position. The implications of this study are beneficial for translators, teachers and students that use the two languages.

Keywords: adjuncts; SFG, English, Persian
Concurrent session V  16:15-17:15

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  *The Relationship between Students’ Academic Self-efficacy and Language Learning Motivation: A Study of 8th Graders* | **Fatima Nur Fişne**  
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| Coffee Break  17:15-17:30 | Main Lounge |
Group Dynamics in the EFL Classroom: The Role of the Cohesive Group of Syrian Tertiary Learners

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Group Dynamics is perceived, by many, as one of the very critical subdisciplines in the social sciences for language teachers. Cohesiveness refers to the mutual support and commitment of group members to the group and to one another. In this paper, the author endeavours to explore factors with the potential to develop a cohesive language classroom environment. In this environment, initialising and sustaining co-operation and commitment is primarily sought. For reasons of convenience, 10 Syrian tertiary learners, aged 18-24, from different academic departments in the University of Aleppo, Syria, taking a general English course have been chosen to constitute the context of this present study. The paper highlights particular techniques utilised by the learners and pinpoints particular problems they encountered. It has been clearly noticed that learning is likely to be more fruitful when the group is cohesive, flagging the importance of raising the EFL teachers’ full cognisance about the efficacy and effectiveness of establishing cohesiveness in the EFL classroom. Subsequent to collecting and analysing the data, the results strongly indicate that students’ classmates play an essential part in their learning and in their motivation as well.

Keywords: cohesiveness; rapport; motivation; productivity

Prospective ELT Students’ Foreign Language Reading Attitudes and Motivation

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This presentation reports the results of a study investigating prospective ELT students’ foreign language reading attitudes and motivation. The study also examined the relationship between the participants’ academic achievement (GPA) and their attitudes and motivation in foreign language reading and the existence of any gender-related difference in participants’ reading attitudes and motivation. The study was carried out in January 2015 in English Language Teaching (ELT) Department at Hacettepe University. This study was conducted with a quantitative research design using a survey methodology to collect data about the participants’ reading attitudes and motivation. A total of 104 undergraduate students (females: 76 and males: 28) enrolled in the department voluntarily participated in the study. Further quantitative data were also gathered from the participants’ cumulative grade point average (GPA) scores and their gender. The results revealed that prospective ELT students have positive attitudes and motivation in foreign language reading. Also, there was a statistically significant positive correlation between academic achievement (GPA) and attitudes and motivation in foreign language reading. The results indicated that there was no significant difference among groups regarding reading attitudes and motivation according to their GPA.

Keywords: foreign language reading attitudes, motivation
Saying “No” in a Thousand Ways!: Speech Act Realization of Refusals

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Refusals differ cross-culturally and when non-native speakers fail to perform refusals appropriately, such differences might easily lead to cross-cultural misunderstandings. This study aims to investigate the general preferences of Turkish EFL learners in terms of using refusals and how their L2 development in addition to the type of situation (i.e. requests, invitations, suggestions, and offers), social variables and gender affect their strategy choice. There were two groups of students from TOBB ETU: a) 51 Low Proficient students (17 males and 34 females); and b) 43 High Proficient students (28 males and 15 females). A Discourse-Completion Task (DCT) comprised of 12 situations according to different social statuses (high, low, and equal) was used as the main instrument. Parametric t-tests were conducted to answer the RQs. Low and high proficient groups responded significantly different in each situation type: requests (p < .0001), invitations (p < .0001), suggestions (p < .0001), and offers (p < .0001). The two groups differed significantly in refusals to people of higher (p < .0001), lower (p < .0001) and equal status (p < .0001). However, gender had no influence on the strategy choice. What is more, students participating in this study used more indirect strategies overall whereas intermediate students used more adjuncts suggesting L2 development also supports pragmatic development. Further research can investigate the order and content of the refusal strategies utilized by the students. Future research can also design an instructional treatment and investigate the effects of instruction on different proficiency levels.

Keywords: pragmatics; second language acquisition; refusals; speech acts

Syllabification of Final Consonant Clusters: A Salient Pronunciation Problem of Kurdish EFL Learners

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English syllable structure, with its complex initial and final consonant clusters (CCCVCCCC), poses a major pronunciation problem for most EFL learners. The present study aims at investigating the difficulties of Kurdish-speaking learners of English in the pronunciation of consonant clusters. The data for this study were collected through classroom observation and a pronunciation test. Initially, students’ difficulties in pronouncing the target clusters were identified in their oral performance in the researcher’s graduate classes at a national university in Northern Cyprus. To support classroom observation, fifteen Iraqi Kurdish students were asked to read a short paragraph plus a list of words and sentences while being audio-recorded. The pronunciation test included both initial and final consonant clusters. Data analysis shows discrepancies in the participants’ pronunciation of consonant clusters, i.e., while the participants did not exhibit any problem in the pronunciation of initial consonant clusters the majority of them employed vocalic epenthesis in word final position, as a repair strategy to facilitate the pronunciation of complex clusters of the target language. This can be attributed to the influence of the mother tongue as Kurdish phonotactics does not allow certain consonant clusters in word final position. Moreover, since all of the participants were adult EFL learners it is safe to assume that such errors have become fossilized in the learners’ interlanguage. Therefore, in terms of pedagogy, it is suggested that pronunciation problems of EFL learners be dealt with during early stages of second language acquisition in order to prevent fossilization.

Keywords: syllabification; final consonant clusters; fossilization; Kurdish EFL learners.
The Impact of Online Reflective Practices on the Self-efficacy of Turkish EFL Pre-service Teachers: A Case Study

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There is compelling research evidence concerning the salient impact of teachers’ sense of self-efficacy on their instructional activities and student learning outcomes. This mixed method case study aimed to investigate the impact of online co-mentoring and video-based self-evaluation practices on the self-efficacy level of 40 Turkish pre-service teachers of English at a state university throughout their practicum period in the academic year 2013-2014. The quantitative data was collected via the administration of the Turkish version of Teachers’ Sense of Efficacy scale by Tschannen-Moran and Woolfolk Hoy (2001) at the beginning and end of the study and analyzed via the dependent t-test. The qualitative data was collected through semi-structured interviews with pre-service teachers, reflection reports of co-mentors and the open-ended item added to the scale, and classroom observations of their teaching practices. It was analyzed via content analysis. Although the study revealed pre-service teachers’ level of self-efficacy in instructional strategies, classroom management and student engagement increased at a statistically significant level, they were observed to be facing some challenges in these abovementioned aspects in their classroom practices. Interviews indicated pre-service teachers’ reflective attitude, mentor teachers’ guidance and provision of opportunities to exercise teacher autonomy contributed to the self-efficacy of pre-service teachers during the practicum. Moreover, interviews showed that pre-service teachers regarded their engagement in online co-mentoring practices and video-based self-evaluation activities as conducive to their sense of self-efficacy. Findings demonstrated the incorporation of online reflective practice activities and sustained mentor guidance had a favourable impact on pre-service teachers’ self-efficacy.

Keywords: self-efficacy; pre-service teachers; online reflective practice; mentoring

The Relationship between Students’ Academic Self-efficacy and Language Learning Motivation: A Study of 8th Graders

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Self-efficacy is defined as the belief in one’s capabilities to carry out, organize and perform a task successfully. Motivation consists of the internal and external factors that stimulate the desire to attain a goal. Both are the driving forces that make people pursue a goal and overcome obstacles because people with higher self-efficacy and motivation do their best and do not easily give up when confronted with difficulties. This quantitative study aims to investigate the relationship between the academic self-efficacy levels and language learning motivations of 8th graders. In Turkey, the 8th grade is important as it is the year when the students take exams that determine the high school they are to enroll. Therefore, it is a year when academic concerns are high. To this end, Morgan-Jinks Student Efficacy Scale and Language Learning Orientations Scale by Noels et. al. were applied to 317 participants from several different secondary schools. The primary aim of the study is to look into whether there is a correlation between academic efficacy levels of learners and their motivation levels in learning English. The results suggest that those with higher self-efficacy are more extrinsically motivated to learn English.

Keywords: self-efficacy; language learning motivation; orientation; 8th graders
NESTs vs. NNESTs: Good English Teacher Category-Based Projection

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This study investigates the existence of preferential attitudes towards native English speakers, resulting in depreciation of NNESTs in the case of two English-medium universities in Ankara. It involves analysis of data collected from teachers through questionnaires and interviews. Firstly, teachers’ ideas related to the qualities of a good English teacher were investigated. Secondly, their views about the advantages and disadvantages of NESTs and NNESTs were addressed. An inquiry into identified qualities of a good English teacher provided evidence for widely divergent beliefs held by NESTs and NNESTs. Further analysis based on Wenzel, Mummendey, & Waldzus’s (2007) ingroup projection model and incorporating instructors’ beliefs about NNESTs vs. NESTs, revealed that NESTs and NNESTs, striving to achieve a positive self-concept, tended to perceive their own group as more prototypical to a positive superordinate “good teacher” category than the other group subjected to comparison. Based on Wenzel et al.’s (ibid.) assumption that in order to improve tolerance to intergroup variations the superordinate category should be represented in a complex way, it was suggested that NESTs and NNESTs’ notions of “a good English teacher” prototype should be extended, implying teaching English “as a heterogeneous language with multiple norms” (Canagarajah, 2013, p. 7).

Keywords: NEST; NNEST; good English teacher; ingroup projection model

English in Pakistan: Mapping Shifts in the Attitudes of Madrassa Students

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Emergence of English as “indispensable global medium” (Kandiah, 2001, p. 112) coupled with Pakistan’s subtractive multilingualism makes English to enjoy the most privileged status in Pakistan. Several studies (e.g., Sabiha Mansoor, 1993; Ahmar Mahboob, 2003) on teaching of English as a part of early education and English as a medium of instruction in Pakistani educational institutions show positive attitudes towards English. However, this language has long been seen as irrelevant to Pakistani Madrassas (schools for religious education) where Arabic is the primary language. The attitudes towards English as a medium of instruction recorded by Tariq Rahman (2006) show that not even one percent of the respondents from Madrassas favored English. However, the changing sociopolitical realities seem to have affected their attitudes as well. In this study, we attempt at mapping the shift in the recent years in the attitudes of the Madrassa students towards having English as a medium of instruction and English as a subject taught from Class 1. A bilingual questionnaire (in Urdu and English) has been used to record the responses of the students at the Madrassas of three cities of Pakistan: Islamabad, Rawalpindi and Faisalabad. Interviews of the teachers of the same Madrassas were also conducted. The generalizable results show a noticeable shift in the attitudes toward the English language in Madrassas of Pakistan. It is hoped that this study will contribute to the contemporary academic and political debate on the possibility of adopting a uniform educational policy in Pakistan.

Keywords: English in Pakistan, language policy, madrassas
The Reflection of Language Teaching Methodology on Language Testing
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Language testing is an umbrella term which consists of assessment and evaluation. It gives overall feedback about language curriculum, teaching-learning situations, teachers’ efficacy and students’ performance. Theoretically, language testing is the fundamental process with respect to curriculum development, teacher education and language learning psychology. Testing is shaped by the basic paradigms of the language teaching philosophy. In other words, teachers develop language assessment tools which are parallel to the way they teach. Nevertheless, EFL teachers, particularly in Ministry of National Education (MNE), test their learners by means of grammar-based pencil-paper tests as opposed to communicative language teaching and testing. Accordingly, the aim of the study is to examine the teacher-made language tests in the perspective of CLT (Communicative Language Testing). Also, it is a descriptive research study based on quantitative method. As a background of the study, EFL teachers were interviewed about language assessment and evaluation in MNE. Then, the data were gathered through 5th, 6th, 7th and 8th grade teacher-made language tests. The items were analyzed by using a checklist which was developed as regards the principles of CLT. The findings of the study indicate that teachers assess the learners’ performance with written exams which focus on vocabulary items and grammar patterns. Additionally, receptive skills are slightly emphasized in these exams whereas productive skills are not taken into consideration. Briefly, the results show that there is a discrepancy between language teaching method and testing. Also, the study offers some suggestions for EFL teachers about language assessment training including test design, specifications and interpretation.

**Keywords:** language testing, teacher-made language tests, communicative language testing.

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Improving EFL Learners’ Speaking Deficiencies in The Case Of Lexical and Prepositional Knowledge

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Appropriate second language use demands acquiring not only the cognitive, but the socio-cultural aspects of language prerequisites immersion in the L2 language and culture (Celce- Murcia, Dorneyi & Thurred, 1995). Attaining such aim concerning the speaking skill necessitates the triangulation of accuracy, fluency, and appropriacy in expressing ideas in a communicative context. Having observed socio-cultural deficiency in terms of vocabulary as well as lexical knowledge among the advanced students of a discussion class, an action study was conducted to enhance students’ metacognitive knowledge, leading them toward proper use of language. Thirty advanced EFL learners attended in a speaking class were interviewed and completed two questionnaires which revealed the negative transfer of L1 prepositional knowledge as well as lack of enough vocabulary knowledge as the underlying sources of their poor speaking’s fluency as well as accuracy. To address the problems, diglot-wave techniques, Contrastive Lexicology, genre analysis, students self-talk and journal writing, along with reading/re-telling short stories, watching learner-selected movies, and playing games were employed to teach productive vocabularies, alleviate existed prepositional errors, and develop learner autonomy during 15 sessions of study. The result of followed-up observations, questionnaires, and an oral semi-structured interview at the end of the course indicated students’ substantial improvement in above-mentioned points. The implications of this study could be helpful to methodology, especially future action studies, reminding the crucial role of conscious-raising and contrastive approach in developing second language learners’ competence as well as performance.

**Keywords:** speaking, socio-cultural competence, vocabulary knowledge, prepositional knowledge
Determining the Difficulties in the Production of Intonation of Finally Extended Simple Sentences in Teacher Education: An Analysis by Computer

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A simple sentence consists of just one independent clause with a subject and a predicate and no dependent clauses. In terms of structure, a simple sentence normally has to have at least a subject and a predicate. That’s why a simple sentence is the smallest sentence unit we know. It can be extended from the beginning, middle, and from the end. Their intonation patterns change in accordance with the grammatical nature by the added structures to the simple sentence and what the speaker wants to do with the utterance. An analysis of expanded simple sentences in terms of intonation will promote the improvement of students’ communication skills in English. The research on the sentence intonation is almost zero. The scarcity is the cause of this research in this paper. In this research, 12 sample sentences in the corpus, including finally extended sentences, will be given to 30 PhD students who will tape their utterances. They will hand in their taped corpus to the researcher on purposeful voluntary bases. By means of Grammar Intonation Approach and Discourse Intonation Approach the oral production of the participants will be evaluated via Audacity Program 1.2.6 in relation to perception and production of the intonation of finally expanded simple sentences in training foreign language teachers.

Keywords: extended simple sentences, primary stress, Audacity program 1.2.6, grammar intonation approach, discourse intonation approach

Investigating the Effect of Formal Training of Phonetic Rules on Intermediate Iranian EFL Learners’ Observing Assimilation

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This study is intended to investigate the effect of formal training of assimilation rules on Iranian intermediate EFL learners. To achieve this goal, first the assimilation rules were fully described and formalized based on Mehmet Yavash (2011). The students who selected as subjects in this study were forty male and female students studying at Islamic Azad University of Ilam. To fulfill the aim of this study, two testing implements were applied. The Michigan test of English language proficiency was administered to distinguish the students’ level of proficiency. Their proficiency level was at the intermediate level. Their ages ranged between 20 to 35 years. The students were assigned randomly into two groups, experimental and control ones. During the experiment, the participants in the experimental group received explicit assimilation rules instruction, while for the control there was no instruction. The second test was an achievement test which was taken at the end of the teaching period. At the end of the study, the analysis of the obtained data was carried out using SPSS by an expert in that field. The obtained results indicated that there was a significant difference between the performance of control and experimental groups in observing the assimilation rules. The experimental group participants were found to have a meaningful better performance than the control group.

Keywords: formal training, pronunciation, phonetic rules, assimilation rules
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<td>Binnur İlter  &lt;br&gt;How do Technology Affect Language Learning Process at an Early Age?</td>
<td>Elena G. Solovyova, Diana R. Sabirova, Tatiana Morozova  &lt;br&gt;Forming Students’ Linguistic and Cultural Competence in Academic Translation and Interpretation Studies</td>
<td>Sibel Çağatay  &lt;br&gt;Examining EFL Students’ Foreign Language Speaking Anxiety</td>
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<td>Social Programme I</td>
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Axiological Linguistics and Foreign Language Teaching

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The matter of the universal values that is the correlation between national, class and human, temporal and eternal, natural things and their place within the society is worth considering. So the aim under consideration is to view the system of values being a spiritual scrapie of the civilization focusing on the English teaching process as development of the humanistic values through realization of language values by means of axiological linguistics. So the argument on the social component of English teaching process as adaptation of the individual within the society in the course of studying the foreign languages confirms the statement that axiology is closely connected, bounded up with foreign language teaching as a way of accommodation your native values with alien culture, traditions. The conclusion concerns globalisation process as confrontation of diverse cultures and their systems of values. The culture codes in this respect add up to correlation of the phraseological units (as a language unit) to values within axiological paradigm. The present review produces a complete piece of work considering the stated problem beginning with general statements on values then viewing a specific process of globalisation focusing on teaching language and special field of study – linguistic axiology through searching for axiological markers. Complex methodology is used: methods of analytical, qualitative, discourse analyses; phraseological identification and individual approach in foreign language teaching.

Keywords: axiology, phraseology, lingua cultural, axiological linguistics, foreign language teaching

English as an Additional Language for Russian University Students Learning German as the First Foreign Language

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The problem of language transfer and interference has been studied by H. Douglas Brown in Principles of Language Learning and Teaching, L. V. Scherba in Language System and Speech Activity, B. Lekova in her articles and by many other scholars. But there is an obvious research gap in this area, because the teachers and scholars usually focus on the interference between the students’ native language and a foreign one and forget about other languages students might know. The purpose of our research is to describe the experience of Kazan (Volga Region) Federal University teachers who work with Russian speaking students learning German as the first foreign language and English as an additional language. The authors outline the aspects of the Russian and the German languages that facilitate or complicate the process of teaching English. The significance of the research is that it helps the teacher to predict the difficulties and possible mistakes of the students and thus avoid them. The methodology of our research includes general scientific methods, namely analysis, synthesis, induction and deduction. We have studied the works of scholars and teachers’ experience and structured the received information. Among the major findings we can indicate that the interference between two foreign languages is often stronger than the interference between the native language and a foreign one. Thus, our findings may be used in classes of English and help the students to use their previous linguistic experience to their advantage and to learn English quicker and more effectively.

Keywords: English as a foreign language, interference, Russian speakers, German speakers
How do Technology Affect Language Learning Process at an Early Age?
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Technology can be one of the ways to create real and enjoyable atmosphere for young language learners when it is used correctly and effectively. Technology lets young language learners gain language skills outside the classroom when they interact actively. Many researches claim that children can improve their language and cultural awareness by using technology in different social and cultural context and language awareness can be faster through intercultural communication. Technology gives this chance to young learners and offers them unlimited resources. The main purpose of this research is to examine the teacher candidates and young learners’ perspectives on technology during language learning process. This research is a qualitative study which contains two semi-structured interviews with 12 language teacher candidates and 10 young learners from a state primary school. In order to analyze language teacher candidates’ point of view on language awareness through technology, 6 questions were prepared for them and 6 questions were also prepared for young learners’ ideas. Interview questions were examined by 2 experts in the field of language learning. After the research application, teacher candidates mentioned that technology based on games, cartoon films, blogs and some social sites for children affected young learners and increased their language and cultural awareness and young learners explained that English lessons would be easy and enjoyable when the teachers used technology.

Keywords: technology, language awareness, young language learners

EFL/EL2 Teaching in Nigeria: A Choice or a Charade?
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Different scholars like Jowitt (2005: vi) and Wakkai (2014), have decried the falling standard of education, especially students’ performance in English- a medium through which all other school subjects are studied. Various examinations results like WAEC, NECO and researches attest to this. The teachers of English are identified among the factors responsible for this downward trend, hence the need to critically examine them in order to offer lasting solutions. The problems associated with learning English as a foreign language are not peculiar to Nigeria but a global challenge, as Trudgill and Hannah (1985) confirm. Incompetent teachers cannot be good models for their students. Using questionnaire and interview conducted among the principal actors-teachers, over 100 respondents were randomly selected. The analysis shows that: some teachers took to teaching English as the last resort- pretending to love the job, others are conscripted by private school owners who want to maximize profit even though these teachers are not professionals, there is a general misconception that anybody can teach English, those who went to study English in schools, did so due to some constraints, the ‘trained’ teachers are incompetent and many of them dislike teaching. With these, it is difficult for students to do well when they are taught by those who are not interested in the job. The study therefore recommends that all stakeholders should wake to their responsibilities and get rid of the “bad eggs” from the system; by consciously training and grooming teachers who have something worthwhile to offer learners.

Keywords: EL2, falling standard, teachers, learners
Forming Students’ Linguistic and Cultural Competence in Academic Translation and Interpretation Studies

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The paper deals with the problem of forming students’ linguistic and cultural competence via the integration of courses in Linguistics and Culture Studies into the Bachelor’s Programme in Translation and Interpretation Studies for undergraduate students. To grant a well-grounded inference the authors have built a model that discovers the peculiarities of integrative linguistic and cultural approach to teaching the soon-to-be translators and interpreters, the ones who do not only speak several languages fluently but demonstrate complete awareness of their cultural background. A number of fundamental research reports referred to in the article have proved that the core concept of Linguistics and Culture Studies integration lies in the axiological and semantic properties of the language and culture coded in Art as a cultural activity. The authors outline the structural components of the integrative competence-building model and provide teachers with technologies that determine the proper students’ learning outcomes in academic Translation and Interpretation Studies. The model is being successfully realized within a cluster of courses in Country and Culture Studies as well as in English Oral and Written Speech Practice classes at the Faculty of Translation and Interpretation Studies and World Cultural Heritage (Kazan Federal University, Russian Federation). Thus the report reveals the results of the research that is unique for its theoretical approach and supported by twenty years of practice and observations of the authors in the academic environment. The students’ performance analysis and the findings yield the conclusion that the integrative and interactive model appears crucial for building the students’ professional skills and awareness of social and cultural significance of their vocation.

Keywords: linguistic and cultural competence, multicultural personality, axiological and semantic properties, integrative and interactive model

Language Travel Demand: New Insights into Language Tourists’ Perceptions

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At present more and more students of English as a foreign language take part in study abroad (SA) programs in an English speaking country. This phenomenon can be examined from different perspectives. In terms of second language acquisition, empirical evidence seems to suggest that learners’ communicative competence develops in every domain, but not always to a similar extent (Kinginger, 2013). Extensive research has been conducted in this area, whereas their role as users of a wide range of services offered by language education providers in combination with the tourism industry has not been explored in depth. From this point of view SA sojourners are part of the language tourism market system (Iglesias, 2014), and their profile, travel behavior, motivations and perceptions need to be analyzed as constituents of the demand. More specifically, this paper will focus on the factors shaping language travelers’ perceptions, i.e. recommendations, preferences, expectations and satisfaction. The model depicted in this exploratory study can constitute the basis for further research on the effect of the language tourism experience on the individuals and the impacts on the language travel destinations.

Keywords: language tourism, study abroad, language travelers’ perceptions
Affective barriers such as foreign language speaking anxiety (FLSA) have been a burning problem for both language learners and teachers in language classes (Horwitz, Horwitz, & Cope, 1986; Öztürk & Gürbüz, 2014; Young, 1990). To this end, the present study aims to address this problem in depth. It also examines EFL students’ FLSA and its possible reasons as well as some solutions to it at the tertiary level in a Turkish context. The participants were 147 Turkish students at the English preparatory program of Middle East Technical University (METU). At the end of one semester implementation of integrated English classes, a questionnaire was administered to the students from each proficiency level to explore their FLSA. The findings revealed that METU preparatory students seem to experience a moderate level of foreign language speaking anxiety. It has also been noted that female students at METU seem to be highly anxious in terms of FLSA. Another striking point of the study is that students’ FLSA increases when communicating with a native speaker compared to speaking in front of class members. With respect to the proficiency level of the students, FLSA does not seem to rest upon this aspect. In addition, the FLSA and the starting age of learning English do not appear to be interrelated. This study provides an insight into FLSA and how to deal with it through alternative ways suggested by the researcher. It could also enable instructors, program/curriculum developers to improve and assess speaking skills by overcoming FLSA to some extent.

*Keywords*: speaking anxiety, EFL, Turkish context

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A dichotomy between basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALP) has long been theorized. Cummins (1979) referred to BICS as language skills used with friends, family and co-workers, while CALP were required to make sense of and use academic language. He pointed that individuals use BICS in contexts that provide easy access to meaning. However, CALP use occurs in contexts that offer fewer contextual clues. Unfortunately currently many ESP developers are not provided with ample time for needs analysis, materials research and development that would include application of these concepts. Furthermore many texts and books which claim to meet the needs of ESP courses do not actually live up to their name. ESP instructors virtually survive through pooling a resource bank of materials. The materials are consequently adopted to develop three key abilities for successful professionally- targeted communication: 1) occupational - ability to use the particular jargon characteristic of that specific occupational context; 2) academic - ability to use a more generalized set of academic skills, such as conducting research and responding to memoranda; 3) informal - ability to use the language of everyday informal talk to communicate effectively. One of the central questions here is does that really work and are we producing a course that exactly matches the needs of a group of learners? In our research we are analyzing a model of blended learning through Touchstone LMS with EGP, EAP and ESP components.

*Keywords*: cognition, needs analysis, English for Special Purposes, blended learning
### 18 April 2015 - Saturday

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<td>9:15-10:00</td>
<td>Plenary</td>
<td>Pamfilya 1</td>
<td>Moderator: Ismail Hakkı Mirici&lt;br&gt;<em>The European Portfolio for Student Teachers of Languages: impact, insights and initiatives (David Newby)</em></td>
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<td>Chair: Ceylan Yangın Ersanlı&lt;br&gt;<em>Mikhail Dmitriyevich Lunin, Ludmila Vladimirovna Minaeva&lt;br&gt;Transcribed Subtitles Language Learning Method: a New Practical Approach to Teaching English</em></td>
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### Concurrent session II (10:15-11:00)

- **Sima Sayadian, Anita Lashkarian**<br>*EFL Learners’ Creative Thinking and Their Achievement Emotions*

- **Mikhail Dmitriyevich Lunin, Ludmila Vladimirovna Minaeva**<br>*Transcribed Subtitles Language Learning Method: a New Practical Approach to Teaching English*

- **Serkan Lokmacıoğlu, Yasin Küçükylimaz, Fevzi Balıdede**<br>*Language Labs: Dying or Evolving?*

- **Melike Baş, Betül Bal-Gezgin**<br>*Language Learning As Losing Weight: Students’ Perceptions of English Language Learning Process*
The European Portfolio for Student Teachers of Languages: Impact, Insights and Initiatives

David Newby
The University of Graz

The European Portfolio for Student Teachers of Languages is a catalogue of didactic competences, developed under the auspices of the European Centre for Modern Languages of the Council of Europe, which encourages both students undergoing their initial teacher education and practising teachers to reflect on the didactic knowledge and skills necessary to teach languages. Since its publication in 2007, the EPOSTL has been widely used at universities and teacher education institutions in Europe and in other continents and has been translated into 14 languages, including Japanese and Arabic. In my presentation, I shall outline ways in which the EPOSTL can be used to support teacher education programmes and consider the impact it has had in a variety of educational contexts and cultures.
EFL Learners’ Creative Thinking and Their Achievement Emotions

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The focus on learners’ emotions and thoughts is believed to train learners not only in their learning area but also help them acquire other essential life skills such as creativity. Such skills are needed for the students to develop a strong personality and an effective communication. Nelson and Low (2005) emphasize the importance of understanding emotional mind in order to develop such abilities in students that facilitate constructive thinking and wise action. Also, achievement emotions are defined as emotions that are directly linked to achievement activities or achievement outcomes. Previous studies on achievement emotions have focused on emotions related to achievement outcomes, including both prospective outcome emotions. This study has tried to critically analyse and review the existing literature in the area and compare the different sources of creativity and solutions to enhance emotion achievement in different academic settings as well as how these variables are likely to be correlated. The evaluation of some articles (e.g. Pekrun, 2006; Pekrun et al., 2010) showed that activity emotions pertaining to current achievement-related activities are also considered as achievement emotions. Examples are students’ enjoyment of learning, boredom experienced during classroom instruction, or anger at the task demands of academic learning.

Keywords: creative thinking, achievement emotion, language proficiency

The Effect of Neuro Linguistic Programming (NLP) Techniques on Young Iranian EFL Learners’ Motivation, Learning Improvement, and on Teacher’s Success

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Neuro-linguistic programming (NLP) techniques can help EFL learners become successful by increasing their motivation, by decreasing their anxiety leading to learning improvement. But much research has shown a poor understanding of NLP, and suffers from methodological problems as well. While research on the subject are increasing in number, NLP is still far from being accepted as part of mainstream English language teaching. The major objectives of the present study were to investigate the effect of NLP techniques on young Iranian EFL learners level of motivation, learning improvement and teacher’s success. Sixty students from a junior school in Iran were randomly assigned to two groups of thirty each. The experimental group was taught from the prescribed text aided by NLP techniques. The control group received no treatment. In order to see whether NLP techniques had a significant effect on the learners’ motivation, an Attitude/Motivation questionnaire was administered to the two groups before and at the end of teaching sessions that lasted for twelve weeks, in the form of a pretest and a post test. The learning improvement was assessed on the basis of the related tasks administered to the students in both groups. Moreover, a questionnaire was administered to the teacher(s) in the form of an interview to see whether the application of NLP techniques was an added criteria to the teacher's success. To analyze the data, independent samples t-test and content analysis were performed. The results of the present study indicated that the young Iranian EFL learners of English not only increased on their motivation level as a result of receiving NLP techniques, but showed a considerable improvement in EFL proficiency. Furthermore, NLP techniques contributed positively to teacher’s success. The results of the study emphasized the importance of NLP techniques in EFL settings by enabling the teacher to communicate better with students, strengthen the learning environment, and develop positive interaction that would increase academic effectiveness, motivation and proficiency of learners.

Keywords: NLP techniques, teacher's success, attitude/motivation questionnaire, EFL
**Transcribed Subtitles Language Learning Method: a New Practical Approach to Teaching English**

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The purpose of the paper is to present a contrastive audio-textual approach to teaching English which has been made possible with the advance of modern technology. It deals with the problem of how to provide effective learning of English to students with different backgrounds and interests and particularly to those who are unable for any reasons to receive quality on-site English education. The method sees language learning as repetition of chunks of speech based on three ways of perception (audio perception of authentic English, visual perception of parallel English and source language texts and visual representation of image) simultaneously. Materials comprise specifically prepared video files with English and source language subtitles. Perception of parallel texts is reinforced by visual representations of events. A special translation technique helps to adapt materials to different groups of learners. The method tackles varied learning needs of students of different age groups. Major language aspects (phonetics, grammar, vocabulary) quickly and consistently improve. Consequently, this increases learners’ motivation to the point where it becomes self-sustaining, because, firstly, it gives the confidence based of frequent "little successes" in learning and, secondly, it makes their studying more practical. The method provides strong nonverbal message, creating positive emotions that facilitate learning. The proposed method makes the process of language learning both entertaining and practice-oriented. It is originally designed for teaching English, yet can as well be applied to other languages.

*Keywords:* subtitles, tssl, method, visual

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**A Combined Approach to Teaching English and Entrepreneurship**

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"Having an entrepreneurial mindset" is as important as "speaking English well" for a successful career. These two qualities can be learned together in school. Oslo Agenda for Entrepreneurship Education in Europe, which requires systematic and effective actions to be taken to promote entrepreneurial mindsets in society, suggests some proposals to realize this. Some of these can be applied in an EFL class, thus making it a dual-purpose one, which is both teaching English and creating an entrepreneurial mindset. The aim of this paper is to show that a lesson can be designed in a theme-based way to make this possible. In this study, entrepreneurship-based exercises have been used in the class for a certain period of time and the attitudes of the students towards entrepreneurship has been compared before and after the activities. It was promising to see that there was a positive change in their attitudes towards entrepreneurship. The study revealed that embedding theme-based activities on entrepreneurship in EFL classes can be a way to stimulate entrepreneurship spirit and to promote entrepreneurial mindset of the students.

*Keywords:* entrepreneurial mindset; theme-based exercises; entrepreneurship education
Language Labs: Dying or Evolving?

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Language laboratories have been must-have for teachers of ESL since computers were introduced to ELT domain. Nowadays schools are converting their classrooms into multi-media classes which are used as language labs as well. Now it is being questioned if language laboratories are still necessary in our times. In this study, the researchers aim to investigate students’ attitudes about using language laboratories. As direct users, how do students evaluate and feel about language labs? What should be added or changed in today’s labs? What could be the possible implementations in the future? In order to elicit these answers, a questionnaire developed by Lokmacioglu and Balidede was administered to the freshmen after a three-month lab instruction. The questionnaire was comprised of sub-sections surveying the effectiveness, problems and alternative language lab applications. Results of the study revealed that students are positive towards using language labs since this digital environment is motivating and helpful for students’ English proficiency. However, students are inclined to have separate lab hours instead of using classrooms as multimedia environment. This presentation will also provide an overview that students seem to follow new technological tools such as tablets and Kinect tools, and want to see them as learning materials in the labs. In the light of the findings, Institutions are recommended to modernize the labs with new tools and software and stop removing language labs totally. A well-equipped language lab including new trends and technology is still a need for students with their comforting and motivating atmosphere.

Keywords: language labs, ICT, Kinect

The Role of Modern Fiction for Developing Professionally Oriented Online Reading

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The aim of the session is to discuss the possibilities of introduction modern bestsellers into the process of developing professionally oriented online reading. The presenter defines the characteristic features of modern English language fiction which are most useful for the purpose, analyses different approaches to the problem and outlines strategy complying with the state-of-the-art methods of teaching foreign languages. The talk is based on the results achieved during five years of experimental work in the Moscow technical University of communications and informatics, special attention being paid to the novelty of selected books for the learners and their connection with the latest developments in the field of communications and informatics both in Russia and English speaking countries. It is shown that while reading bestsellers students are absorbed in high technologies environment and use technical lexis and specific grammar constructions in their everyday activities. The presenter is going to demonstrate different types of tasks aimed at assimilation of acts (of the plot and technology), development of reading skills (event reconstruction, prognosis, analysis etc.) and assimilation of language material. Tasks of evaluation and test types are shared. Some recommendations for further work are given.

Keywords: professionally oriented online reading, modern fiction, high technologies, non-linguistic university
Language learners come to the learning environment with an existing set of knowledge and experience, which shape their attitudes towards language learning. One method of making this prior knowledge explicit is to examine the metaphors the learners use. The impetus for this study comes from the need to discover students’ existing beliefs on language learning so that language learning could be fostered. This study aims to investigate the underlying conceptualizations of a group of first-year students in an EFL setting (n=80) in regard to their language learning process. The instrument to obtain metaphors is a metaphor elicitation sheet including the prompt “English learning process is (like) ... because ...”. Metaphors collected were explored both qualitatively and quantitatively along the line taken by Lakoff and Johnson (1980) who argue that metaphors are mental constructs shaping human thinking about the world and reality. The metaphors found may be categorized in eight different groups as task/practice, entity, journey, milestone, process, competition, activity, and torture. The results of the study indicate that students consider language learning as an effortful and continuous process which require support. Moreover, while some metaphors are similar to those observed in other studies, some others are highly culture-specific. The study is a contribution to the literature since there is a limited number of studies on students’ perceptions on language learning. The findings of the study can be applied to language classrooms to better understand how students view language learning, and to try new ways to change their negative attitudes.

**Keywords:** English language learning, conceptual metaphor, learner perceptions, EFL

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Investigating the Preference for Pidgin instead of Standard English by Students of English as a Foreign Language

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The claim of Ghani, Ataman & Egele (2012, p.321) that “students’ common language of discourse, interaction and entertainment is always Pidgin . . . never Standard English informed the curiosity to undertake this study. The purpose of the study was to determine the factors responsible for students’ preference for pidgin English with a view to come up with the strategies to minimize if not eradicate such factors in order to pave way for a better mastery of standard English. The study engaged the survey design involving the administration of a set of questionnaire on students. Data obtained were interpreted using frequency counts and context analysis. The findings suggest that majority of students come from backgrounds where Pidgin English dominates. A further finding was the inadequacy of the time allocated to the teaching of Standard English in schools. The discussions of the study noted that the factor identified in the findings are difficult to tackle because they are beyond the control of learning institutions since students are mostly none residents and it is impossible to impose rules pertaining to students’ language of communication beyond the classroom. The conclusion was that although difficult, the problem should be resolved. Recommendations made included the increase in the time allocation for English language teaching in schools, establishment of adult literacy centres and hosting of sensitization workshops in schools to create awareness of the situation and ways to restore the Standard English.

**Keywords:** pidgin, common language, Standard English, preference
### Concurrent session II

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<th>Time</th>
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| 11:20   | Pamfilya 1       | Ahmet Erdost Yastibaş  
A Phenomenological Study on the Difficulties That Turkish EFL Learners Experienced While Learning English in An English Language Preparatory Department of A Turkish University |
| 11:30   | Olympos          | Leily Nekuruh Motlagh  
Who do learners prefer to be corrected by? Teachers or classmates? |
| 11:40   | Aspendos         | Reyhan Ağçam, Mahmut Özkan  
A Corpus-based Study on Evaluation Adjectives in Academic English |
| 12:00   | Termessos        | Ahmet Basal  
Learning by Doing: Collaborative Collocation Dictionary Making Using Online Tools |

**Lunch**  
12:00-13:15  
Dining Hall
A Phenomenological Study on the Difficulties That Turkish EFL Learners Experienced While Learning English in an English Language Preparatory Department of a Turkish University

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Some students at the English language preparatory department of a Turkish university experienced some difficulties while learning English. The difficulties caused them to study in a level again because the department has four levels (A, B, C, and D), and each student has to pass each level to graduate from the department. What the difficulties were and how the students experienced were not known. Therefore, the present study adopted a phenomenological research framework to study this situation because a phenomenological study aims to research a phenomenon in terms of what is experienced and how it is experienced. In the study, the hermeneutic phenomenological research design by van Manen was used. Making the study credible, transferable, dependable, and confirmable provided its trustworthiness. The criteria to choose participants were prepared, and 16 students who met the criteria were chosen. The data was collected with a semi-structured interview. The data was analyzed by using the techniques mentioned in Bugel. Two metathemes and six themes related to the metathemes emerged as a result of the data analysis. The results showed that the fear of failure and perception of education were the metathemes while the themes were educational background, language learning difficulties, passing grade, attendance, percentage of English education in the faculties, and study habits. The metatheme, fear of failure, encompasses language learning difficulties, passing grade, and attendance while the other subsumes educational background, study habits, and the percentage of English education in the faculties. The study indicated what caused the students to study in a level again and how they experienced what caused them to study again. The findings can be used to develop new strategies which can help administrators and teachers deal with the issue, to check and improve the teaching program, and to make English language education more effective.

Keywords: English preparatory department education, language learning difficulties

The Effect of Peer Feedback on Writing Anxiety in Turkish EFL Students

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Writing in English creates a challenging atmosphere in the classroom because it causes students to form negative attitudes, perceptions, and feelings towards English. It makes teaching and learning ineffective and static for both students and teachers. One of the researchers has been teaching writing and experiencing writing anxiety in her classes for three years, which has influenced her teaching writing, her students’ attitudes towards writing, and academic achievement in writing exams negatively. In order to deal with the issue, the researchers planned to create a dynamic learning environment, so they decided to use peer feedback as a dynamic learning activity in writing classes. Hence, the present study aimed to investigate the effects of peer feedback on Turkish EFL students’ writing anxiety and perceptions towards writing. The study, therefore, would indicate how a dynamic learning environment could be created and influence students in writing classes by helping them deal with their writing anxiety and form positive perceptions on their own. It was carried out with 16 students studying English in an English Language Preparation Department of a Turkish university. It lasted 8 weeks. It adopted mixed methods research design. To collect data, researchers’ diary, two interviews and Second Language Writing Anxiety Inventory (SLWAI) developed by Cheng were used. SLWAI was used as pre- and post-test. Interviews were made in the beginning and in the end. They were analyzed by using content analysis. Teacher diary was narrated. SLWAI results were analyzed through descriptive statistics and paired samples t-test. The content analysis of interviews and narration of teacher diary results showed that the students formed positive perceptions towards writing. Also, the results indicated that the students believed using peer feedback in writing classes...
decreased their writing anxiety, increased their confidence, and improved their writing by collaborating with and learning from each other. The quantitative results of the study indicated that the use of peer feedback in writing classes reduced their writing anxiety in terms of cognitive, somatic, and avoidance anxiety.

**Keywords:** writing, writing anxiety, peer feedback, dynamic learning

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**Concurrent Session II**
**11:20-12:00**

**Room: Olympos**
**Chair: Mohammad Musaab Wazzan**

**Who Do Learners Prefer to Be Corrected by? Teachers or Classmates?**
Leily Nekuruh Motlagh
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The current article aims to investigate the possible effects of Iranian EFL learners’ age, gender and proficiency level on their preferences for corrective feedback provider. To meet this end, a questionnaire was distributed among 147 Iranian EFL learners to choose their preferences for corrective feedback provider. The data gathered was then submitted to SPSS software, and was analyzed using a Chi-Square test. The results have indicated that there was a statistically significant relationship between learners’ age and gender and their preferences for corrective feedback provider. However, no statistically significant relationship was found between learners’ proficiency level and their preferences for corrective feedback provider. The results demonstrated that female students prefer to be corrected by their teachers only, while males tended to receive corrective feedback from both their teachers and classmates. Moreover the results indicated that teens and young adults were more eager to be corrected by the teacher, whereas adults preferred to be corrected by both their teachers and their classmates.

**Keywords:** student preference, feedback provider, corrective feedback

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**A Step Forward Towards Effective Technology-Enhanced English Language Learning Experiences: Exploring Teachers' and Learners' Perceptions and Attitudes**
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This paper explores technology-enhanced English language learning from a psychological point of view. Researchers concur that teaching English through ICT tools should be framed not only around the tool; but mainly around the 21st century learners. It is therefore imperative to reconsider ingeniously our teaching practices so as to meet the specificities of the new cultures of learning. On the other hand, it is recognized that culture, within an organization, shapes individuals’ perceptions of innovations and this may influence the way they access knowledge. Through this paper, the author attempts to uncover some of the underlying principles which may leverage effective language learning experiences to take place. For that, she examines issues related to perceptions and attitudes regarding both ICT tools in education as well as EFL instruction.

**Keywords:** technology, ICT tools, attitudes

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A Corpus-based Study on Evaluation Adjectives in Academic English
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As proposed by Biber et al. (1999: 966, 972), stance requires the communication of assessments and value judgments concerning the described situation by appeal to evidence (evidentiality), assessment of the degree of likelihood concerning the described situation (epistemic modality), and the arguments regarding the necessity or desirability of the situation obtaining (deontic modality). The present study investigates authorial stance in doctoral dissertations of native and non-native academic authors of English. It is designed to analyse evaluation adjectives in doctoral dissertations produced in the field of English Language Teaching, Applied Linguistics, English Language and Literature and Modern Languages between 2005 and 2012. Throughout the study, a total number of twenty evaluation adjectives were examined across three sets of corpora including dissertations written by native speaking academic authors of English (NAEs), Turkish-speaking academic authors of English (TAEs) and Spanish-speaking academic authors of English (SAEs). The items in question were identified through WS Tools (Scott, 2012) over three corpora, which were subsequently compared with regard to their frequency using a log likelihood test. Findings of the study have revealed that these adjectives were significantly underused by TAEs and overused by SAEs against NAEs. The study offers a couple of possible reasons for this particular consequence and a few instructional suggestions for academic writing in a second language.

Keywords: academic writing, author stance, evaluation adjective

Effects of Keeping Vocabulary Notebooks on Productive Academic Vocabulary Growth
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This study is an experimental study aiming to explore the effects of keeping vocabulary notebooks on productive academic vocabulary growth. The participants are composed of the first year ELT students at Muğla Sıtkı Koçman University. The participants got the treatment during their “Advanced Reading and Writing Skills II” course. The study is composed of two groups one of which is the control and the other one is the experimental group. The groups were selected randomly between two classes in the spring term of 2013-2014 Academic Year. The data were obtained in two sections: before and after the treatment. Before the treatment, the participants of both groups had a pre-test on vocabulary composing of three sections as true-false, word formation and multiple choice questions so as to define their current level of academic vocabulary knowledge. Both groups used the same materials whereas only the participants of the experimental group were asked to keep vocabulary notebooks. The treatment lasted eight weeks at the end of which post-tests were applied to both groups to detect any differences. The findings showed that the experimental group made more progress than the control group especially in terms of word formation section which requires productive vocabulary knowledge.

Keywords: productive academic vocabulary; vocabulary notebook; passive vocabulary knowledge
Learning by Doing: Collaborative Collocation Dictionary Making Using Online Tools
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Collocations are one of the important aspects of language learning and collocational knowledge has been equated with native like fluency. Although many studies conducted to determine the collocations in English, there have been few studies on how to teach collocations. In this study, a collaborative collocation dictionary making project under the control of the researcher by using online tools was used to teach collocations of the 570 head words from the Academic Word List (AWL) (Coxhead, 2000) to the experimental group, 1st graders from an ELT department of a state university in Turkey. The Posttest-Only Control Group Design was used to determine the effect of the intervention between the control (n=30) and the experimental group (n=30). Following the project, a post-test, collocation achievement test (CAT), was used to determine the success of participants’ learning of the collocations of the headwords in question. In addition, a post-project questionnaire was used to obtain feedback and gain insights into participant perceptions about the project. The contributions of each participant to the dictionary were also recorded to shed light on the collaborative side of the project. This study presents the findings from the data collection tools and provides recommendations for using online dictionary making as a tool for teaching vocabulary to the learners of English.

Keywords: dictionary making, collocations, online tools, vocabulary teaching

Examining the Relationship between EFL Students’ Locus of Control and Their Translation Achievement
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This study sought to investigate the effect of Locus of Control on English as a foreign language (EFL) learner’s translation achievement and whether there was a significant difference in locus of control among different groups of EFL learners. The participants of the study included seventy-two EFL tertiary level students in a translation course at a state university in Turkey. The data were collected using Internal Locus of Control Index (ILCI), and achievement tests. Findings revealed that EFL learners’ loci of control significantly affected their translation achievement. They had the potential to use their effort in translation studies when they were required to translate even complicated translation works. The results of Pearson and partial correlation tests indicated that that the higher the learners’ internal locus of control was, the more they achieved in the translation studies course.

Keywords: locus of control, EFL students, translation achievement
| Concurrent Virtual Presentations III | Room: Pamfilya 1  
Chair: Sümayra Bağatur  
VIRTUAL |
|-------------------------------------|-----------------------------------------------|
| 13:15-14:00                         | Natalia Andreevna Abrosimova, Olga Dmitrievna Kuzmina, Anna Dmitrievna Fominykh  
_Problems of the English Abbreviations in Medical Translation_ |

| Room: Olympos  
Chair: Funda Ölmez  
VIRTUAL |
|-----------------------------------------------|
| Natalya Nikolaevna Zerkina, Natalia Nikolaevna Kostina, Svetlana Anatol'evna Pitina  
_English Phraseology in Teaching: Interrelation of Theory and Practice_ |

| Room: Aspendos  
Chair: Ufuk Balaman  
VIRTUAL |
|-----------------------------------------------|
| Natalya Nikolaevna Zerkina, Natalia Nikolaevna Kostina, Yekaterina Alexandrovna Lomakina  
_Place and Role of English Classical Literature in Modern Educational Discourse_ |

| Room: Termessos  
Chair: Ali Gökşu  
VIRTUAL |
|-----------------------------------------------|
| Olga Akimova, Natalia Bobyreva, Olga Palutina, Nadezhda Pomortseva  
_Multicultural Challenges: Teaching Contemporary American Literature for Russian Philological Students_ |
The article deals with the attempt to verify the prevalence of abbreviation-related problems in medical translation over other problematic lexical groups. Medical abbreviations appear extremely fast in modern English, evidenced by abbreviations that are not registered in dictionaries. As a result, the main problem of medical abbreviations translation is that the same abbreviations may have different meanings, depending on the disease, anatomy, or procedure being discussed. The aim of the paper is to study general and nationally specific features of the English medical abbreviations, to survey extra- and intralinguistic requisites of their formation, to determine regularities of medical abbreviations usage in modern English, to analyze peculiarity of abbreviations’ classification. Special attention was also given to investigating some basic procedures applicable in translating them. We used such research methods as the method of component analysis of meaning based on dictionary definitions, the method of contextual analysis of the abbreviations, identifying their situational relevance. We also collected and processed nonregistered English medical abbreviations. Continuous sampling of the studied units of scientific and medical texts identified corpus examples. Material for the study was selected from articles, periodical literature on medicine and its related branches of science, from encyclopedic dictionaries. In conclusion, ordering of a abbreviation in medicine can be achieved through a more thorough study of medical abbreviations, their proper use in medical professionals training and by means of modeling, which fixes the most convenient, concise and succinct clichés in medical discourse.

Keywords: abbreviations, medicine, translation

Abbreviation Semantics

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As teaching of vocabulary is an important task in second language acquisition and translation so the article is intended to cover some major issues pertaining to abbreviations: “hidden” semantics of abbreviations, their correlation with words, interaction with a context and historical aspects. National and international markers of abbreviations are discussed as actual extra linguistic factors. The article is based on the methodological assumption that foreign language acquisition is treated as a means of forming professional competence of specialists. The donating role of the English language in abbreviation process is stated. The authors point out that abbreviations are not artificially created linguistic units for language economy but they eliminate the contradiction between the modern consciousness and limited lexical resources of any language. Abbreviation semantics represents a complex phenomenon; to study it, we need data taken from other sciences, the formation of abbreviation semantics takes place in parallel with the abbreviation process. The authors report their analysis of phonetic, grammatical and morphological peculiarities of abbreviations. Abbreviation is predefined by the development of the modern society that is accompanied with the demand of communication.

Keywords: abbreviation, semantics, context, language universal
The Role of Feedback in EFL Classes
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Enthusiastic ELT teachers are always looking for new and effective approaches and methods which would contribute to the overall improvement of their students’ learning and their performance. One of the most effective ways of discovering this is collecting students’ responses in the form of feedback. As many research studies show, such responses can provide critical and constructive information about the current course, teacher performance, difficulties or challenges students experience/have experienced during the course and indicate steps which should be taken for the improvement of one’s performance in future. Therefore the aim of this article is to emphasize the importance of feedback and focus on its different forms, such as formal and informal; or continuous and end-semester feedback. In addition, the author of this article explores specific benefits and constraints of four types of feedback at the example of teaching a Course of Academic Writing at the Faculty of Informatics and Management in Hradec Kralove, Czech Republic.

Keywords: approaches, forms of feedback, academic writing, benefits, constraints

English Phraseology in Teaching: Interrelation of Theory and Practice
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Phraseological units absorb values of the ages in which it lives. The problem of understanding the meaning of a phraseological unit is linked with a possibility of increasing our knowledge about the world diachronically. The authors underline the importance of phraseological studies as it demonstrates the interrelation between the language and the society. The role of phraseological units as specific structures in forming vocabulary and lingua cultural competence of students is very significant because they encapsulate a national, country’s cultural outlook. Usage-based theories of language learning suggest that phraseology must be studied as a part of vocabulary. Teaching phraseology is a part of cultural approach in foreign teaching methodology and arranging vocabulary studying though structure of component meaning is linguistic approach. This article begins by establishing a theoretical framework to help find the answer to the question: ‘‘What do the words in a phraseological unit mean?’’. From there, major phraseological concepts on the problem are reviewed. Complex methodology is applied: method of phraseological identification, semantic analysis. Finally, the article concludes with a discussion of four types of word-components in phraseological units: real words; potential words; “former” words; “ghost-words and possible paths for future research.

Keywords: phraseology, word-components, phraseological unit, semantics, connotation.
Performing Speech Acts among Moroccan EFL Advanced Learners
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Undoubtedly, pragmatic competence has been one of the major concerns of teaching and learning foreign languages in the past few decades (Canale & Swain, 1983; Bachman, 1990; Blum-Kulka & Kasper, 1993; Bardovi-Harlig & Hartford, 2005). Hence, the production of speech acts by non-native speakers proved to be among the critical areas in order to achieve an adequate mastery of English as a foreign language. However, this issue is overlooked and still at its embryonic stage in many EFL contexts like the Moroccan one. Accordingly, this paper investigates fifteen speech acts among the most frequently used ones in the daily life conversations, namely the speech acts of apologizing, inviting, congratulating, adding information, complimenting, introducing, greeting, expressing gratitude, refusing, helping, making suggestions, requesting, offering, criticizing, and complaining. Discourse Completion Tasks (DCTs) were used as the major data collection instruments; they are one of the most powerful methods used in speech act research (Kasper & Dahl, 1991). Twelve American native speakers were involved in the study as a reference through which the Moroccan EFL learners’ responses were assessed. The present study shed a great amount of light on Moroccan EFL learners’ strengths and weaknesses in choosing the appropriate strategies to perform the aforementioned functions. The findings of this study proved that Moroccan EFL learners suffer widely from pragmatic deficiency as they repeatedly used inappropriate expressions in functions which have a pivotal role in pragmatic competence. The present findings pave the ground to reconsider some critical points regarding learners’ communicative competence in EFL contexts.

Keywords: pragmatics competence, speech acts, TEFL, education

Place and Role of English Classical Literature in Modern Educational Discourse
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The article focuses on discourse as a complex containing special characteristics and functions, academic and communication strategies. The interaction of individua occurs in the definite communicative environment, definite social sphere of communication. Educational discourse is pragmatic and institutional one. The general purpose of the educational discourse under consideration is studying the establishing of conditions for development of well-rounded personalities in their psychophysical, social and personal characteristics. Language is considered both as a means and aim of teaching. The arguments propose first, the modern educational discourse is the cross-roads of anthropology, contemporary approaches to studying language and culture comprises knowledge of classical literature. Second, global approach to English determines new teaching strategies: to teach international, generally received language, to adopt it to the needs of your society and to save its unicity. So the third matter under consideration is classical English literature as an important component of a total language arts and the way it provides a language model. At last literature shows the dynamic interrelation between language and society, economic and political conditions in Britain and the whole world during the centuries. The methods of theoretical, lingua-cultural, qualitative analyses are used. The conclusion is drawn on the matter of the English classical literature as not only the wealth of sociolinguistic knowledge but also a means of recording changes in English, the way of studying/teaching language and forming aesthetical and moral values, a means of forming tolerance that is important in the modern multicultural world.

Keywords: English language, classical literature, educational discourse, runic written records
Improving Students’ Proficiency via Distant Learning Resources in Academic Courses in Linguistics

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The article gives an insight into distant learning technologies in teaching the theory of English to prospective translators and interpreters. According to fundamental research reports referred to in the article, the introduction of Distant Learning Resources (DLR) has recently become crucial for higher educational institutions due to the increased interest of undergraduates in e-learning and boost in the electronic device market. The empirical base for the research is the results of the pilot Distant Learning Resource project that has recently been launched at the Faculty of Translation Studies and World Cultural Heritage, Kazan Federal University, Russian Federation. The authors present their findings on introducing the Distant Learning Resources into various academic linguistic courses they teach at the University. These resources have been developed to facilitate teaching and learning English for academic purposes by making the course materials most available, the assessment – maximum objective, and the students’ feedback on academic topics – more productive. The research data collected with the help of traditional scientific methods of observation, product analysis and questionnaire have allowed the authors to come to a number of conclusions. The most valuable of them is that thanks to the Distant Learning Resources students’ academic performance as well as learning independence has been enhanced. The authors highlight considerable advantages and minor drawbacks of introducing the DLRs into the process of students’ learning. Moreover, the authors’ views are supported unreservedly by the results of the students’ opinion survey on popularity and efficiency of DLRs, as referred to in the article.

Keywords: e-learning, distant learning resources, linguistics, academic course, English

Multicultural Challenges: Teaching Contemporary American Literature for Russian Philological Students

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Contemporary American literature is taught in Russian universities for philological students of different majors, but the methodical basis is still poor. The first fundamental research on Multiculturalism in American literature in Russia was made by M. Tlostanova. Her book The Multicultural Debate and American Fiction of the Late 20th Century was published in 2000. Since 14 years have passed, some statements made there are not urgent today. The only manual entitled The US Multicultural Novel was published by E. Butenina in 2013, but it doesn't cover all the necessary issues of the problem. Consequently, we as professors need a certain basis for teaching contemporary multicultural fiction. Professors face numerous challenges connected with multicultural paradigm as a part of the postmodern perception of the world. For effective teaching, it is necessary to take into consideration the students' knowledge and background. We chose the method of direct questioning and offered the students several questions about Multiculturalism and Postmodernism, both in the most general and literary meanings. The students have not studied any of contemporary literature, Postmodernism or Multiculturalism, yet and have no academic knowledge about them. Analyzing the answers we saw that, however, the cultural phenomena of Multiculturalism and Postmodernism are familiar to the students, they can hardly explain how they can be referred to literature. Carrying out this research, we believed that it would help us in teaching Multicultural American Literature in the future. Thus, we made important conclusions and gave the recommendations for the professors dealing with the subject.

Keywords: postmodernism, multiculturalism, American literature, students' answers, teaching
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<td>Hanadi Said Mirza</td>
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Teaching and learning English as a second or foreign language has not been easy either for teachers or for learners. Teachers face problems while teaching it while learners face difficulties while learning it. Many factors contribute to these problems and difficulties and lack of motivation on the part of learners or demotivated learners is one of the most common problems faced by the teachers which affects both teachers and learners in negative way. Motivated learners are a dream of every EFL teachers. In this respect, the role of EFL teachers can play in motivating their learners inside and outside the EFL classrooms is to introduce or extend music education and utilize it as a strategy to motivate and promote motivation among learners. Briefing motivating learners through music attempt has also been done to systematically propose certain practical strategies for teachers to learn so that the aims and objectives of teaching English are fulfilled easily. The purpose of this paper is to state a case for developing songs from activities into language learning tasks. The second purpose is to highlight how, with a little initiative, teachers can adapt children’s songs to better suit their teaching goals.

*Keywords*: motivation, EFL learners; role of teacher, music education, practical strategy

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Visually-impaired language learners (VILL) and their teachers face a mutual challenge while learning and teaching a foreign language. The extent of the difficulty they face depend on a variety of factors such as the teachers’ teaching skills and professional background, the learners’ ability and preference to use aids for VILL as well as the facilities provided by the institution. Research indicates that VILL benefit from other senses; however, both teachers and learners need to be informed about how to utilize their strengths in a learning environment to compensate their lack of sight (Kashdan, Barnes & Walsh 2002; Aiazzi 2008, Başaran 2012). The purpose of this study is to discuss the specific needs of VILL in their learning environment. It is based on the feedback received from the interviews conducted with VILL and their classmates, teachers and program coordinators planning the curriculum in a prep school at a foundation university in İzmir, Turkey. Similar cases in other universities were also identified and interviews were conducted to pinpoint the alternative implementations. It is observed that teachers as well as the learners face certain challenges due to lack of experience or formal training on working with VILL; The study revealed that the approaches and facilities of the institutions vary a great deal and have a direct impact on the learning and teaching process. The specific needs of VILL are discussed with respect to the teaching methods used, lesson plans prepared, course materials provided and regulations intended to enable them make the most of their learning.

*Keywords*: visually-impaired language learners, language learning, language teaching
Many ESL/EFL students in Lebanon reach the university level with poor English in general and underdeveloped phonetic competence in particular. Phonetic competence is one of the abilities to communicate regarding pronunciation skills (Saz, Rodríguez, Lleida, Rodríguez, & Vaquero, 2011). Students in Lebanon acquire Arabic as their mother tongue. Some learn English as their second language (ESL) in schools where English is the medium of instruction. However, in French schools, students learn English as their foreign language (EFL) and study the content subject matters in French, the medium of instruction. It’s commonly known among many educators in Lebanon that French educated students develop their English language skills and proper pronunciation more perfectly than do their English educated fellows. This phenomenon is widely observed; however, it is not based on research findings. This paper aims to investigate whether there is a difference among French and English educated students in terms of English pronunciation after intervention of pronunciation learning strategies (PLS) such as using phonetic symbols and transcriptions, repeating after the teacher/others, and minimal pair drilling. The participants are the researcher’s university students who will form 2 convenient samples: one ESL and the other EFL sample. A checklist of frequent common mistakes will be used to collect data. Results will be analyzed as pre and post-test. The research findings will be discussed besides a list of limitations and recommendations.

**Keywords:** ESL/EFL learners, phonetic competence, pronunciation learning strategies, Arabic language as L1

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The stressed content words in sentences with correlative conjunctions carry a special place in the intonation of sentences. Correlative conjunctions are conjunctions that are used in pairs. The term correlative conjunction gets its name from the fact that it signals a paired conjunction that has a reciprocal or complementary relationship in a parallel situation, joining grammatically equal elements (e.g., noun & noun, adjective & adjective, phrase & phrase, clause & clause, etc.). It's interesting to note that the second word of each conjunctive pair in such coordinate conjunctions is a coordinating conjunction, hence they are essentially called coordinate conjunction used in pairs like “both… and, not only…. but also, whether…..or, either….or, and neither….nor.” There has been no research on the intonation of correlative conjunctions. The aim of this research is to fill in this gap. In this research, the participants will be given 12 sentences that include “both …. and / and not only…. but also” conjunctions as a corpus and will be asked to tape their utterances while they read these sentences out in relaxed and soundproof room. Each participant will hand over the taped material to the researcher. This way, their placement of primary stress as a phoneme in the sentences will be captured by means of Error Hunt Approach Grammar. The utterances of the participants will be further evaluated in terms of Grammar Intonation Approach with respect to Discourse Intonation Approach in relation to teaching and learning sentence intonation in teacher education.

**Keywords:** primary stress, correlative conjunction, sentence intonation, reinforcement
New Approaches on Learner Autonomy in Language Learning

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Learner autonomy in foreign language teaching and learning has been a favourite topic for a long time. Since the beginning of the millennium year, there have been lots of studies to promote learner autonomy in different levels of foreign language education at different schools and at different universities. In recent years, many new approaches and innovations have been used to develop learner autonomy in foreign language education. Helping foreign language learners to become autonomous is one of the fundamental and the universal duties of all of the foreign language educators have. Learners who think that their learning styles and their efforts are necessary to develop the learning methods and approaches can be successful in learning new foreign languages. They can also give positive energy to their teachers or professors to develop their teaching methods and techniques. The concepts of ‘autonomy’ and ‘responsibility’ are two crucial requirements in learning and both of them require active practices. Responsibility and autonomy are not easy to distinguish. In this paper, their importance and their differences will be explained. The reasons of developing responsibility and autonomy will also be explained. New approaches on learner autonomy in foreign language learning and teaching will be highlighted. Language learning strategies will be handled. Sample classroom activities will be shared. Useful websites, blogs and books on learner autonomy will be suggested.

Keywords: learner autonomy, learning strategies, sample classroom activities

Fostering Learner Autonomy

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This study aims to find out whether training learners on language learning strategies fosters their learner autonomy or not. It is carried out at Kocaeli University in 2013-2014 education year with Prep School students. It is an experimental study in which randomly chosen four experimental and four control groups take part. At the beginning of the fall term, language learning strategies and learner autonomy surveys were conducted as pre-tests to identify students’ use of language learning strategies and their level of learner autonomy. Then, the experimental groups were trained on language learning strategies for the two weeks and observed until the end of the first term on their use of the language learning strategies. The control groups did not receive the training. At the end of the first term, language learning strategies and learner autonomy surveys were conducted as post-tests. The literature on language learning strategies in Turkey suggests that employing language learning strategies provides students with the necessary help a teacher can give by making them teachers of their own through making them aware of the language learning process itself and their strengths and weaknesses. This study also supports that the more strategies the students employ or more frequently more autonomous they might become by starting to shoulder the responsibility of their own learning process.

Keywords: learner autonomy, language learning strategies, learner training
Implicit Vocabulary Teaching: Two Birds with One Stone

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Basically, there are two approaches to teaching vocabulary. The first one is explicit vocabulary teaching and the second one is implicit vocabulary teaching. When applying explicit vocabulary teaching, which is very commonly used, the teacher conveys the meanings of new words by means of synonyms, antonyms, visual aids, sample sentences, etc. When learning new vocabulary explicitly, learners are passive receivers of the meanings of new words. Implicit vocabulary teaching is not used by EFL/ESL teachers commonly although it is very useful both for learning vocabulary and reading. Additionally, implicit vocabulary teaching causes more learners’ cognitive effort and participation in the learning process. When using implicit vocabulary teaching technique, a context (usually a written text) is used as a class material. The meaning is not given explicitly to the students. Instead, students try to guess the meanings of new words by making use of contextual clues. However, students should be trained about the sorts of contextual clues and how to use these clues so that they can make more successful predictions about the meanings of new words. The aim of this presentation is to emphasise implicit vocabulary teaching and encourage EFL/ESL practitioners to use this kind of vocabulary teaching. Besides, types of contextual clues and how to use these clues will also be introduced through sample materials which are available on the Internet abundantly.

Keywords: teaching vocabulary, implicit vocabulary teaching, contextual guessing, context clues

From Stylistics Art to Translation Act

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Style is the sauce which adds flavor to a text. It is commonly accepted that style can make or break a text. The concept of style is central to our understanding and construction of texts. But how do translators take style into account in reading the source text and in creating a target text? This presentation attempts to bring some coherence to a highly interdisciplinary area of translation studies, situating different views and approaches to style within general trends in linguistics. The presentation considers how insights into the nature and importance of style might affect the actual translation of different types of texts. The need for stylistic study is a key issue addressed in this presentation to show how stylistic study can help achieve adaptation in translation by considering semantics, stylistics, sociolinguistics, and culture as the most important aspects that translators should take into account when translating from one language into another aiming to achieve equivalence in translation between the source language text and the target language text. The presentation also discusses theorists' various opinions about using translation in EFL classrooms. These various trends and issues are brought together in a consideration of style which is seen as essentially a reflection of mind.
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Chair: Kadriye Dilek  
Akpınar | Room: Aspendos  
Chair: Fatma Öğuz | Room: Termessos  
Chair: Binnur İlter |
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| **15:00-15:40**      | Ceyda Sert  
The Role of Teacher Field Knowledge Test (ÖABT) in Teachers’ Knowledge | Sabriye Sener  
Examining trainee teachers’ attitudes towards teaching profession: Çanakkale Onsekiz Mart University Case | Mapruza Idrissova, Batagoz Smagulova  
Improving Listening and Speaking Skills in Mixed Level Groups | Shpresim Ademaj  
Brainstorming and mind-mapping |
| Soraya Halfaoui Ghomari  
Bridging The Communicative Competence Gap of the English Language in the Workplace through an ICT-ESP Based Approach of Teaching at the Preparatory Schools of Economic Sciences, Commerce and Management in Algeria: Things to Consider | Ece Zehir Topkaya  
Pre-service English teachers and stressors regarding teaching practicum | Mohammed Nasser Hassan  
Attitudes and Perceptions of Students in King Khalid University (Bisha) towards Blended Learning for English Course: A case study | Arda Arıkan  
The CEFR and Reading: A Document Analysis |
| Coffee Break | 15:40-16:00 | Main Lounge |
The Role of Teacher Field Knowledge Test (ÔABT) in Teachers’ Knowledge

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A field exam (Teacher Field Knowledge Test) has been performed to score teachers’ success in their knowledge of the field to appoint them to state schools. Hence, this study aims to explore the opinions of the test takers who had prepared themselves for this test in order to interrogate this field exam. Addition to that their opinions about the benefits of this field exam are collected. Open-ended questions are prepared and sent via the Internet and the answers are analysed through descriptive analysis. The results reveal that teachers believe in the necessity of the exam which enables to appoint them. These scores are then used to appoint them to state schools.

Keywords: field exam, appointing of teachers, teacher selection

Bridging the Communicative Competence Gap of the English Language in the Workplace through an ICT-ESP Based Approach of Teaching

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The present research paper intends to explore the underlying factors influencing an effective ICT-based approach to the teaching of English for Specific Purposes, best exemplified at the Preparatory School of Economic Sciences, Commerce and Management of Oran in Algeria, henceforth EPSECG. Initiating change imposes on us voicing out what is perceived as possible obstacles for innovative practices to disseminate. In fact, exploring actual ICT uses and understanding why learners and teachers resist using ICT helps framing the necessary strategy to follow in order to better respond to learners’ communicative needs and expectations. For that we should evaluate the potential that ICT brings to our educational context alongside the pedagogical culturally-rooted practices that embody the psychological specificities of both teachers and learners. The need for designing a framework that accounts for the psychological, the pedagogical as well as the technological/organizational considerations for successful ICT integration in a foreign language teaching/learning environment seems to us necessary if one is to expect pedagogy to be transformed and learning to be enhanced and local economy to be developed.

Keywords: ESP, ICT
Examining Trainee Teachers’ Attitudes towards Teaching Profession: Çanakkale Onsekiz Mart University Case
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The present study investigates the attitudes of teacher trainees towards teaching profession. It also investigates the relationship between students’ attitudes and the graduated school. A mixed design was employed. 118 students from the ELT Department of Çanakkale Onsekiz Mart University constitute the research group. The data were collected by means of 6 open-ended questions, and an attitude scale toward teaching profession developed by Çetin (2006). The data analyses revealed that majority of the students possess positive attitudes towards teaching profession. The qualitative data analyses showed that female students (M=4.300) had more positive attitudes than the males had (M=3.933). Anatolian Teacher Training High Schools are supposed to prepare students to become highly motivated effective teachers but when the attitude differences of those students according to school graduation were examined, no significant differences were found among groups. Whereas, the researcher had assumed that Anatolian Teacher Training school graduates would have had higher positive attitudes towards the teaching profession. It is necessary that the curriculum of Anatolian Teacher Training High Schools should be redesigned and the Ministry of Education and policy makers should take some measures and develop new teaching policies, and provide additional opportunities to develop consciousness on teaching profession.

Keywords: attitude, teaching profession, pre-service teacher education, teacher development

Pre-service English Teachers and Stressors regarding Teaching
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This study investigated teaching anxiety levels of senior pre-service English teachers prior and after teaching practicum. A mixed methodology study design was employed. The Student Teacher Anxiety Scale (STAS) with five factors and 26 items was given to 60 senior students before and after teacher practicum, which were followed by interviews with 11 volunteered students. Inferential statistics was utilized to analyze the quantitative data while content analysis was performed for the qualitative data. The findings obtained before teaching practicum indicated that pre-service teachers had moderate levels of anxiety with regard to conducting successful lessons and controlling the class (Mean=3.84, sd=1.25; Mean=3.78, sd=1.281 respectively) with the lowest reported anxiety being school staff anxiety (Mean=2.90, sd=.96). The post-practicum findings revealed reduced levels of anxiety and significant differences were found for all five factors (p< .001).The interview data supported the findings of the quantitative data where the majority of the students voiced concerns about classroom management issues and coping with the demands of lesson preparation before the practicum. Assessment of their teaching by both faculty and school staff was found as another dominant stressor among these students. After the practicum, the interviewees reported to be less concerned with their preparedness to teach regarding lesson planning, material development, classroom management skills. Yet, as they were ready to move to another level in their teaching careers, they were observed to grow more concerned about problems with teacher commitment, work motivation and professional development.

Keywords: pre-service teachers, teaching anxiety, teaching practicum
Improving Listening and Speaking Skills in Mixed Level Groups
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In recent years, English teachers have faced problems with low level listening and speaking abilities of students in mixed level groups. As Claire Staab states “oral communication skills mean both speaking and listening to oral language, both talking and listening are lifelong activities and probably our most important communication tool”. In the modern world, to adapt to the global community, the abilities of communicating in English are very important. Therefore, it is necessary to improve two skills: listening and speaking. The purpose of our study is to investigate and to analyse the difficulties in doing listening exercises and help students by using effective and practical listening activities step by step to improve oral communicative competence paying significant attention to the correct pronunciation, vocabulary improvement and grammar. According to Goh and Yusnita by doing listening tasks we may follow the steps: Step 1 Pre-listening activity; Step 2 First listen; Step 3 Pair process-based discussion; Step 4 Second listen; Step 5 Whole-class process-based discussion. The study was carried out as follows: interviews, observations, audio recording, and survey analysis. Observational checklist was also used to know students’ interest to language learning and to assess their knowledge. Textbook was used as main source of teaching. As the study showed that low level students by doing listening tasks were not always able to understand the speech of native speakers, to communicate with each other in English, to express their ideas, to share their points of view, that is why we had to use code switching. The analysis showed that code-switching is one of the important tools in teacher-learner interaction. The authors suggest well prepared listening materials (audio/video) and teaching strategies as discussion, role play to interact strong students with weak students through pair and group work, brainstorming, clusters, mind map which motivate students’ participation in these activities and help to improve their speaking skills and to develop their critical thinking. Pairwork and groupwork are good opportunities to practice language. In this study we showed that low level students were able to participate in all activities, though they used code-switching. They could communicate. We should always try to use better listening and speaking activities to make our classes more beneficial, effective and to keep students interested and motivated.

Keywords: listening activities, speaking activities, groupwork, mixed level groups
Attitudes and Perceptions of Students in University of Bisha towards Blended Learning for English Courses: A Case Study

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Blended learning course is a formal education program (a new pedagogical approach) in which a student learns at least in part through delivery of content and instruction via digital and online media with some element of student control over time, place, path, or pace. In another word, blended learning course is the way which combines face to face and online learning. This paper presents a case study of blended learning course in English at University of Bisha from students' perceptions. The problem of this paper is that blended learning of English course makes annoyance for students and it becomes the bone of contention among staff members in University of Bisha alike. Most of the students enlarge their complaining about not being able to cope with the requirements of the digital techniques of gadgets from one hand and the material of the course form other. This paper attempts to identify the attitudes and perceptions the students have about blended learning courses. It aims to pinpoint the reasons behind having negative impression about blended English courses and how can we change their views positively. It also outlines the concept of blended course and e-learning in students' mind. The descriptive method will be used in this research. The sample consists of 130 students (male and female) students from all different levels. The participants completed 36 items questionnaire in three dimensions. The questionnaire will distribute on students at University of Bisha, English department in both boys and girls colleges. A questionnaire will design to measure the students’ attitudes and perceptions towards BL (Blended Learning). The results indicate that the students’ attitudes and perceptions towards BL were positive. Moreover, students are encouraged to take responsibility for their own learning process. As well as learners can decide when and how to use the resources provided. The study concluded blended learning is as effective as face to face learning in developing and improving knowledge and skills. It reflects the students' negatives impressions in some points such as waste time, easy to cheating and socially isolation…etc.

Keywords: blended learning course, attitudes, perceptions, learners, learning
### Concurrent Session V

**Room:** Termessos  
**Chair:** Binnur İlter  
**Time:** 15:00-15:40

#### Brainstorming and Mind-Mapping

Shpresim Ademaj  
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[shpresimademaj@yahoo.com](mailto:shpresimademaj@yahoo.com)

In this workshop, the main focus will be on brainstorming and mind-mapping, as two highly recommended useful and effective learning strategies that develop students' creative thinking, problem solving and decision making. By using these strategies teachers can influence on ignition of the students' imagination in order to make them express their opinions, thoughts, ideas; compare, and generate them. The session will show how they can impact on getting ideas, expressing, writing, and drawing them in a graphic form or tree-based diagrams. Participants will be shown ideas that involve creative thinking through concrete designed examples on brainstorming and mind-mapping in classroom. They will be shown brainstorming/mind-mapping techniques, methods, how-to brainstorm/mind-map an idea, topic, issue or concept; brainstorming/mind-mapping prompts; using mind-mapping softwares, guidelines, keywords; outside-the-box thinking, free writing, browsing various dictionaries, thesauruses, guide books, reference texts, encyclopedias; listing/bulleting words, classifying, clustering, mapping, webbing, labeling them; using charts and shapes and other visualization tools. Creative teachers inspire their students by providing the brainstorming and mind-mapping strategies to organize their ideas/concepts, connect/associate their relationships, and easily present them. Brainstorming and mind-mapping can help students make notes, plan essay structure, study for exams, solve different problems, and make presentations.

**Keywords:** brainstorming, mind-mapping, creativity, visualization

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#### The CEFR and Reading: A Document Analysis

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The Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) aims to provide a theoretical as well as practical basis for developing foreign language teaching curricula, materials, and methods of assessment. Although much has been written about many aspects of it, analyses that focus on specific language skills in regards to how they are treated in the Framework are needed especially when specific locales such as Turkey are considered. In this study, all dimensions of reading, as they appear in the Framework, are examined to understand the theoretical as well as practical issues related with them. To do that, the Framework is carefully examined through multiple readings of it from a critical perspective in a way to examine the overall nature of the Framework, attributes given in the Framework to reading and its practical applications along with those notes on assessing students’ performance. Results of this particular study show that because the Framework has an action-oriented design, all sorts of activities, materials, and tasks can be used in classrooms regardless of their previous associations with former methods or approaches as long as their content and delivery abide with the principles of the Framework. Hence, this presentation aims to articulate the nature of the activities, materials, and tasks that are harmonious with the givens of the Framework in a way to make practitioners feel comfortable in using them in their foreign language teaching classrooms.

**Keywords:** CEFR, reading, skill, curriculum
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<th>16:00-17:00</th>
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<th>Room: Olympos Chair: Özgül Özönder</th>
<th>Room: Aspendos Chair: Emel Kulaksız</th>
<th>Room: Termessos Chair: Betül Bal-Gezegen</th>
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<td>English Live Theater Performance as Presentation (ELTPP)</td>
<td>Louise Lee, Molly Tuttle</td>
<td>Using Voicethread to support the teaching of pragmatics and speech acts</td>
<td>Tülay İmre, Marine Condette</td>
<td>The experience of the TOEFL® internet Based Test: Integrated Writing Tasks and Holistic Scoring</td>
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<td>Lilianna Edilyan</td>
<td>&quot;Extending Task-Based into Project-Based Learning&quot;</td>
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| Social programme | 20:00-23:00 | TURKISH NIGHT AT THE HOTEL |
The Digital Age: The Death of Grammar (Presentation as Performance)
Abdelmajid Ridouane
University Ibn Zohr, Department of English Studies
tesolarte@gmail.com
Mustapha Kharoua
University of Eastern Finland, English Language and Culture
tesolarte@gmail.com

English Live Theater Performance as Presentation (ELTPP) is a tripartite act of presenting:

1. Performance: This is a 20 minute live theater performance which problematizes a segment of the various ELT issues currently debated.
2. Debate: This stage proposes performance as a reading text: prior to the performance, the attendees will be given focus multiple-choice questions concerning the issue(s) raised.
3. The Workshop: The attendees will be requested to improvise from one-liner prompts relevant to the theme of the presentation.

The live theater scene we will be presenting is, in a nutshell, a tense and animated conflict between two students. One of them wrestles with a list of irregular verbs; the other, who is more into “digital English”, thinks learning irregular verbs is a waste of time. The scene is a metaphor of the infiltration of social network Englishes into classroom standard English.

The scene aims at raising (and inviting the audience to debate) the following questions:

How serious is the gradual retreat of Standard English in the face of the more attractive and personalized new communicative mediums taking over the virtual space? Do these challenges which in-class classical grammar instruction faces - in the digital age - provide reasons for it to be rethought and, maybe over-ambitiously, incorporated?

Using Voicethread to Support the Teaching of Pragmatics and Speech Acts
Louise Lee
York University
louise99@yorku.ca
Molly Tuttle
Loop Language and Culture, Inc.
molly@looplanguage.com

This workshop demonstrates the use of a web-based tool, Voicethread – a platform that enables users to upload images and presentation slides and to record audio and video responses – to facilitate the teaching of pragmatics. Pragmatics, in particular speech acts, refers to using situationally-appropriate language to serve specific purposes, such as greeting, making requests, and apologizing. The teaching of speech acts involves not only teaching grammatical forms and idiomatic expressions but also imparting relevant social, cultural knowledge. Drawing from the presenters’ experience of using Voicethread in blended as well as distance learning contexts, this workshop will show how this platform can be used effectively to scaffold pragmatic instruction. More specifically, workshop participants will learn how Voicethread can be used to collect pre-instruction speech samples for awareness raising activities and to create controlled and productive practice for students. Voicethread can also be employed as a formative assessment tool. Finally, the workshop will conclude with the benefit of teaching pragmatics to improve intercultural communicative competence.

Keywords: pragmatics, voicethread, recording, speech acts, online
The Experience of the TOEFL® Internet Based Test: Integrated Writing Tasks and Holistic Scoring

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Marine Condette
ETS Global
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The presentation will start with an introduction into ETS research. Precisely, it will focus on two monographs which played a major role in the development of the so called integrated tasks used in the TOEFL iBT® test. These authentic academic tasks require test takers to combine their listening, reading, speaking and writing skills and measure how well the test taker integrates the information into his/her responses. For example, test takers read brief academic passages, listen to fragments of lectures, and then need to incorporate the source material into their responses. To exemplify the above, the presentation will focus on the integrated writing task used in the TOEFL iBT® test. Its structure will be discussed and examples will be shown. In addition, the presentation will cover the scoring of the writing responses which is done holistically. ETS uses a combination of human rating and automated rating for truly objective and consistent scoring.

Turning a Task-based Lesson into a Project

Lilianna Edilyan
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Task-based teaching emerged after the analytical methods were proven to have some shortcomings, the greatest of which being lack of communicative practice. This paper considers turning task-based materials for Business English into a Project-based design. The project serves as a bridge connecting learning English with discipline specific aims. It engages students in the investigation of authentic problems and teaches them knowledge and skills applicable in real-world situations. Project-based approach allows students to build competencies valuable for today’s world, such as problem solving, critical thinking, collaboration, communication, and creativity. The task-based lesson consists of three tasks. Students are provided with the text of a new scheme of development of a small town not far from the capital city. Task one & two: focus on vocabulary and grammar. Task three: students decide where the industrial and residential areas should be and draw them on the map. This task-based lesson is turned into a business project by breaking the students into small groups each of which has to consider one of the three options: the possibility of developing carpet production, eco-tourism or continue developing agriculture. Students are given a week or two to complete the project and make a presentation. The project includes processes for students to give and receive feedback on the quality of their work, leading them to make revisions or conduct further inquiry. Finally, the groups present their projects and the “city council” decides which project is the most effective.

Keywords: task-based, grammar, vocabulary, project
### 19 April 2015 - Sunday

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<td>From Descriptive to Critical Writing: A Study on the Effectiveness of Advanced Reading and Writing Instruction</td>
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<td>Unforgettable Voices in Colum McCann’s Let the Great World Spin</td>
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<td>11:00-11:15</td>
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What Makes a ‘Good’ Grammar Exercise?
David Newby
The University of Graz

Despite advances in ‘Communicative’ methodology, grammar exercises given to pupils tend to be of a ‘traditional’ nature and fail to provide the support needed if learners are to develop the skill of using grammar in real contexts. In my workshop I shall outline principles of activity design deriving from a ‘Communicative,’ action-oriented view of language and from ‘Cognitive’ theories of learning; in addition, I will show and discuss examples of grammar exercises which are based on these principles. This will be a hands-on workshop: participants will also try out some grammar activities and consider how well they might support the learning of grammar.
Concurrent Session I
10:00 - 10:40

Room: Pamfilya 1
Chair: Ali Göksu

EFL Teachers' Preferences for Teacher Development Strategies
Hülya Yumru
Department of English Language Teaching, Çağ University, Turkey
yumruh@gmail.com

This study was based on the philosophy that teachers develop themselves if they are actively involved in the identification of their own strengths and weaknesses in their teaching practice (Richards & Farrell, 2005; Burns, 2010). The aim of this study was to explore which teacher development strategies EFL teachers prefer using to understand the problems, which affect their teaching practice. The qualitative data of this study was gathered from twenty professional development portfolio reports prepared by the teachers who were involved in a teacher development course for a total of forty-two hours over a four-month period. The current presentation concerns the types of learning strategies offered to the instructors and the tasks that they completed during the fourteen-week period. The presentation also involves a discussion of the strategies, which helped the instructors discover the most effective teaching approaches for their students.

Keywords: teacher development; teacher learning strategies; in-service teacher education

Listening to Practising Teachers: Implications for Teacher Training Programmes
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Hacettepe University, Ankara/Turkey
iherten@gmail.com; iherten@hacettepe.edu.tr

This study sought to explore how practising teachers feel about their university education as part of their training as teachers of English. To do this, a web-based self-report survey form was administered to 49 practising Turkish teachers of English (mean length of experience = 6 years) across Turkey. The online instrument included 1 item that sought teachers’ satisfaction with their teacher education programme on a scale of 5; and open-ended items that asked participants’ feelings about what was missing in their teacher education programme and their suggestions for improvement. The data were analysed qualitatively through a constant comparative method to classify participants’ entries into thematic groups. Inter-coder reliability was found to be satisfactory (Holsti coefficient = .85).

Descriptive statistical analysis revealed that participants were fairly satisfied with their programme (mean (49) = 3.6, SD = 1.07). Qualitative analysis showed that most participants complain that they did not experience real life teaching during their education; that they were unaware of contextual challenges awaiting; and that there was a mismatch between ideals and actuals. Correspondingly, participants suggest that teacher training programmes offer more real life teaching experience and help trainee teachers develop skills that will help them overcome real life teaching challenges. This study has demonstrated that listening to practising teachers may help teacher trainers develop more down-to-earth teacher education programmes.

Keywords: practicing teachers, problems, pre-service teacher education
Collaborative Construction of Online L2 Task Accomplishment through Epistemic Progression

Ufuk Balaman
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Technology-mediated task-based language learning and teaching has long been a research focus (Chapelle, 2001; Gonzalez-Lloret & Ortega, 2014). The focus has mainly been on the task-as-workplan (Ellis, 2003) leaving the process aspect as a research gap (Breen, 1989; Seedhouse, 2005). Therefore, the collaborative and interactional nature of language learning tasks remained largely unexplored or misguided by etic constructs. This study aims to describe the interactional unfolding of online task-oriented collaboration of undergraduate students who are also learners of English as a foreign language during an online game-like activity. Seven L2 learners participated on a Google Hangouts video meeting for the study, discussed some clues, and hinted their teammates in order to complete a task collaboratively before the other teams do. The naturally occurring interactions of the participants were recorded via a screen capture software. The 90-minute long recording was transcribed and examined using conversation analysis methodology. As result of a turn-by-turn single case sequential analysis, an emergent recurring pattern was discovered. It was found that whenever an unknowing participant’s candidate answer is confirmed by a knowing participant, the sequence is expanded and therefore enhanced, and then it functions as an epistemic progression (Gardner, 2007) step which takes the learners to the knowing position through accumulation of knowledge. This finding showed that the learners close knowledge gaps, construct and accumulate knowledge, and thus accomplish tasks collaboratively through epistemic progression.

Keywords: task, interaction, conversation analysis, epistemics, language learning

Turkish Students’ Acquisition of the Definite Article: An Analysis of Four Nongeneric Uses

F. Büşra YILDIRIM
Hacettepe University
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Being highly complex and frequently used, the article system of English language constitutes one of the most challenging grammatical structures for non-native learners of English. Turkish context is one of the English as a Foreign Language (EFL) settings consisting of learners whose mother tongue does not include an article system and among the articles especially the definite one ‘the’ is problematic for Turkish learners of English because Turkish language has no definite article. Henceforth, this study aims to investigate the acquisition of the definite article in English by Turkish learners of English, focusing on only one aspect of it, that is, the various nongeneric uses of it. For the study, a grammaticality judgment test, adapted from Liu and Gleason (2002), was used. 120 students from a state university in Turkey participated in the study. 80 of the participants are from the ELT department while the 40 of them are from the Preparatory School. The results of the study showed significant difference between the overall scores of the participants from different domains. Also, participants from Preparatory School were tend to overuse the definite article.

Keywords: article acquisition, nonnative speakers, definite article
Concurrent Session I
10:00 - 10:40
Room: Aspendos
Chair: Hüseyin Öz

Leave the Choice to Students: English Language Teaching Methods
Fatma Oğuz
Süleyman Demirel University
fatma.oguz@antalya.edu.tr

The aim of the present study is to have an understanding about how the prep students in Turkey evaluate language teaching methods in terms of their effectiveness in language learning. The starting point of the study was the question that whether the prep students find the methods or activities which were applied in the class and favored by EFL teachers effective in language learning process at university level. Interestingly, much research has been conducted to find out the best method from teachers’ perspective, however students’ point of view on the effectiveness of methods has not been clarified much. To shed some light on this issue, a questionnaire including specific activities of five different language teaching methods classified by Kumaravadivelu (1993) as Language Centered Methods; Grammar Translation Method, Audio-lingual Method, and Learner Centered Methods; Communicative Language Teaching Method and Learning Centered Methods; Total Physical Response Method was developed and piloted. With the participation of 94 students at Antalya International University, the questionnaire was conducted and analyzed through IBM SPSS Version 20. Surprisingly, the results reveal that only one of the methods is slightly more favored by students and the other methods are preferred almost on the same level. Therefore, it can be concluded that students want to have different aspects of different methods in their classes. In addition, teachers should be trained to be able to integrate different features of methods and students’ opinions should be taken into account while shaping teaching process.

Keywords: methods in ELT, choice of students, prep school language learners

From Descriptive to Critical Writing:
A Study on the Effectiveness of Advanced Reading and Writing Instruction
Bengü AKSU ATAÇ
Nevşehir Hacı Bektaş Veli University
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The studies on critical thinking and critical writing are rare in Turkish EFL context. For this reason, there is a need to investigate these considerable concepts and to integrate them into the field of foreign language learning and teaching. This study may take steps in the direction of bringing a broader perspective to the field since it integrates and combines the concepts of critical thinking and critical writing in foreign language reading and writing classes. The main purpose of this study is to investigate the critical thinking skills and critical writing discourse of the 1st year students at the ELT Department in Nevşehir H. B.V. University. The qualitative data is collected during the Advanced Reading and Writing I course. There are forty nine participants who are nearly at the same age and nearly half of them studied in one year English preparatory program. Throughout the study, students’ written work which are essays written every other week, have been analysed to examine the extent of their critical writing skills. In addition, they have been given open-ended questions to write their opinions and perceptions about critical writing. Finally, all the participants have completed an online critical thinking test and their scores have been discussed and interpreted. The results of the analysis of the data indicate that the students usually have a positive opinion about the relationship between critical thinking skills, critical writing and advanced reading and writing instruction. In the conclusion part of the study, the use of advanced reading and writing instruction to encourage critical thinking have been discussed.

Keywords: critical writing, reading, writing, critical thinking
Dismayed or Enchanted?: ELT Students’ Perceptions towards Microteaching

Sümeyra Bağatur
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With the improvements and demands in the realm of language teaching and learning there have been numerous studies conducted on the importance and the role of microteaching in ELT for the last decades. The present study was developed in order to investigate the attitudes of the Turkish students at ELT Department in the spring semester of the academic year 2014-2015. The participants in this study were 72 students who studied in the English Language Teaching (ELT) program at Hacettepe University, Turkey. The study has a mixed method, both quantitative and qualitative which will analyze the effects of independent variables such as grade, gender, and types of high school graduation on students’ attitudes towards microteaching. The instrument that was used in this study was developed by Dweikat with 55-items, which uses five Likert-type responses. The questionnaire was first piloted by the researcher with 30 students then administered to the all participants. For the qualitative part of the data collection, 4 students were interviewed on their attitudes towards microteaching. The results and findings will be discussed and presented in the full paper.

Keywords: microteaching, ELT, language teaching & learning

Unforgettable Voices in Colum McCann’s Let the Great World Spin

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Colum McCann’s Let the Great World Spin (2009) is a polyphonic text through which one might trace the different layers of social and cultural voices. McCann’s portrayal of the life of different characters in New York, as a metropolitan city, sheds more light on the network of discourses which overshadows such a society. My argument in this paper is focused on tracing the interconnectedness of different social and cultural layers to show to what extent the dominant hegemony determines the relationships among the members of such a society. On the one hand, this paper shows how a controlling and panopticon system silenced the subjects; on the other hand “those who saw [it and] hushed” (McCann 3) resisted against such a hegemony in one or another way. Having an eye on Michel Foucault’s arguments regarding power/knowledge, my objective is to show to what extent the people, whether subjugated or not, are the practitioners of the will to power in such a cultural/social network represented in the novel. Ultimately, this paper traces the signs of instability which are originated in the social circular energy in contrast to the unifying voice of the tightrope walker.

Keywords: polyphonic, discourse, hegemony, power, knowledge, panopticon system
| Concurrent session II | 11:15-12:15 | Room: Pamfilya 1  
Chair: İsmail Hakki Erten | Room: Olympos  
Chair: Gonca Yangın Ekşi | Room: Aspendos  
Chair: Ísmail Fırat Altay | Room: Termessos  
Chair: Mehmet Demirezen |
|----------------------|------------|--------------------------------------------------|------------------|-------------------|------------------|
| **Ismail Hakki Erten**  
Using karaoke in language classrooms: exploring potentials and prospects | **Kadriye Aksoy**  
“What you think is not what you do in the classroom”: investigating teacher’s beliefs and actions for classroom management in an EFL classroom | **Ahmad Al-Issa**  
Effective Teaching: Tales from Arabia | **Leyla Vakili Samiyan**  
A Study on relationship between gender, learning strategies and achievement among Iranian EFL learners |
| **Arzu Kanat**  
Perceptions of Prospective Non-Native Teachers of English about Nativeness of Language Educators | **Funda Ölmez**  
An Investigation into the Relationship between L2 Reading Motivation and Reading Achievement | **Mira Mounir Alameddine**  
Teaching Critical Thinking Through Literature in a Local Lebanese School |
| Closing Remarks | Pamfilya 1 |
Using Karaoke in Language Classrooms: Exploring Potentials and Prospects
İsmail Hakkı ERTE\N
Hacettepe University, Ankara/Turkey
iherten@gmail.com; iherten@hacettepe.edu.tr

Karaoke is an exciting pastime in many cultures. Karaoke singers are often expected to sing along melodies of songs and keep up with the lyrics that run at the bottom of the monitor. In this sense, it involves both linguistic processing and articulation and thus offers itself for potential use in foreign language classrooms. This poster presentation will therefore firstly introduce karaoke as a possible classroom activity followed by an illustration of technical requirements. The presentation will then demonstrate some pedagogical guidelines and possible ways of implementing karaoke in the language classroom.

Keywords: music; karaoke; using lyrics

Perceptions of Prospective Non-Native Teachers of English about Nativeness of Language Educators
Arzu KANAT
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kanatarzu@gmail.com

The feature of English as being one of the most widely used languages all over the world facilitates the existence of a market of teaching English especially for native speakers of the language. Accordingly, native speakers of English look for a position in some Asian, Hispanic and European countries where English is used as a foreign language. The studies concerning the issue revealed that there is a tendency among foreign language learners to prefer the native English teachers without caring about any professional training that these educators have had (Çelik, 2006; Üstünlüoglu, 2007). While the learners of English as a foreign language generally are in favor of native speaker teachers, it is wondered how the prospective non-native English language teachers react this issue. In that respect, this study aimed to find out the perceptions of prospective non-native teachers of English about the native language of their teachers, instructors and even their lecturers, namely their educators through a questionnaire. The study was conducted at a state university in Ankara, Turkey with 99 first year students, who enrolled in the major program of English Language Teaching (ELT) in December, 2014. The statistical and descriptive analyses of the data revealed that participants interpreted the native speaker educators as superior in English teaching. The mostly dictated reason of choosing native speaker educators was about their competence in the target culture while the participants also stated that non-native educators would be more effective in the identification of their language needs. As for the conclusion, the study suggested that the participants who would become non-native teachers of English in a very near future should become aware of the value of their language teaching skills and training.

Keywords: nativeness, foreign language teaching, prospective English teachers
“What You Think is not What You Do in the Classroom”: Investigating Teacher’s Beliefs and Actions for Classroom Management in an EFL Classroom

Kadriye AKSOY
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Teachers’ beliefs, one element of teacher cognition, have gained much importance in recent years, and there are studies showing that teachers’ beliefs affect their pedagogical practice in the classrooms (Borg, 2003). Teachers hold various beliefs (e.g. teaching techniques, classroom management, and dealing with problem behaviors) about how teaching should occur. In the literature, there are studies showing both consistencies and inconsistencies between what teachers believe and what they do in the classroom. There is a bidirectional relation between teacher beliefs about classroom management and their experiences in the classroom. Understanding teachers’ beliefs about classroom management and dealing with problems cannot be achieved by what they say about they do. Therefore, in this paper, a non-native English teacher’s pedagogical beliefs about the students’ behaviors as a part of a classroom management has been explored via using a qualitative research methodology to understand the teachers’ pedagogical beliefs about teaching and learning by comparing what they say about students’ behaviors with their classroom practices. The study employed three data collection instruments: semi-structured interviews, classroom observation data and stimulated recall interview. The results show both consistencies and inconsistencies between teacher’s practices and beliefs. This is because different practices can be seen because beliefs are dependent on local context (Li and Walsh, 2011). The study has implications for the complex relationship between teachers’ beliefs and practices in the classrooms.

Keywords: beliefs, teacher cognition, classroom management

An Investigation into the Relationship between L2 Reading Motivation and Reading Achievement

Funda ÖLMEZ
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This study aimed to investigate the relationship between learners’ motivation towards reading in a foreign language and their reading achievement on a chosen reading task. For this purpose, 114 freshman students enrolled in English Language Teaching department of a major state university in Turkey took part in the study. Data were collected through a scale on foreign language reading attitudes and motivation, and a reading comprehension test. The data gathered through these two instruments were subjected to statistical analyses. Based on these analyses, the questions as to whether there was a significant relationship between students’ motivation and attitudes towards reading in English and their reading achievement, as well as whether their motivation and attitude levels differed significantly according to gender were answered. The study did not identify a significant correlation between students’ motivation scores and reading achievement scores. In terms of gender, a significant difference was found between male and female students; female students had a significantly higher level of intrinsic motivation towards reading in a foreign language. These findings were discussed with regard to the nature of the motivation scale employed for this study and the characteristics of participants of the study.

Keywords: motivation, attitudes, reading achievement in a foreign language
Effective Teaching: Tales from Arabia
Ahmad Al-Issa
American University of Sharjah
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Teaching effectiveness is an issue often discussed and debated in the academia. It has become even more important as the emphasis on quality in higher education and on accountability has increased. With substantial literature available on what constitute effective teaching, very little, if any, empirical research is available on how linguistically and culturally diverse university students view effective teaching, and almost no research does exist in this area with relation students in the Arabian Gulf region. This paper reports on some of the findings of a large scale research investigating effective teaching from university students’ perspectives. Considerable evidence emerged suggesting that non-instructional factors such as students’ gender, nationality, field of study, type of high school attended (private vs. government), language of instruction in high school, among other factors, influenced students’ perceptions of teaching effectiveness. The paper ends with discussing some of the implications of these findings to teacher training and teaching assessment in higher education.

Teaching Critical Thinking through Literature in a Local Lebanese School
Mira M. Alameddine
City International School-Downtown (CiS)
mira.alameddine@cisdowntown.edu.lb; alameddine.mira@gmail.com

Developing critical thinking skills in learners is a crucial objective in modern education. Since 2000, reaching this goal has become a need so as to enhance learners’ survival in the 21st century. This study investigates the effectiveness of developing critical thinking through literature. To carry out this research, data is collected through a critical thinking pre & post-tests and devised strategies. The tests are adapted from the California Critical Thinking Skills Test, Thinking Skills Assessment by Cambridge, the Watson-Glaser Critical Thinking Appraisal and The International Critical Thinking Reading & Writing Test; and the strategies incorporated in the study are guided discussions using the Socratic Method, group presentations and individual literary analysis response. The participants are the 13 Grade 10 learners at a Lebanese local school, where the researcher teaches English. The results revealed that 1) the learners’ critical thinking skills improved and their literary analysis reached the analyzing and evaluating level of Bloom’s Taxonomy and 2) the learners’ English proficiency is not related to their performance in the pre & post-tests. The study recommends expanding the role of literature at schools from meager medium of information to be forgotten after school, to become a tool in developing learners’ critical thinking skills.

Keywords: English literature; critical thinking; learning; literary analysis
A Study on Relationship between Gender, Learning Strategies and Achievement among Iranian EFL learners

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Achievement in foreign language learning depends on a great number of factors such as gender, learning strategies, learners’ attitudes towards the target language, anxiety, school type and the like to name a few. Hence, this study intended to investigate the strategies used by EFL learners with the purpose of finding the degree and the domain of differences of the strategies used by different genders and disclosing the extent to which strategy use and achievement are interrelated. To this end, a related questionnaire as well as an S-test, were distributed among 445 first grader - senior high school learners from 17 high schools in Mashhad. The findings of the study indicated a significant difference between male and female students regarding using the learning strategies in the first place. As it showed, the learning strategies of Memory, Cognitive and Metacognitive are more frequently used by the females while social and affective strategies are more in males’ favor. Secondly, it was proved that female students are more successful than male students in foreign language learning. Consequently, being aware of this differences between strategies based on different genders will help both teachers and students to achieve more success in learning a foreign language. Therefore, teachers, according to the research findings, are recommended to use for their pupils the learning strategies they will need for better achievement.

Keywords: learning strategies, s-test, EFL learners
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