

Boğaziçi University
School of Foreign Languages
2nd ELT Conference



**Towards Higher Education:
Teaching for a Better World in the 21st Century**

September 27-28, 2019

İstanbul, TURKEY

Table of Contents

Welcome to THE Conference 2019	4
A. COMMITTEES.....	6
B. GENERAL INFORMATION.....	8
C. CONFERENCE VENUE.....	10
D. SPONSORS	11
E. CONFERENCE PROGRAM.....	13
F. PLENARY SPEAKERS	18
G. INVITED SPEAKERS.....	19
H. ABSTRACTS AND BIOS (Sept 27, Friday)	20
09:15 - Plenary Talk 1	20
10:30 - Concurrent Sessions 1	20
11:30 - Concurrent Sessions 2	24
12:15 - Concurrent Sessions 3	27
13:45 - Plenary Talk 2	30
15:00 - Concurrent Sessions 4	31
15:45 - Concurrent Sessions 5	35
16:30 - Plenary Talk 3	37
I. ABSTRACTS AND BIOS (Sept 28, Saturday).....	39
09:15 - Plenary Talk 4	39
10:30 - Concurrent Sessions 6	39
11:30 - Concurrent Sessions 7	43
12:15 - Concurrent Sessions 8	46
13:45 - Concurrent Invited Speeches	49
14:45 - Concurrent Sessions 9	51
15:30 - Concurrent Sessions 10	55
J. POSTER PRESENTATIONS.....	58
K. PRESENTERS EMAIL INDEX	60
L. NOTES.....	62

Welcome to THE Conference 2019



Dear Colleagues,

We would like to welcome you to Towards Higher Education (THE) Conference 2019! In our previous conference, we tried to create a common platform for national and higher education institutions with preparatory programs. Being on the theme of bridging the gap between secondary and higher education settings, the first conference was just the groundwork, a venue to establish a forum where, through subsequent conferences, more critical or more ambitious ideas will be discussed. With the valuable feedback we received from our participants, we have come to the conclusion that it is significant to bridge another gap which is integrating global issues into our ELT classrooms by utilizing 21st century skills.

We are moving towards a world in which many people suffer from forced migration, border conflicts, lack of access to quality education, injustice and inequalities, the consequences of unplanned population growth, scarcity of resources, lack of access to health care, and environmental issues such as climate change and pollution. Much as we have a myriad of problems, we also have the resources, the means and the will to produce solutions. It is possible to train students who are not only professionally proficient but also globally conscious and circumspect, and who act as agents in the solution of these problems.

We believe that language teachers are more than just teachers of language. What we teach and how we teach it have an eye-opening and long lasting influence on the future attitudes and personalities of our students. As teachers of the 21st century, we have the power and technology to address these global issues in our classroom in a critical and creative way instead of turning a blind eye to them. In THE Conference 2019, we invite research papers and presentations that address the ways to bridge this gap at higher education settings as well as creative and effective strategies for application.

Teacher. What do you do?

I'm a teacher.

What do you teach?

People.

What do you teach them?

English.

You mean grammar, verbs, nouns, pronunciation, conjugation, articles and particles, negatives and interrogatives ...?

That too.

What do you mean, 'that too'?

Well, I also try to teach them how to think, and feel – show them inspiration, aspiration, cooperation, participation, consolation, innovation,

... help them think about globalization, exploitation, confrontation, incarceration, discrimination, degradation, subjugation,

...how inequality brings poverty, how intolerance brings violence, how need is denied by greed, how – isms become prisons, how thinking and feeling can bring about healing.

Well I don't know about that. Maybe you should stick to language, forget about anguish. You can't change the world.

But if I did that, I'd be a cheater, not a teacher.

Alan Maley (2017)

THE Conference Organizing Committee



A. COMMITTEES

Honorary President

Prof. Dr. Nisan SELEKLER GÖKŞEN

Organizing Committee

Elifcan ATA KIL



Pınar DEMİRCİ



Fetiye ERBİL



Sinem YILMAZ DEMİR



Elifcan Ata Kil is an English Language Instructor in the School of Foreign Languages at Boğaziçi University in Turkey. She received her B.A. degree from Boğaziçi University, Department of Foreign Language Education in 2008. She completed her M.A. degree in English Language Teaching at Middle East Technical University in 2015. She holds a CELTA certificate and is currently pursuing her DELTA diploma from Cambridge Assessment English. She has taught academic and general English in Turkey and in Japan at various age and proficiency levels. She is interested in English language teacher education and professional development. (elifcanata@yahoo.com)

Pınar Demirci graduated from Gazi University's English Language Teaching Department, and received her MA degree from Hacettepe University in 2010. She has been actively teaching English in different universities for 9 years. She has worked as a teacher and academic coordinator at Boğaziçi University School of Foreign Languages. Her interests include written corrective feedback, cognitive linguistics and more recently, medicinal and aromatic plants. (pınar.demirci@boun.edu.tr)

Fetiye Erbil graduated from the Foreign Language Education Department of Boğaziçi University in 2011 and received her MA degree in the Primary Education Department. She is currently a PhD student at the Learning Sciences Program of the same university. She has been teaching English in different universities where she has held positions of coordinator, department head and material & test developer. She has recently joined the School of Foreign Languages at Boğaziçi University. Her research interests include children's rights, participation of children and young people in school decisions, democratic education, educational policy, research with children, social justice and equality in education and teacher training. (fetiye.erbil@boun.edu.tr)

Sinem Yılmaz Demir is an English Language instructor at Bogazici University, School of Foreign Languages (SFL). She has worked as an instructor and academic coordinator at SFL since 2008. She graduated from the ELT department at Marmara University in 2006 and she earned her MA degree at Bogazici University Foreign Languages Education Department in 2010 with her thesis research focused on learner autonomy and the European Language Portfolio. She has presented several papers in various conferences in Turkey and abroad. Her research interests relate to learner autonomy, using the CEFR and ELP, and language learning technologies. (sinem.yilmazdemir@gmail.com)

Conference Committee

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Sinem Yılmaz Demir, MA – Bođaziçi University

Special Thanks

Our thanks go to our Scientific Committee and Bođaziçi University SFL staff who have helped us in this process, and in particular, to our Director, Prof. Dr. Nisan Selekler Gökşen and our School Secretary, Muzaffer Uzunođlu.

Special thanks to our plenary speakers, Asst. Prof. Dr. Kamile Hamilođlu, Prof. Dr. Volker Hegelheimer, Nicholas Peachey, Asst. Prof. Dr. Aylin Ünaldı and invited speakers, Asst. Prof. Dr. Elif Kemalöđlu-Er, Assoc. Prof. Dr. Perihan Savaş, Aybike Ođuz, Jennifer Sertel, and Aylin Vartanyan.

We would like to thank Cambridge University Press and Lookus Scientific for their support. THE Conference 2019 wouldn't be possible without them.

Last but not least, we would like to thank all our presenters for enriching THE Conference with their talks.

B. GENERAL INFORMATION

Registration

The registration desk will be located in Albert Long Hall Foyer on Boğaziçi University's South Campus. There will be three different registration desks: one for presenters, one for pre-paid participants, and one for on-site registration. Once you arrive at the conference venue, please go to the registration desk that applies to you. You will receive the conference bag and your name tag at the registration desk.

Nametags

Please wear your nametags at all times. The color-coding is as follows:

Red: Conference Organizer

Green: Conference Committee Member

Blue: Presenter

Yellow: Participant

Conference Bulletin Board

Any last minute changes and/or cancellations made after the printing of this program will be posted on the information board which is located in the registration area. Please make sure you check the board at regular intervals.

Inquiries

"Ask me" students will be available on-site for any inquiries.

Internet Access

Wi-Fi is available on campus for all participants. Follow these steps to activate your connection for eight hours each day:

1. Connect to "BOUN-Guest"
2. Click on "KATIL"
3. Enter your name, last name and telephone number
4. Enter the code that you receive via SMS

Sessions

In this booklet, abstracts of the sessions are provided. Admittance to all the concurrent sessions will be on a "first come, first serve" basis. For that reason we highly recommend that you go over the program carefully and have at least two choices for each concurrent talk in case your first choice is full.

Catering

Please check the program to see the slots for food and refreshment services at THE Conference. All participants are invited to enjoy the catering services (coffee breaks, lunches and closing cocktail) which are included in the registration fee.

All the coffee breaks and the closing ceremony will be offered at Albert Long Hall Foyer and lunch on each day will be offered at Boğaziçi University Cafeteria on campus. During lunch service, please remember to hand in your lunch tickets, which you can find in your badges.

Your Feedback

Your opinions are valuable to us, so we are kindly asking you to complete the feedback form provided in your conference bag and submit it to the registration desk at the end of each day of the conference.

Certificates

Certificates of Attendance for the participants can be collected from the registration desk at the end of the conference. Presenters' certificates will be delivered as soon as they have finished their presentations.

Raffle

The raffle will take place on Saturday, September 28th before the Cocktail Party. You will find your raffle number in your name tag card holder at the registration desk.

Transportation

Boğaziçi Taxi: +90 212 263 2332

Progo Travel: <https://progotravel.com>

Please contact "Ask me" students if you need further help.

- ✓ Please turn your mobile phones to silent mode during all sessions.
- ✓ Smoking is prohibited in the buildings at the conference venue.
- ✓ Presenters are kindly asked to adhere to the times allocated for their presentation. It is important as there needs to be enough time for the next presenter to set up and start their presentation on time.

Share the beautiful moments with us on social media!



<https://www.facebook.com/theconference2019>



<https://www.instagram.com/theconferenceboun>

#theconference2019 #theconferenceboun #towardshighereducation

C. CONFERENCE VENUE



D. SPONSORS

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E. CONFERENCE PROGRAM

September 27, 2019 - Friday

08:00-08:50	Registration
08:50 -09:15	Opening
09:15-10:15	Plenary Talk 1
10:15-10:30	Short Break
10:30-11:00	Concurrent Sessions 1
11:00-11:30	Coffee Break 1
11:30-12:00	Concurrent Sessions 2
12:00-12:15	Short Break
12:15-12:45	Concurrent Sessions 3
12:45-13:45	Lunch
13:45-14:45	Plenary Talk 2
14:45-15:00	Short Break
15:00-15:30	Concurrent Sessions 4 & Panel
15:30-15:45	Short Break
15:45-16:15	Concurrent Sessions 5
16:15-16:30	Coffee Break 2
16:30-17:30	Plenary Talk 3

September 28, 2019 - Saturday

08:00-09:15	Registration
09:15-10:15	Plenary Talk 4
10:15-10:30	Short Break
10:30-11:00	Concurrent Sessions 6
11:00-11:30	Coffee Break 3 and Poster Presentations
11:30-12:00	Concurrent Sessions 7
12:00-12:15	Short Break
12:15-12:45	Concurrent Sessions 8
12:45-13:45	Lunch
13:45-14:30	Concurrent Invited Speeches
14:30-14:45	Short Break
14:45-15:15	Concurrent Sessions 9
15:15-15:30	Short Break
15:30-16:00	Concurrent Sessions 10
16:00-16:30	Coffee Break 4 and Poster Presentations
16:30-17:00	Closing Remarks and Raffle
17:00-onwards	Cocktail Party

SEPTEMBER 27, 2019 - Friday						
TIME	EVENT	in ALBERT LONG HALL BTS (A)	in ALBERT LONG HALL KRITON CURI (B)	ÖZGER ARNAS (C)	DEMİR DEMİRGİL (D)	WASHBURN HALL İB204 (E)
08:00-08:50	Registration	REGISTRATION (ALBERT LONG HALL FOYER)				
08:50-09:15	Opening	WELCOMING REMARKS Prof. Dr. Naz Zeynep Atay (Vice Rector) Prof. Dr. Nisan Selekler-Gökşen (Director, Boğaziçi University School of Foreign Languages) Pinar Demirci on behalf of the Organizing Committee BTS				
09:15-10:15	Plenary Talk 1	PT1: "Tools and Technologies for Developing 21st Century Skills" Nicholas Peachey BTS				
10:15-10:30	Short Break					
10:30-11:00	Concurrent Sessions 1	1-A: Boosting 21st Century Skills in the ELT Classroom through "Collaborative Tasks" <i>Züleyha Tülay & Ayşe Tan Güneş</i>	1-B: MReader Challenge to Motivate Students to Read Extensively <i>Dr. Ali Dinçer</i>	1-C: Merging Multiple Genres into Writing: a Demo Lesson <i>Didem Kumbaroğlu</i>	1-D: Teachers Talk: Practicing Critical Literacies in the English Language Classrooms <i>Nihal Gökgöz Gördesoğlu & Hatice Çelikkıran Çelebi</i>	1-E: As If in a Research Conference <i>Dr. Sinem Bezircilioğlu</i>
11:00-11:30	Coffee Break 1					
11:30-12:00	Concurrent Sessions 2	2-A: Weblogs as a Learning Tool <i>Zeynep Gültekin & Emine Bülür Civanoğlu</i>	2-B: Designing an Effective Syllabus in the Global World <i>Büşra Ayça Karaman</i>	2-C: Workshop "Awareness is Irreversible": ICC in Teacher Education <i>Dr. Deniz Şallı Çopur</i> (11:30-12:30)	2-D: Touching the Untouchables: A Movie-Based Classroom Activity <i>Pınar Şahin Durmaz</i>	2-E: Developing Professional Vision through Critical Pedagogy in Preservice Teachers <i>Seher Balbay</i>
12:00-12:15	Short Break					
12:15-12:45	Concurrent Sessions 3	3-A: "Another Brick in the Wall" View of Teaching English <i>Büşra Müge Özdil & Dr. Emre Debreli</i>	3-B: Testing Inference in a Proficiency Exam Reading: How Effective are They? <i>İrem Gedil & Ezgi Tufan</i>		3-D: EFL Learners' Perceptions on the Effects of Their Own Vidcasts on Their Speaking Skills <i>Pelin Çetin Kırış & Hanife Taşdemir</i>	3-E: CLIL Teacher Education: An Investigation in Spanish Context <i>Merve Yıldız, Dr. Firdevs Karahan & Dr. Víctor Pavón-Vázquez</i>

12:45-13:45	Lunch					
13:45-14:45	Plenary Talk 2	PT2: "Transformative Foreign Language Education through Critical Pedagogy for a Better World" Assist. Prof. Dr. Kamile Hamiloğlu BTS				
14:45-15:00	Short Break					
15:00-15:30	Concurrent Sessions 4	IPD: Invited Panel Discussion Transformative Pedagogies in the ESL Classroom: Reading the Word and the World	4-B: Current Issues in Pronunciation Teaching <i>Dr. Duygu Taşer</i>	4-C: Workshop Using Augmented Reality Materials for Vocabulary Teaching with Reference to Multimedia Learning Theory <i>Dr. Bora Demir & Dr. Muzaffer Özdemir</i> (15:00-16:00)	4-D: Turkish Tertiary Level EFL Learners' Recognition of Relative Clauses <i>Dr. Arzu Koçak</i>	4-E: Teaching L2 "Digital Natives" English Academic Writing <i>David Reed Albachten</i>
15:30-15:45	Short Break		Short Break		Short Break	
15:45-16:15	Concurrent Sessions 5	Aybike Oğuz, Jennifer Sertel, Aylin Vartanyan (15:00-16:00)	5-B: The Impact of Corpus-Informed Writing Feedback in Tertiary Level Preparatory Writing Classes <i>Mustafa Özer, Yasin Turan, Dr. Tuba Arabacı Atlamaz & Faruk Sadıç</i>		5-D: The SFL Class is not Just About Language: Simple Ideas to Promote Autonomy <i>Monica Souto</i>	5-E: How General are General Academic Words: An Investigation of the Collocates of Academic Vocabulary <i>Dr. Mohsen Shirazizadeh</i>
16:15-16:30	Coffee Break 2					
16:30-17:30	Plenary Talk 3	PT3: "English Medium Instruction in Higher Education and Changing Responsibilities and Roles of English Language Teachers" Assist. Prof. Dr. Aylin Ünalı BTS				
- End of the first day -						

SEPTEMBER 28, 2019 - Saturday							
TIME	EVENT	in ALBERT LONG HALL BTS (A)	in ALBERT LONG HALL KRITON CURI (B)	ÖZGER ARNAS (C)	DEMİR DEMİRGİL (D)	WASHBURN HALL İB204 (E)	in ALBERT LONG HALL JOHN FREELY (F)
08:00-09:15	Registration	REGISTRATION (ALBERT LONG HALL FOYER)					
09:15-10:15	Plenary Talk 4	PT4: "Effective Use of Technology to Support the Development of L2 Writers" Prof. Dr. Volker Hegelheimer BTS					
10:15-10:30	Short Break						
10:30-11:00	Concurrent Sessions 6	6-A: Teaching Speaking with Works of Art in a Preparatory Class at University <i>Dr. Arzu Ekoç</i>	6-B: Improving L2 Writing Performance of International Baccalaureate Diploma Program Learners <i>Seda Efsun Karamahmutoğlu</i>	6-C: PASS (Performance Assessment and Supervising System) <i>Turgut Turunç, Merve Selçuk & Birgül Apaydın Eyiakkan</i>	6-D: Interactive Approach to English Language Teaching: Nearpod Application <i>Süleyman Ünal & Dr. Mehmet Gürol</i>	6-E: Intercultural Sensitivity of EFL Learners at a State University <i>Nur Gedik Bal</i>	
11:00-11:30	Coffee Break 3 and Poster Presentations						
11:30-12:00	Concurrent Sessions 7	7-A: Challenges for the Implementation of English-Taught Programmes in Higher Education <i>Dr. Víctor Pavón-Vázquez & Merve Yıldız</i>	7-B: Leading the Way: Oracy and Conversational Leadership <i>Cristina Mirela Manea Gültekin</i>	7-C: Workshop Using Short Film in Language Classroom <i>Eva Büyüksimkeşyan</i> (11:30-12:30)	7-D: Twins in Turkey: Idiom Videos <i>Andrea Dimitroff & Ashley Dimitroff</i>	7-E: "I feel frustrated": EFL University Students' Emotional Responses towards Teacher-Written Commentary <i>İlkem Kayıcan Dipcin</i>	
12:00-12:15	Short Break						
12:15-12:45	Concurrent Sessions 8	8-A: A Comparison of Instructors' Beliefs on Learner Autonomy at Public and Private Universities <i>Dr. Ömer Eren</i>	8-B: An Exploration of the Use of Hedges in NS and NNS Scientific Discourse <i>Caoyuan Ma</i>		8-D: Investigating Experienced ELT Teachers' Perceptions towards Technology Integration at Tertiary Level <i>Aslıhan Nur Erol</i>	8-E: Digital Tools for Getting Feedback <i>Okan Bölükbaşı</i>	8-F: Raising Research Profile of Young Teachers and Researchers via Educating Them on Scholarly Outlets <i>Dr. Is'haaq Akbarian & Kaveh Jalilzadeh</i>

12:45-13:45	Lunch						
13:45-14:30	Concurrent Invited Speeches	IS1: "Increasing Teachers' Technology Use in ELT Classrooms" Assoc. Prof. Dr. Perihan Savaş BTS			IS2: "Integrating ELF into English Classes at Tertiary Level: Novel Perspectives, Novel Practices" Assist. Prof. Dr. Elif Kemaloglu-Er DEMİR DEMİRGİL		
14:30-14:45	Short Break						
14:45-15:15	Concurrent Sessions 9	9-A: Determining Text Suitability through Expert Judgment and Automated Tools <i>Bekir Ateş</i>	9-B: Crazy for Grammar <i>Gözem Çeçen</i>	9-C: Workshop Mindfulness Activities for Language Learners <i>Şule Sündüz Yalçın</i> (14:45-15:45)	9-D: Exploring the Decision Making Process of Scorers with Two Different Writing Rubrics in EFL Context <i>Pınar Kır</i>	9-E: The Effects of Social Responsibility Projects on Students' Social Awareness <i>Dr. Ece Sarıgül, Dr. Mustafa Özcan & Dr. Aylin Tekiner Tolu</i>	9-F: Web-Based Assessment vs Paper-Based Assessment with Respect to Listening Comprehension <i>Kaveh Jalilzadeh & Dr. Qasem Moderessi</i>
15:15-15:30	Short Break				Short Break		
15:30-16:00	Concurrent Sessions 10	10-A: A Call for More Awareness to Integrate 21st Century Employability Skills in our Classes <i>Dr. Onur Uludağ</i>	10-B: Using Automated Writing Evaluation Tools: An Experimental Study <i>Serap Erdal Bulut</i>		10-D: Highlighting Research Trends in Technological Pedagogical Content Knowledge (TPACK) in ELT <i>Dr. Didem Erdel</i>	10-E: The Perceptions of Freshman ELT Students on Flipped Reading Course <i>Ayşegül Okumuş & İzel Andıç</i>	10-F: The Role of Languages in the Internationalisation of Higher Education: The Case of Spain <i>Dr. Víctor Pavón-Vázquez</i>
16:00-16:30	Coffee Break 4 and Poster Presentations						
16:30-17:00	Closing	Closing Remarks and Raffle Albert Long Hall Foyer					
17:00-onwards	COCKTAIL PARTY ALBERT LONG HALL FOYER						

F.PLENARY SPEAKERS

Plenary Talk 1 (PT1):

Nicholas Peachey

Tools and Technologies for Developing 21st Century Skills

on Friday, September 27, 2019 at 09:15

* courtesy of Cambridge University Press



Plenary Talk 2 (PT2):

Asst. Prof. Dr. Kamile Hamiloğlu

Transformative Foreign Language Education through Critical Pedagogy for a Better World

on Friday, September 27, 2019 at 13:45



Plenary Talk 3 (PT3):

Asst. Prof. Dr. Aylin Ünalı

English-Medium Instruction in Higher Education and the Changing Roles and Responsibilities of English Language Teachers

on Friday, September 27, 2019 at 16:30



Plenary Talk 4 (PT4):

Prof. Dr. Volker Hegelheimer

Effective Use of Technology to Support the Development of L2 Writers

on Saturday, September 28, 2019 at 09:15



G. INVITED SPEAKERS

Invited Panel Discussion (IPD):

Aybike Oğuz, Jennifer Sertel and Aylin Vartanyan

Transformative Pedagogies in the ESL Classroom: Reading the Word and the World

on Friday, September 27, 2019 at 15:00 (Concurrent)



Invited Speaker 1 (IS1):

Assoc. Prof. Dr. Perihan Savaş

Increasing Teachers' Technology Use in ELT Classrooms

on Saturday, September 27, 2019 at 13:45 (Concurrent)



Invited Speaker 2 (IS2):

Asst. Prof. Dr. Elif Kemaloğlu-Er

Integrating ELF into English Classes at Tertiary Level: Novel Perspectives, Novel Practices

on Saturday, September 27, 2019 at 13:45 (Concurrent)

H. ABSTRACTS AND BIOS (Sept 27, Friday)

Note: Session numbers describe “the number of the concurrent sessions” and “the letter code of the location”. For instance, “Session 3-B” means this talk/workshop will take place at the 3rd set of concurrent session in the room called Kriton Curi (B).

All plenary talks take place at BTS in Albert Long Hall.

09:15 - Plenary Talk 1

Tools and Technologies for Developing 21st Century Skills

Nicholas Peachey

According to research, the skills that our students will need to thrive in the 21st century have a greater connection to what makes us human than they do to our ever changing relationship to technology. Our students will, however, need to be able to use these skills in an environment that is increasingly mediated by digital tools and communication technologies.

In this talk I will look at the relationship between 21st century skills and technologies and explore how we can utilise technologies to help develop the skills that students need and develop a greater awareness of the global issues they will face.

***Nik Peachey** is an author, teacher trainer and co-founder of Peachey Publications Ltd, a company specialising in developing materials for online and digital learning environments. He started working as a teacher in the early 90s and has worked all over the world as a teacher, CELTA and DELTA trainer as well as a technology trainer, educational consultant and project manager. He has worked for most of the established ELT publishers as well as companies like International House, British Council, EtonX and Google. He was Head of Learning at EnglishUp a virtual school for more than two years and has since moved into instructional design.*

He is a two time British Council Innovations Award Winner and his books include:

Digital Video - A Manual for Language Teachers

Thinking Critically through Digital Media

Digital Tools for Teacher - Trainers Edition

10 Short Image Lessons

He also co-edited Creativity in the English language Classroom and Global issues in the English Language Classroom with Alan Maley.

10:30 - Concurrent Sessions 1

Session Number: 1-A

Teaching (with) 21st Century Skills

Boosting 21st Century Skills in the ELT Classroom through “Collaborative Tasks”

Züleyha Tulay, Ayşe Tan Güneş

The skills that learners of the 21st century need to master to thrive in an increasingly digital and competitive world are transforming the language classrooms. 'The Four Cs', namely critical thinking,

communication, collaboration, and creativity, are among those general-purpose life skills embraced by educators. The English preparatory program where this study was conducted integrated 'collaborative tasks' in all levels to bring the four Cs to life in the classroom setting through tasks designed to connect real life with meaningful language practice. These tasks incorporated role-plays, discussions, negotiations, making TV shows or public service announcements for enriching learners' understanding of the four Cs. This classroom research investigated the perceptions of learners about the effectiveness of these tasks in terms of fostering the four Cs. The participants were EFL students (N=30) from B1 and B2 level classes at a foundation university in Istanbul, Turkey. Both groups completed three in-class tasks throughout a seven-week module. Data were collected through a 21-item 21st century skills questionnaire, written feedback gathered by means of a student response system after each task and focus group interviews. The findings revealed that learners associated the tasks with improving their language skills in an intellectually stimulating way and that these tasks facilitated the four Cs. It was also found that the tasks are underpinned by self-directed study and a high-level of autonomy. Further research and application of such tasks should help inform institutions of the need to integrate the four Cs in 21st century EFL classrooms.

Keywords: 21st Century Skills, The Four Cs, Communication, Collaboration, Critical Thinking, Creativity

***Ayşe Tan Güneş** is an English language instructor at Bahçeşehir University School of Foreign Languages. She completed her undergraduate studies at Istanbul University in 2010 and received her MA in ELT from Istanbul University in 2015. She was awarded "Merit" in ICELT (In-service Certificate in English Language Teaching) in 2012. She is also a Speaking Examiner of Cambridge English Assessment. Her research interests include technology-enriched language instruction, classroom research and teacher education.*

***Züleyha Tulay** is an English language instructor at Bahçeşehir University School of Foreign Languages. She completed her undergraduate studies at Boğaziçi University in 2008 and pursues her MA degree in the Department of English Language Education at Bahçeşehir University. She was awarded "Merit" in ICELT (In-service Certificate in English Language Teaching) in 2014. She attended Sabancı University School of Languages Trainer Education Program in 2018. She has been mentoring Boğaziçi University ELT undergraduate students as part of a mentoring program, which is an initiative of the University Alumni Association. Her research interests include continuing personal and professional development, teacher education, mentoring, gamification, teaching with technology as well as teacher research.*

Session Number: 1-B

TELL (Technology Enhanced Language Learning) and ICT (Information and Communication Technology in ELT)

MReader Challenge to Motivate Students to Read Extensively

Dr. Ali Dincer

MReader is an online platform, which allows language teachers to monitor their students' reading progress with online quizzes of graded readers. In this study, embedded mixed method research was employed to test the effectiveness of MReader in Turkish EFL students' motivation to read extensively and their attitudes towards the use of MReader in reading classes. For this purpose, an MReader challenge was set for 14 weeks by the researcher at the beginning of the reading class. Thirty-six students filled in a reading motivation scale including four dimensions (i.e., reading efficacy, foreign language linguistic utility, intrinsic and extrinsic value of reading) both at the beginning and at the end of the period. Then, 25 actively engaging MReader users responded to an attitude questionnaire and an open-ended question about their experience. Study findings showed that the values in the four dimensions of the reading motivation scale significantly differentiated in favour of the active MReader users. The users had positive attitudes on the use of the MReader

challenge. The MReader challenge motivated students to read a lot, improved their linguistic ability in English and allowed students to read freely in accordance with their interests. The results are discussed in terms of the importance of motivation in extensive reading, and it is concluded that MReader is a useful system that can be integrated into English reading class to motivate students to read extensively.

Keywords: MReader Challenge, Motivation, Extensive Reading

Dr. Ali Dincer (PhD, Ataturk University) is an assistant professor in the Department of English Language Teaching at Erzincan Binali Yildirim University, Erzincan, Turkey. He is also the Editor-in-Chief of the Erzincan University Journal of Education Faculty. His primary research focuses on Language Learning Motivation, Learner Autonomy and Student Engagement. Presently, he is concerned with the Cross-Cultural Comparison of Language Learner Autonomy and Student Engagement. (adincer@erzincan.edu.tr)

Session Number: 1-C

Best Practices

Merging Multiple Genres into Writing: a Demo Lesson

Didem Kumbaroğlu

Materials should impact learners. “Impact is achieved when materials have a noticeable effect on learners, that is, when the learners’ curiosity, interest and attention are attracted. If this is achieved, there is a better chance that some of the language in the materials will be taken in for processing. Materials can achieve impact through novelty, variety, attractive presentation, appealing content, and achievable challenge” (Tomlinson, 2011). This session is all about the presentation of authentic material which I believe has great relevance to the realities of learners' lives, is problem-centered rather than content-oriented, and has ticked all the boxes in Tomlinson’s list in classroom application. The material includes an essay by Neil Gaiman and part of a movie, which when put together yield to a very lively brainstorming session and a meaningful discussion of a wide range of issues including conformity, racism, intolerance, normalization of violence, and sex-based discrimination, especially against LGBTQIA+, and thus facilitates the practice of writing an argumentative essay. The ultimate aim is to increase learner readiness through contextualization and authentic input (Pienemann, 1985). I will be providing the lesson plan, the procedure, the authentic material, and sample student essays from previous years.

Keywords: Integrating literature into language teaching, materials development, critical thinking

Didem Kumbaroğlu received her BA degree from Ankara University, Faculty of Letters, English Language and Literature Department and fulfilled her course requirements for an MA degree in the same institution. She received her MA degree from Bilkent University, Department of English Language Teaching, Teaching English as a Foreign Language (TEFL) Programme. She worked at Ankara University’s Faculty of Political Sciences and Middle East Technical University’s School of Foreign Languages, Department of Basic English. She has been greatly enjoying her teaching position at Boğaziçi University’s YADYOK since 2002.

Session Number: 1-D

Critical Thinking

Teachers Talk: Practicing Critical Literacies in the English Language Classrooms

Nihal Gökgöz Gördesoğlu, Hatice Çelikkıran Çelebi

How information is framed and disseminated in the New Media Age is more complex than ever. In this age, integrating critical literacy practices into language teaching classrooms could support students' abilities to link flows of information with the wider world; challenge discursive practices and uncover the relationships between texts, meaning-making, power and ideologies so that they build a variety of skills for the world they live in. However, given the complex nature of teaching factors ranging from resource limitations to students' motivation, critical literacy practices are not always sought for by the teachers. The purpose of this study is to investigate English language teachers' opinions and perceptions regarding teaching critical literacies. To address the purpose of the study, a teaching task is designed as a practice of critical literacies and used as a prompt to interview English language teachers on their opinions of critical literacy practices and their uses in language classrooms. Data collected from eight teachers' interviews are analyzed and emerging themes are identified. This presentation discusses the findings and the implications of the findings for critical literacy practices in English language teaching classrooms in the preparatory year in English medium-instruction universities.

Keywords: Critical Literacy, English Language Teaching, Teachers' Perceptions

Nihal Gördeslioğlu has been working as an English teacher for about 16 years and is now an instructor at Koç University where she teaches English to students at the preparatory school, including skills such as listening, speaking, writing and reading at various levels. Nihal is the foundation level listening and speaking course leader and helps design and develop the course. As well as designing the course, she also contributes to materials preparation and assessment processes. She holds a Master's degree from Marmara University, Istanbul and a bachelor's degree from Istanbul University, Istanbul in the field of English Language Teaching.

Hatice Çelikkiran Çelebi is a graduate of Middle East Technical University (METU), Education Faculty, Department of Foreign Language Teaching. She has MAs in English Literature and Applied Linguistics. She is currently a doctoral researcher at the University of Massachusetts Amherst, College of Education, Language, Literacy, and Culture program. Her study interests include education, teacher identity and teaching language and literacies.

Session Number: 1-E

Best Practices in ELT

As If in a Research Conference

Dr. Sinem Bezircilioglu

Presentation is a common task in the syllabus especially if you are teaching English for Academic Purposes. As a lecturer of Technical English for Chemists in Freshman classes, I had a syllabus which included a presentation task to be assessed as a part of the course requirement. In the first term, my students were required to deliver an oral presentation, while in the spring term, they were required to deliver a poster presentation. However, it was not just a poster presentation given as a task in the syllabus. We created an atmosphere in which each student is a researcher attending a conference to share his/her research supported by some roleplaying I performed. Regarding the surprising feedback provided by my students comparing the oral and the poster presentation, I would like to name this experience the best practice in my class. The purpose of this session is to share this class activity which focuses on collaboration in class enhancing communication with my colleagues. I would like to introduce the task and the student questionnaires supporting the poster presentation.

Keywords: English for Academic Purposes, communication, academic skills development, roleplaying

Asst. Prof. Dr. Sinem Bezircilioglu has been the director of the School of Foreign Languages at Izmir Institute of Technology for eight years. She has also been teaching English for Academic Purposes at faculties.

11:30 - Concurrent Sessions 2

Session Number: 2-A

Teaching (with) 21st Century Skills

Weblogs as a Learning Tool

Zeynep Gültekin, Emine Bülür Civanoğlu

With the advent of technology, various web-based tools have emerged to be utilized in and out of English language classrooms. One of these is blogging, an increasingly popular media tool. In this presentation, our aim is to share and exchange ideas on how blogs, specifically learner blogs, can be used to facilitate the language learning process and to encourage learners not only to actively participate in the process but also to continue using the language outside the class. The session will give an overview of blogging as a learning tool, suggest various tasks to be assigned, share the details of a pilot project in which a group of voluntary students from a university preparatory program were asked to use individual blogs to practice their English language skills after completing a one year program, and summarize learners' and instructors' perceptions of the experience. The project was moderated by two language instructors and aims to help learners utilize a personal space to share their creativity and ideas on various personal and global issues with a wider audience other than their teachers or classmates, to interact with their audience through questions and comments, and as a result, to become more autonomous by bringing their personal interests, knowledge and skills into their learning process. At the end of this session, we will share the outcomes of our pilot project and exchange ideas on how to integrate blogging into our classroom practice.

Keywords: weblog, videolog, blog, interaction, technology

***Zeynep Gültekin** works as the Professional Development Unit Head in İstanbul Şehir University. She received her BA degree in Translation and Interpreting Studies from Boğaziçi University in 2007. After receiving her English Teaching Certificate from Yeditepe University in 2009, she also completed Cambridge's CELTA and ICELT programs. Prior to joining İstanbul Şehir University in 2014, she worked at Doğuş University and Bilkent University as an instructor. Her academic interest areas are teacher training, autonomous learning and integrating technology into the language learning process.*

***Emine Bülür Civanoğlu** attained her Bachelor's degree in English Linguistics from Hacettepe University in 1999. Later on, she successfully completed the ICELT (In Service Certificate in English Language Teaching) program and continued her education in Yeditepe University, where she attained her MA in English Language Teaching. With vast experience in teaching English, she has worked at various schools and language courses. Before joining İstanbul Şehir University, she previously worked at Doğuş University's English Preparatory Program for 8 years where she served as a level coordinator and the Deputy Head of the English Preparatory Program. Emine's academic concentration is on learner autonomy and the use of technology in English Language Teaching.*

Session Number: 2-B

Syllabus Design and Material Development

Designing an Effective Syllabus in the Global World

Büşra Ayça Karaman

Abstract: Meeting the needs of English language learners is as important as meeting the expectations of the departments of English-medium universities. It is possible to meet all these needs and expectations by considering the realities of the Turkish context as well as global standards. Creating an effective syllabus, integrating global issues into the program, and designing relatable skill-based materials are demanding tasks. However, all three parts need to be meticulously planned and

implemented in order to prepare prep-year university students for their academic studies in their departments. For this reason, this session will cover how the Boğaziçi University Curriculum Committee plans and prepares their syllabus, chooses their textbooks, and designs their own materials for their Academic English Program.

Keywords: Boğaziçi University, syllabus design, Academic English Program

Büşra Ayça Karaman is a graduate of Boğaziçi University with B.A. and M.A. degrees in Foreign Language Education. She has been working as an instructor of English at Boğaziçi University since 2013, and she is currently one of the program coordinators in the Curriculum Committee of the English Preparatory Division.

Session Number: 2-C (Workshop)

Teacher Training and Education

"Awareness Is Irreversible": ICC in Teacher Education

Dr. Deniz Şallı Çopur

Although foreign language teachers try to integrate the cultural dimension into their classes, this attempt is usually in the knowledge level and based on the coursebooks that give superficial information about different cultures. However, understanding the customs and practices of other cultures, having a critical look at one's own culture, and identifying the relation and discovering ways of managing interaction between/ among different cultures are the skills we expect an intercultural citizen to have. These are also the skills we, English language teachers in an EFL country, are responsible for developing in our learners as English is the global medium of any type of intercultural communication.

This workshop aims to present a session that integrates interculturality into foreign language classroom taking Byram's (1997) framework of teaching and assessing intercultural communicative competence (ICC). The short lesson sample in the workshop is designed for young adult language learners studying at the tertiary level, and it is used as a demo lesson with pre-service student teachers. During the workshop, authentic student-teacher responses will be shared to illustrate how teacher education and teacher training may have a snowball impact on the critical cultural awareness of both teachers and students by developing the skills to discover the unknown and to manage interaction for negotiation.

Keywords: Teacher education, intercultural communicative competence, teaching and assessment

Dr. Deniz Şallı-Çopur is teaching in the Department of Foreign Language Education (FLE) at Middle East Technical University. Here, she has been teaching Methodology and Practicum courses. Her areas of interest are pre-service teacher education, program evaluation, and alternative assessment.

Session Number: 2-D

Critical Thinking

Touching the Untouchables: A Movie-Based Classroom Activity

Pınar Şahin Durmaz

METU NCC is an English-medium university, where students need to attend a one-year preparatory program unless they pass the proficiency exam (EPE). The exam consists of four parts, namely listening, writing, vocabulary and reading. As speaking isn't tested in the EPE, there is less emphasis on it in the syllabus, and it is practiced through speaking activities in the coursebook. Since it is not tested in EPE, students are demotivated to do speaking activities.

This presentation will focus on a classroom activity which took two semesters in three different classrooms where students were assigned a movie to watch with a set of open-ended questions each week. The contents of the movies and questions included mostly critical issues such as sex, drug use, and social relationships. At the end of each week, students came to class with their answers and had a classroom discussion about the assigned movie. The feedback collected from students through feedback forms and interviews revealed that this activity helped them improve their communication skills, boosted classroom interaction and created solidarity among students. Furthermore, it fostered their interest in searching and learning as well as their critical thinking skills.

This topic is worth sharing with other teachers because the feedback of the students shows that even the most demotivated students can be motivated when we use the right tools and give them the opportunity to express themselves in any way. The teachers attending my talk can use or modify this activity in their classes according to their students' needs.

Keywords: movies, speaking activity, critical thinking, critical issues

***Pınar Şahin Durmaz** is an instructor at the School of Foreign Languages Department at Middle East Technical University Northern Cyprus Campus. She has been teaching English for four years, and she is currently following her MA studies. She also teaches Turkish to international students in the same institution. Her research interests include critical pedagogy and democratic citizenship.*

Session Number:2-E

Teacher Training and Education

Developing Professional Vision through Critical Pedagogy in Preservice Teachers

Seher Balbay

The study explores the effect of a critical approach in Spoken English courses at Foreign Language Education Departments on students' vision of their profession. The study was conducted with the students who took the Spoken English I and II courses during the 2018-19 academic year in the Foreign Language Education Department at Middle East Technical University. The course was designed as a content-based course, and the content was oppressed groups in educational institutions. Students discussed the relevant videos selected according to the theme of the course through out one academic year in Socratic Seminars. Interviews were conducted with the participants of the study before and after the participants engaged in a critical elaboration of education-related videos in which oppressed groups in education were the focus. Hence, the study is based on a qualitative research design. Observation notes of the researcher were also used as a research tool for data collection. The outcome of the study is that students' vision of their profession was more realistic having developed a deeper insight discussing multiple aspects of teaching in critical awareness-raising tasks.

Keywords: critical pedagogical content, preservice teachers, critical thinking, professional vision, Socratic approach, oppressed groups in education

***Seher Balbay** has been teaching at Middle East Technical University since 1997. She received her MA from the same university in 2000. She's currently working towards her PhD degree in ELT at Hacettepe University. Her interest areas include discourse analysis, critical pedagogy and integration of information and communication technologies in academic English courses.*

12:15 - Concurrent Sessions 3

Session Number: 3-A

Social Responsibility

"Another Brick in the Wall" View of Teaching English

Büşra Müge Özdil, Dr. Emre Debreli

Higher education has been traditionally associated with the critique and the conscience of society. However, a shift towards an instrumental view of teaching characterized by standardized and prescribed teaching practices has been observed in educational paradigms in the last few decades. Accordingly, arousing social, cultural, political and critical awareness in learners has been a neglected area in the field of language education. To this end, this presentation aims to show the results of a qualitative study which explored language teachers' teaching philosophies along with their classroom practices regarding arousing consciousness. The data were gathered from ten language instructors through reflection journals, classroom observations, field notes, and semi-structured post-observation interviews at the preparatory school of a university in the Turkish Republic of Northern Cyprus. A meticulous analysis of the data revealed a high level of social and cultural awareness among the participants. However, certain topics such as politics and religion were the least preferred or most avoided issues to be discussed in the classroom for various reasons. Likewise, in-class practices of the participants showed limited engagement in arousing consciousness. This presentation also includes significant implications for language teachers in terms of avoiding issues that have a direct impact on the lives of the learners and how this may hinder raising active and critical learners and citizens.

Keywords: critical pedagogy, critical consciousness, sociocultural awareness, global citizenship

Büşra Müge Özdil had her bachelor's degree in English Language Teaching from Middle East Technical University (METU), Ankara, Turkey and started working as an instructor at METU Northern Cyprus Campus in the same year. She completed her Master's degree in the same field at European University of Lefke, Northern Cyprus. She is also a former Comenius Language Assistant, who designed and was involved in CLIL Art and Language projects in Italy for a year. She believes in the power of critical and dialogic language education. Her main research interests include critical pedagogy, critical practices in ELT, intercultural communication and CLIL.

Dr. Emre Debreli is an Associate Professor of Education at European University of Lefke, Northern Cyprus. He received his Master's degree in TEFL from the University of Essex, UK, and his doctoral degree in Educational Sciences from the University of Reading, UK. His research interests include EFL teacher education, teacher beliefs, pedagogy, and literacy. He is currently the director of the English Preparatory School and the Chairperson of the ELT.

Session Number: 3-B

Testing and Assessment

Testing Inference in a Proficiency Exam Reading: How Effective Are They?

Irem Gedil, Ezgi Tufan

Making inferences is a critical thinking skill that is involved in any type of communication people engage in. Likewise, a reading activity of any type that requires going beyond the superficial meaning requires some degree of inference. This skill, which is commonly referred to as "reading between the lines", may automatically be gained in first language; yet it is necessary to explicitly guide learners to transfer this to second language use.

As Bachman (1995) states, the skill of making inferences in reading necessitates strategic competence and it is necessary for the test takers to apply outside knowledge and their own discourse knowledge to the text and the questions in order to make meaningful sense of them. With this in mind, this presentation will guide teachers, item writers as well as learners to better shape the teaching environment (in terms of both instruction and assessment) as via this skill, the learners will improve their problem solving skills and build a better identity in the classroom. Thus, we will first discuss the importance of making inferences in both reading instruction and assessment. Then, we will evaluate the types of inference questions in the reading part of the proficiency test of an English-medium university (İstanbul Şehir University) and discuss the effectiveness of inference questions in this test by calculating the IF and ID values of these items. Finally, we will check the correlation between these inference questions with other questions evaluating different reading sub-skills.

Keywords: Inference, Reading Assessment, Instruction, Correlation, Proficiency

Irem Gedil received her BA from Middle East Technical University's ELT Department in 2008. She finished her ICALT in 2010 and her DELTA in 2012. She has just completed her post-graduate studies at the University of Chichester. She is currently working at İstanbul Şehir University testing and assessment office as a test writer.

Ezgi Tufan received her BA from Boğaziçi University's department of translation studies. She worked in Doğuş University preparatory school. After she completed courses on testing and assessment, she started working at İstanbul Şehir University's testing and assessment office as a test writer.

Session Number: 3-D

TELL (Technology Enhanced Language Learning) and ICT (Information and Communication Technology in ELT)

EFL Learners' Perceptions on the Effects of Their Own Vidcasts on Their Speaking Skills

Pelin Çetin Kırış, Hanife Taşdemir

Recently, Project Based Learning (PBL) has gained popularity among the methods that are preferred to practice and promote speaking in English as a Foreign Language (EFL) classrooms. One of the ways to achieve PBL in EFL classrooms can be assigning EFL learners certain speaking tasks in which they are required to design their own videos, namely Vidcasts, on specific topics by planning what to do and carrying it out with active participation in order to come up with an exhibited speaking product. The studies exploring the actual impact of the use and creation of videos by learners and the effects of Vidcasting as a kind of PBL are limited. The research-oriented present study investigates the perceived effects of PBL through Vidcasts on EFL learners' speaking skills. To achieve this end, a qualitative case study was conducted by collecting data through pre-surveys, interviews and video artifacts produced by learners in order to evaluate learners' speaking skills in terms of strengths and weaknesses, and thus to see the effects of PBL through Vidcasts on the improvement of their speaking skills. Twelve first-year EFL learners studying in the Civil Aviation and Cabin Services Program at a private university in İstanbul participated in the study. The results suggested that learners are satisfied with the idea of producing Vidcasts for certain reasons and it was revealed that Vidcasts have a huge impact on improving speaking skills, pronunciation, vocabulary and motivation of students. At the end of the study, an effective Vidcasts model was suggested.

Keywords: Vidcast, EFL learning, speaking, Project Based Learning

Pelin Çetin Kırış is an instructor of English as a Foreign Language (EFL) in the School of Foreign Languages at Galatasaray University. She is a graduate of Middle East Technical University (METU) with a bachelor's degree in Foreign Language Education and a Master's degree in English Language Teaching (ELT). She is highly motivated to be informed of the latest developments in ELT and to contribute to these developments with her own research studies. Email: pckiris@gsu.edu.tr

Hanife Taşdemir is a research assistant in English Language Teaching (ELT) at Istanbul University and a PhD candidate at Middle East Technical University (METU) in Turkey. Her research interests include teacher education, teacher identity, teacher professional development and qualitative research. Email: hanife.tasdemir@metu.edu.tr Orcid ID: <https://orcid.org/0000-0003-4905-3501>

Session Number: 3-E

Teaching (with) 21st Century Skills

CLIL Teacher Education: An Investigation in Spanish Context

Merve Yildiz, Dr. Firdevs Karahan, Dr. Víctor Pavón-Vázquez

“Changing the language of instruction in educational systems, or teaching children through an additional language is a historical global phenomenon that is often a direct result of social, political and economic strategic actions” (Marsh, 2013: Foreword). In the 1990s, the Content and Language Integrated Learning (CLIL) approach emerged in Europe as an outcome of the sociopolitical and educational projection of globalisation. On the other hand, concerns for its fair implementation have been holding growing space within research domains. CLIL teachers’ competency areas and training at initial or in-service levels, to this end, have been valid concerns in many contexts including Spain. This study leans over this issue and investigates pre-service and in-service teachers’ perceptions with respect to their self-efficacy and satisfaction with the education they have received in gaining them the competencies to perform their best in CLIL classrooms in the Spanish context, where CLIL provision in mainstream schools has been experienced since the early 2000s. To collect data a mixed-method approach was sought followed by content analysis and statistical analysis to yield results in the light of the research objectives. The results are discussed through corroboration of the quantitative and qualitative data gathered through a questionnaire and interviews in line with the relevant literature.

Keywords: CLIL, Bilingual Education, CLIL teacher education programmes, CLIL in Spain

Merve Yildiz has been a teacher of English and currently is an assistant researcher in department of ELT, Sakarya University. Her research interests focus on English-taught programmes in Higher Education, Language Policy, CLIL, and teacher education among others.

Prof. Dr. Firdevs Karahan has been a senior lecturer as the head of the department of ELT, Sakarya University. She has had a number of publications on bilingual education in Turkey and her research interests include language teacher education, programme evaluation, standardisation of Higher Education Institutions, and bilingualism among others.

Dr. Víctor Pavón-Vázquez is assistant professor at the University of Córdoba, Spain, where he teaches in the areas of EFL methodology and bilingual education. He is a member of the Committee for Language Accreditation within the CRUE (the national association of Rectors of Spanish universities), head of the department of English and German Philology, and President of the Language Policy Commission at the University of Córdoba. He has published in international journals such as the *International Journal of Bilingual Education and Bilingualism*, *Language Policy*, *Theory into Practice*, and the *European Journal of Applied Linguistics*. As an author, researcher and lecturer, he is active in education development programmes in Europe and beyond, participating in educational projects in Europe, USA, Japan, Mexico, Russia, Cape Verde, Guatemala, Kyrgyzstan and Turkmenistan. His current interests focus on research and development for capacity building, and subsequent competence building of staff, to support the implementation of bilingual education programmes.

13:45 - Plenary Talk 2

Transformative Foreign Language Education through Critical Pedagogy for a Better World

Asst. Prof. Dr. Kamile Hamiloğlu

This talk aims to explore and develop understandings of how transformative foreign language education may contribute to the development of the conditions for a better world within and outside the school through the lens of critical pedagogy.

The theoretical framework of this presentation is built on the socio-cultural, socio-cognitive and transformative views in foreign language education including critical pedagogy. Given that the socio-cultural approach portrays human learning as a social process and the origination of human intelligence in society or culture, referring to the fact that social interaction plays a basic role in the development of cognition and socio-cognitive view deals with how language is learned and should be treated; transformative learning gives way to actual behaviour that learners should establish to contribute to and participate in the community where they live.

Regarding this, socio-cultural and socio-cognitive transformation could be led by critical pedagogy, in schools initially, then in the whole society, addressing radical concerns and the abuses of power in intercultural contexts in the acquisition of foreign languages, English as a Lingua-Franca in this case, and in their circulation.

Considering critical pedagogy as a way of life, not just as a method, this study aims to look at the EFL context and how knowledge regarding the language and relevant reflections, perceptions and understandings of that knowledge are built up through materials and also are transformed beyond the walls of schools. From this perspective, it is believed that critical pedagogy may allow foreign language educators and their learners to look at political, ideological, social, cultural, economic, and historical issues “to name, to reflect critically, and also to act” as Wink (2005, p. 3) suggests.

***Dr. Kamile Hamiloğlu** has been working in the field of education, Applied Linguistics and ELT/EFL over 30 years. She holds a PhD in Educational Sciences from Boğaziçi University, Turkey; and an EdD in Applied Linguistics and TESOL from the University of Leicester, UK. She also holds a certificate in Critical Thinking from Oregon University, USA. She has taught various EFL and educational sciences courses in undergraduate and graduate programmes at Boğaziçi, Marmara and Bahçeşehir Universities and is currently working as a lecturer in the department of Applied Linguistics and English Language Teaching at Marmara University, İstanbul. She has also worked as a teacher trainer for Oxford University Press and Cambridge University Press and as an academic consultant for several private schools in Istanbul so far. She is the author, co-author and editor of several EFL coursebooks such as Win! (Orient Express Publishing) and various academic books such as A-Z to Critical Thinking (Academic Study Kit Publishing) and Reflection and Identity in Foreign Language Teacher Education (OmniScriptum Publishing). Her academic research interests include professional identity, professional development, curriculum and coursebook evaluation and design, culture, critical thinking and reflection in education, in Second Language Teacher Education (SLTE) and in English as a foreign language (EFL).*

15:00 - Concurrent Sessions 4

Session Number 4-A

Invited Panel Discussion: Transformative Pedagogies in the ESL Classroom: Reading the Word and the World

Aybike Oğuz, Jennifer Sertel, Aylin Vartanyan

Peace Education aims at creating a dialogical learning space in formal or non-formal educational settings in order to create an awareness about direct or indirect violence as well as equipping students/participants with the necessary nonviolent skills and strategies to address issues ranging from micro to macro aggression to gender differentiation, racial exclusion, environmental issues and migration. An ESL classroom with a curriculum emphasizing critical inquiry as well as reflective reading and writing practices, may allow students to achieve a critical awareness about social, economic and political realities in the World. It can also enhance literacy in a new language that may invite students to speak their own words rather than repeat accumulated knowledge, which is believed to be the core of transformative pedagogy. In this panel, the speakers who have been integrating transformative pedagogical approaches in their ESL classroom practices will share the foundational concepts of peace education and social entrepreneurship, the importance of promoting social and emotional skills as ESL teachers, the value of curriculum development from a rights-based perspective, and how tools such as Human Centered Design can motivate ESL learners to come up with their authentic ideas and projects. Short interactive activities will also be introduced in this panel so as to inspire the audience to participate in the discussion.

Aybike Oğuz received her BA on ELT at İstanbul University and her MA in Management in Education at Bilkent University. She started her career by teaching general and academic English classes at Bilkent University Prep School where she also held different roles in middle management and in curriculum development between 2002 and 2008. In 2008, she joined Özyeğin University Prep School's startup team as the Deputy Director. During her journey of starting a prep school, she discovered social entrepreneurship in a small village in Southeast Turkey, which changed her journey forever. In 2012, she started working as an English teacher at Robert College where, with her students, she founded the first Social Entrepreneurship Club at the high school level in Turkey. She has been designing and giving workshops on social entrepreneurship and design thinking in a variety of changemaking workshops and peace education camps for the youth in Turkey and abroad. In 2017, she took a gap year to rediscover herself. During her gap year, she co-authored a guidebook with a team from Ashoka Turkey aiming to introduce changemaking skills to university students to start their social entrepreneurial movements on their university campuses. She shared her insights from her gap year in a TEDx Talk entitled 'What if I leave it all behind?' She is now back at Robert College accompanying her students in their journey of becoming and changemaking and constantly asking herself the question: 'What if?'

Jennifer Mansur Sertel is the co-author of the book, "Activities to Promote Nonviolence and Social and Emotional Competencies: Peace Starts Within" with Guliz Kraft. She is a founding member of BUPERC [Bosphorus University Peace Education Application and Research Center] and has been an organizer and trainer in the WINPeace conflict resolution camp for Greek, Turkish and Cypriot youth for 20 years. Jennifer taught English and film studies at Robert College for over 30 years. She believes education should go beyond academics to include social and emotional development. With this in mind, she set up the Robert College Community Involvement Program, (CIP) in which students must be active participants in community service projects for at least 70 hours in order to graduate. She currently teaches a course in Community Involvement in the Education Sciences Department of the School of Education Faculty in Boğaziçi University. This course is based on manuals written with Elif Sonmez and Izzet Şengel.

Aylin Vartanyan Dilaver holds an MA degree in German Literature from Columbia University and she is pursuing a doctoral degree at the European Graduate School in the Expressive Arts for Social Change Program. Her subjects of interests are gender and postmemory, conflict transformation, Boal's Theater of the Oppressed practice and narrative transformation through the arts. She has been a member of Boğaziçi University School of Foreign Languages since 1994. Currently she is teaching Critical Reading and Writing courses in the Advanced English Unit. Since 2006 she has been an active member of the Bogazici University Peace Education Application and Research Center organizing conferences, preparing curricula and facilitating workshops for educators, counselors, students and NGO workers on conflict transformation from an expressive arts perspective.

Session Number: 4-B

Teaching (with) 21st Century Skills

Current Issues in Pronunciation Teaching

Dr. Duygu Taşer

Pronunciation teaching has been a neglected area in the English language teaching profession for some time. In the literature, it has been commonly referred to as “the Cinderella area of foreign language teaching (Kelly, 1969) and “the neglected orphan of second language acquisition studies” (Deng, Holby, Howden-Weaver, Nessim, Nicholas Nickle, Pannekoek, Stephan, & Sun, 2009). The main reason for this is that language teachers are not given clear guidelines about what to teach and how to teach, so most teachers are intimidated by the idea of teaching something unknown. Moreover, different approaches and methods in language education indicate conflicting views on pronunciation teaching, so it is virtually impossible to speak of a standardized method of teaching it. Despite these issues, pronunciation needs to be given more credit than it actually deserves since it is the key to intelligible speech and effective communication in a globalized world (Ketabi, 2015). In this presentation, the changing perspectives in the teaching of pronunciation throughout the language education history will be reviewed, and current issues in pronunciation teaching will be discussed. Some practical suggestions as to how to teach pronunciation in the classroom will be provided in light of the recent literature.

Keywords: changing perspectives on pronunciation teaching, current issues in pronunciation, classroom practices

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Session Number: 4-C (Workshop)

TELL (Technology Enhanced Language Learning) and ICT (Information and Communication Technology in ELT)

Using Augmented Reality Materials for Vocabulary Teaching with Reference to Multimedia Learning Theory

Dr. Bora Demir, Dr. Muzaffer Özdemir

Based on advances in digital technologies, the instructional materials and tools available to teachers and students are dramatically changing. Despite the excitement created by the instructional technology both for students and instructors, there is still need for understanding the role and the effectiveness of the innovational applications in foreign language teaching. This study examines the use of Augmented Reality (AR) flashcards for vocabulary teaching in a foreign language with respect

to redundancy and modality principles of Multi-Media Learning Theory. With a pre- and post-test control group quasi-experimental design, 122 Turkish-speaking undergraduate students from the faculty of education of a state university were divided into three groups and practiced the same AR flashcards in three different modalities as: animation + narration + text, animation + narration, and animation + text. Following the practice session, the participants were given an immediate recall test after completing a short distractive task. The analysis of the data revealed that although the animation + narration group outscored the other two groups, the difference was significant only between the animation + text and the animation + narration groups in favor of the latter, which supports the modality principle. Also, the analysis revealed no significant difference between the animation + narration + text and animation + narration groups in contrast to the redundancy principle. This workshop includes practical applications of the AR flashcards by the participants. Following the interactive session, both the theoretical and practical implications of these findings will be discussed by the participants with reference to foreign language teaching.

Keywords: Vocabulary Teaching, Augmented Reality, Redundancy Principle, Modality Principle, Multimedia Learning

Dr. Bora DEMİR, Instructor, holds a PhD degree in foreign language teacher education and has been teaching English for 20 years including three years of young learners experience at public schools. He has carried out studies on various aspects of language teaching and teacher training. Currently, he is a member of the School of Foreign Languages, and is interested in instructional technologies for language teaching. His research interests include, teaching language skills, the cognitive aspect of language learning and using technology in the classroom. Çanakkale Onsekiz Mart University, School of Foreign Languages, borademir@comu.edu.tr

Assoc. Prof. Dr. Muzaffer ÖZDEMİR holds a PhD and is currently a member of the Faculty of Education. He has been teaching at the department of instructional technologies for more than twenty years and his research interests include computer and instructional technology, human computer interaction, robotics coding and using Augmented and Virtual Reality in education. He also worked as a visiting professor at Florida State University. Çanakkale Onsekiz Mart University, Department of Computer Education and Instructional Technology, mozdemir@comu.edu.tr

Session Number: 4-D

Best Practices in ELT

Turkish Tertiary Level EFL Learners' Recognition of Relative Clauses

Dr. Arzu Koçak

This research study investigated Turkish Tertiary Level EFL learners' recognition level of relative clauses. The study also examined the difficulty level of types of relative clause constructions for Turkish EFL learners and the effect of instruction on the learners' acquisition of English relative clauses. The data were collected through a pre-test and a post-test administered by 30 philology students from different departments (division of ELT, English Linguistics, etc.) studying at the Preparatory School at Hacettepe University. The data gathered from the pre-test indicated that the participants needed remedial teaching; therefore, "Relative Clauses" were taught to students through six-hour form-focused class instruction (explicit instruction: rule explication and/or corrective feedback) through using consciousness-raising tasks. Two weeks later than the instruction, the post-test was administered by the participants to determine the effectiveness of instruction on students' identification level of relative clauses. The data gathered from the tests were analyzed quantitatively using Statistical Packages in Social Sciences (SPSS). Findings revealed that although most of the participants are good at identifying relative clauses, it is noteworthy that their recognition level of relative clauses changed significantly according to the various types of relative clause constructions. In addition, the results showed that the explicit instruction facilitated the

acquisition of relative clauses to a great extent. With regard to the teaching and learning of English relativization, L2 learners' attention to detailed analysis of grammar structures facilitates the recognition and comprehension of relative clauses. Results of this study may have theoretical and practical implications for English instructors and EFL curriculum designers.

Keywords: relative clause structures, Turkish tertiary level EFL learners, instruction, remedial teaching

Dr. Arzu Koçak is a lecturer at Hacettepe University. She has been teaching English since 2003. She is currently teaching various courses at the School of Foreign Languages and in the department of English Language Teaching (ELT). She is also working for the Professional Development Unit at the Preparatory School as a teacher trainer. She graduated from Hacettepe University, department of English Language Teaching. She obtained a MA degree in TEFL from Bilkent University and a PhD degree in ELT from Hacettepe University. Her research areas are integrating technology into foreign language teaching, teaching language skills, testing and evaluation in foreign language teaching and professional development for language teachers.

Session Number: 4-E

Teaching (with) 21st Century Skills

Teaching L2 “Digital Natives” English Academic Writing

David Reed Albachten

“Digital natives” was coined by Marc Prensky (2001, p. 1) to define the generation born after the invention of the personal computer in 1981 (IBM Archives, 2017) and Microsoft® Word in 1983 (Microsoft History, 2017).

However, one of the key insights collected from a large study of L2 English academic writing students, all born after 1992, is how inadequately these students use computer technology. Most English language learners had difficulties properly setting Microsoft Word to assist them in simple correcting tasks (spell and grammar check). As a result, 25% of their errors were easily preventable.

On the other hand, these students' facility with computers and search protocols can create other concerns. The accessibility of online sources can initially lead to serious plagiarism/documentation issues. Moving from opinion essays to documented research papers can give rise to serious complications. 34% of the students in the study initially produced research paper first drafts that could lead to disciplinary action.

Fortunately, there are ways to teach these various problems out. Techniques such as: providing pre-set templates, mandating checks, and providing open-access plagiarism tools can drastically lower the incidence of issues. Digital natives may seem facile with technology. We “digital immigrant” (Prensky, 2001, p. 1) teachers might marvel at the student's facility with WhatsApp® or computer games, but when it comes to English academic writing, the old dog can teach the young some new tricks.

References:

IBM Achieve, <http://www.ibmarchive.com>

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Prensky, M. (2001). Digital natives, digital immigrants. *On the Horizon*, 9:1-6

Keywords: Digital native, digital immigrant, L2 English academic writing, error tracking, plagiarism

David R. Albachten received his BS in Nutrition Science and MA in Healthcare Management from the University of California and The University of Iowa, respectively. After a successful 25-year international career in healthcare management, David married and settled in Istanbul. Beginning in 2009, David taught in the English Preparatory Program at Boğaziçi University, then for 6 years at

Istanbul Şehir University, and is now back at Boğaziçi University since 2016. In 2010, David received a CELTA from the University of Cambridge. In 2012 Mr. Albachten became an internationally certified writing and speaking examiner (IELTS). David founded the Academic Writing Center at Şehir in January 2012 and went on to teach the first critical writing course for the graduate program. David is very interested and passionate about helping students improve their writing and speaking skills and in conducting research to determine how to improve the student' writing process. Since 2012, David has presented scientific papers at numerous international conferences and recently published a peer reviewed article in "IATEFL 2016 Birmingham Conference Selections".

15:45 - Concurrent Sessions 5

Session Number: 5-B

Learner/Teacher Autonomy

The Impact of Corpus-Informed Writing Feedback in Tertiary Level Preparatory Writing Classes

Mustafa Özer, Yasin Turan, Dr. Tuba Arabacı Atlamaz, Faruk Sadıç

The study designed with mixed methods aimed to understand the impact of corpus-informed writing feedback (CiWF) sessions on learner success in terms of content, lexical mastery and syntactical mastery with a specific focus on learner autonomy in a tertiary level preparatory EFL setting. The study group is comprised of 4 writing classes based on convenience sampling at level 2 (equivalent to Pre-Intermediate). Two experimental groups received corpus-informed writing feedback while two control groups received error-coded writing feedback (EcWF). The total number of samples was 72 (n=72). The quantitative data was collected through grading of final versions of learner essays following feedback on draft submissions over a period of 8 weeks. There was a total of 3 essay submissions by each learner. Experimental groups received CiWF for submissions 1 and 3 whereas control groups received only EcWF. A paired sample t-test was administered to gauge if the new technique taught resulted in any statistically meaningful difference. A structured interview with 17 participants from experimental groups was administered to obtain qualitative data pertaining to the effect of CiWF. The findings related to the effect of the alternate feedback techniques (CiWF in the present study) on learner achievement in writing revealed statistically meaningful results.

Keywords: Learner autonomy, corpus, writing, feedback, preparatory, EFL

***Mustafa Özer** was born and raised in Kayseri. He graduated from Anadolu University, Education Faculty, ELT department in 2005. He continues his MA in Applied Linguistics. He has been teaching English as a foreign language since 2005 and has been an English instructor at AGU School of Foreign Languages since 2018.*

***Yasin Turan** was born and raised in Kayseri. He graduated from Marmara University Education Faculty ELT department in 2005. He holds a Master's degree in Curriculum and Instruction and he continues his PhD. in the same field. He has been an English instructor at AGU School of Foreign Languages since 2017.*

***Faruk SADIÇ** was born in Kayseri. He is a graduate of ELL from Hacettepe University and has double major from the ELT Department. He received his MA from Çağ University, ELT Department in 2015. Following his PhD course load completion in Aydın University, he continued his PhD studies at Erciyes University, Social Sciences Institution, Communication Studies. His academic interests are Communicative Sciences, Cultural Studies, the Frankfurt School, Feminist Literary Theory, and Literature Use in ELT. He is a lecturer at AGU after having worked for different universities in Malatya, Gaziantep and Ankara.*

Dr. Tuba Arabaci Atlamaz graduated from Boğaziçi university, Foreign Language Education Department in 2009. She moved to the USA to get Master's and Doctoral degrees. She got her doctoral degree in Teacher Leadership from Rutgers, The State University of New Jersey in October 2018, and joined the Education Department at Abdullah Gül University, Kayseri in November 2018.

Session Number: 5-D

Learner/Teacher Autonomy

The SFL Class Is Not Just About Language: Simple Ideas to Promote Autonomy

Mónica Souto

Key Competences for Lifelong Learning - A European Reference Framework is the document provided by the European Parliament and the Council of the European Union which describes a set of basic skills necessary to achieve personal fulfillment as a global citizen of the 21st century. It is a reference resource for the development of competence-oriented education. Personal, social and learning to learn is one of the eight key competences and autonomy is one of the skills necessary for the acquisition of that competence.

Developing skills in practice is not as easy as it may appear. Frequently the lesson focuses on delivering the content within the expected time but, as higher education teachers, we are responsible for helping the students to acquire a knowledge that goes beyond the curriculum of the language. We should model our lesson so that it integrates key competences development strategies.

I will present two activities for the language class that can be adapted to students of any level. Although the activities are designed as linguistic content practice, both focus on reflection on the learning process. The purpose of the activities is to develop autonomy, a fundamental metacognition process to learn how to learn.

Keywords: key competences, self-assessment, student autonomy.

Mónica Souto has been an ELE (Spanish as Foreign Language) teacher since 1996. She has worked in different schools and language centres in Italy and Turkey. She has collaborated with University of Istanbul, Cervantes Institute of Istanbul, Directorate of Educational Programs of the Embassy of Spain, Edinumen publisher and SGEL publisher in presentations and workshops, either in conferences or in teacher training courses. Since 2008, she has collaborated with the Instituto Cervantes in Istanbul as an ELE teacher, where she has participated in the design of programs and materials for the class, as well as in several projects of the institution. She is a member of the DELE examination board since 2009. She has published articles related to the teaching of ELE. In addition, for the editorial SGEL, she has adapted to the level of reference B1 the story "A day laborer" in "Cuentos Escogidos" of Leopoldo Alas Clarín, for the collection *Literatura Hispánica de Fácil Lectura*. Since 2015, she has been part of the team of Spanish teachers at the Language Center of the Boğaziçi University. She is also a member of the organization committee of the *Jornadas de Formación de Profesorado ELE* at Boğaziçi University.

Session Number: 5-E

Academic Skills Development

How General are General Academic words: An Investigation of the Collocates of Academic Vocabulary

Dr. Mohsen Shirazizadeh

Academic word lists have been around for almost 30 years claiming that they are of value to, and even necessary for, all academics irrespective of their fields of study. Such word lists are created based on the premise that, aside from the general words common to all texts, there is a certain number of academic words, which can be found with similar frequency and dispersion across all academic texts. Although such words are claimed to be common to all disciplines, there are doubts as to the similarity of their uses and meanings in different texts. To shed more light on this issue, we explored the collocation patterns of a sample of words from the Academic Vocabulary List (Gardner & Davies, 2013) in 360 texts of four university disciplines (90 texts in each) viz humanities, medicine, engineering and basic sciences. Collocates of the target words were extracted based on frequency and mutual information indices. Comparisons of the collocates were made across the disciplines to find out whether and how they vary from one discipline to the other. Our findings revealed that collocates of academic words are as discipline-specific, if not more, as general. We also found that even when the collocates of a word are shared in two or more disciplines, they may have discipline-specific meanings and uses. It can be concluded from our findings that the usage and meaning of general academic words are undeniably discipline specific and any claim of generality should be viewed in light of these specificities.

Keywords: Vocabulary, EAP, Corpus, Collocation

Dr. Mohsen Shirazizadeh is an assistant professor of applied linguistics at Alzahra University, Tehran, Iran. His research interests include academic writing, corpus linguistics and L2 teacher education.

16:30 - Plenary Talk 3

English-medium instruction in higher education and the changing roles and responsibilities of English language teachers

Assist. Prof. Dr. Aylin Ünalı

The beginning of the 21st century has witnessed multidimensional changes and challenges making international economy increasingly complex and individual nations increasingly powerless, undermining democracies and creating existential ecological threats (Jacobs, Kiniger-Passigli & Chikvaidze, 2019). Optimism regarding the destiny of humanity has diminished despite impressive advancements in science and technology. Resurgence of neoliberalism has threatened hard-earned achievements of social democracy instigating populism, corruption and despotism. Expansion of market ideology has resulted in accelerated privatisation of public services and the sale of public assets, increased competition for resources and erosion of rights and entitlements of citizens (Lawson, 2018). In line with the above stated universal dynamics, higher education has been substantially transformed through neoliberal commodification and marketisation processes since 1990s (Choi, 2010). More than being valued as public service to meet the needs of the society, higher education is prized more for its exchange value, students perceived as customers, academics as employees who need to compete in research publication, performance and customer satisfaction (Mahony and Weiner, 2017).

As higher education takes on more commercial nature, existing in international markets to generate income from overseas students becomes an important target for universities (Jiang, 2010). The dynamo of internationalised higher education is the capacity of supplying education in English language, English-medium instruction, to meet the demands of the competitive global market. The spread of English-medium instruction in higher education, both at international and national levels, has created new challenges and responsibilities for English language professionals, giving them more central role and increasing their accountability in the success or failure of the system.

In this talk, I would like to present my observations through the years of working in the field of English language teaching at higher education institutions by situating schools of foreign languages, i.e. preparatory English programmes, in a broader social and political context and discussing the tensions between expectations of the wider university and the realities of language teaching and learning. I would also like to propose that in training students 'towards higher education', preparatory schools can use a niche to 'prepare' the students for the changes and challenges of the neoliberal 21st century.

***Aylin Ünal** is currently working as an assistant professor at the Department of Foreign Language Education; Education Faculty of Boğaziçi University. She has an MA in Applied Linguistics (University of Reading, UK), a PhD in Applied Linguistics-Language Testing (Bogazici University, Turkey) and a PhD in Language Assessment from the University of Bedfordshire (UK). She has extensive experience in foreign language teaching, teacher training, test development and validation. Her research interests include language test validation, academic literacy (reading and writing) in foreign language, reading across texts and reading into writing as an integrated academic skill. She worked as an ELT instructor, test writer, researcher and assessment and curriculum development consultant in national and international institutions.*

I. ABSTRACTS AND BIOS (Sept 28, Saturday)

09:15 - Plenary Talk 4

Effective Use of Technology to Support the Development of L2 Writers

Prof. Dr. Volker Hegelheimer

Some might argue that teaching writing and learning how to write in 2019 is not the same as it was even 10 years ago. New information and communication technologies are continually altering writing practices in important ways (Li et al., 2017) and impact the writing habits of tomorrow's students, who will need to navigate a myriad of discourse situations that may not even exist yet (Relles & Tierney, 2013). The proliferation of technology tools to help compose and distribute written texts has led to a gradual expansion of what it means to write and to teach writing. In this presentation, I will outline the affordances technologies can provide to support the development of writing. I will discuss ways in which such technologies can be effectively integrated at the planning, drafting, writing, revising and editing stages of writing at the K-12 and at the higher education level. In particular, I will outline integration options for automated writing evaluation tools and collaborative writing applications in the writing classroom.

Volker Hegelheimer, (M.A., PhD, University of Illinois at Urbana-Champaign), Professor and Chair of the Department of English, researches applications of emerging technologies in language learning and language testing. His publications have appeared in journals such as Language Learning & Technology, Language Testing, System, Computer-Assisted Language Learning, ReCALL, CALICO Journal, and he contributed to several edited volumes on Computer-Assisted Language Learning (CALL) and co-authored the TESOL Technology Standards for ESL teachers and learners monograph (2007-2009). He co-edited for the spring 2016 CALICO Journal special issue on automated writing evaluation (AWE). Professor Hegelheimer has presented his research and held academic workshops at numerous national and international conferences and has secured over \$1.8 million in funds from funding agencies such as Pearson, Educational Testing Service, the National Science Foundation, and the U.S. Department of State. He teaches courses on technology in language teaching and research, language assessment, and research methodology

10:30 - Concurrent Sessions 6

Session Number: 6-A

Academic Skills Development

Teaching Speaking with Works of Art in A Preparatory Class at University

Dr. Arzu Ekoç

Language instructors have been looking for ways to engage their students and encourage speaking in preparatory classes. The purpose of this session is to show that responding to works of art has the potential to foster speaking skills. Teaching with art creates opportunities for novelty in the classroom and enlivens the curriculum. Apart from familiarizing students with different works of art, it provides an arena for authentic learning and making the most of diversity. We all want to live in a better world where all diversities are cherished, so teaching should be a medium to activate and tolerate different ways of thinking in a respectful manner. In such an activity, teachers can ask questions that require higher-order thinking skills and creative skills that are highly important in an

education system that measures students' success only based on how many correct answers they have given in multiple-choice tests. In this practice-oriented case study, the researcher, who was also the instructor of two A1 level prep classes with a total number of 50 students, started each lesson with five pieces of art and it was observed that even the quietest students expressed their views in English about the paintings. By semi-structured interviews, the researcher found out that it motivated them, coloured their day and made them feel outside the classroom. They also stated that it improved their creative thinking and increased their appreciation of art. From this session, the participants will get some ideas how they can incorporate art in their lessons.

Keywords: language teaching, speaking, paintings, art, creative thinking

Dr. Arzu Ekoç received her BA degree from the Department of Translation and Interpreting Studies from Boğaziçi University in 2005 and her Master's in ELT from Istanbul University in 2008. She completed her PhD in ELT at Istanbul University in 2013. She has been working as an English instructor (PhD.) at Yıldız Technical University in Istanbul, Turkey, since 2006. Her research interests are learner identity, higher education and continuing education, discourse analysis, EAP and second-language writing.

Session Number: 6-B

CLIL (Content and Language Integrated Learning)

Improving L2 Writing Performance of International Baccalaureate Diploma Program Learners

Seda Efsun Karamahmutoğlu

The aim of this quasi-experimental research is to investigate the extent of improving Rhetorical Organization Skills in Second Language (L2) English writing of secondary students through formal instructions in a specific Content and Language Integrated Learning (CLIL) context. The participants were IB Diploma Program (DP) learners taking Business Management (BM) courses at an International Baccalaureate (IB) World School in Istanbul. It is aimed to first identify the needs of participants in dealing with writing short essay exam answers to the IB BM exams. Inspired by Trimble's Rhetorical Process approach, an intervention aiming to teach text organization via applications of rhetorical elements explicitly was assumed to improve the achievements. Therefore, an explicit writing intervention program was designed and implemented. A selection of BM case samples provided by the IB Organization (IBO) was integrated into classroom tasks. Two final-exam like tests for the BM subject of the IBDP were administered before and after the intervention program. The IBO BM Mark bands/Mark schemes, the public version of IELTS Writing Task 2, writing band descriptors, and a tailor made rhetorical functions assessment rubric were used as instruments of data collection. A questionnaire to evaluate the participants' perception of writing to the test before and after interventions was used. The quantitative data analyses included descriptive statistics. Participant's attitude on writing to the test was investigated through structured interviews before and after the intervention program via Open coding-Axial Coding-Selective Coding procedure. The findings revealed significant improvement on the L2 writing performances and attitudes of IBDP learners.

Keywords: CLIL, IBO, IBDP, rhetorical organization, improving L2 English writing

Seda Efsun Karamahmutoğlu was born in Karadeniz Ereğli, Zonguldak, Turkey in 1975. She received her B.A. degree in Business Administration majoring in Marketing from the Marmara University of Istanbul, Turkey in 1998. After comprehending various businesses of her own in food service sector and international trade fields, she got her TESOL certificate in 2013 as a contributing factor to her ambition to ELT. She completed her MA degree in English Language Teaching at Yeditepe University, Istanbul in 2019. She worked as an English language teacher and as International Baccalaureate® (IB)

Diploma Program (DP) Business Management teacher at Acarkent Doga IB World School. She continued her teaching career as IBDP Business Management teacher at Koç School, Istanbul. Her research interests include ESP, ESAP, academic writing, task based language teaching, teacher assessment and curriculum design. Address for correspondence: Seda Efsun Karamahmutoğlu, e-mail: sedamatch@gmail.com

Session Number: 6-C

Accreditation and Standardization

PASS (Performance Assessment & Supervising System) at Altınbaş University

Turgut Turunc, Merve Selcuk, Birgül Apaydin Eyiakkan

At the tertiary level in Turkey, performance evaluation and assessment systems and their implementations, as well as continuing professional development activities, vary from one institution to the other. Yet still, Higher Education institutions (HIEs) in Turkey seek for any standardized implementations which can be modelled and implemented accordingly. Also, the Higher Education Council (HEC) in Turkey encourages, and somehow urges, HIEs to follow a system in this regard; and this is/may be the reason that Higher Education Quality Council (HEQC-TR) is working on quality standards within the 'English Prep. Schools External Evaluation Pilot Programme'. Some HEIs follow guidelines from different accreditation/assurance organisations, while some others do follow that of the HEQC-TR (YOKAK).

Within this framework, the session will focus on the implementations, which is known as 'PASS' and being piloted at the SFL of Altınbaş University. Participants in this regard, will have the opportunity to compare and contrast their own implementations at their own HiEd institutions to PASS at Altınbaş University. Describing how 'PASS' was developed and implemented in one academic year, the session offers a good discussion atmosphere to be a part of.

Keywords: Performance assessment, professional development, higher education

***Turgut Turunc** has been involved in teaching English and teacher training for more than 25 years. He graduated from Education Faculty of Gazi University and Anadolu University and he obtained his MSc degree in TEFL at Aston University, UK. He is currently affiliated with Istanbul Altınbaş University (AU), Turkey, where he works as a teacher trainer.*

***Merve Selçuk** is the Director of Altınbaş University SFL. She is currently a PhD student in ELT at Yeditepe University, where she worked as an EFL instructor English Preparatory School. She holds a Master's degree in ELT from Istanbul University and a bachelor's degree in ELT from Middle East Technical University.*

***Birgül Apaydin Eyiakkan** is currently working in the Modern Languages Department of SFL at Altınbaş University as CPD Unit Coordinator, Teacher Trainer and instructor. She holds a BA in English Language and Literature from Ege University and an MBA from Altınbaş University, and many training certificates from national and international institutions. She has been in the field since 1991.*

Session Number: 6-D

TELL (Technology Enhanced Language Learning) and ICT (Information and Communication Technology in ELT)

Interactive Approach to English Language Teaching: Nearpod Application

Süleyman Ünal, Prof. Dr. Mehmet Gürol

This study aimed to examine the efficiency of “Nearpod” in language learning classroom. Nearpod is an educational tool which gives teachers opportunities to create interactive presentations and evaluate student responses live or with post-session reports.

This study is mainly a qualitative study with action research design. A purposive sampling method was used to determine learners and classes. Participants of this study were 81 English language learners in B1-B2 levels in three classes. These three classes were chosen because of their interactive classroom atmosphere. Three data collection tools were utilized to get data. Firstly, learners were observed during their class hours. Both researcher and two colleagues took notes at the time of the class hours. Secondly, semi structured interviews were held with two colleagues and 12 learners. Thirdly, learners gave feedback to application of Nearpod soon after its implementation in class.

After getting data from semi structured interviews and observation notes from teachers, researcher examined the audio recordings and notes taken by researchers by focusing on the important statements of learners and teachers to identify the themes. Feedback of the learners was numerically coded into SPSS 20 and descriptive and inferential statistics were implemented. Depending on the data, later implementations of the tool were revised and improved.

Results showed that Nearpod might be used to increase the interaction and fun of the language learning classroom especially in skill development thanks to very positive attitudes of the learners. It might be used to raise the efficiency of teachers’ delivery of instruction as well.

Keywords: Interaction, English Language Teaching, Nearpod

Süleyman Ünal currently works at the Foreign Language Department in National Defense University/Istanbul, Turkey. He conducts studies in Language Education, Educational Sciences and Educational Technology. He is a PhD and writing his thesis.

Dr. Mehmet Gürol currently works at Yıldız Technical University as a Professor. He is the head of Educational Sciences in this university. He conducts studies in Educational Sciences and Curriculum Evaluation.

Session Number: 6-E

Intercultural Competence

Intercultural Sensitivity of EFL Learners at A State University

Nur Gedik Bal

The purpose of this explanatory sequential mixed method study was to identify the level of EFL learners’ intercultural sensitivity (IS) and reveal underlying factors that might have impact on learners’ level of intercultural sensitivity. Participants were 113 EFL learners studying in the preparatory school of a state university which has English as a medium of instruction. The main data collection instrument was the IS scale developed by Chen and Starosta (2000). Interviews were also conducted with the students who volunteered to triangulate the data and reveal possible factors that influenced students’ level of intercultural sensitivity. Quantitative data was analyzed via SPSS whereas qualitative data was analyzed through the MAXQDA program. The descriptive findings indicated that students’ intercultural sensitivity level was above the average based on theoretical scoring. Interviews also supported the findings of the questionnaire and unveiled some underlying reasons for having high scores for each sub-scale. Moreover, interviews revealed that students’ family and social backgrounds, personal characteristics, and their interests and desires were some factors that had an effect on their overall sensitivity level. Students interviewed also indicated that foreign language teachers and students in the classrooms and cultural activities designed at university were some of the agents which contributed to their level of intercultural sensitivity. They also introduced their suggestions regarding how to further increase the level of IS of learners at

preparatory school program. Therefore, this study might provide some insight for language instructors and administrators who are willing to develop language learners' IS.

Keywords: intercultural sensitivity, intercultural competence, EFL learners

Nur Gedik Bal is an instructor at the Social Sciences University of Ankara and a PhD candidate at Middle East Technical University (METU) in Turkey. She completed her BA and MA in English Language Teaching at METU. She delivered general English courses for preparatory school students, and advanced reading and writing courses for freshmen and juniors. Her scholarly interests include intercultural competence of language learners and teachers, authenticity in language learning and teaching, integrating technology into foreign language classrooms, and professional development for language teachers.

11:30 - Concurrent Sessions 7

Session Number: 7-A

Teaching (with) 21st Century Skills

Challenges for the Implementation of English-Taught Programmes in Higher Education

Dr. Víctor Pavón Vázquez, Merve Yıldız

The acceptance of English as the Lingua Franca of the academic world has triggered the flourishing of different approaches to promote the learning of English as a foreign language, among which the implementation of English-taught programmes seem to be one of the most popular options. Under the umbrella of national and supranational regulations, the promise of linguistic gains runs parallel with the necessity to attract international students, to foster quality improvement and innovation excellence, to promote the international and institutional profile for the universities, and to enhance employability for graduates. However, the decisions taken by the universities largely differ according to some important variables, such as for example the existence of a global university policy, a clear definition of content and language learning outcomes, and an accurate consideration of the human and material resources available. Universities may also vary in planning a staged-out approach, elaborating procedures for the selection of staff, creating a training programme for teachers to assure sustainability and future expansion of the plan, and providing language support for students and incentives for both teachers and students. This paper will present a comparative analysis of how two different contexts, taking samples from Spanish and Turkish state universities are facing the challenges associated to the implementation of bilingual programmes, and will offer a picture of the problems that have emerged and of the initiatives that are being adopted.

Keywords: EMI Policy, EMI in Spanish HEI, EMI in Turkish HEI

Dr. Víctor Pavón-Vázquez is assistant professor at the University of Córdoba (Spain), where he teaches in the areas of EFL methodology and bilingual education. He is a member of the Committee for Language Accreditation within the CRUE (the national association of Rectors of Spanish universities), Head of the Department of English and German Philology, and President of the Language Policy Commission at the University of Córdoba. He has published in international journals such as the *International Journal of Bilingual Education and Bilingualism*, *Language Policy*, *Theory into Practice*, or the *European Journal of Applied Linguistics*. As an author, researcher and lecturer, he is active in education development programmes in Europe and beyond, participating in educational projects in Europe, USA, Japan, Mexico, Russia, Cape Verde, Guatemala, Kyrgyzstan and Turkmenistan. His current interests focus on research and development for capacity building, and subsequent competence building of staff, to support the implementation of bilingual education programmes.

Merve Yıldız has been a teacher of English and currently an assistant researcher in Sakarya University ELT programme. Her research interests include bilingual education programmes, language policy and teacher education.

Session Number: 7-B

Leadership

Leading the Way: Oracy and Conversational Leadership

Cristina Mirela Manea Gultekin

In a world where leadership skills are of concern, developing effective practices has become a priority for educators. This oral presentation looks at how oracy(Andrew Wilkinson) helps develop leadership skills, or more precisely, conversational leadership from both research-oriented and practice-oriented perspectives in teaching English. It starts with some theoretical aspects about conversational leadership (every gathering enhances commitment through meaningful engagement) and continues with oracy (the range of speaking and listening skills, behaviors and language necessary for effective communication and collaboration).

The presentation examines the notion of conversational leadership, e.g. the traditional approach is for the leader to figure out what is right, and then persuade others to do it. Alternatively, engaging in conversational leadership is to 'invite what you do not expect', bring the speaker to the frontier of what is emerging in your organization and asking others to turn into it, rather than away from it.(Boris Groysberg&Michael Slind, June 2012)

It then turns to research oracy skills which encompass physical (voice, body language), social and emotional (collaboration, listening and responding, confidence in speaking), linguistic (vocabulary, language variety, structure, rhetorical techniques) and cognitive aspects of learning (content, clarifying and summarising, self regulation, reasoning and audience awareness).(Research Project, Faculty of Education, University of Cambridge)

It continues with hands-on activities which participants could use in their English classes, e.g. Home and Expert Groups (a student-based cooperative learning strategy), Round Robin (an oral chain activity), Just a Minute (a fluency focused speaking activity), the Panel Presents (an activity developing leadership skills), etc. The presentation concludes with recommendations for future research and instruction.

Keywords: oracy skills, conversational leadership, research

***Cristina Mirela Gultekin** is the Director of Foreign Languages at Gaziantep College Foundation and, at the same time, a freelance teacher trainer. She holds a BA in English and French(1997-2001) and an MA in teaching English in the European context(2004-2006). She worked as Academic Vice-Director of School of Foreign Languages at Hasan Kalyoncu University from 2010 to 2016. She also holds Sabanci University' SLTEP and Pilgrims' teacher trainer certificates. With a rich experience in preparing foreign languages programmes including K12 and tertiary levels in Europe and Turkey, she is committed to research the psychological and social formation in English language teachers and learners, and the processes and practices through which professional development is implemented and developed continuously.*

Session Number: 7-C (Workshop)

Integrated Skills Teaching

Using Short Film in Language Classroom

Eva Büyüksimkeşyan

Films can be effective in any language classroom. Through film, teachers can make students more active and engaged and promote critical thinking and writing. In this workshop we will look at ways that we can teach grammar, vocabulary, listening, speaking and writing. The activities will be easily adapted to use with all levels and age groups. Participants will get a number of teaching ideas to take away with them to use with their students. The activities I am going to demonstrate in the workshop are based on the short animations titled 'Alike', 'Fantastic Flying Books of Mr Morris Lessmore', 'Routine' and 'Dear Alice'.

Keywords: reading, writing, listening, speaking

***Eva Büyüksimkeşyan** has worked in ELT for more than 25 years. She has taught English to children, teenagers and adults. She started an initiative called Dream2Edu in 2015. She has been delivering workshops to teachers and running creative writing and reading courses for children and teenagers. She is still working at Esayan Armenian High School. She also blogs at evasimkesyan.com*

Session Number: 7-D

TELL (Technology Enhanced Language Learning) and ICT (Information and Communication Technology in ELT)

Twins in Turkey: Idiom Videos

Andrea Dimitroff, Ashley Dimitroff

Twins in Turkey (Amerikalı ikizler Türkiye’de) is a project sponsored by the American Embassy that seeks to impart knowledge about English idioms and related cultural information through short videos. Filmed in various locations throughout Turkey, the videos include dialogues between twin sisters who are Americans and English teachers in Turkey. The target audience of the presentation is English learners and teachers alike, ideally those who deal with advanced levels of English. The presentation includes a rationale and description of the project, results of the action research that was conducted with preparatory students related to the project, and implications for teachers and learners of idioms and daily language usage. A primary goal of Twins in Turkey is to aid English learners and teachers in the learning and instruction of idioms through linguistic and cultural connections between Turkish and English-speaking contexts. Also, the collaborators of Twins in Turkey hope the project will serve as a TELL model that can be reproduced and implemented in various English learning environments. This presentation has both theoretical and practical underpinnings.

Keywords: idioms, educational technology, cultural competence, video instruction

***Andrea and Ashley Dimitroff** hold TESOL MA degrees from Southern Illinois University (SIU) in the USA. Their shared work experience includes being lectures for the Center for English as a Second Language (CESL) at SIU and being instructors at TOBB University of Economics and Technology in Ankara, Turkey. They have worked at TOBB together since 2015. Andrea and Ashley share an interest in teaching speaking and cultural competence.*

Session Number: 7-E

Learner Identity /Agency

“I feel frustrated” EFL University Students’ Emotional Responses towards Teacher Written Commentary

Ilkem Kayıcan Dıpcin

The role of feedback for student writers is one of the crucial factors in the development of their academic writing skill. When the students who study English as a foreign language (EFL) in a non-native country are considered, their struggle has doubled as they try to acquire a new discourse besides coping with learning another language. Thus, the character of feedback bears even more importance for that group of student writers. Considering the numerous of studies on giving feedback, the results of this study will contribute to the existing literature by offering an analysis of the relationship between the type of teacher’s written feedback and the emotional response of the student writers. The study draws on 20 EFL student essays in an EAP course at a university where the medium of instruction is English. Both qualitative and quantitative data were collected using face-to-face interviews and online surveys to triangulate findings. The findings are based on a thorough analysis of the type of teacher written comments, the students’ revised texts and their emotional reactions toward the feedback. The findings show that certain types of written feedback given by the teacher for students’ essays (e.g. asking questions, giving praise) and students’ emotional responses towards the feedback are related. The data collated have revealed that constructive written comments result in ‘surprise’; on the other hand, some students feel confused when the teacher uses questions for further clarification. These indicate that the study promises even interesting results addressing written feedback and students' emotional reactions.

Keywords: Emotional responses, Teacher written feedback, Revision, Second language writing, EFL university students

Ilkem Kayıcan Dıpcin has been teaching EAP at various universities for over 10 years. She currently works at Sabanci University's School of Languages and gives academic writing course for Social and Political Studies. She previously worked as a writing center coordinator and has been giving workshops on EFL academic writing. Her academic interests include Cross-Cultural Rhetoric in academic writing, second language writing, critical thinking, and critical pedagogy.

12:15 - Concurrent Sessions 8

Session Number: 8-A

Learner/Teacher Autonomy

A Comparison of Instructors' Beliefs on Learner Autonomy at Public and Private Universities

Dr. Ömer Eren

The traditional boundary of the classroom has faded and learners can improve themselves with various means worldwide. However, in order to accomplish this aim, it is necessary to have autonomous learners who can think and act on their own. The research on learner autonomy mainly focuses on the learner, but the role of teacher is also mentioned in a limited scale. Current study aims to compensate this gap by mirroring autonomy from teachers’ perspectives and more specifically, the research seeks to answer whether there is a significant difference between teachers working at public and private universities in terms of classroom practice. The study was carried out in three phases for triangulation of the data: (1) a three dimensional autonomy questionnaire handed out to 42 teachers; (2) interview with 10 teachers; (3) classroom observations for 24 hours. Findings

reveal that there is only partial learner autonomy at institutions, and there is not a considerable difference between public and private universities. Also, instructors' teaching experiences do not make a difference on their teaching strategies.

Keywords: Autonomy, language learning, teacher perspectives, classroom observations

Dr. Ömer Eren is an Assistant Professor at ELT Department, Faculty of Education at Hatay Mustafa Kemal University. His main research areas include fluency in first and second language together with use of educational technology in language classrooms.

Session Number: 8-B

Academic Skills Development

An Exploration of the Use of Hedges in NS and NNS Scientific Discourse

Caoyuan Ma

Hedges are widely used to mitigate knowledge claims by allowing writers to express tentativeness and uncertainty, and thus they are believed to be one of the prominent writing strategies in academic writing. The use of hedges has engaged researchers' attention for decades. Based on the theoretical framework of Contrastive Interlanguage Analysis (CIA), cross-linguistic comparative studies were conducted to examine how hedges are used differently between NS and NNS from various linguistic backgrounds.

This presentation specifically focuses on how hedges are utilized differently between NS and NNS writers in scientific research articles. Research points out that the proper use of hedges in scientific discourse can increase the credibility of the writers and is also believed to be a critical factor for full participation in the academic community. However, the textbooks and materials that provide instructions on hedges are scarce. Therefore, it is necessary to provide empirical evidence of how hedges are actually used in scientific discourse, and in an attempt to provide implications in EAP textbooks and curriculums.

In this session, the CIA, as the theoretical framework, will be first introduced to the audience. The classification schemes will then be discussed as it is associated with how hedges are counted and analyzed. Major findings will then be presented in tabular form. Last, according to Hyland (1998)' classification of hedges, pedagogical implications will be presented by providing common forms of hedges in scientific writing and how they can inform instruction for scientific academic writing.

Keywords: Hedges, contrastive interlanguage analysis, scientific discourse, scientific research articles

Caoyuan "Savannah" Ma is currently a second-year PhD. student in the TESOL program at the University of Central Florida (UCF) and also teaches Mandarin Chinese classes at the college level at UCF. Her research interests are corpus-based studies in lexico-grammar teaching and corpus-based analyses/comparison in academic writing.

Session Number: 8-D

TELL (Technology Enhanced Language Learning) and ICT (Information and Communication Technology in ELT)

Investigating Experienced ELT Teachers' Perceptions Towards Technology Integration at Tertiary Level

Aslihan Nur Erol

With the growth of technology in the language classroom and "digital natives" (Prensky, 2001) that are present in many language classes across the world, it is important to create an ideal learning

environment that is integrated with technology. Although the perceptions of the students towards technology integration in language classes have been investigated many times (Çetinkaya, 2009; Erol, 2019; Milon & Iqbal, 2017; Rahamat, Shah, Din, & Aziz, 2007), there have been few research studies on the perceptions of the instructors towards technology integration in ELT classrooms (Gilakjani & Leong, 2012; Hogarty, Lang, & Kromrey, 2003).

The aim of this study is to examine the perceived benefits and disadvantages of a technological immersion program from the perspective of experienced instructors. The research study was conducted with a focus on a technological immersion model being used in a foundation university's preparatory school. To examine the perceptions of instructors on a deeper level, the sample was picked out from the group of instructors who have 3 or more years of experience in the technological immersion program. In order to collect responses from the instructors, a mixed method was used. For quantitative measures, a technology integration scale was developed. After the questionnaire, a semi-structured interview was administered to a number of the instructors. This research study is essential to see the importance of researching teacher perceptions in a technologically enhanced classroom in order to create the ideal learning environment for 21st century learners.

Keywords: Technology Enhanced Language Learning, technology, English language teachers, perception

Aslıhan Nur Erol, having completed her Erasmus studies in Chemnitz University of Technology, Germany, completed her undergraduate studies in Department of Foreign Language Education, Boğaziçi University. She is currently working on her MA studies in Gazi University and she is working in Atılım University as an instructor. Her areas of interest include Technology Enhanced Language Education, English as a Lingua Franca and Teacher Identity.

Session Number: 8-E

TELL (Technology Enhanced Language Learning) and ICT (Information and Communication Technology in ELT)

Digital Tools for Getting Feedback

Okan Bölükbaş

As the rate of technological advancement is increasing with time, the trendy concept of “Edtech” enters more and more into the lives of English teachers. Edtech stands for educational technology which informs us about the use of technology such as applications, web tools, and social media for the improvement of teaching and learning. Edtech tools can be utilized for collecting effective and practical feedback. Hattie and Timperley (2007) described feedback as one of the most powerful influences on learning and achievement and as language teachers we are fully aware that feedback from students and other teachers can be a treasure trove for our teaching. This presentation is mainly about methods of collecting feedback. Traditionally feedback can be collected simply by using paper and pen. The presenter, however, is going to introduce several technological tools for collecting feedback and opinion. The participants will leave with some hands-on experience on practical tools ranging from Web 2.0 tools to mobile phone apps. One tool will specifically appeal to those who prefer using PowerPoint as the presenter will demonstrate how to collect live feedback during a presentation without even leaving your PowerPoint presentation. These will hopefully become indispensable tools for the participants when collecting feedback or opinion.

Keywords: feedback, digital, tools, poll, survey

Okan Bölükbaş teaches at School of Languages, Sabancı University. He acquired his BA degree in ELT from Hacettepe University. He holds LCCI certificate for teaching Business English, as well as CELTA, DELTA and SLTTP certificate in Teacher Training. He is interested in educational technology, blogging, and research.

Session Number: 8-F

Professional Development

Raising Research Profile of Young Teachers and Researchers via Educating Them on Scholarly Outlets

Dr. Is'haaq Akbarian, Kaveh Jalilzadeh

To improve the image of their schools and to raise their own research profiles, young and inexperienced language teachers and researchers alike should be cognizant of several important facts and factors in selecting an outlet, either to read papers from or to write papers in. The purpose of this presentation is to urge the novice language teachers and researchers to stay away from the very poor outlets, or predatory journals, when they want to read or publish their work. Therefore, juxtaposing a sample of high-quality and low-quality outlets in the field of applied linguistics will provide this group of researchers with the necessary insight on how to detect the right outlet. Looking for a combination of all or several of the features in an outlet (i.e., site address, editorial team, number of articles per issue, authors of the published papers, quick process of publishing, and so on) will make them more insightful. They will thus be able to select scholarly or high-quality journals in applied linguistics on their own. A fruitful implication of this insight will be to read from the high-quality journals that will practically introduce them to the work of great authors in the end. This will in turn result in their trial to publish their own research, or write, in high-quality journals. A corollary of providing this education would be for the predatory journals to fail in alluring the young and inexperienced researchers to pay for publishing.

Keywords: Predatory journals; high-quality journals; Inexperienced; Applied Linguistics

Dr. Is'haaq Akbarian is a faculty member of the Department of English Language and Literature, University of Qom, Qom, Iran. He has published papers in a number of local and international scholarly journals, including System, English for Specific Purposes, the Journal of Asia TEFL, Iranian Journal of Applied Linguistics (IJAL), and the Iranian Journal of Language Teaching Research (IJLTR).

Kaveh Jalilzadeh is PhD candidate who is working as a lecturer for Altınbaş University. He has published several articles in the field of language learning and assessment. His main interest is language assessment & testing.

13:45 - Concurrent Invited Speeches

Session number: IS1 (in BTS)

Increasing Teachers' Technology Use in ELT Classrooms

Assoc. Prof. Dr. Perihan Savaş

English Language Teaching (ELT) classrooms have gone through several technological and pedagogical transformations to meet the demands of the digital era that we live in. Use of instructional technology in language classes has gained growing interest among learners and teachers as there are many benefits of integrating technology into ELT classes. Instructional technology use in ELT classrooms can lead to an increase in learner motivation and success, provide learners with real life experiences, and present authentic use of the target language. The benefits of technology in ELT classes can be maximized only with active participation and effective implementation of teachers. To promote and sustain ELT teachers' use of instructional technology, there is a need to have a coordinated, dynamic, and productive support system for teachers. In this talk, different types of institutional and departmental support systems to increase ELT teachers' use of instructional technology will be reviewed. In addition, frameworks and models for training ELT teachers in integrating technology into ELT classes will be discussed by referring to sample

applications and tasks. The changing roles, necessary skill sets, and competencies of the 21st century ELT teachers as well as the learners will also be presented in light of the new trends and current developments in the field of instructional technology in ELT.

Assoc. Prof. Dr. Perihan SAVAŞ is an Associate Professor in the Department of Foreign Language Education, Faculty of Education at Middle East Technical University in Turkey. She received her B.A. degree in Foreign Language Education and M.A. degree in English Language Teaching from Middle East Technical University. She received her PhD. degree in Curriculum and Instruction with a major in TESOL, a cognate in Educational Technology, and a minor in Educational Administration from the University of Florida, USA. She has taught English as a Foreign Language (EFL) learners at different levels of proficiency at Bilkent University and University of Florida Institute of Foreign Languages. She has worked as a coordinator, an editor, and an author in the development of national curricula and textbook design for high schools and preparatory schools. She has also participated in the organization and delivery of in-service EFL teacher training sessions on technology use, curriculum design, and textbook design in collaboration with Turkish Ministry of National Education. Her research interests include integrating technology into EFL curriculum, mobile assisted language learning (MALL), teacher training/faculty support in online education, EFL curriculum/material/task design, and situational leadership in education

Session number: IS2 (in Demir Demirgil)

Integrating ELF into English Classes at Tertiary Level: Novel Perspectives, Novel Practices

Assist. Prof. Dr. Elif Kemaloğlu-Er

An attempt to define English as a Lingua Franca (ELF) should first start by appreciating the complexity and variability of this construct. Today English is the global language of our planet and every second millions and millions of people from diverse sociocultural and linguistic backgrounds interact using English as one of their means of communication in their professional, academic and personal lives. ELF interactions are thus marked with constant dynamism, fluidity and variability and in its simplest form, ELF can be defined as the discourse produced by non-native speakers of English, typically characterized with possible deviations from the linguistic, pragmatic and cultural norms of Standard English. ELF can also be taken as a pedagogical perspective which acknowledges the non-native varieties of English in their own right and the non-native users of language with their own unique characteristics (i.e. with their own use of English, L1s, and sociolinguistic backgrounds). I am an academic specializing in the fields of applied linguistics and ELF. I worked as an instructor of English at universities in Turkey for 20 years and the ELF perspective is in line with my egalitarian and humanistic worldview. In this talk, I am going to introduce how ELF can be integrated into English classes at the tertiary level. Accordingly, ELF in real life English teaching practices will be explored through the ELF-focused classroom applications, research and views of mine as a non-native teacher-researcher. The advantages and challenges of ELF-aware pedagogy will also be presented along with suggestions for further practice.

Assist. Prof. Dr. Elif Kemaloğlu-Er has loved learning, teaching, doing research and writing all her life. She is an Assistant Professor in the Department of Translation and Interpreting at Adana ATU Science and Technology University. She is also the Department Head. She has 21 years of teaching experience as an instructor of English for Academic and Specific Purposes at reputable Turkish universities. She received her BA degree in Translation Studies at Boğaziçi University. She completed her MA in Teaching English as a Foreign Language at Bilkent University and she received her PhD degree in English Language Education at Boğaziçi University. She has several academic publications on the subjects of Applied Linguistics and ELF and has presented her papers at multivariate conferences. Her research interests include applied linguistics and ELF and World Englishes. email: ekemalogluer@atu.edu.tr

14:45 - Concurrent Sessions 9

Session Number: 9-A

Digital Literacy

Determining Text Suitability Through Expert Judgment and Automated Tools

Bekir Ateş

Selection of appropriate texts has always been a primary concern for those involved in language testing, curriculum design, or course book development. Traditionally, such people have relied mostly on their intuitions while determining the appropriateness of texts for their purposes. However, recent advances in computational linguistics and corpus studies have brought about the emergence of automated textual analysis tools that can deal with big amounts of data fairly efficiently (Benjamin, 2012). The problem is there are too many tools to choose from and the reliability of most tools has gone under-researched. Based on the linguistic task demands outlined in Khalifa and Weir's (2009) validation framework for reading tests, this study aimed to compare the congruence between expert judges and textual analysis tools. Results obtained from the analysis of 10 texts through 24 automated textual analysis indices were correlated with the judgments of experts on different features of the texts in an attempt to determine indices that could readily replace human raters. The findings from this study provide guidance to ELT professionals involved in text selection and development in their efforts to generate validity evidence.

Keywords: expert judgment, text complexity, text suitability

Bekir Ateş graduated from Boğaziçi University with a bachelor of arts in foreign language education in 2008. He completed his MA studies at Boğaziçi University in 2018. He has been working as an instructor at the School of Foreign Languages at Boğaziçi University since 2017. Previously, he worked for İstanbul Kültür University and İstanbul Şehir University as an instructor and testing office member. Bekir is primarily interested in the use of technology in L2 teaching and textual analysis.

Session Number: 9-B

TELL (Technology Enhanced Language Learning) and ICT (Information and Communication Technology in ELT)

Qrazy for Grammar

Gözem Çeçen

One of the challenges that EFL instructors face with prep-school students is teaching grammar: The students find it 'numbing' while the instructors are trying their best to keep their students' motivation and involvement alive in the learning process. The things get more complicated at a time when most schools are making sure the students' phones are powered down fearing that it would hamper their concentration and motivation at classroom.

However, I dare to take a different tack on this issue. What if these phones, a.k.a 'the scape goat of the family' could become a very beneficial tool to foster active engagement, motivation and enjoyment in the learning process, even in such potentially 'monotonous' and 'tense' grammar lessons?

I would like to introduce an activity that uses QR codes when teaching 'present continuous' to elementary level students. The method of delivery focuses largely on a contextual 'self-discovery' activity reinforced with audial and visual aids accompanied by a taste of a mild 'Test-Teach-Test' approach. The activity integrates technology into the method of delivery via QR codes and using mobile phones. We will first have a short brainstorming on how to teach grammar with maximum

possible student participation possible with the participants. Then, I will show my method of delivery. Lastly, I could demonstrate a demo of my own activity depending on the demand from the audience. This presentation will provide an insight on how to optimize the use of mobile phones as educational tools in terms of teaching grammar.

Keywords: TELL, Student Motivation, Grammar Teaching

Gözem Çeçen is an enthusiastic EFL lecturer and an avid learner who teaches at the School of Foreign Languages, at Anadolu University. She received her B.A. degree in English Literature & Language and minor degree in Psychology from Hacettepe University. She holds CELTA and is a certified ESP lecturer. Her areas of interest are educational technology and professional development.

Session Number: 9-C (Workshop)

Mindfulness Activities for Language Learners

Şule Sündüz Yalçın

In ELT, as teachers, managers and curriculum developers we may place too much focus on our academic objectives and forget that learners are young human beings with a lot of emotions, stressors and they might lack the coping strategies. Language learning brings about an additional set of emotions (anxiety, boredom, hopelessness and lack of self-confidence) to the educational settings. As language teachers we do our best to contain these feelings as much as possible but sometimes we are out of solutions. As educators in the 21st century, our job is to support the learners not only in their academic skills, but also in their life skills which will help them to grow into whole, resilient and competent individuals. Learners who cultivate these life skills will be able to deal with the challenges and stressors in their life and achieve better academic results. Mindfulness based pedagogies and practices are a way to instil these life skills in learners. Mindfulness practices have been quite popular for the last three decades and aim to improve attention regulation, develop non-judgmental awareness and cultivate the acceptance of present moment. In many countries mindfulness has become a part of the curriculum and there has been a growing evidence about the positive results of mindfulness practices on academic achievement. In this workshop, I will introduce the mindfulness concept and its effects on learning and learners. Then, the participants will have a hands-on experience with many mindfulness activities designed specifically for ELT classes and language learners.

Keywords: mindfulness, self-regulation, affective factors, humanistic approach

Şule S. Yalçın is a language instructor and a team leader at Özyeğin University School of Languages. After completing her B.A degree in Translation and Interpreting at Boğaziçi University (2002), she received an M.A degree in Sociology at the same university (2006). She completed trainings of her CELTA (2012) and her DELTA (2017). She has been working as a language instructor for 17 years. She completed a 200-hour yoga instructor training in 2013 and is interested in mindfulness and psychology. (sulebakircan@gmail.com)

Session Number: 9-D

Testing and Assessment

Exploring the Decision Making Process of Scorers with Two Different Writing Rubrics in EFL Context

Pınar Kır

Rubric use has been recognized as a significant area of focus in writing assessment. It plays an important role in measuring student performance. Although a considerable amount of literature has

been published on deviances in essay scores with different rubric types, far too little attention has been paid to the immediate decision-making processes of teachers during the scoring process. In this regard, the aim of this study is to clarify the effects of writing rubrics namely analytic and holistic rubrics on the scorers' writing scores and their decision-making process of scoring combining both qualitative and quantitative approaches at a university in Turkish EFL context. Eight teachers working at a university preparatory school volunteered for the study. The correlational research design was supported by introspective data collection methods and interviews. The counterbalanced task design was followed for analytic and holistic rubric scoring in the research. The results indicated most of the teachers believe rubric types change the scores and half of them state they give higher scores with the analytic rubric. In line with the interview results, analytic rubric scores were higher than holistic rubric scores in the research. According to think aloud protocols, teachers follow different immediate decision-making processes with different rubric types.

Keywords: analytic rubric, holistic rubric, writing assessment

***Pınar Kır** is a first year MA. student at Kocaeli University and an instructor at Fatih Sultan Mehmet Vakıf University. She holds an undergraduate degree in Foreign Language Education from Boğaziçi University. Her research interests are ELF awareness among students and assessment literacy.*

Session Number: 9-E

Social Responsibility

The Effects of Social Responsibility Projects on Students' Social Awareness

Assist. Prof. Dr. Ece Sarıgül, Prof. Dr. Mustafa Özcan, Assist. Prof. Dr. Aylin Tekiner Tolu

The aim of this study is to examine the perceptions and ideas of students who took part in social responsibility projects during the community service course at MEF University, Faculty of Education. The community Service course is a course in which social responsibility projects are conducted in order to support the students' social sensitivity, awareness, cooperation, effective communication and self-evaluation skills. The participants of the study are 67 university students who enrolled in community service course during the 2018-2019 academic year. During the course students developed several projects such as organizing different activities for the Foundation for Children with Leukemia or for the kids who are diagnosed with Down Syndrome, a plastic caps collecting campaign for the Spinal Cord Paralytics Association of Turkey, a stationery collecting campaign for primary schools, visiting the charity foundations for homeless and sick people, or preparing English and Maths corners and streets for the schools both in a group or individually. In order to evaluate their perceptions about the projects they were asked to write reports about the activities they were involved in. The data of the study have been collected through the evaluation of the content analysis of the reports. After the examination of the reports, ten themes have been identified. The results of the study show that the community service course has supported students' social awareness and consciousness. The results of the study will be shared with the participants during the presentation.

Keywords: social responsibility projects, community service course, social awareness

***Assist. Prof. Dr. Ece Sarıgül** holds a BA degree in English Language Teaching from Selçuk University. She has an MA degree and a PhD degree in English Language Teaching from Gazi University. Also, she holds another MA degree in the field of Educational Management from Necmettin Erbakan University. Her main teaching and research interests are teacher education, teaching young learners, lexicology, translation studies, using drama in language teaching, material design for language teaching and language teaching methodology. She has published several articles on various aspects of her research interests and attended several national - international conferences. Currently, she is working in the ELT Department of MEF University in İstanbul and also is giving teacher training courses for teachers of English. ELT Department-Faculty of Education-MEF University.*

Prof.Dr. Mustafa Özcan is the Dean of the Faculty of Education at MEF University. He began his career as an elementary school teacher and moved to the United States to do his PhD in 1988. Dr. Özcan worked as a teacher educator in the USA for 22 years and developed a model for teacher education called University within School. His two books on teacher education are: *Teachers in the Information Age* (2011) and *University within School* (2013). Dr. Özcan worked as a consultant for various universities and presented his University within School model in Cyprus, Finland, Italy, Ireland and the United States. He has published several articles on various aspects of his research interests and presented at several national - international conferences for teachers and teacher candidates. Dean of Faculty of Education-MEF University (e-mail: ozcanm@mef.edu.tr)

Aylin Tekiner Tolu, PhD. is an assistant professor in the Department of English Language Teaching at MEF University, Turkey. She received her B.A. degree in Foreign Language Teaching and M.S. degree in Cognitive Science at Middle East Technical University. She holds her PhD. in Second Language Acquisition and Instructional Technology from the University of South Florida. She taught several online courses when she was in the U.S. and researched synchronous communication in online teaching. She has taught several courses at both graduate and undergraduate level mainly focusing on technology, ELT methods, materials development and second language acquisition. Her research interests include online education, digital story, computer-assisted language learning, Community of Inquiry, and teacher education. ELT Department-Faculty of Education-MEF University (e-mail: tekintera@mef.edu.tr)

Session Number: 9-F

Testing and Assessment

Web-Based Assessment vs. Paper-Based Assessment with Respect to Listening Comprehension

Kaveh Jalilzadeh, Dr. Qasem Moderessi

High school students studying English language in their academic careers are not very familiar with the use of software tools in their classroom practice. The present study as an experimental study is an attempt to examine the role of web-based assessment on listening comprehension of high school students. In so doing, 36 homogeneous male students who were studying English language at high school participated in this study. The students were divided into two groups: one control group which was exposed to paper-based assessment and one experimental group which was exposed to web-based assessment. Following the treatment which lasted for fifteen sessions, the results of the one-way ANCOVA confirmed that there was a significant difference between the two groups on post-test scores on the listening test [F (1,33)=17.13, p=.00, partial eta squared=.34]. Indeed, web-based group outperformed paper-based group in their listening scores. Having examined the significant difference between the students' scores in web-based assessment obtained from Time 1, Time 2 and Time 3, as measured by the ANOVA, the results indicated that there were statistically significant differences at the p<.05 level in students' scores for the three sets of scores [F (2, 51) =21.77, p=.00]. The study offers practical implications for language students, teachers and syllabus designers.

Keywords: web-based assessment, paper-based assessment, listening comprehension

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15:30 - Concurrent Sessions 10

Session Number: 10-A

Teaching (with) 21st Century Skills

A Call for More Awareness to Integrate 21st Century Employability Skills in Our Classes

Dr. Onur Uludağ

Business operations in today's world function in a very challenging setting where fierce competition prevails. Administrators, managers and CEOs of different business ventures running in a variety of fields rightfully expect university graduates to be personally and professionally qualified enough to cope with the challenges and changing requirements of workplace incited by global trends reshaping the future landscape. A growing number of university graduates are becoming aware that acquiring disciplinary/academic knowledge and technical skills, also referred to as hard skills, that could be put to practical use in the working environment may not suffice to secure a job as they will also need to demonstrate a number of soft skills, known as interpersonal skills and personal qualities required for successful completion of work related tasks. The primary purpose of this presentation is to help increase teachers' awareness of the factors shifting the nature of employment in the future and provide a framework of the 21st century employability skills so that they can adapt their teaching to their students' new requirements accordingly. To this end, based on the findings of recent investigations, an overview of the drivers of change modifying the future labor markets will be presented and an outline of the essential employability skills will be reported with a specific emphasis on the notion of soft skills within the context of foreign language instruction. Finally, some thought-provoking ideas will be highlighted to propose practical means and procedures of implementing the cited employability skills in foreign language learning and teaching situations.

Keywords: employability, soft skills, hard skills, language instruction

Dr. Onur Uludağ works as an instructor and the deputy director of the School of Foreign Languages at Yildiz Technical University, Istanbul. He received his M.A. degree in Applied Linguistics at Texas Tech University in 2012 and earned his PhD. in English Language Education at Cukurova University in 2018. His research interests include foreign language teaching, teacher education, instructed second language acquisition, psycholinguistics, input processing, second language vocabulary acquisition.

Session Number: 10-B

TELL (Technology Enhanced Language Learning) and ICT (Information and Communication Technology in ELT)

Using Automated Writing Evaluation Tools: An Experimental Study

Serap Erdal Bulut

The purpose of this study is to investigate the effects of an automated writing evaluation tool, PEG Writing Scholar®, on EFL students' writing achievement and their motivation level towards writing. The study also aims at comparing traditional pen & paper and automated writing evaluation instruction in terms of their effects on EFL students' writing achievement and motivation.

The study was carried out with 60 students studying at Boğaziçi University School of Foreign Languages. All of the participants were non-native speakers of English, sharing the same native language, Turkish; and they were assigned as control and experimental groups by using convenience sampling. While control group was taught with a traditional pen and paper instruction, the experimental group was exposed to an AWE tool as part of instruction. In accordance with the objectives, data were collected through Background Questionnaire, Academic Writing Motivation Questionnaire (AWMQ) by Payne (2012), field notes, and Writing tests. At the end of the study, it

was concluded that using an AWE tool had some supportive effects on EFL students' writing achievement, intrinsic motivation and self-efficacy beliefs.

Keywords: Automated Writing Evaluation, writing motivation, writing achievement

Serap Erdal Bulut received her BA degree from Foreign Language Education Department of Middle East Technical University in 2012 and received her MA degree in English Language Teaching from İstanbul University. She has been teaching English in several universities for seven years. She has been working as an English language instructor in School of Foreign Languages at Boğaziçi University for the past three years. Her research interests include Using Technology in Language Teaching and Learning, and Second Language Learning.

Session Number: 10-D

TELL (Technology Enhanced Language Learning) and ICT (Information and Communication Technology in ELT)

Highlighting Research Trends in Technological Pedagogical Content Knowledge (TPACK) in ELT

Dr. Didem Erdel

The present study aims to highlight the current trends in technological pedagogical content knowledge (TPACK) research in the field of English language teaching (ELT) by systematically reviewing and synthesizing relevant literature based on empirical research articles published in journals from selected databases (Web of Science, Scopus, ERIC and PsychINFO) between the years of 2009 and 2019. The terms used in the initial search include “technological pedagogical content knowledge”, “TPACK”, “TPCK” and “English language teachers”, “English language teaching”, and “EFL teachers”. The selected articles have been systematically reviewed and coded individually in a spreadsheet (publication classification form) on which the article characteristics such as purpose/research questions, design, setting and participants, data collection tools, reliability and validity tests, data analyses, and prominent results are noted. The data collection phase is still in progress; yet it is anticipated that the research will be completed by September, 2019. The findings of the study will eventually provide a holistic portrait of TPACK research in ELT in the last ten years and accordingly, suggestions for future directions of research this area will be discussed.

Keywords: technological pedagogical content knowledge, TPACK, English language teaching, English language teachers

Dr. Didem Erdel currently works as an assistant professor at the Department of English Language and Literature, Faculty of Science and Letters, Iğdır University, Turkey. She has an MA and a PhD in English Language Teaching (Ataturk University). Her research interests include technology integration and teacher leadership in EFL classrooms.

Session Number: 10-E

Blended Learning

The Perceptions of Freshman ELT Students on Flipped Reading Course

Ayşegül Okumuş, Izel Andıç

Flipped learning has emerged as a unique approach and it has been the driving force in student progress in recent years and has attracted attention of educators all around the world. Four pillars of F-L-I-P include flexible environment, learning culture, intentional content and professional educator (Hamdan et al., 2013). Prensky (2001) stated that those born into a digital age are called “digital natives” and keen on learning via digital instruments. This indicates a need to understand the

implementation of these tools in the flipped classroom and its roles in the learning. Whilst some research has been conducted in various contexts in Turkey, the present quantitative study aimed to explore pre-service English teachers' perceptions about flipped learning in a reading focused course. There were 30 freshman students who registered in a reading course conducted in a flipped manner as part of face-to-face course for four weeks. As a data collection instrument, survey including 4-point Likert scale and open-ended questions was administered via Google Forms. Quantitative data were analysed using descriptive statistics (means and frequencies, and percentage) and qualitative analysis was done with constant-comparative method. Findings revealed that there is a general positive perception of the students about the flipped classroom. It was also found out that the model of flipped learning promotes active participation and classroom engagement. Thus, it made valuable contributions to learner-centred learning as well. In session, this study addressing the instructors and researchers working at preparatory and EAP programs will introduce practical applications of Edpuzzle in class.

Keywords: Flipped learning, Pre-service English teachers, perceptions, English language learners

Ayşegül Okumuş got her BA degree from the Department of Foreign Language Education at Middle East Technical University in 2017. She is doing her MA at the Department of English Language Teaching at Middle East Technical University. She is currently working as a research assistant at Baskent University.

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Session Number: 10-F

CLIL (Content and Language Integrated Learning)

The Role of Languages in the Internationalisation of Higher Education: the Case of Spain

Dr. Víctor Pavón-Vázquez

The necessity to promote the international profile of the universities has become a priority for higher education institutions, where the number of studies taught in English has increased notably in the past years. Spain is not an exception to this movement and Spanish universities are also trying to adapt to the professional demands of globalisation and to multicultural environments in which English is the Lingua Franca. However, there seems to be a lack of consensus regarding the objectives and decisions that have to be identified and taken, and it is difficult to find a homogeneous road map to internationalisation in Spanish universities or an agreed attention to the institutional challenges that this new scenario requires. In this context, the Spanish Board of Rectors (CRUE – Conferencia de Rectores de las Universidades Españolas) recently issued a set of recommendations with the purpose of helping universities to construct a language policy specifically aimed at enhancing the internationalisation process. In this chapter, we will analyse the characteristics and relevance of the core suggestions posited in this document, namely the linguistic accreditation of students, the training of appropriate teachers for teaching in a different language, the linguistic preparation of the administrative staff for the challenges of internationalisation, the necessary additional support for teachers and students, the benefits of teacher collaboration, and the creation of a quality assurance mechanism, name some of the most relevant ones.

Keywords: internationalisation, languages, higher education, policy

Dr. Víctor Pavón-Vázquez is assistant professor at the University of Córdoba (Spain), where he teaches in the areas of EFL methodology and bilingual education. He is a member of the Committee for Language Accreditation within the CRUE (the national association of Rectors of Spanish

universities), Head of the Dept. of English and German Philology, and President of the Language Policy Commission at the University of Córdoba. He has published in international journals such as the *International Journal of Bilingual Education and Bilingualism*, *Language Policy*, *Theory into Practice*, or the *European Journal of Applied Linguistics*. As an author, researcher and lecturer, he is active in education development programmes in Europe and beyond, participating in educational projects in Europe, USA, Japan, Mexico, Russia, Cape Verde, Guatemala, Kirgizstan and Turkmenistan. His current interests focus on research and development for capacity building, and subsequent competence building of staff, to support the implementation of bilingual education programmes.

J. POSTER PRESENTATIONS

PP1: The Effects of Paper-Based and Web-Based Extensive Reading on Second Language Vocabulary Learning

Merve Ay Yılmaz

The present study aims to investigate the effects of two types of Extensive Reading (ER): paper based and web-based on the vocabulary learning in an EFL setting. It also aims to compare the effects of extensive reading through paper-based readers and web-based texts on second language vocabulary growth. To this end, eighteen Grade 6 students with same second language level participated in the study. In this quantitative research, a quasi-experimental design was adopted in order to determine the effects of ER on vocabulary learning and compare the results of experimental and control groups. The data was obtained from a Vocabulary Knowledge Scale which was created by Paribakht & Wesche (1993) and administered after completing six graded readers and post-reading tasks in a six-week period. The results showed that, the participants both in paper-based ER group and web-based ER group outperformed the control group in expanding their vocabulary knowledge by reading six graded readers extensively and doing post-reading tasks. On the other hand, the paper-based ER group made more gain in their vocabulary knowledge than web-based ER group. However, the differences between the scores of two experimental groups were not significant. The implication of both paper and web-based Extensive Reading activities in company with post-reading tasks proved to be an effective way of improving vocabulary knowledge in a second language.

Keywords: English Teaching, Extensive Reading, Web-based Reading

Merve Ay Yılmaz B.A: Marmara University (English Language Teaching) (2005-2009) MA: Bahçeşehir University (English Language Education) (2012- 2015) Phd: Bahçeşehir University (English Language Education) (2018 -) Work Experience: English Language Teacher - 2009 - 2011 (Biltek Schools) Head of ELT Department - 2011-2015 (Biltek Schools) English Language Teacher - 2015 (MEB)

PP2: The Socially Constructive Roles of Humanistic Education

Aydan Bayır Toper

Students come to the university not only with their minds, but also with their interests, hopes, fears and briefly their whole selves. On the other hand, the university curriculum generally deals with abstract theories, ideas and facts, which are often disconnected from the student's feelings and reality (Glass & Glass, 1981). Therefore, higher education should be beyond transfer of knowledge and it should aim to encourage students to reveal their authenticity and broaden their horizon for real-world issues (Rogers, 1983). However, some scholars have long debated about self-focused aspects of authenticity, which ignores external world. In essence, living in accord with genuine self does not rely on hedonistic principle that serves solely to personal benefits, it has also potential

outcomes for the sake of other living beings (Gino, Kouchaki, & Galinsky, 2015; Sağnak & Kuruöz, 2017). Thus socially and environmentally constructive mechanisms that underpin authenticity are not fully understood. This study set out to assess the effects of authenticity on consideration for others and environment. To do so, correlational data were collected from 129 Turkish-speaking participants. Four self-reporting survey instruments, which were administered via Bristol Online Survey, completed by participants along with demographic questions; Authenticity Scale (Wood, Linley, Maltby, Baliousis & Joseph, 2008), Self-Transcendence Scale (Reed, 1986), Environmental Behaviour Scale (Goldman, Yavetz & Pe'er, 2006), Helping Attitudes Scale (Nickell, 1998). The findings supported that authenticity associates with helping attitude and environmental sensitivity. Educational implications and suggestions for future research are discussed.

Keywords: authenticity, person-centered education, humanistic education, socially constructive behavior

Aydan Bayır-Toper is a doctoral student in Centre for Research in Human Flourishing in the School of Education, University of Nottingham. Aydan graduated from Boğaziçi University with BA in Philosophy, followed by a Msc degree in Applied Positive Psychology, University of East London. Before commencing on her graduate studies, Aydan worked at The Spinal Cord Paralytics Association of Turkey as a project assistant for European Union Projects. She has been working as course leader for The School of Life since 2015.

PP3: The Impact of Using Mobile Assisted Language Learning on Developing Vocabulary Acquisition

Laiche Sara

Over the last decade, Mobile Assisted Language Learning (MALL) has seized the spotlight in terms of its effects on language learning. Within the realm of language and communication, different features of language which are used through MALL have become the main focus of various researches. Generally, acquiring a language subjects the learners to its diverse linguistic properties, hence, vocabulary plays a crucial role in conveying and interpreting messages. This article focuses on EFL learners' learning styles while using smartphones in a formal setting in order to improve vocabulary acquisition. It investigates the success and the weaknesses of integrating smartphones to stimulate visual and auditory learning styles. This study attempts for an experimental method of research wherein 100 EFL learners enrolled at Chadli Benjdid University – Algeria took part in the research. The findings revealed that smartphones proved to meet the learners educational needs showing the participants under investigation improved their vocabulary.

Keywords: EFL, Learning styles, MALL, Vocabulary Acquisition, VLS.

Laiche Sara is a doctorate student in Applied Linguistics and TEFL at Moustapha Benboulaid Batna 2 University. She has been teaching English language to FL learners at middle school for five years as well as to EFL students at Badji Mokhtar University, Moustapha Benboulaid University and Chadeli Benjdid University (Algeria).

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L.NOTES

