



ÇUKUROVA UNIVERSITY

SCHOOL OF FOREIGN LANGUAGES

FIRST INTERNATIONAL

LANGUAGE-FOR-ALL CONFERENCE '22

(LFAC '22)

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LFAC '22

First International Language-for-All Conference '22

Book of Abstracts

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School of Foreign Languages

Adana, TURKEY

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LFAC '22

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First International Language-for-All Conference LFAC

School of Foreign Languages,
Çukurova University

A seed of change ...

Keynote Speakers



**Prof. Emeritus Stephen
D. KRASHEN**
University of
Southern California
Video Conference



Prof. Dr. Erdoğan BADA
Hakkari University
Çukurova University



Prof. Dr. Cem BALÇIKANLI
Gazi University

Workshop



Andrew BOSSON
Sabancı University



OCTOBER 21 – 22, 2022



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Acknowledgements

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We would also like to extend our sincere appreciation to **Prof. Dr. Meryem TUNCEL**, the Rector of Çukurova University, for her generous support over the course of organizing this international conference.

We also wish to thank the members of the Scientific Committee (list page xi) for their reviews of all the abstracts submitted. The review process is an integral part of *LFAC '22* and we are grateful to the members of the Scientific Committee for their guidance and assistance.

The conference would not have been possible without the valuable cooperation of the members of the School of Foreign Languages, Çukurova University.

We cordially thank all participants for their invaluable contributions to our conference and it is hoped that the *First International Language-for-All Conference (LFAC '22)* will plant a seed of change for further research and innovations in the field.

The *First International Language-for-All Conference* is dedicated to the Founding Director of SoFL of Çukurova University, **Emeritus Prof. Dr. F. Özden EKMEKÇİ**.

Prof. Dr. Yonca ÖZKAN

On behalf of the Organising Committee



LFAC '22

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Rector, Çukurova University

Conference Chair

Prof. Dr. Yonca ÖZKAN

Head of School of Foreign Languages, Çukurova University

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Çukurova University

FIRST INTERNATIONAL LANGUAGE-FOR-ALL CONFERENCE PROGRAM				
21 October Friday				
08.30 – 09.30	Registration			
09.30 – 10.00	Opening Remarks			
10.00 – 10.50	Keynote Speaker I: Prof. Dr. Erdoğan BADA – “Live and Relive through Drama in the Classroom”			
10.50 – 11.10	Coffee Break			
Day I Session I	Mithat Özsan Conference Hall – Auditorium A	Mithat Özsan Conference Hall – Auditorium B	Mithat Özsan Conference Hall – Auditorium C	Mithat Özsan Conference Hall – Auditorium D
11.10 – 11.30	Yunus Kürşat ÇELİK “Perspectives of Turkish High School EFL Learners on the Language Learning Strategies”	Erdal KAÇAR “Investigation of the Tertiary Level Foreign Language Learners’ Perceptions on Cooperative Learning”	Kumari MAMTA “Rarities Involved in Numeral Systems and Need of Documentation”	Beyza Betül TANRIKULU “An Examination of Shakespeare’s <i>Twelfth Night</i> , or <i>What You Will</i> from the Perspective of Feminist Theory”
	Elif KEMALOĞLU-ER “Pros and Cons and Metaphors: What Being a Student in the English Preparatory Program is Like at an English-medium University”	Hacer KAÇAR & Hasan BEDİR “Pre-service Teachers’ Perceptions on Blended Learning”	Mahmoud AL-KANAKRI “Language, Power, Ideology and Persuasion: A Case in Arabic”	Manhal ABDULLAH “Diasporic Identity in Ghosh’s <i>The Shadow Lines</i> ”
	Agnieszka BOJARCZUK-TÜNCER “Linguistic Education of English as a Second Language for Children with Special Educational Needs at Early School Age in Public Schools in Poland”	Melike ÜNAL GEZER “Pre-Service English Language Teachers’ Environmental Print Attempts for Young Language Learners”	Aleyna GÜRSOY & Hasan BEDİR “EFL Teachers’ Occupational Stress and Job Satisfaction: Teachers of Very Young Learners”	Yusuf YILMAZ “Potential Benefits of Mental Imagery in Language Teaching”
12.00 – 12.20				
12.20 – 13.20	Lunch Break			
13.20 – 14.10	Keynote Speaker II: Prof. Dr. Cem BALÇIKANLI – “Space, Place and Autonomy in Language Learning”			
14.10 – 14.30	Coffee Break			

Day I Session II	Mithat Özsan Conference Hall – Auditorium A	Mithat Özsan Conference Hall – Auditorium B	Mithat Özsan Conference Hall – Auditorium C	Mithat Özsan Conference Hall – Auditorium D
	Merve Elmas KOYUNCU “Factors Influencing High School Learners’ Foreign Language Learning Motivation: The Turkish Context”	Meryem ÇALIŞKAN & Meryem AKÇAYOĞLU “The Habits of High School EFL Teachers’ Usage of Assessment Techniques in Sit-down Examinations in Turkey”	Saloni PRIYA “Honorific System and Allocutive Agreement in Magahi”	Seyhan GÜNEŞER GÖÇMEN “Students Teaching to Learn and Learning to Teach through Video Tutorials”
	Vijay VISHAL & Rajiv BHSUHAN “Error Analysis of Intermediate and Advanced English Learners for Communicative and Vocational Purposes”	Basim AL-GBURI “Mastery of English Grammar by Iraqi EFL Learners at Pre-University Level: A Critical Evaluation”	Mehmet TUNAZ “Pre-service EFL Teachers’ Perspectives on Classroom Management during Teaching Practicum”	Beyza Betül TANRIKULU “Freedom for Women: Examination of Feminist Utopias”
	Esra KURTULDU & Zeynep CEYHAN BİNGÖL “A Systematic Review of Students’ Attitudes and Perceptions toward Distance Education between 2000 – 2021”	Alexander PAVLENKO & Galina PAVLENKO “Teaching a Lesser-used Language in School as an Effect of Improved Attitudes: The Evidence of Scots”	Samet TAŞÇI “Problems with the Assessment: The Perspectives of Pre-service EFL Teachers in Turkish Context”	Emine Esin ÖZTÜRK & Tuçe ÖZTÜRK KARATAŞ “A Systematic Literature Review on EFL Pre-Service Teachers’ Level of TPACK”
Coffee Break				
Day I Session III	Mithat Özsan Conference Hall – Auditorium A	Mithat Özsan Conference Hall – Auditorium B	Mithat Özsan Conference Hall – Auditorium C	Mithat Özsan Conference Hall – Auditorium D
	Deniz COŞKUN “Placement of Question Particle in L1 and L2 Acquisition of Turkish”	Deniz ELÇİN “A Critical Discourse Analysis Approach to Identity and Power Relation in Language”	Tuba TÜRKEL & Christian BROGAARD “Using Online Machine Translation as a Translingual Tool in Tandem Language Learning”	Gülcan OSOYDAN “Native Speakerism and the Relationship between Native-Speakerism and Culture”
	Mustafa ÖZER & Erdem AKBAŞ “Vocabulary Hunting Inside the Veterinary Medicine Corpus for English for Very Specific Academic Writing”	Bilge KALKAVAN & Bülent Bahri KÜÇÜKBERDOĞAN “Discourse Analysis in Advertisements: Intercultural Interaction”	Seda BANLI “A Review of Corpus-based English Language Studies in Turkey”	Melek YOLCU “Post-method Pedagogy and its Application in Turkish EFL Context: A Systematic Review”
	Conference Dinner			
19.00				

FIRST INTERNATIONAL LANGUAGE-FOR-ALL CONFERENCE PROGRAM					
22 October Saturday					
Keynote Speaker I: Emeritus Prof. Dr. Stephen D. KRASHEN – “The Potential of Self-Selected Pleasure Reading”					
Coffee Break					
09.00 – 10.00	09.00 – 10.00	Mithat Özsan Conference Hall – Auditorium A	Mithat Özsan Conference Hall – Auditorium B	Mithat Özsan Conference Hall – Auditorium C	Mithat Özsan Conference Hall – Auditorium D
10.00 – 10.20	10.00 – 10.20	Majid GHYASI & Nurdan GÜRBÜZ	Neslihan GÜNDOĞDU	Monireh AZIMZADEH	Daniel HIZAR
10.20 – 10.40	10.20 – 10.40	“Emotional Labour and Emotional Capital: The case of Three English Teachers”	“The Effect of the Process Approach on Students’ Perceptions of Their Strengths and Weaknesses in Composition”	“The Impact of Foreign Language Anxiety on EFL Students’ Oral Performance”	“Can Musicals be Used to Teach Speech Acts?”
		10.45 – 11.05	10.45 – 11.05	Nilgün HANCIOĞLU ELDRIDGE	Zoe MARLOWE
11.10 – 11.30	11.10 – 11.30	“Storytelling: A Powerful Tool in Foreign Language Teacher Education”	“Listening Course Survey Findings in a Turkish University English Language Teacher Education Program”	“A Retrospective Evaluation of an EFL Coursebook Regarding Teaching English Language Skills: Perceptions of Preparatory School Instructors”	“The Effects of the Use of Memrise on EFL Learners’ Vocabulary Learning Motivation”
		11.35 – 11.55	11.35 – 11.55	Mehmet Salih YOĞUN & Mehmet BARDAKÇI	Hülya TUNCER & Ayşe KIZILDAĞ
11.55 – 13.00	11.55 – 13.00	“An Analysis of Lesson Observation through Peer-coaching in a Continuing Professional Development Program: Teachers’ Perceptions of Professional Development, Efficiency and Feedback”	“Practicum Period of Turkish Pre-service Teachers of English during the Covid-19 Pandemic”	“Dutch and Turkish Prospective Teachers’ Reflections on Cultural Diversity and Critical Cultural Awareness: Insights into Pedagogical Perspectives in a Telecollaborative Project”	“English Language Teacher Agency: A Systematic Review”
		11.35 – 11.55	11.35 – 11.55	Elmaziye ÖZGÜR KÜFİ	Amanda LIRA GORDENSTEIN MONTES & Billur ÜLKÜ
11.55 – 13.00	11.55 – 13.00	“Grammar-lexis Debate in ELT: A Retrospective Review for More Effective Prospective Practices”	“Bringing a Globalized Perspective to Culturally Responsive Pedagogy in English Language Teaching”	“The Use of Participatory Approach in EFL Classes”	“Teaching High School Students ‘Subordinating Conjunctions’ through Corpus of Contemporary American English”
		Lunch Break			

13.00 – 13.50	Workshop by Andrew BOSSON – “Individualisation of Instruction in English Language Classes: Engaging all learners in the Classroom”			
13.50 – 14.10	Özge KÖKSAL & Manolya SAĞLAM – “The Relationship between EFL Teachers' Burnout and Their Classroom Management” (Poster - Mithat Özsan Conference Hall – Lobby)			
14.10 – 14.30	Coffee Break			
Day II Session II	Mithat Özsan Conference Hall – Auditorium A	Mithat Özsan Conference Hall – Auditorium B	Mithat Özsan Conference Hall – Auditorium C	Mithat Özsan Conference Hall – Auditorium D
14.30 – 14.50	Gamze KAPUCU & Onur ULUDAĞ “Student Perspectives on English-medium Instruction: An Analysis of English Language Needs and Self-efficacy Beliefs”	Daniel HIZAR “Musicals and Literature: Can Musicals Support the Teaching of Literature?”	Hasan Çağlar BAŞOL & Onur ULUDAĞ “Understanding the Relationship between Attitudes towards Emergency Remote Teaching and Technological Self-Efficacy”	Tolunay EKİZ “Online Teaching Experiences of Turkish EFL Instructors during the COVID-19 Pandemic”
14.55 – 15.15	Abdullah YILDIZ & Erdem AKBAŞ “A Bibliometric Analysis of an Established and Long-standing Journal: Thirty-five Years of English for Specific Purposes”	Ayşe Betül TOPLU “Attitudes of Sophomore ELT Students towards Using P4C in the Language Classroom”	Diser SUCAK & Cemile BUĞRA “Exploring the Ways and Outcomes of Using Story Books and Films in EFL Classes”	Seda GÜLER “An Investigation towards Intercultural Sensitivity within Turkish High School Context”
15.20 – 15.40	Betül GÜLERYÜZ ADAMHASAN & Figen YILMAZ “Representation of Global Issues in EFL Textbooks”	Ayça DİNÇER & Hatice ÇUBUKÇU “Types of Metonymy in ELT Coursebooks”	Ecem EKER UKA “EFL Teachers’ Awareness and Perceptions on 21st Century Skills: A Case Study”	Aynur KESEN MUTLU & Hasan AHKEMOĞLU “Pre-service Language Teachers’ Emotional Changes: Reflections on a Teaching Practicum Program in Turkey”
15.45 – 16.05				Ayça DİNÇER & Berna BALCI & Diser SUCAK “An Analysis on Grammatical Collocations in Written Texts of EFL Learners”
16.10 – 16.30	Closing Remarks & Raffle			

KEYNOTE SPEAKERS



LFAC '22

The Potential of Self-Selected Pleasure Reading

Emeritus Prof. Dr. Stephen KRASHEN

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Research in last few decades has provided growing support for the kind of reading most of us do regularly: reading for pleasure, reading that is not assigned but reading we select ourselves. Evidence is emerging showing that self-selected pleasure reading improves our vocabulary, our spelling, our grammar, and our writing style, is a more effective way of learning subject matter than “study,” and deepens our knowledge of the human condition: Noam Chomsky has suggested that “It is quite possible—overwhelmingly probable ... that we will always learn more about human life and personality from novels than from scientific psychology.” Taking advantage of the power of pleasure reading can make language teaching not only more effective, but also far more pleasant for students and teachers.



LFAC '22

Live and Re-live through Drama in the Classroom

Prof. Dr. Erdoğan BADA

Hakkari University

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Can there be any passing moment in one's life without experiencing any segment of any event, albeit small, big, significant, or insignificant? I guess most of us will probably come up with a blunt 'no' response. If that is the case, and we are sure, is, then why not raise awareness of this phenomenon in a classroom setting? If we express our joys, happiness, sadness, and regrets, and vent our frustration and anger outside the class, why not do so in the classroom? Why do we expect each individual soul to be enshrined within a rigid framework of a curriculum which excludes dramatization of material content? My belief is that instructional drama is and should always be an integral part of course content, not least of speaking classes, and conversational activities should thus be designed.



LFAC '22

Space, Place and Autonomy in Language Learning

Prof. Dr. Cem BALÇIKANLI

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Learning is the production of social structures. Social structures through which we ascribe place to space are dynamic, thereby shaping the concept of learning. Social learning places, often viewed as community of practices, are considered to contain a multiplicity of sites of engagement. Learners have the capacity to learn through their experiences and reflections in these learning places. These experiences and reflections help to make the places conducive to learning in several ways. Taken together with the social aspects of learning, language learning is no exception to this, for language learning takes place outside the classroom informally. This talk reports on an ethnographic inquiry informed by ecological perspectives into a social learning place, by which here we refer to an English Café in the city centre of Ankara, Turkey. In this talk, I will explore this social learning space and outline the reasons why participants use it in an autonomous sense, describing an investigation into the semiotics of place at this space. I will then discuss the implications for practice, research, and theory in relation to the opportunities the café offers for out-of-class learning activities, the need to fully explore the concept of place in formal/informal language learning environments in EFL contexts like Turkey and finally, the relationship between theories of space and theories of learning in order to shed light on the development of learner autonomy in informal and shared settings.

WORKSHOP



LFAC '22

Individualisation of Instruction in English Language Classes: Engaging All Learners in the Classroom

Lect. Andrew BOSSON

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The collective noun for students is a class, and it is common to view teaching and learning as a class-level process. As teachers, we know that a class is the name we give to a group of individual learners, each with their own personality, interests, motivations and learning preferences whose actions and interactions emerge as the apparent collective behaviour and character of a class. We know that while the process of learning can be a social activity, actual learning takes place at the level of the individual learner. Yet, class sizes and busy timetables often prevent us from devoting the time and attention to all our learners at the individualised level we would wish to. In this practical session, we explore approaches, attitudes, and activities that we may wish to adopt as part of our regular classroom practice in order to promote meaningful learning that takes an individualised learner perspective and is inclusive of all members of the class. This session aims to support your creativity and experimentation as a teacher, providing ideas and some inspiration to expand and develop your professional practice. It provides practical ideas that you can apply in your classes immediately and also ideas you may wish to consider and develop over time.

INDIVIDUAL PAPERS



LFAC '22

Perspectives of Turkish High School EFL Learners on the Language Learning Strategies

Yunus Kürşat ÇELİK*

While learning another language, students usually set themselves some sort of plans and strategies. These plans and strategies differ from one person to another, and there is not just one true way of setting a strategy. In this study, sophomore students at Mehmet Akif Ersoy Anatolian High School located in Uludere, Şırnak, Turkey were asked for their opinions about Language Learning Strategies (LLS). The study involved 71 high school EFL learners in responding to a closed-ended questionnaire and 5 of them in answering the semi-structured interview questions. This study aims at exploring the level of awareness and already established strategies of Turkish high school EFL learners for language learning.

Keywords

language learning strategies, high school students, Turkish EFL context

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LFAC '22

Pre-Service English Language Teachers' Environmental Print Attempts for Young Language Learners

Melike ÜNAL GEZER*

In primary language classrooms, the physical layout should consist of labels with words and pictures so that students make connections between the written and visual input presented via posters, and displays for young learners' use. This environmental print provides continuous learning opportunities through exposure to the target language with authentic and multi-modal input with visuals and interactivity. Existing literature highlights the importance of print in classrooms (Cameron, 2001; Linse and Nunan, 2006; Kang-Shin and Crandall, 2014) and adds that young children pay attention to the literacy-based elements in their environments. A total of 78 pre-service English language teachers taking Teaching English to Young Learners became familiar with the concept of environmental print via poster design project and a total of 39 posters were designed by small groups. The present study examines pre-service English language teachers' poster designs and their attempts in creating literacy-rich learning environments for young language learners. Once the goal of the poster project was explained, participating teacher candidates chose the content, goal, and design, and intended young learner profile for their poster designs. The analyses of posters revealed poster designs were mainly for the walls of the classrooms though few others were designed as floor board game posters. The designed posters showed similarities with the concepts and themes appearing in the primary English program. The study has implications for pre-service teacher training and material development.

Keywords

pre-service teacher training, poster design, environmental print, teaching English to young learners

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LFAC '22

An Investigation towards Intercultural Sensitivity within Turkish High School Context

Seda GÜLER*

In today's globalized world, the intercultural communicative competence (ICC) of learners plays a significant role in foreign language learning. At an expanding rate, people from all around the world are having interconnected cooperation and experience. Thus, intercultural awareness needs to be maintained by foreign language learners to understand and communicate effectively with their various interlocutors. In this study, Chen and Starosta's (2000) five-factor model of intercultural sensitivity (IS) that assesses the emotional dimensions of ICC was conducted to examine the IS of the language learners which is vital to enhance harmony in today's multilingual and multinational societies. This study aims to view the level of IS of the high school English language learners that affects the motivation, efforts and time put out by learners in language learning. It also attempts to explore the relationship between gender and academic achievement and the IS level of the learners. 170 students from two different high schools were the participants of this study. The quantitative data was analysed via Statistical Package for Social Sciences (SPSS) 15. The finding of the study reveals that in both schools, learners have a high level of intercultural sensitivity; they are willing to communicate and are sensitive to communication competence. Based on learners' responses to the ISS, the scores of the learners of both schools were not statistically different, yet results show that gender has an impact on the sensitivity scores of the learners and females are significantly more sensitive than males regarding ICC.

Keywords

Intercultural Communicative Competence (ICC), Intercultural Sensitivity (IS), High School Turkish Context

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LFAC '22

The Impact of Foreign Language Anxiety on EFL Students' Oral Performance

Monireh AZIMZADEH*

Anxiety in the EFL classroom has long been a hot topic of research since it has always been a predictor of EFL success. The main aim of this study was to investigate the effect of foreign language anxiety (FLA) on EFL students' speaking performance regarding grade and gender. 73 preparatory class students and sophomores participated in this study. The data was collected through a questionnaire adapted from Horwitz et. al (1986). The results revealed that all EFL students suffer from anxiety to a certain extent during their oral performance; albeit, experience (grade) was not found to be effective. Additionally, male students were found to have exhibited a slightly higher level of anxiety when compared to their female counterparts.

Keywords

Foreign Language Anxiety (FLA), English as a Foreign Language (EFL), speaking, gender

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LFAC '22

Placement of Question Particle in L1 and L2 Acquisition of Turkish

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There are two possible ways to construct question sentences in Turkish: wh-questions constructed with the wh-phrases, and polar or alternative questions constructed with the question particle “mi” (a vowel-harmonic particle with four alternants: mı, mi, mu, mü.) where the question particle is cliticized after various parts of speech depending on the focus of the question. This paper focuses on the placement of the particle on verbs in alternative questions during L1 and L2 acquisition of Turkish. For the L1 examples, CHILDES corpus and the analyses by Aksu-Koç and Ketrez are used. For the L2 examples, productions from L2 Turkish speakers with different ages of onset are used. Comparing child L1 Turkish and L2 Turkish, it is clear that children form grammatically correct question sentences in terms of the placement of the particle “mi” once it starts to appear in their productions, while L2 productions show problems of placement even after years of exposure to native Turkish. The theoretical explanations I suggest by referencing Aksu-Koç, Ketrez and Slobin for explaining the reasons behind the placement errors in L2 acquisition and studying further into this topic may be instructive and help improve certain methodological details in teaching Turkish as a foreign language.

Keywords

question particle, language acquisition, second language acquisition, Turkish, Turkish as a second language

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LFAC '22

Rarities Involved in Numeral Systems and Need of Documentation

Kumari MAMTA*

In the current globalising world, the maintenance of numeral systems that are typologically unusual has been profoundly jeopardised. Not only does the homogenisation of numeral systems by a variety of social, economic, and education-related processes obscure the diversity of these systems, it may lead to erroneous or partial postulations of language universals about their formation and nature as well. This paper discusses few rare structures (morpho-syntactic) of numeral systems with primary focus on South-Asian Languages like Ao, Lotha, Khoibu, Plaula, Luro and many more and also tries to give a worldly overview on the same. It also discusses overcounting, a rare phenomenon, that is rapidly vanishing. Borrowing is another important aspect of this study as it triggers the change very fast, wherein it is also suggested that in order to understand borrowing completely, each language needs to be studied considering not just the structures but other sociolinguistic factors, too. This paper also discusses the type of questionnaire that should be involved while studying any numeral systems to cull out the needed structure of them and also to correctly document them. Proper documentation of numeral systems is need of the hour as many uncommon systems are quickly vanishing along with the incredible mathematical insights they hold. Diversity of mathematical conception is severely under threat, particularly because they are encouraged by education systems, language contact and dominance, as well as standardization to consider rare systems as a deterrent to their socio-economic development. A discontinuity with the past and the gradual erosion of folk knowledge has also triggered the endangerment.

Keywords

numeral systems, rarities, morpho-syntax, documentation

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LFAC '22

An Examination of Shakespeare's *Twelfth Night*, or *What You Will* from the Perspective of Feminist Theory

Beyza Betül TANRIKULU*

The aim of this paper is to examine how the play *Twelfth Night* by William Shakespeare complies with the feminist theory. Considering the era it was written, this work shows how the play contradicts the norms of the era, and how Shakespeare was able to criticise these norms through his play. In this context, it was pointed out that the criticism of Shakespeare is related to his female protagonist as this paper discusses that the message Shakespeare was trying to imply would not be as effective if the protagonist of this play was not a woman. William Shakespeare, Elizabethan Era, storyline and characters of the play are examined thoroughly in order to understand the context better and also, by discussing relevant aspects of feminist theory, it was shown how the play complies with the theory. In this regard, women of feminist criticism's aspects as readers and writers were chosen. By keeping these elements in mind, Shakespeare's intended criticism and how he managed to accomplish a catharsis were examined. Finally, it was concluded that the play Shakespeare wrote actually had a purpose of criticising the society's social pressure on women.

Keywords

William Shakespeare, feminist theory, Elizabethan era, *Twelfth Night*

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LFAC '22

Freedom for Women: Examination of Feminist Utopias

Beyza Betül TANRIKULU*

The aim of this paper is to examine the concept of feminist utopia and selected examples from different time periods. Starting with the definition of utopia, this paper analyses the subterm and its four examples: *Sultana's Dream* (1905) by Begum Rokheya Sakhawat Hossein, *Herland* (1915) by Charlotte Perkins Gilman, *The Female Man* (1975) by Joanna Russ, and *Woman on the Edge of Time* (1976) by Marge Piercy. In this paper, the similarities and differences between these novels in terms of their main elements and subjects were examined and it was shown how women writers have seen the Utopian world. It was also implied in this paper that women from different periods have had similar themes and the messages they were trying to give were nearly the same while the differences were only about their way of forming their storylines and the impacts of the external factors of their times. In this regard, the term 'utopia' and what women imagined it as were examined thoroughly by introducing selected works and their storylines and main points. Thus, it was shown in this paper that regardless of the differences of times and external factors, the main purpose of feminist utopia stayed the same: freedom for women.

Keywords

utopia, feminist utopia, utopian thought, freedom for women

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LFAC '22

Teaching High School Students “Subordinating Conjunctions” through Corpus of Contemporary American English

Sultan ULUAD*

Elif DEMİREL TOKDEMİR†

English language teaching is a dynamic area where new teaching techniques are constantly researched. Many approaches coexist with various benefits and downsides. Data-driven learning is an approach attracting attention as a novel foreign language teaching method. This method accepts language as data and the students learn the target foreign language more like a researcher through guided discovery tasks. Using corpora in teaching English can easily be adapted to a suitable data-driven learning method. Teaching English through corpora has recently started to be implemented in several education institutions around the world. These institutions are usually in higher education category like universities. There are many advantages of learning English with the help of corpora, particularly in specific language items such as the use of conjunctions. Especially subordinating conjunctions are easy to make a mistake on its use grammatically. In order to learn whether a subordinating conjunction follows a noun or a subject, students need to see them in as many contexts as possible. For this reason, this study aims at demonstrating sound data on the difference between two different methods; teaching through corpora and conventional course book-based teaching in English language education for high school students. Both quantitative and qualitative research methods have been used in analyzing the results. The results were compared in order to see the differences between the two teaching methods mentioned above.

Keywords

corpus, data-driven learning, English, teaching, high school

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LFAC '22

An Analysis of Lesson Observation through Peer-coaching in a Continuing Professional Development Program: Teachers' Perceptions of Professional Development, Efficiency and Feedback

Mehmet Salih YOĞUN*

Mehmet BARDAKÇI†

Teachers' continuing professional development is one of the significant factors both in terms of their job satisfaction and students' academic progress as being responsible for their own learning process during their professional life and managing their perceptions in a proper way have determining roles in achieving predetermined goals for teachers. In this respect, the purpose of the present study was to investigate teachers' perceptions of continuing professional development and observe to what extent peer-coaching affects their perceptions of professional development. A qualitative case study research design was implemented in accordance with its purposes. 16 instructors working at a private university took part in this study as participants. Collected data were analyzed with Creswell's (2012) inductive content analysis. The findings of the study revealed that teachers' perceptions of continuing professional development before the peer-coaching process were categorized under four headings. They were lifelong learning, staying up to date, skills development, and team-building process. As a result of the peer-coaching process, a new concept as self-leadership emerged. It was also observed that while the number of participants perceiving the CPD as staying up to date, skills development, and team-building process increased, the number of participants perceiving the CPD as lifelong learning remained the same. It was observed that the most meaningful change occurred in perceptions was the team-building process with the highest increase followed by skills development with the second highest increase. Additionally, according to the findings, the majority of participants stated that the peer-coaching model was efficient in their professional development processes.

Keywords

continuing professional development, peer-coaching, professionalism, efficiency

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LFAC '22

Pros and Cons and Metaphors: What Being a Student in the English Preparatory Program is Like at an English-medium University

Elif KEMALOĞLU-ER*

Being a student in the English preparatory program of a university is experienced by a great majority of learners in Turkey. Having won a place at a university via the centralized placement exam, students at this stage may have different forms of experience like feeling like an adult for the first time in one's life, the stress of having to learn and/or improve English and pass the English proficiency exam of the institution in order to start one's major, make new friends and social circles as well as experiencing loneliness, homesickness when one studies at a university away from their family, and several novel feelings related to the load of a new life. Amidst all these challenges, preparatory school programs should find ways to support their students in the best way. One way to do this is to conduct research to develop an understanding of students' current situation and their needs and demands. The purpose of this study is to investigate the English preparatory students' perceptions about studying in the English preparatory program through metaphors. 466 students studying in the English preparatory programs of two English-medium state universities in Turkey participated in the study. The data were collected by an open-ended questionnaire and thematically analysed. The findings show that the students conceptualize studying in the English preparatory program with several metaphors implying positive as well as negative types of experience and feelings of in-betweenness. The pedagogical implications of the study will be discussed along with suggestions for further research.

Keywords

English preparatory program, English-medium instruction, teaching English as a foreign language (EFL), tertiary EFL learning, metaphor analysis

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LFAC '22

Linguistic Education of English as a Second Language for Children with Special Educational Needs at Early School Age in Public Schools in Poland

Agnieszka BOJARCZUK-TÜNCER*

Teaching English as a second language for children with special educational needs is an unexplored and often unnoticed subject in the Polish state educational space. The acquisition of linguistic competence should be possible for everyone, regardless of their special needs and disorders. English teachers should have knowledge of special education, particularly in the context of the children's functioning during the English lesson and their ability to achieve their language skills. The frequency and intensity of this phenomenon cause a need to adapt the methodology of teaching a foreign language to the child's functioning. By appropriately adapting the methodology in terms of approaches, methods and techniques, and teaching materials, as well as encouraging teachers to work with children with special educational needs, the objectives and aims of foreign language teaching can be achieved. The research was conducted in the Polish education system and its results allow us to notice not only the importance and essence of mentioned issues, but also the difficulties which children at an early age with diverse development have in acquiring a second language. The results of the conducted research imply significant conclusions for English teachers in the context of their methodological approach to teaching a second language.

Keywords

linguistic education, children with special education needs, English as a second language, methods and techniques of teaching, elementary education

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LFAC '22

The Habits of High School EFL Teachers' Usage of Assessment Techniques in Sit-down Examinations in Turkey

Meryem ÇALIŞKAN*

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Assessment and evaluation play a significant role in an ELT course to provide feedback to learners on their improvement and needs and to give some ideas for ELT teachers for the methods and techniques used inside the classroom. Based on the assessment results, the learners tend to shape their studies and the teachers continue or sometimes quit the already implemented teaching strategies in the course. This study investigates 10th grade ELT teachers' assessment techniques used in their sit-down exam papers for the first term course objectives. Twenty-eight exam papers were examined and sixteen EFL teachers attended the study. The findings indicate that teachers preferred to use reading passages with open-ended questions and true/false activities along with the fill-in-the-blanks technique most frequently in their examination papers.

Keywords

assessment techniques, sit-down examinations, exam papers

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LFAC '22

Pre-service Teachers' Perceptions on Blended Learning

Hacer KAÇAR*

Hasan BEDİR†

As a prerequisite of the 21st century, technology-based teaching and learning environments have increased and made many school administrations incorporate online and blended courses into their curriculum. As there is a need to prepare prospective teachers to be able to teach in multiple formats, there is a need for education programs to enhance the practices in both online and face-to-face contexts. Accordingly, the purpose of this research is to uncover and understand pre-service teachers' perceptions about blended learning in order to better comprehend the application of blended learning in the classrooms. Therefore, a mixed-method research design was used including a survey with two parts answered by 65 pre-service teachers and a semi-structured interview participated by 10 prospective teachers. The results have clarified that pre-service teachers strongly believe in the potential of online and blended courses to provide more personalized, student-centred approaches for the students. Indeed, they underline that blended learning has the opportunity to help them gain different learning models to individualize learning by providing them with some choice in where, when, and what they learn. They also believe that blended learning can make a significant contribution to learners' personal and cultural development as well as promote progression in language learning and use. To sum up, this research stresses the importance of blended learning for pre-service teachers to know how to use technology in their future classrooms by having implications for future practices at any level.

Keywords

blended learning, pre-service teachers, perception

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LFAC '22

Investigation of the Tertiary Level Foreign Language Learners' Perceptions on Cooperative Learning

Erdal KAÇAR*

Cooperative learning is widely recognized as a pedagogical practice that promotes socialization and learning among students from pre-school through to tertiary level and across different subject domains. There is no doubt that teachers play a key role in establishing cooperative learning experiences in their classrooms by structuring the groups and the tasks so that students understand what they are expected to do and how they are expected to behave. Helping students to interact and work together not only enables students to learn from each other but also to accept responsibility for the tasks they have to complete and the decisions they have to make. From this perspective, qualitative research method was used to uncover foreign language learners' perceptions about cooperative learning and the application of the term in the classrooms. In total, 35 students who learn German, English, and French at the Department of Foreign Languages answered the open-ended questions. The results have indicated that the majority of the respondents have a limited range of definitions and explanations about cooperative learning. Although they do not have enough experience with the term, they strongly believe in the effectiveness of cooperative learning. The results further underlined that most of the students who participated in the study had a wish to have lessons designed with cooperative learning by teachers who can enhance good working relationships among them. Overall, this study highlights the significance of cooperative learning for the improvement of working in groups and proposes valuable implications for further implementations and research.

Keywords

cooperative learning, foreign language learners, perception

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LFAC '22

Understanding the Relationship between Attitudes towards Emergency Remote Teaching and Technological Self-Efficacy

Hasan Çağlar BAŞOL *

Onur ULUDAĞ†

The COVID-19 pandemic has tremendously affected every sphere of life, including social relations, economy, and education. Like other areas of higher education, foreign language education has been no exception having its fair share of this unprecedented predicament. At the earlier stages of the pandemic, institutions around the world needed to adapt the models of emergency remote teaching (ERT), and as the pandemic persisted, they implemented various models of teaching for the quite permanent new situation. The present study aims to gain insights into the effects of the pandemic on English language teaching in higher education. Employing English language instructors (ELIs) teaching at English preparatory programs, the researchers investigate the participants' self-efficacy beliefs to teach online and their attitudes towards ERT through a survey incorporating both quantitative and qualitative data. The data are analyzed to examine the relationship between the attitudes of the ELIs toward ERT and their technological self-efficacy defined within the framework of the technological pedagogical content knowledge (TPACK). The researchers evaluate the findings to discuss whether the self-efficacy of the ELIs is a determinant factor for the success of ELIs in ERT and their attitudes towards it.

Keywords

emergency remote teaching, attitudes, self-efficacy, technological pedagogical content knowledge

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LFAC '22

A Systematic Review of Students' Attitudes and Perceptions toward Distance Education between 2000-2021

Esra KURTULDU*

Zeynep CEYHAN-BİNGÖL†

Distance education, which has recently been become more acquainted with, has had a significant role in various education fields for many years. However, this significant role has reached its peak during Covid-19 when education has to be continued online. Thanks to technological advances, face-to-face education has suddenly been replaced by distance education. Although face-to-face education continues, it seems undeniable that distance education will be a part of our lives from now on. This systematic review paper investigates graduate and postgraduate students' attitudes and perceptions of distance education worldwide beginning from the millennium, but it mainly focuses on the last three years, namely Covid-19 times. In this paper, how students hold a stance towards and think about online courses have been revealed. The findings are essential for educators while designing their online courses in terms of having the knowledge of what kind of attitudes and perceptions the students may have. Therefore, this systematic review article is expected to shed light on further studies in the field of distance education.

Keywords

distance education, student perceptions, student attitudes, Covid-19, systematic review

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LFAC '22

A Systematic Literature Review on EFL Pre-Service Teachers' Level of TPACK

Emine Esin ÖZTÜRK*

Tuçe ÖZTÜRK KARATAŞ †

At the time of the COVID-19 pandemic, teachers and students in the EFL context had no choice but to migrate from face-to-face instruction to Emergency Remote Teaching (ERT) practices through the use of different technological tools. As a result, the improvement of English as foreign language (EFL) pre-service teachers' skills related to effective technology integration has started to be of utmost importance in order to deal with the challenges and requirements of ERT practices in their future teaching practices. The knowledge that enables pre-service teachers to integrate technology effectively into a certain educational context is called Technological Pedagogical and Content Knowledge (TPACK). Considering the changes and problems caused by the outbreak of the COVID-19 pandemic and the necessity for pre-service teachers to have high levels of competency in TPACK, this present systematic literature review study aimed to examine the data-driven studies focusing on EFL pre-service teachers' level of TPACK. For this purpose, 12 articles, published between 2014-2020 on one of the four databases, namely Google Scholar, Web of Science, ERIC, and Scopus, were included in the present study. The findings of the present systematic literature review revealed several implementations for improving EFL pre-service teachers' level of TPACK.

Keywords

emergency remote teaching (ERT), technological pedagogical content knowledge (TPACK), EFL pre-service teachers, systematic literature review

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LFAC '22

Vocabulary Hunting Inside the Veterinary Medicine Corpus for English for Very Specific Academic Writing

Mustafa ÖZER*

Erdem AKBAŞ†

This ongoing corpus-based study explores a corpus of veterinary medicine academic writing, the VetMedCorp (Özer & Akbaş, 2022) (hereafter the VMC) to produce a generic lexical reference out of the most frequently used words in an array of sub-disciplines in the same field. To this end, the VMC was analyzed on Lanksbox 6.0 (Brezina et al., 2020) to get a frequency-based PoS-tagged list of lemmas. 201,573 lemmas were listed by the software. We included only four parts of speech (noun, verb, adjective, and adverb) in our analyses. The top 1,000 most-frequent words for each of these four parts of speech were extracted, and a total of 4,000 lemmas were collated to get a list of essential veterinary medicine vocabulary with a discipline-specific frequency pattern. The dispersion of the words was shown as the coefficient of variation (CV) to get a clearer picture of how these words are distributed across the chosen sub-segments of veterinary medicine research articles in the corpus, with some pedagogical implications. The output is still being manually treated to reveal the word families. Preliminary findings feature more than 200 word families that can be of help in teaching academic writing. The study will continue with a multi-faceted comparison of the VMC list with other such lists as the GSL (West, 1953), the AWL (Coxhead, 1996), the NGSL (Browne, 2014), and Yang's (2015) academic word list for Nursing to demonstrate how the VMC diverges from them. The results are expected to be resourceful for ESP writing pedagogy.

Keywords

discipline-specific academic writing, corpus, veterinary medicine, vocabulary list

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LFAC '22

Factors Influencing High School Learners' Foreign Language Learning Motivation: The Turkish Context

Merve Elmas KOYUNCU*

Motivation plays an indispensable role in learners' foreign language learning. Therefore, many studies investigated learners' motivation to learn a foreign language in international and national literature. However, discovering a foreign language learning issue is still needed due to the events on the global and national scale and their inevitable effects, such as the COVID-19 pandemic, the Russia-Ukraine war, or the immigration problem. The present article aims to investigate Turkish high school learners' motivation and motivational factors affecting the intensity of their foreign language learning motivation. The study was conducted with 50 high school learners in Adana, Turkey. The mixed-method technique was applied since the research design attained and utilized quantitative and qualitative data. Therefore, a questionnaire was completed initially with 50 learners. Then, eight participants were chosen and asked to keep diaries for a month during the holiday term to shed some light on the motivational factors in the present Turkish context. The questionnaire was based on Gardner's socio-educational model. The questionnaire items were adapted from Sudirman et al.'s (2022) work. A series of statistical analyses were done on the gained data via the questionnaire. Moreover, the qualitative data were analyzed via thematic analysis and shed some light on the motivational factors. The analysis results illustrated the factors affecting the learners' foreign language learning motivation in the current Turkish setting and the most efficient factors in the questionnaire.

Keywords

language learning motivation, foreign language learning, English as a foreign language, instrumental motivation, integrative motivation

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LFAC '22

Online Teaching Experiences of Turkish EFL Instructors during the COVID-19 Pandemic

Tolunay EKİZ*

Online teaching and face-to-face teaching are completely different in nature requiring different teaching skills and teacher competencies. During the Covid-19 pandemic, most of the English language instructors at foreign language or preparatory schools of universities in Turkey had to immerse themselves in online teaching with little or no professional development opportunities and/or preparations for their new roles. This study aims to explore the experiences of English language instructors at the School of Foreign Languages, Çukurova University, Adana, Turkey who had to cope with the demands and challenges of teaching English online during their transition from face-to-face teaching to the new online teaching model due to the COVID-19 pandemic. The findings imply that language teachers should be encouraged to critically think about their own learning as active participants and adapt to online teaching through collaborative professional development programs. In addition, prospective teachers in ELT departments and other education faculties should be guided on how to learn and how to look for solutions to educational and pedagogical problems using the technology by working collaboratively within the Technological Pedagogical Content Knowledge (TPACK) framework proposed by Koehler et al (2007). Thus, they can understand the intertwined relationship between content, pedagogy, and technology and design their teaching content and context accordingly.

Keywords

online teaching, adult learning, Technological Pedagogical Content Knowledge (TPACK), Covid-19 pandemic

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LFAC '22

The Relationship between EFL Teachers' Burnout and Their Classroom Management

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Manolya SAĞLAM †

The aim of this study is to investigate the relationship between English as a Foreign Language (EFL) teachers' burnout and their classroom management. This study includes English language teachers who have different experiences and different ages and who work at different foundation universities in a city in Turkey. It consists of a mixed type of research including the Maslach Burnout Inventory Educator's Survey developed by Maslach et al. (1996) as a quantitative tool and a semi-structured interview as a qualitative tool. The findings of quantitative data will be measured by the SPSS program and the findings of qualitative data will be elicited by using semi-structured questions to help the researchers to gain deeper insights. The results will be discussed in light of the relevant literature and research findings offering some implications for EFL teachers.

Keywords

teacher burnout, classroom management, EFL teachers

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LFAC '22

Post-method Pedagogy and its Application in Turkish EFL Context: A Systematic Review

Melek YOLCU*

There has been a good number of research on post-method pedagogy, its applicability, condition, status, and difficulties all around the world. This review study aims to examine the empirical studies on post-method pedagogy conducted in English as a Foreign Language (EFL) context in Turkey in terms of their focus, research design, data collection tools, sample group, years, and the current status of method/post method pedagogy. This review study was done after searching various databases like Google Scholar, ResearchGate, Academia.edu, Dergi Park, YÖK Tez, and ERIC. A total of 8 studies, 6 of which were dissertations and 2 articles, were included according to certain criteria. As a result of this review study, it was found out that most of the studies conducted on post-method pedagogy focused on the perceptions and views of EFL teachers. The results of the research methodology of the studies indicated that the commonly used research design was quantitative; data collection tools were surveys/questionnaires and EFL teachers were the most common sample group taking part in those studies. Most of the studies on post-method pedagogy were reported to have considerably increased after 2013. As for the current status of method and post-method pedagogy, it was found out that while methods are still commonly used, EFL teachers also have a positive inclination toward post-method pedagogy.

Keywords

post-method pedagogy, post-methodology, EFL teachers' perceptions, ELT methods

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LFAC '22

Native Speakerism and the Relationship between Native-Speakerism and Culture

Gülcan OSOYDAN*

Despite having more speakers who speak English as a second/foreign language than the ones who speak the language as their mother tongue, the categorisation of native and non-native teachers is still there to be seen. Many studies have been conducted for many years regarding the debate of what is meant by native and non-native teachers and how the terms are perceived by people in the field, yet the standpoint of people who are out of the field has not been on the scene as much as language teachers and students. Therefore, this study aims to shed light on the perception of “native-speakerism” according to the people who are out of the field. The participants include 10 parents of high school students who work outside the ELT field. The aim of the study is to find out what kind of expectations parents have towards language teachers and if those expectations are somehow related to the whole native, non-native teacher dilemma. Semi-structured interviews were used as a data collection tool to gain insight into participants’ understanding of the term and their opinions on the relationship between native-speakerism and culture. Narrative analysis was used in order to analyse the data collected from the interviews.

Keywords

native, non-native, teaching culture, English as a second language (ESL), English as a foreign language (EFL)

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LFAC '22

EFL Teachers' Awareness and Perceptions on 21st Century Skills: A Case Study

Ecem EKER UKA*

This case study investigated English language teachers' awareness and perceptions on 21st-century learning and innovation skills. The participants were teachers from a private school and they were teaching English as a Foreign Language (EFL). The tools used to collect qualitative data were a KWLA chart, semi-structured interviews and a reflection paper. The participants were interviewed and they completed a KWLA chart (what I know, what I want to learn, what I have learned, what action I will take) after attending a seminar about the study. Then, they were asked to prepare a lesson plan including 21st-century skills with a reflection paper after conducting their lesson. The results demonstrated that the participants of the study were aware of 21st-century skills and their role in teaching and learning English as an EFL. They also demonstrated that they had some knowledge about these skills. However, they suggested that more professional development training such as seminars, workshops, conferences, etc. should be provided by the institutions and the Ministry of National Education. They mainly need to improve and broaden their horizons about when and how to apply these skills by creating the association among head, heart and hands.

Keywords

21st-century skills, 4Cs, digital literacy skills, life and career skills, professional development

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LFAC '22

EFL Teachers' Occupational Stress and Job Satisfaction: Teachers of Very Young Learners

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Hasan BEDİR †

In Turkey, teaching English to pre-school children has taken more interest in the past ten years since the Ministry of National Education (MoNe) has increased the role of pre-school education in child development. In line with this, pre-school education teachers have become more and more important to provide quality education. However, as a consequence of their pivotal role in education, English as a Foreign Language (EFL) teachers in pre-schools in Turkey suffer from occupational stress while putting forward the significance of job satisfaction in the field. Thus, this study aims to investigate the job satisfaction and occupational stress of EFL teachers of very young learners to have an in-depth understanding of their beliefs about teaching English. The participants of the study selected using the purposive sampling method are 6 pre-primary EFL teachers including both native speakers and non-native speakers of English, working in 6 different cities and at the same institutionalized private kindergartens in Turkey. A semi-structured interview with open-ended questions has been used to collect data. Qualitative data analysis methods of transcribing, coding, and developing themes have been used to investigate the main sources of EFL teachers' stress, and their level of satisfaction with the job. Preliminary findings of the study have shown that EFL teachers of very young learners show a high level of occupational stress and mid-level job satisfaction due to various hidden factors embedded in the occupational and personal factors. This study is hoped to pave the way for further elaborate studies within the scope of TEYL.

Keywords

very young learners (VYL), occupational stress, job satisfaction, well-being, burn-out

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LFAC '22

Students Teaching to Learn and Learning to Teach through Video Tutorials

Seyhan GÜNEŞER GÖÇMEN*

If teachers learn as they study to teach, why not students teach to learn? One great way for students to learn as they teach is through creating a video tutorial which aims to teach their viewers what students themselves are expected to learn. The advantages of teaching (and so learning) through videos (rather than writing, for instance) is that it is more entertaining, it can keep the attention longer and be saved to watch again. The students who took course Eng211 Academic Oral Presentation Skills at Middle East Technical University (METU) in Turkey were given an assignment to assess their ability to design and deliver effective PowerPoint slides. The students created a YouTube video tutorial to teach their viewers how to design and deliver effective PowerPoint slides. While teaching their viewers, students were expected to use the content and demonstrate the skills covered in the course as they effectively delivered their own PowerPoint slides which they had designed for the assignment. The grades students received for the design and delivery of the PowerPoint slides in their video tutorial and the grades they received for other presentations that followed (for which the video tutorial assignment was intended to prepare students) were evaluated, as well as the student feedback survey for the effectiveness of the assignment. This presentation will give details about the process of the video tutorial assignment, show a medley of student video tutorials, discuss the effectiveness of the assignment, and how it may be adapted to other classrooms.

Keywords

video, tutorial, presentation, PowerPoint

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LFAC '22

Student Perspectives on English-medium Instruction: An Analysis of English Language Needs and Self-efficacy Beliefs

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Gamze KAPUCU †

The proliferation of higher education institutions providing English-medium instruction (EMI) suggests that preparatory-year English programs (PEPs) are critical to students' academic and professional success. Thus, it is important to determine whether these programs effectively prepare students for their departments and future careers. Nevertheless, it is commonly acknowledged that PEPs may fall short of meeting the expected standards, emphasizing the necessity of curricular innovations catering to learners' needs. To this end, the present study intends to offer insights for curriculum revision in PEPs by analyzing the needs of the students enrolled in EMI programs at a Turkish state university. The data were gathered from undergraduate students in their second, third, and fourth years of coursework using a two-part questionnaire consisting of closed-ended items seeking responses on a Likert scale. In the first part, the participants were prompted to evaluate how frequently they were engaged in the language-related tasks identified for reading, writing, listening, and speaking skills during EMI courses. In the second part, they were asked to self-evaluate their efficacy in carrying out the relevant language-related tasks for each skill. Preliminary findings were analyzed using descriptive statistics. The analysis revealed that the participants were engaged in almost all of the language-related tasks in the questionnaire with differing degrees of frequency. The findings also indicated that speaking and writing were considered to be the most challenging skills, as the participants indicated lower self-evaluations for the tasks identified under these skills. Implications of the findings were discussed with reference to the evaluation and revision curricula of PEPs.

Keywords

English-medium instruction, preparatory-year English programs, needs analysis, curriculum revision

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LFAC '22

A Critical Discourse Analysis Approach to Identity and Power Relation in Language

Deniz ELÇİN*

The term “language” itself has been subject to a lot of debates, research and studies in terms of its meaning, function and significance to people. As Fairclough (1989) puts it, language is a part of society, a social process as well as a socially conditioned process. He expresses that there is not an external relationship between language and society but an internal and dialectical one. That is, language might be regarded as a bridge of comprehension, self-expression, a medium between one’s all socio-cultural background and the new context while s(he) is trying to express himself. Contextual clues of utterances need further understanding in a social interaction, which requires a deeper outlook beyond the surface meaning of a dialogue between two people. This study provides a detailed description of a dialogue between the researcher and an old man when they encountered in the street. A deeper insight into the conversation will provide significant clues about the societal and contextual meaning of a simple dialogue as well as a thorough analysis of power and identity relations in a specific context. The dialogue will be analyzed by Fairclough’s (1989) Critical Discourse Analysis Model, which has got three main components, description, interpretation and explanation. This analysis is supposed to provide significant clues about the background intention and meaning of utterances and power relations between an old man and a young person, which conclusively will emphasize the deeper understanding of contextual and societal use of language.

Keywords

critical discourse analysis, power and identity, contextual meaning

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LFAC '22

English Language Teacher Agency: A Systematic Review

Zekeriya DURMAZ*

This systematic review of literature aims to systematically investigate language teacher agency as the capacity of teachers to act purposefully to direct their professional growth, find solutions to educational challenges they face, and improve their classroom practices for the sake of effectiveness in the classroom. Four inclusion criteria were established before conducting the research. Only empirical studies published between 2000 and 2022, which were done in a context in which the instructional language is English, the articles investigating ESL/EFL student teachers', pre-service or in-service teachers' agency, and the ones investigating agency of teachers from non-English speaking countries were included. Piri database search engine was used for identifying published empirical articles for this systematic review. 410 studies to be eligible were identified, 67 articles were read, and 12 empirical studies met the inclusion criteria. The results showed that most of the studies have been done in a qualitative approach. Additionally, four out of 12 articles have adopted a CDST perspective, which is overwhelmed by non-CDST ones.

Keywords

language teacher agency, complex dynamic systems theory, systematic review

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LFAC '22

Pre-service EFL Teachers' Perspectives on Classroom Management during Teaching Practicum

Mehmet TUNAZ*

This study aimed to investigate the problems of classroom management experienced by Turkish pre-service EFL teachers in the final year of their Bachelor's Degree and to shed a light on the problems related to classroom management during teaching practicum. Descriptive Phenomenology was employed as the research design in this qualitative study. As the participants, eight final-grade pre-service EFL teachers were selected through a convenient sampling method. The data were collected through pre-service teachers' self-reflection papers and semi-structured interview sessions. Regular classroom observations were also conducted weekly to triangulate the data. The comprehensive content analysis of the data indicated that educational and behavioural aspects of classroom management are the main thematic categories of this study. It was found out that pre-service EFL teachers had difficulty in applying classroom management strategies that were taught at the faculty because of the contradictions between theoretical knowledge and practical experiences. Moreover, physical conditions of the classroom context, mentors' attitudes as a role-model toward students during the lessons, and gender rates of the students were found to have a crucial influence on the improvement of pre-service teachers' classroom management skills. This research could help to determine the classroom management problems encountered during teaching practicum and guide the pre-service EFL teachers to improve their classroom management approaches.

Keywords

pre-service EFL teachers, classroom management, teaching practicum

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LFAC '22

Problems with the Assessment: The Perspectives of Pre-service EFL Teachers in Turkish Context

Samet TAŞÇI*

This study aimed to reveal the assessment problems experienced by pre-service EFL teachers in Turkish context. Two dimensions of assessment problems were investigated: student-related assessment and teacher qualification assessment. The participants of the current study were 15 4th-year ELT students studying at a state university. Pre-service teachers have an insider's perspective on the difficulties of both teaching and learning English as they are involved in both the teaching and learning processes. Therefore, purposeful sampling method was used in the selection of the participants. The data of the study were collected through reflection papers and interviews. The students were asked to answer the questions related to assessment problems both in reflection papers and interviews. Content analysis was used in the data analysis process of the current study. The findings showed that the teachers generally applied multiple-choice exams and used summative assessment techniques in the evaluation of the students. These kinds of exams were stated to be score oriented and to cause students to have test anxiety. Moreover, communicative skills were neglected in these kinds of exams. As for the teacher qualification assessment, the participants stated that centralized exams such as KPSS/ÖABT fail to determine teacher qualifications. In conclusion, the study showed that both teacher assessment and student assessment tools are insufficient to determine students' and teachers' potential. The findings were discussed in line with the literature and educational implications were offered.

Keywords

teacher assessment, student assessment, pre-service teachers, EFL

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LFAC '22

Language, Power, Ideology and Persuasion: A Case in Arabic

Mahmoud AL-KANAKRI*

The present paper handles the intricate relationship between language, power, ideology, and persuasion, a current topic that has drawn the attention of linguists and discourse analysts recently. The study tackles this important aspect of people's daily life and focuses on religious discourse that aims at changing people's life that could lead to subversive consequences. The researcher selected an Arabic well-known speech delivered to the inhabitants of Mecca by a member of dissidents and analyzed it within the framework proposed by Fairclough (2001). The results show that the chosen text has met all the points proposed by Fairclough in being so tightly woven to be called a coherent and unified text. The results also lend some support to the theoretical framework proposed by Fairclough. However, believing that the speaker was a connoisseur, he failed to persuade the addressees as his speech yielded a negative result mainly because they belonged to a different, but majority group, namely Sunni. It is hoped that this study and similar others underpin the relevant ongoing research and sublime and accentuate the intriguing and profound relationship between language, power and persuasion. This indicates that the relationship between language, ideology and power cannot yield what a speaker cannot get the fruit of persuading the other party unless they share the same ideology.

Keywords

language, power, ideology, persuasion, speech

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LFAC '22

Emotional Labour and Emotional Capital: The case of Three English Teachers

Majid GHYASI*

Nurdan GÜRBÜZ †

Teachers all over the world experience various emotionally charged events at work, which can have a critical effect on their mental and physical health and their teaching. Emotional labour and emotional capital are the two concepts in literature that are associated with these experiences. Emotional labour is the way teachers regulate their feelings to create a positive image in the eyes of the students (Hochschild, 1983), and emotional capital refers to the ability of the teachers to turn their emotions into their own benefit (Zembylas, 2007). This presentation, thus, focuses on the experiences of three English language teachers with regard to their emotional labour and emotional capital. The findings of the study are based on revealing valuable data on this matter

Keywords

teachers of English, emotional labour, emotional capital

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LFAC '22

Mastery of English Grammar by Iraqi EFL Learners at Pre-University Level: A Critical Evaluation

Basim AL-GBURI*

Grammar has traditionally been regarded as the core of language so language learning is seen as basically involving learning its grammar; mere words without grammar of some kind do not constitute a language. “Iraq Opportunities”, the language course prescribed for teaching English as a foreign language in Iraq at the pre-university level since 2008, as an alternative to The New English Course for Iraq which was the official course for teaching English at the pre-university level, is communicatively-oriented; yet, it contains many grammar tips and exercises which introduces grammar indirectly. The present paper attempts to provide a critical evaluation of the validity of the indirect introduction of grammar in helping students have a considerable mastery of basic English grammatical notions and structures. It uses various data collection procedures to provide research-based answers to the following research questions: Have our students achieved considerable mastery of basic grammatical notions and structures after eight years of studying English as a foreign language? If the answer is negative, where does the real problem lie? The results indicate that our students still face difficulties in their use of basic grammatical structures especially tenses, passivization, and comparative constructions. The reasons are identified, and suggestions are made for overcoming the difficulties in the subject areas.

Keywords

assessing grammar learning, EFL in Iraq, language teaching, mastery of English grammar, teaching grammar

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LFAC '22

Diasporic Identity in Ghosh's *The Shadow Lines*

Manhal ABDULLAH*

Despite more than three decades that have passed since its publication, “The Shadow Lines” is still attracting the attention of academic researchers and activists interested in studying the post-colonial socio-political aspects of the Indian sub-continent. Our disturbed world and the successive conflicts and wars increased the number of diasporic people to the limits of forming a serious and controversial phenomenon. The current Ukraine diaspora has joined her continuing Iraqi and Syrian sisters, therefore the study of other older and mature diasporic identities like Indian or Bosnian might be helpful and supportive to highlight the different literary and socio-political aspects of such tragedies. The scope of this research has been planned to highlight the main features of three diasporic identities representing the main characters of “The Shadow Lines”. Ghosh portrayed Thamma as the leading spirit of his novel. Through her stands and interactions with the other diasporic characters, there will be a better understanding of the impact of wars and conflicts in breaking, adapting and restructuring different humans.

Keywords

post-colonialism, diaspora, the shadow line

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LFAC '22

A Review of Corpus-based English Language Studies in Turkey

Seda BANLI*

This study reviews corpus-based English language studies completed in the last decade in Turkey. The main purpose is to provide a detailed characterization of the way corpus is integrated into English language studies by Turkish researchers. The focus is on MA and PhD dissertations (n=81) published between the years 2010-2021. The data have been retrieved from National Theses Database and the studies under review have been classified with respect to their subject areas. The analysis has demonstrated that corpus studies basically center on linguistic studies where there is already ready-made corpora and the number of studies based on creating a corpus is quite limited. These results confirm the need for both more corpus-based research in English Language and Literature (ELL) studies as well as on translation and also adapting new perspectives in corpus studies.

Keywords

corpus, corpus-based language studies, data-driven learning

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LFAC '22

Grammar-lexis Debate in ELT: A Retrospective Review for More Effective Prospective Practices

Elmaziye ÖZGÜR KÜFİ*

Grammar was once perceived to be the essence of language teaching and language teachers emphasized grammar rules in their teaching practices to get their students to use the language correctly. This practice was first challenged by text linguists who claimed that the context, the mind or achieving meaning are significant factors that need to be considered in language teaching. The second challenge came from researchers who conducted corpus studies. Their findings, based on the analysis of large sizes of corpora, started the never-ending ‘grammar’ or ‘lexis’ debate in English language education. In this presentation, a retrospective evaluation of this ongoing ‘grammar over lexis’ or ‘lexis over grammar’ debate and related teaching pedagogies are made to provide a sound basis for the discussion that the two should have an equal place in language teaching practices that are corpus-informed. While providing a platform for questioning current language teaching practices in today’s highly digitalized educational contexts, this presentation intends to encourage the audience to exchange views about how to make prospective language teaching and learning processes more effective.

Keywords

English Language Teaching, lexis, grammar, lexico-grammar

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LEAC '22

Using Online Machine Translation as a Translingual Tool in Tandem Language Learning

Tuba TÜRKEK*

Christian BROGAARD†

Online machine translation (OMT) is a common practice for language users when they engage in online multilingual settings. Recently, its potential for informal language learning has also been recognised by researchers (e.g., Van Lieshout & Cardoso, 2022; Tsai, 2019). However, the efficacy of OMT for language production purposes by low-proficiency-level foreign language users has been found to be contradictory due to these learners' insufficient knowledge to judge the correctness of their OMT language production (Niño, 2020; Tsai, 2020). To explore the potential of OMT for low-proficiency-level learners, the researchers, a learner of Danish and a learner of Turkish, used OMT in their tandem learning. Adopting an autoethnographic approach, they engaged in written communication for 4 weeks in Danish and Turkish using OMT and reflected on their experience. The findings revealed that OMT enhanced their language production and communication despite their low proficiency level. However, the researchers' individual experiences with this tool showed differences due to the morphosyntactical features of Turkish and Danish and their prior linguistic knowledge relevant to the target language in use. Moreover, using their L1 and shared L2, English, was a practice of translinguaging, and OMT could serve as a translingual tool for informal language learning. Many limitations of this tool were also detected, such as its inadequacy in translating pragmatic aspects of languages, idioms, and culture-based or fixed expressions. Attendees of the session will gain insights into the OMT's usefulness and limitations for informal language learning and its potential as a translingual tool for tandem language learning.

Keywords

machine translation, tandem learning, translinguaging

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LFAC '22

An Analysis on Grammatical Collocations in Written Texts of EFL Learners

Ayça DİNÇER*

Berna BALCI HARMANDAR†

Diser SUCAK‡

Vocabulary acquisition requires a great deal of collocational knowledge and competence. This requirement is prevalent in first language acquisition, second language acquisition and foreign language learning as well. Foreign language learners with sufficient collocational competence can convey their messages accurately and fluently in the target language. In addition, since collocations are the units which consist of a string of two or more than two words from different parts of speech, language learners have the chance to master the lexical webs, their associations and syntagmatic patterns in their oral and written production in the target language. In this respect, this study primarily investigates grammatical collocations in the written texts produced by A1 level Turkish foreign language learners of English who studied at Çukurova University School of Foreign Languages during the 2020-2021 academic year. The data were analyzed through AntConc 4.0.5 (Anthony, 2022) corpus analysis tool.

Keywords

collocation, grammatical collocation, written corpus, AntConc

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LFAC '22

Listening Course Survey Findings in a Turkish University English Language Teacher Education Program

Zoe MARLOWE*

Listening skills are a vitally important part of English language acquisition and improvement. This paper will explore quantitative data derived from a survey given to a first-year listening class containing students of Turkish nationality enrolled in a Teacher Education program at a private university in Istanbul, Turkey. The students who participated in the survey responded to questions about the impact that the first semester of the Listening course had upon their listening skills as well as vocabulary acquisition skills. Why it is important to look at data regarding the students' experiences in the Listening course, is to understand how they perceived their own learning and how their listening skills, listening vocabulary and learned vocabulary sets are impacted by the course content. Historically, listening has been touted as the most difficult of the macro-skills which complete the English language learning process. The survey provided an interesting insight into the aforementioned course and its impact on the students' feelings of self-efficacy and overall satisfaction with several different facets of their own performances during the first semester. Their answers contained both positive and negative feelings toward their overall experiences after the first semester finished.

Keywords

ELT, listening, teacher education, self-efficacy, learning

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LFAC '22

Storytelling: A Powerful Tool in Foreign Language Teacher Education

Nilgün HANCIOĞLU ELDRIDGE*

Requirements in many Foreign Language Teaching undergraduate degree programmes exhibit significant overlap. In particular, almost every course in the 3rd year requires teacher candidates to design a lesson plan and do micro-teaching, so as to prepare for teaching practice in their final year. This leads to prospective language teachers losing drive and motivation. In response, the micro-teaching requirement in one of our 3rd-year courses was replaced by candidate storytelling. This task required the student teachers to develop a totally different set of skills, which further increased motivation and challenge. The purpose of this study is to explore whether storytelling could and should be an integral component of Foreign Language Teaching programmes. In this presentation, first, the benefits of storytelling both for the storyteller and the audience are examined within the context of teacher education. Then the experience of integrating storytelling into a third-year course together with the exceptionally positive feedback received from the teacher candidates is shared with the audience. The presentation concludes with some recommendations regarding various aspects of storytelling in Foreign Language Teacher Education.

Keywords

storytelling, micro-teaching, teacher candidates

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LFAC '22

Teaching a Lesser-used Language in School as an Effect of Improved Attitudes: The Evidence of Scots

Alexander PAVLENKO*

Galina PAVLENKO†

Modern sociolinguistic studies of Scottish society's attitudes to the traditional Scots language and to the so-called covert and overt Scotticisms in speech (Aitken 1984: 105-108) show that for the majority of the population the school is a source of negative information on regional dialects. This situation significantly limits the opportunities for speakers of traditional dialects, violating their rights. Meanwhile, nowadays the attitude of society towards the Scots language and its dialects may not be as negative as it seems to the local teachers, and employers are more likely to prefer a qualified specialist who has not got rid of dialectisms in his speech to a weaker professional fluent in the standard variety (Bailey 1987: 140). Since the 70s of the 20th century, the situation with the study of Scots language and literature at school has changed conspicuously. The view that linguistic and dialectal diversity is a source of the lifeblood of society, and not at all a weakness, as was previously believed, was gaining more and more popularity. Linguistic diversity is inextricably linked with the diversity and richness of the culture of the nation and deserves the closest attention and support. Works on sociolinguistics and the history of the Scots language by well-known linguists became the theoretical basis for a new concept of the place and meaning of lesser-used languages and dialects in educational sphere. Changes in the field of school education contribute to further democratization of Scottish society and provide new opportunities for speakers of traditional dialects.

Keywords

Scots, lesser-used language, attitude, school

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LFAC '22

Bringing a Glocalized Perspective to Culturally Responsive Pedagogy in English Language Teaching

Amanda LIRA GORDENSTEIN MONTES*

Billur ÜLKÜ †

Many universities in Turkey have taken to using English as a Medium of Instruction (EMI) and therefore, also have as a part of students' preparation for their core curricula, the inclusion of an English Preparatory Program, such as the place of employment of participants included in this particular study. One of the impacts of the global spread of English is the development of more and more varieties of English by communities that are not usually associated with the English language. Thus comes the term glocalization which refers to the ways a global commodity can be tailored to the local needs of a particular community, which in this case can be seen with English. For this presentation, we share results from interviews with instructors from one private university in Istanbul, Turkey with the aim of understanding how their cultural identities can affect their perceptions of themselves as English instructors to students from the same or similar cultural and linguistic backgrounds as them. The instructors' input from the interviews will be used to draw conclusions about their perceived strengths and weaknesses as instructors as they relate to the cultural background affinity that they may or not perceive to have with their students. These results will be used to broaden the understanding of the culturally responsive approaches that can potentially be utilized in the program curricula to provide more appropriate professional development opportunities for this university's faculty members.

Keywords

English teaching, culturally responsive pedagogy, glocalization

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LFAC '22

Honorific System and Allocutive Agreement in Magahi

Saloni PRIYA *

The paper analyses the Magahi honorific system and the complex allocutive agreement in the language. Magahi is an Indo-Aryan language spoken in Bihar, Jharkhand, and parts of Orissa and West Bengal. Allocutive agreement is a phenomenon in which the suffix is attached to the verb indexes features not from the argument but of the addressee of the speech act (Oyharçabal 1993, Bhattacharya 2010, Kaur, 2017, McFadden 2017, Haddican 2018, Portner et al., 2019, Alok, 2021). The study observes that Magahi marks the allocutive agreement in terms of the addressee's honorificity. There are three honorific levels of addressee marking in the language. The suffix /-əu/ is marked for the non-honorific addressee, the suffix /-o/ is marked for the honorific addressee, and the suffix /əin/ is marked for the highly-honorific addressee shown in the examples below. However, few linguists have claimed these markers to be the object agreement marking. The paper also falsifies the following claim by proving these suffixes to be the addressee agreement marking. Interestingly, the usage of these allocutive agreements is optional in the language. The speakers have the choice to use this agreement on verb-final, or they can also use the suffix /-əi/ to mark for no addressee, which is also a non-honorific marker for 1st person and 3rd person subjects.

a) həm əi-l-ij-əi

1SG come-PFV-1P-NH-N-ADD - No Addressee

'I came.'

b) həm əi-l-ij-o

1SG come-PFV-1P-NH-HN-ADD - Honorific Addressee

'I came.'

c) həm əi-l-ij-əu

1SG come-PFV-1P-NH-NH-ADD - Non-Honorific Addressee

'I came.'

d) həm əi-l-ij-əin

1SG come-PFV-1P-NH-HH-ADD - Highly-Honorific Addressee

'I came.'

Keywords

addressee, allocutive agreement, honorificity

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LFAC '22

Error Analysis of Intermediate and Advanced English Learners for Communicative and Vocational Purposes

Vijay VISHAL*

Rajiv BHSUHAN†

This paper focuses on the native speakers of Bhojpuri and Magahi languages spoken in Bihar, who were exposed to the English language in their early twenties when they realized the need for the English language for better university education and to perform better in their respective jobs. Some fifty respondents were selected for this study. The primary evidence suggests that the learners were able to self-correct considerable numbers of errors they made in their general English proficiency test when the errors were reported to them after recording the speech. It is interesting to observe that there was a mixed response in the learners when describing the grammatical process involved despite the fact that they could self-correct their mistakes when presented before them. This involves two key issues: First, when it comes to self-correcting the errors, the conscious use of the rules of grammar by the second language learners can be applied by them when they have sufficient time to process their competence into performance. This shows that second language learning is subject to the monitor hypothesis (Krashen & Pon, 1975). The second issue of being unable to describe the grammatical process involved gives suggestive evidence that the learners are stuck at the idiosyncratic language level and unable to define the grammatical process. Yet, they corrected the mistake because they knew that their response was wrong, so they fixed it by replacing it with similar grammatical forms.

Keywords

second language learning, error analysis, identifying errors, grammatical process

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LFAC '22

Potential Benefits of Mental Imagery in Language Teaching

Yusuf YILMAZ*

The purpose of this study is to examine the literature available on the topic of mental imagery, analyze them, and present an alternative and effective way to be used in the language learning process. There is a lack of research in this field, and though it has been used for medicine and sports for many years now, mental imagery (MI) is not investigated explicitly when learning a new language. Throughout the years, MI proved itself useful when teaching medicine and helped athletes and stage artists to improve their performance. Many pieces of research and discoveries have been done in terms of mental imagery and how the brain processes such experiences. Zurayn (2018) states that the brain cannot really understand the difference between perception and imagery, consequently it reacts to them immediately by creating psycho-physiological changes in the brain and the body. Thus, we can safely assume that creating imagery scenarios in one's brain to practice the new language items can be as effective as having the same experience in real life. When learning a foreign language, the learner needs to be exposed to an environment in which the target language is spoken in order to process it in the corresponding parts of the brain. Since the difference between the reality and the mental imagery happening in one's mind will not be distinguished by the brain, it may result in the acquisition of the new information in a new way. Therefore, MI can supposedly provide such exposure

Keywords

mental imagery, acquisition, mental practice

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LFAC '22

Can Musicals Be Used to Teach Speech Acts?

Daniel HIZAR*

In daily life, more is communicated than is said. This is why the study of pragmatics, or understanding what is not said, should play a more significant role in ESL/EFL classrooms. This paper, stemming from the previous literature that shines light on the inadequacy of ESL/EFL textbooks regarding the teaching of pragmatics, aims to present musical songs as a supplementary tool to fill this gap. For this study, one group number *It's All Over* from the musical *Dreamgirls* was analysed. Due to the qualitative nature of the present study, the speech acts, more specifically the illocutionary acts, in the song were analysed manually. Then, the speech acts were categorised based on Searle's Taxonomy as direct or indirect speech acts. The results of this study show that the song *It's All Over* is highly rich in terms of speech acts. Even though there aren't any declarative speech acts, the felicity conditions weren't met since none of the characters is in a position of authority, there are 12 representatives, 6 directives, 5 commissives, and 5 expressives. Although being a narrow-scoped pilot study, this research shows promise that this song has many examples of different communicative aspects of language and can be used in the classroom to supplement ESL/EFL textbooks in teaching pragmatics. A logical deduction can be made as other songs that have the same characteristics (e.g., being group numbers or having dialogues) would yield a similar result.

Keywords

pragmatics, speech acts, musicals, *Dreamgirls*

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LFAC '22

Musicals and Literature: Can Musicals Support the Teaching of Literature?

Daniel HIZAR*

The fact that one's mother tongue is improved by reading appropriate literature should be mirrored in ESL/EFL classrooms. Since musicals share many qualities with literary pieces, teaching literature can benefit from teaching language through music. This study aims to present songs from musicals as a pathway to teaching literature. The song *Louder Than Words* from the musical *Tick, Tick, Boom...* was selected for this study due to it being rich in terms of figurative language and literary devices. The words in the selected song were first categorised according to the New-GSL to examine their frequencies. Next, the lexical items in the songs were put through the English Vocabulary Profile rather than isolating each word to see which proficiency levels the song would be suitable for. Finally, literary devices and how they were used in the song were analysed to determine if there was enough literary material. The first analysis showed that more than half of the words in the song come from the most common 500 words. The pilot results of the second analysis indicated that the song could be used with levels B1 and up since A1 and A2 components make up more than half of the song. The preliminary literary analysis showed that there are 3 idioms, 7 juxtapositions, and an oxymoron in the song. Although one song may not be enough to reach general conclusions, this study shows promise that songs from musicals can be used to transition students to read and analyse forms of literature such as poems.

Keywords

musicals, teaching literary language, literary devices, figurative language

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LFAC '22

A Bibliometric Analysis of an Established and Long-standing Journal: Thirty-five Years of English for Specific Purposes

Abdullah YILDIZ*

Erdem AKBAŞ†

The aim of this study is to present a bibliometric overview of the developmental status of a widely recognized journal in the field of ESP from its first issue (1986) to 2022. The dataset of the study comes from Scopus database, a very frequently used database for similar research. In total, we retrieved a total of 911 documents by using 'English for Specific Purposes' as the 'source title' from Scopus database. Adopting bibliometric techniques, we analyzed all the documents (including article (n=763), editorial (n=71), review (n=49), note (n=12), letter (n=6), conference paper (n=5) and erratum (n=5)). We specifically explored the development of English for Specific Purposes as a journal and its impact in the field, range of topics covered in the journal as well as the most productive authors and countries featured in the issues by embracing a diachronic perspective. For this purpose, we employed a network analysis in VOSviewer giving us a chance to reach the mapping of the journal as detailed as possible. The results of our analyses yielded an exclusive bibliometric understanding of the journal through a number of trends with respect to the most influential publications, researchers, topics on top of measuring the connection between English for Specific Purposes and other relevant journals in the field.

Keywords

bibliometrics, English for Specific Purposes, co-citation analysis

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LFAC '22

Dutch and Turkish Prospective Teachers' Reflections on Cultural Diversity and Critical Cultural Awareness: Insights into Pedagogical Perspectives in a Telecollaborative Project

Işıl Günseli KAÇAR*

This exploratory case study investigated the perspectives of Dutch and Turkish prospective teachers regarding cultural diversity and critical cultural awareness in an eight-week telecollaborative project in the fall semester of the 2018 and 2019 academic year. The project was integrated into the practicum course of the Turkish participants while it was integrated into a course on the teenagers' moral development for the Dutch participants. The theoretical frameworks adopted in the study were the Intercultural Communicative Competence and the Positioning Theory. The participants were involved in a series of asynchronous video-mediated exchanges related to cultural and critical issues throughout the study. The expectation papers, a reflective project evaluation journal, videotaped student interactions and online semi-structured interviews constituted the data collection sources. The study data were subject to content analysis. The findings revealed the positive impact of the telecollaboration regarding the prospective teachers' pedagogical perspectives on cultural diversity and the development of critical cultural awareness. Although the study indicated enhanced awareness towards cultural diversity among student-teachers, it was not possible to gain an in-depth perspective into the participants' critical cultural awareness development. The study has certain implications for pre-service teacher educators offering practicum courses as well as educators who are novice telecollaborators in terms of effective task design features.

Keywords

telecollaboration, intercultural communicative competence, English as a Foreign

Language (EFL) pre-service teacher education, cultural diversity, critical cultural awareness

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LFAC '22

Exploring the Ways and Outcomes of Using Story Books and Films in EFL Classes

Diser SUCAK*

Cemile BUĞRA†

Contributions of reading books and watching films during language learning processes have been a widely known issue in terms of language development and improving language learning skills. The main aim of this study is to engage EFL learners in activities that demand active participation, develop 21st-century skills such as critical thinking and literacy skills and enhance linguistic competence. With these in mind, 16 students aged between 18-20, who were pre-intermediate and intermediate level, participated in this study voluntarily during the second term of 2021-2022 academic year. The study took place at the School of Foreign Languages, Çukurova University for six weeks out of the compulsory class hours. Therefore, it was an extracurricular session which was run by one of the lecturers/researchers. Predetermined writing and speaking tasks were assigned to the students before, during and after the sessions of reading the books and watching the films. Informal interviews were conducted both at the beginning of the study and after all the implementations were completed. Finally, an open-ended questionnaire was applied to be able to learn more about the experiences of participants in this learning atmosphere outside the classroom.

Keywords

EFL learners, books, films, literacy skills, linguistic competence

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LFAC '22

A Retrospective Evaluation of an EFL Coursebook Regarding Teaching English Language Skills: Perceptions of Preparatory School Instructors

Emine DEMİR*

Figen YILMAZ†

Attaining the most effective instructional materials has often been among the interests and concerns of educators and researchers. Selection and evaluation of a coursebook have hereby become one of the major matters, particularly after the establishment of numerous preparatory classes for various purposes around Turkey, by the stakeholders of educational institutions. To achieve the utmost objectives of a preparatory program, it is of great importance to be able to detect the perspectives of all contributors and frame them in a forward-thinking policy. Thus, the present study aims at probing EFL instructors' insights into foreign coursebook packages regarding teaching English language skills in an artificial English learning environment. To fulfil this purpose, the study adopted the exploratory sequential design of the mixed-method research design strategies that involve a two-phased data collection procedure and emphasizes the qualitative data. The quantitative data was gathered through an online questionnaire developed with Google Forms and qualitative data was obtained via focus group discussion meetings with the intention of drawing more upon participants' attributes about the strengths and weaknesses of following a foreign coursebook package and having their further recommendations for maximizing the lessons' efficacy. The quantitative data were analyzed through SPSS 26.0 version and qualitative data was descriptively analyzed by content analysis. The findings indicated that EFL instructors assent to follow a coursebook package reinforced with the complementary skill-based packs.

Keywords

EFL instructors' perceptions, language learning materials, textbooks, textbook evaluation, skill-based coursebook integration

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LFAC '22

Practicum Period of Turkish Pre-service Teachers of English during the Covid-19 Pandemic

Hülya TUNCER*

Ayşe KIZILDAĞ†

The practicum is a fundamental period of teacher education; however, the coronavirus pandemic put this period and all those educational contexts at stake. The theoretical courses were somewhat handled remotely via Zoom, Google Meet and such platforms regularly; yet, how the practicum would be implemented was a challenging issue to solve. Within this context, the current study aimed at scrutinizing the practicum period of Turkish pre-service teachers of English during the pandemic. Therefore, in this presentation, the main research question addressed is “what is the nature of studies conducted about Turkish pre-service EFL teachers’ practicum period during the Covid-19 pandemic concerning their characteristics, methodologies and contributions to the field?”. In order to answer the research question, scoping review methodology was chosen. Accordingly, seven studies conducted in Türkiye focusing on the practicum period during the pandemic were collected and analyzed as to their bibliographic features, methodological orientations, foci and context. The findings demonstrated both positive/beneficial and negative/challenging aspects of the pandemic period for the English language teacher education context of Türkiye. The results reported are thought to present a wider perspective for English language teaching and teacher education settings during both such emergencies and transition from existing to ‘new normal’.

Keywords

practicum, English language teaching, pre-service EFL teachers, scoping review, Covid-19

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LFAC '22

The Effects of the Use of Memrise on EFL Learners' Vocabulary Learning Motivation

İnci DEMİR*

This paper aims to present a review of studies conducted to see the effects of the use of a Mobile Assisted Language Learning (MALL) application Memrise on EFL learners' vocabulary learning motivation. Within this context, first, the related terms, concepts and theories are clarified by referring to the related literature and then a synthesis of current research is presented. Since Memrise houses some gamified features such as a vocabulary garden and competitive elements such as a leaderboard, learners' desire to learn more vocabulary items is promoted, which also increases their motivation to study more. Also, mnemonics, audio and video aids help learners to master memorization and pronunciation, as well. Thus, in the light of the data that related studies have provided, it can be noted that the use of Memrise has a positive effect both on EFL learners' vocabulary acquisition mastery and on their motivation to study and learn more items.

Keywords

English as a foreign language, vocabulary learning motivation, Memrise

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LFAC '22

The Effect of the Process Approach on Students' Perceptions of Their Strengths and Weaknesses in Composition

Neslihan GÜNDOĞDU*

This study aimed to determine if the process approach to teaching writing changes students' perceptions of their strengths and weaknesses and to examine students' attitudes towards peer review and the writing of multiple drafts. An eight-week relationship study was conducted. Two classes at the pre-intermediate level participated in the study as group A and group B. Group A received the traditional approach to writing whereas in group B the process approach to writing was implemented throughout the treatment. The data collection tools were surveys with five-point Lickert scale questions and open-ended questions and informal interviews. Mann-Whitney Test and Wilcoxon Signed Rank Test were implemented to compare pre-treatment and post-treatment survey answers across and within groups. At the beginning and at the end of the study, the students in both groups responded to surveys about their perceptions of their strengths and weaknesses. Written reflections to open-ended questions exploring students' strengths and weaknesses in composition were analyzed by categorizing them into language issues and writing issues. The findings obtained from the survey and open-ended questions will be discussed.

Keywords

process approach in composition, peer review, writing of multiple drafts

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LFAC '22

Representation of Global Issues in EFL Textbooks

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Figen YILMAZ †

As a result of today's increasingly globalized world, teaching is far more than just guiding students to learn the content in textbooks and achieve great test results. Instead, it focuses on inspiring students to become better global citizens and live responsibly in an interdependent world while they are striving to adapt to various global transformations. When it comes to teaching and learning foreign languages, it's clear that these programmes have also included a global perspective to accommodate students' evolving demands. In reality, learners are now becoming more aware of global challenges that they share with people across the world, as well as their role as change agents in their own nations and the rest of the world, thanks to more globally oriented content and teaching techniques in classrooms. In line with this, the purpose of this study is to investigate the contribution that the EFL textbooks used by preparatory school students in a state university make to the acquisition of global issues and competencies. These EFL textbooks' content and tasks will be examined through content analysis in order to assess how well they represent global issues and how well they can teach students these competences, respectively.

Keywords

global issues, global competences, EFL textbooks, textbook analysis

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LFAC '22

Attitudes of Sophomore ELT Students towards Using P4C in the Language Classroom

Ayşe Betül TOPLU*

P4C (Philosophy for Children and Communities), a pedagogy firstly introduced by American scholar Matthew Lipman at the end of the 1960s, has become a popular practice during the last decade in many different fields. It aims at developing the critical, creative, caring, and collaborative thinking skills of people of all ages. The pedagogy takes its roots in Socratic dialogue (Plato, 2007), and is inspired by Vygotskian sociocultural theory (Vygotsky, 1962, 2012) and Deweyan pragmatic philosophy (Dewey, 1899, 2008). Using P4C as a regular practice in classrooms from kindergarten to college is becoming more and more common, which is leading teachers/instructors to look for reliable training programs. Offering P4C as an undergraduate course in teaching departments is one of the best ways of making future teachers reach reliable knowledge and practice. With this idea in mind, the current author, after completing her own training, started offering an elective course named Philosophy for Children and Communities for the 2020-2021 Academic Year. In this study, 18 sophomore language teacher candidates who took this course filled in a questionnaire. The questionnaire had 22 5-point Likert scale questions, as well as 5 open-ended questions. The descriptive statistical analysis of the answers provided to the closed-ended questions and the thematic analysis of the answers provided to the open-ended questions gave us valuable insight into the attitudes of trainee teachers both towards P4C in general and towards using P4C in the language classroom.

Keywords

P4C, teacher training, attitudes

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LFAC '22

Types of Metonymy in ELT Coursebooks

Ayça DİNÇER*

Hatice ÇUBUKÇU†

Figures of speech, one of the creative components of language systems, enable individuals to employ literal and deviant meanings in order to meet diverse communication needs and functions in verbal and written texts. Unlike traditional views, which consider figures of speech as elements of literature and poetry, figures of speech have been embraced as prominent elements in individuals' daily use of language. Apart from daily language use, figurative language is also pervasive in language teaching materials, which augment language learners' proficiency regarding various aspects in the target language in that they provide various pedagogical benefits, such as semantic expansion, comprehension of figurative expressions, gaining an insight about the way of target language thinking, reaching the fluency level of a native speaker and rich language production. Among figures, metonymy, which has bare attention compared to metaphor, is one of the figures of speech which occupies a great deal of place in verbal and written texts since it also has an important role in the organization of meaning, interpretation and production as an output of thinking and human cognitive mechanism. Since textbooks are primary sources for language students who are exposed to target language items in the immediate ELT environment, investigating textbooks in terms of speech figures is considered to provide valuable insights. In this respect, this study aims to investigate the types of metonymy employed in the reading texts (n: 273) of eight ELT course books based on Conceptual Metaphor Theory.

Keywords

figures of speech, metonymy, Conceptual Metaphor Theory

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LFAC '22

Discourse Analysis in Advertisements: Intercultural Interaction

Bilge KALKAVAN*

Bülent Bahri KÜÇÜKERDOĞAN †

In the current globalized world, there is a great deal of competition for companies, challenging their ability to keep up with the new economic order. Global brands must find different strategies to maintain their position and many are tailoring the design of products to the culture of their target audience. This can be seen in the content of advertisements released during the month of Ramadan. Every year during Ramadan, global brands produce adverts reflecting images of respect and sensitivity towards religious and cultural values. This study uses discourse analysis to analyze the Coca-Cola advert broadcast in the Netherlands in 2018 (Coca-Cola Sunset). Drawing on Van Dijk (2008), the analysis looks at the written and oral discourse of the advert through the song lyrics, body language (Barthes, 1967), and semiotics (Giraud, 1994), which demonstrates the richness of the various data, and conveys a broad message. This study attempts to reveal, through a critical perspective, the messages that are represented and finds that the main message of the advertisement is very valuable. Advertisements will continue to be a part of our lives, but as in the commercial analyzed here, universal messages that invite humanity to live in peace and harmony need to be emphasized and reinforced

Keywords

discourse analysis, semiotics, Ramadan ads, intercultural communication, intercultural interaction

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LFAC '22

Pre-service Language Teachers' Emotional Changes: Reflections on a Teaching Practicum Program in Turkey

Aynur KESEN MUTLU*

Hasan AHKEMOĞLU †

It is without a doubt that the role of emotions in teaching has gained importance recently and pre-service language teachers' emotions are no exception. As teaching practicum could be viewed as an emotional experience, it is inevitable for pre-service teachers to experience a variety of pleasant and unpleasant emotions. Several studies have been carried out on pre-service language teachers' emotions, yet there seems to be a lack in view of tracing the emotional changes. To fill this gap, the present study aims at exploring pre-service EFL teachers' emotional changes throughout a teaching practicum program. The participants were 65 pre-service teachers. Within the scope of the study, qualitative data were collected through reflections, focused-group interviews, and semi-structured interviews at three different times (pre-practicum, during practicum, and post-practicum). The results indicate that pre-service language teachers experience a wide range of emotions that vary depending on the learners, mentors, and the teaching context.

Keywords

teacher emotions, pre-service EFL teachers, emotional changes of teachers

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LFAC '22

The Use of Participatory Approach in EFL Classes

Eser ÖRDEM*

Participatory approach in EFL is used to negotiate meaning over genuine social concerns to produce meaningful change by teachers and learners who search and pick socio-political subjects together. Collective participation and collaborative discussion are encouraged to pose problems and establish a transformative dialogue with each other. EFL students might gain confidence to advocate for change by using their English language skills to contribute to a social or political issue. Within the framework of critical pedagogy, contact with a real-world issue can help students deconstruct a certain order of discourse portrayed in the textbooks and develop a more nuanced understanding of the topic at hand. Using a participatory approach, the teacher-researcher and students (N=10) at a Turkish university created a mini-syllabus for a class on immigration and gender issues. Five themes were identified to inspire concrete actions and improve their speaking abilities. The results demonstrate that the students were able to express their opinions openly in a democratic environment and identify key lexical terms. Inviting EFL students in Turkey to take meaningful action in response to immigration and gender issues, this project contextualizes socio-political topics within the EFL classroom.

Keywords

participatory approach, socio-political issues, EFL setting, oral skills

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