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HACI BAYRAM VELİ ÜNİVERSİTESİ
YABANCI DİLLER YÜKSEKOKULU



ANKARA
HACI BAYRAM VELİ ÜNİVERSİTESİ
ÇEVİRİBİLİM UYGULAMA VE
ARAŞTIRMA MERKEZİ



ABSTRACT
SUBMISSION
DEADLINE
24 APRIL



İNÖED 1st INTERNATIONAL CONFERENCE

27-29 MAY 2022

“21st CENTURY CHALLENGES IN ELT”

ANKARA, TURKEY



**ROGER
COHEN,**
U.S. Embassy

*Teaching in the
21st Century:
Are We Really Doing
Anything Different?
Should We?*



**Prof. Dr.
DİNÇAY KÖKSAL,**
ÇOMÜ

*Changing Culture of
Teacher Training
in the Globally
Digitized World*



**Prof. Dr.
HOSSEIN FARHADY,**
Yeditepe University

*The Challenge
of Integrating
Teaching and
Assessment*



**ANDY
HOCKLEY,**
Pearson

*How do we
respond to
the 21st century
challenges in ELT?*



**Assoc. Prof. Dr.
MICHELE REGALLA,**
University of Central
Florida

*Dual Language
Immersion Programs
for Special Needs
Students in the
21st Century*



HİLAL PEKER, Ph.D.
Florida State Department
of Education

*Training Pre-Service
and In-service
Teachers through
Simulation Technology
along with 21st
Century Challenges*



BOOK OF ABSTRACTS



ASSOCIATION OF
ENGLISH LANGUAGE
TEACHER EDUCATORS

AELTE2022
CONFERENCE

21st Century Challenges in English Language Teaching
27-29 May 2022, Ankara/Turkey



ANKARA
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AELTE 2022

21st Century Challenges in English Language Teaching

CONFERENCE PROGRAM AND BOOK OF ABSTRACTS

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From the President of the Conference,

Greetings to all participants,

It is a great pleasure for me to welcome you to the AELTE 2022 Conference, organized for the first in collaboration with Ankara Hacı Bayram Veli University and U.S. Embassy.

With this conference AELTE Turkey aims to provide a platform that will bring together theory and practice in diverse fields of foreign language study. AELTE 2022 Conference is organized to provide a high quality academic platform for the communities of EFL, ESL, ELT, linguistics, literature, and translation and the related fields to promote connections between theory and practice, and explore different perspectives on the implementation of research findings into different settings.

We hope that this conference will create a friendly occasion for all to share perspectives and research findings from a wide variety of educational contexts. We also dearly value possible friendships and partnerships made and insights gained at the conference and hope they will go beyond your participation in the conference, leading to better understanding and appreciation of our profession from an international stance.

On behalf of the Organization Committee, I wish you an enjoyable stay in Ankara, Turkey.

With very best wishes,

Prof. Dr. Arif SARIÇOBAN

President of AELTE 2022



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27-29 May 2022, Ankara/Turkey



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AELTE 2022 CONFERENCE PROGRAM

AELTE 2022 CONFERENCE PROGRAM – ONSITE				AELTE CONFERENCES PROGRAM – ONLINE			
Day 1 – 27 May 2022 Friday	Event	Person	Title	Day 1 – 27 May 2022 Friday	Event	Person	Title
09:00 - 09:50	Registration			09:00 - 09:50	Registration		
09:50 - 10:10	Welcoming Speech	Prof. Dr. Arif SARIÇOBAN	President and Chair of AELTE 2022 Conference	09:50 - 10:10	Welcoming Speech	Prof. Dr. Arif SARIÇOBAN	President and Chair of AELTE 2022 Conference
10:10 – 10:30	Welcoming Speech	Assoc. Prof. Dr. Murat ÖZCAN	Director of School of Foreign Languages, Hacı Bayram Veli University	10:10 – 10:30	Welcoming Speech	Assoc. Prof. Dr. Murat ÖZCAN	Director of School of Foreign Languages, Hacı Bayram Veli University
10:30 - 10:50	Opening Speech	Prof. Dr. Yusuf TEKİN	Rector of Hacı Bayram Veli University	10:30 - 10:50	Opening Speech	Prof. Dr. Yusuf TEKİN	Rector of Hacı Bayram Veli University
10:50 - 11:50	Keynote Speaker	Roger COHEN U.S. Embassy, RELO <i>Teaching in the 21st Century: Are We Really Doing Anything Different? Should We?</i> Zoom link: https://hbv-edu-tr.zoom.us/j/95601056689					
12:00 – 12:50	LUNCH						



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<p>Session 1 – onsite Hall 1: Z-01</p> <p>Moderator: Ayşe Gül ÖZAY DEMİRCİOĞLU</p>	<p>Yusuf Kasimi & Ömer Gökhan Ulum</p>	<p>Disabled Students: The Lost Continent in Globally and Locally Written EFL Textbooks</p>	<p>13:00-14:00</p>	<p>Session 1 – online Hall 6: Derslik 1</p> <p>Moderator: Gizem KAPTAN</p> <p>Zoom link: https://hbm-edu-tr.zoom.us/j/93409198458</p>	<p>İbrahim Halil TOPAL</p>	<p>Pronunciation as part of the 4C's in the 21st Century Skills</p>
	<p>Fatma Ülkü Kavruk</p>	<p>Use of Fictional Languages in Teaching Vocabulary: The Case of Karhidish and Gethen Culture</p>			<p>Hadi Heidari & P. Nour</p>	<p>Academic Underachievement in English Course in an Iranian Context</p>
	<p>Fatema Haddad</p>	<p>Integration of the 21st century skills (4Cs) into the English language Curricula: A Call for More Awareness in the Middle East.</p>			<p>Berat Emre Şahin & Suzan Kavanoz</p>	<p>Exploring Turkish EFL Students' Lexical Availability</p>
	<p>Melike Ünal Gezer</p>	<p>A Story-based Instructional Model for Teaching English to Young Learners: Unearthing Pre-Service English Language Teachers' Orientations</p>			<p>Boshra Najari</p>	<p>The Effect of Out-of-Classroom Activities on the Motivation of Young Learners of English</p>
<p>Session 1 – onsite Hall 2: Z-02</p> <p>Moderator: Leyla KARAKURT</p>	<p>Shumaila Abdullah</p>	<p>Teaching English in a Multilingual Context: Challenges and Solutions</p>	<p>13:00-14:00</p>	<p>Session 1 – online Hall 7: Derslik 2</p> <p>Moderator: Zafer SARI</p> <p>Zoom link: https://hbm-edu-tr.zoom.us/j/4865914536</p>	<p>Ayşe Kaman Ertürk & Ayhan Kahraman</p>	<p>The Prevalence of Empowerment among Secondary School Students</p>
	<p>Aylin Yardımcı & Başak Eda Hancı-Azizoğlu</p>	<p>What if I Mispronounce a Word?: A Linguistic Case Study on Pronunciation Anxiety</p>			<p>Seda Altınar</p>	<p>EFL Instructors' Voices about Critical Pedagogy</p>
	<p>Aylin Yardımcı & Arif Sarıçoban</p>	<p>Motivation Status of Preparatory School Students at Higher Education Institutions</p>			<p>Anastasia Ignatkina</p>	<p>The frame modeling and mind-mapping in teaching and studying English for legal purposes</p>
					<p>Sara Ziaei</p>	<p>Task engagement and Iranian EFL learners' Willingness to Communicate</p>



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<p>Session 1 – onsite Hall 3: Z-03</p> <p>Moderator: Fatma SEZGİN</p>	<p>Aydan İrgatoğlu & Gülsev Pakkan</p>	<p>Will online learning be the future of university education after COVID-19?</p>	<p>13:00-14:00</p>	<p>Session 1 – online Hall 8: Derslik 3</p> <p>Moderator: Bilge METİN TEKİN</p> <p>Zoom link: https://hbv-edu-tr.zoom.us/j/95811424750</p>	<p>Merve Başkutlu</p>	<p>How to Integrate 21st-Century Technology into EFL Classes ? : Hands-on Foreign Language Learning with Mobile Phones</p>
	<p>Mustafa Kemal Şen</p>	<p>The Need for Adaptation in Integrated Skills Books</p>			<p>Cihat Atar & H. Bağcı</p>	<p>Pre-service English Teachers' 21st Century Skills: A Mixed-methods Study on Digital Literacy</p>
	<p>Sevim Emecen</p>	<p>The Lexico-Cultural and Culture Specific Visual Elements Represented in English Language Course Book Silver Lining based on Kachru's Circles</p>			<p>Jamshid Mashhadi</p>	<p>Iranian EFL Learners' Prospects toward Bilingualism</p>
	<p>Chandrasekharan Praveen</p>	<p>A surgical analysis of reading and its implication for Multimedia-based learning</p>			<p>Kaveh Jalilzadeh, Nasibeh Bagherpour & Behzad Nezakatgoo</p>	<p>Unveiling Challenges of Online Assessment in Turkish EFL Contexts</p>
<p>Session 1 – onsite Hall 4: Z-04</p> <p>Moderator: Yakup UZUN</p>	<p>Bengü Aksu Ataç & Merve Bulut Yücelen</p>	<p>The Similarities and Differences between English Language Instructors' Peer Observation in Online Teaching and Face-to-face Teaching</p>	<p>13:00-14:00</p>	<p>Session 1 – online Hall 9: Derslik 4</p> <p>Moderator: Yeşim PİRPİR AVAN</p> <p>Zoom link: https://hbv-edu-tr.zoom.us/j/99955891480</p>	<p>Mehmet Tunaz</p>	<p>Cross-Cultural Factors and Foreign Language Learning: Reflection of Students In Turkish Context</p>
	<p>Bengü Aksu Ataç & Fatma Aslı Karacaoğlu</p>	<p>The Effect of Self-Assessment on Students' Motivation in English Language Teaching</p>			<p>Sibel Söğüt</p>	<p>Pre-service EFL Teachers' Conceptual Changes about SLA and language pedagogy</p>
	<p>Gökçe Gök</p>	<p>Integrating STEM (Science, Technology, Engineering and Mathematics) to English Language Lessons: A 7th Grade Example</p>			<p>İsmail Arslan</p>	<p>Beyond Role-Play Activities to Creative Drama/ Non-Script Role Play</p>
	<p>Zeynep Sema Erduran-Akkaya</p>	<p>Examination of the Drug Prospectus Translation in Skopos Theory</p>			<p>Leili Jorfi</p>	<p>Narrating Time in Joyce's A Portrait of the Artist: Implications for Narrative Comprehension</p>



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Session 1 – onsite Hall 5: Derslik 13 Moderator: Büşra ÖZER ERDOĞAN	Zehra Sultan Kumru- Yağmurkaya & Asuman Aşık	The role of intercultural communicative competence in ELT curriculum in Turkey	13:00-14:00	Session 1 – online Hall 10: Derslik 5 Moderator: Nurdan YURDUSEV Zoom link: https://hbv-edu-tr.zoom.us/j/93206919973	Louiza Belaid	Exploring the Prevalence of Ethnocentric Traits at University: An initiative to Perpetuate Ethno-relativism as a Cultural Mindset
	Ayşe Zambak & Hasan Bedir	Developing EFL Teachers’ Competencies: An Evaluation of a Local Inset Program for EFL teachers			Zhoan Kaboodvandpour, J. Gholami & J. Fathi	The Transition from Face- to-face Teaching to Online Teaching: A Case Study of University Academic Members in English Department, Iran
	Gülten Genç & Muhammet Nazif Kutlu	Intercultural Communicative Competence			Gulchehra Rahmanova & I. A. Ahmadbekova	Uzbek EMI Instructors’ Perceptions at Tertiary Level: Benefits and Challenges
					Gholam-Reza Abbasian	Problematising in Educational Research: Focus on Applied Linguistics Research
14:00-14:15	Coffee Break					
14:15-15:15	Keynote Speaker	Dinçay Köksal Çanakkale 18 Mart University <i>Changing Culture of Teacher Training in the Globally Digitized World</i> Zoom link: https://hbv-edu-tr.zoom.us/j/98556592612				
Session 2 – onsite Hall 1: Z-01 Moderator: Yakup UZUN	Ayşe Gül Özay Demircioğlu & Melike Ünal Gezer	The Role of Phonological Awareness in Storybooks and Phonics Instructed Books: A Case of Rhyme Awareness	15:15 - 16:15	Session 2 – online Hall 5: Derslik 1 Moderator: Bilge METİN TEKİN Zoom link: https://hbv-edu-tr.zoom.us/j/97388182019	Kh Atikur Rahman	Emergency Remote Teaching in Rural Bangladesh: Unheard voices of students, parents, and teachers
	Ayşe Kızıldağ	Narratives on “New Age” Challenges in ELT			Tomas Kos	Teaching young learners how to work together. Pedagogical ideas for language teachers
	Tuğçe Çakal & Eda Duruk	Self- Mention in ELT Articles Written by Turkish Authors			A. A. Shadi Shivakhah & B. B. Hamid Allami	EFL Teachers’ beliefs about Pedagogical Translanguaging: A case of Iranian Teachers
					Muhammad Azizul Hoque	The Trend of Using English Lexical elements in Modern Bangla Literature: Borrowing or Code- Switching?



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<p>Session 2 – onsite Hall 2: Z-02</p> <p>Moderator: Yeliz BAŞAR</p>	<p>Selma Elyıldırım</p>	<p>Broadening Lexical Competence in the Digital Age</p>	<p>15:15-16:15</p>	<p>Session 2 – online Hall 6: Derslik 2</p> <p>Moderator: Zafer SARI</p> <p>Zoom link: https://hbv-edu-tr.zoom.us/j/4865914536</p>	<p>Turaj Rahimi</p>	<p>Developing Autonomy in Young EFL Learners: Teachers' Perceptions and Roles, and Learners' Features</p>
	<p>Fatma Yasemin Bayındır</p>	<p>A Case Study: Teachers' Beliefs and Practices of Pronunciation Teaching</p>			<p>Fatemeh Ghanipour</p>	<p>The Effect of Metacognitive Strategy Instruction on EFL Learners' Self-regulation in Listening Comprehension</p>
	<p>Nida Nur Işık & Eda Ercan-Demirel</p>	<p>Teaching New Generation Young Learners: Digital Tools in Reading</p>			<p>Farzad Ranjbar</p>	<p>The Effectiveness of Using Flipped Classroom on Iranian EFL Learners' Grammar structure skills, Willingness to Communicate and Self-Regulation</p>
					<p>Eftekhari Uddin & Eshita Khanam Karu</p>	<p>Pre-service Professional Education Matters: MOOC(s) for the Professional Development of Pre-service English Language Educators in Bangladeshi Context</p>
<p>Session 3 – onsite Hall 3: Z-03</p> <p>Moderator: Fatma SEZGİN</p>	<p>Ceylan Yangın Ersanlı & Deren Başak Akman Yeşilel</p>	<p>A Critical Analysis of Gender Representations in High School English Language Coursebooks in Turkey</p>	<p>15:15-16:15</p>	<p>Session 2 – online Hall 7: Derslik 3</p> <p>Moderator: Berna UYANIK</p> <p>Zoom link: https://hbv-edu-tr.zoom.us/j/99991641218</p>	<p>Christopher Cairney</p>	<p>Where Remedial English and ELT Meet: "Preloading" and Other Vocabulary Strategies for Teaching Reading Comprehension</p>
	<p>Semin Kazazoğlu & Kardelen Yaman</p>	<p>Virtual Task-Based Situated Language-Learning with Second Life: Developing EFL Practicum and Technological Self-Efficacy</p>			<p>Jack Willcocks</p>	<p>Translating the Academic Self: Motivations and Practices in Academic Self-Translation</p>
	<p>Deren Başak Akman Yeşilel & Ceylan Yangın Ersanlı</p>	<p>How Sustainable are the Secondary and High School English Language Textbooks?</p>			<p>John B. Murphy</p>	<p>From Mindset to Ethics to Ethos in First-Year Writing</p>
	<p>Uğur Harbelioğlu & Meryem Akçayoğlu</p>	<p>An Exploration of University Students' Insights on Mobile Assisted Language Learning</p>			<p>Davud Kuhi & Azra Tajhizi</p>	<p>Creative Critical Thinking & Digital Literacy Skills Awareness</p>



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Session 3 – onsite Hall 4: Z-04 Moderator: Leyla KARAKURT	Gürkan Dağbaşı & Murat Özcan	Evaluation of 8th Grade Arabic Courses in the Context of the Writing Skill Teaching in Imam-Hatip Secondary School	15:15-16:15	Session 2 – online Hall 8: Derslik 4 Moderator: Yeşim PİRPIR AVAN Zoom link: https://hbm-edu-tr.zoom.us/j/94313407603	Mamajonov Sh.X. & Mamajonova Sh.M	Pilaw is the national royal meal of Uzbek people
	Aslı Çelik	Analysis of Cultural Elements in Turkish Folk Tales Compiled and Translated into French by Pertev Naili Boratav			Çağla Atmaca	Raising pre-service English teachers’ phonological awareness through classroom intervention
					Murzatayeva Aigerim, Matbek Nursulu & Baimuratova Eliza (Video Presentation)	Professional competence of a foreign language teacher at the universities
					Ghorban Ahmadi	Integration of Assessment and Instruction: Assesstruction of EFL Learners’ Reading Skill
16:20-17:20	Keynote Speaker	Michele Regalla University of Central Florida Dual Language Immersion Programs for Special Needs Students in the 21st Century Zoom link: https://hbm-edu-tr.zoom.us/j/96461417409				
18:00	GALA DINNER Venue: Edebi Cafe, Ankara Hacı Bayram Veli University, Faculty of Letters, Block D, 10th floor.					



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AELTE 2022 CONFERENCE PROGRAM

AELTE 2022 CONFERENCE PROGRAM – ONSITE				AELTE CONFERENCES PROGRAM – ONLINE			
Day 2 – 28 May 2022 Saturday	Event	Person	Title	Day 2 – 28 May 2022 Saturday	Event	Person	Title
09:00 – 10:00	Registration			09:00 - 09:50	Registration		
10:00 - 11:00	Keynote Speaker	<div>Hossein Farhady</div> <div>Yeditepe University</div> <div>The Challenge of Integrating Teaching and Assessment</div> <div>Zoom link: https://hbv-edu-tr.zoom.us/j/94905639814</div>					
11:00-11:10	Coffee Break						
<div>FOYER</div> <div>Moderator: Arzu OTLU</div> <div>11:00-11:10</div>	<div>Poster Presentations</div> <div><div>Erkan Yüce & Gülşah Öz</div><div>The Covid-19 Phase in Foreign Language Education: A Digital Nightmare or a Digital Success?</div></div> <div><div>Mehran Davaribina & Zahra Ghobadi Asl</div><div>On the Relationship between Iranian EFL Teachers' Burnout, Motivation and Job Satisfaction</div></div> <div><div>D. M. Isroilova, M. S. Ishanjanova & D. A. Rustamova</div><div>Discourse approaches in teaching engineering students and development of intercultural competence</div></div> <div><div>Jafar Pourfeiz</div><div>Willingness to Write and Writing Performance of EFL Students: Pursuit of Relevance</div></div> <div><div>Bunyod Husanovich Kholiyorov</div><div>New methods of pedagogical technologies used in foreign language teaching</div></div>						



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Session 1 – onsite Hall 1: Z-01 Moderator: Fatma SEZGİN	Mehmet Demirezen	Auditory Recognition of Primary Stress Phoneme in Four Sentence Types by Turkish English Majors	11:10-12:10	Session 1 – online Hall 4: Derslik 1 Moderator: Ayşe Gül ÖZAY DEMİRCİOĞLU Zoom link: https://hbv-edu-tr.zoom.us/j/98800065046	Arif Sarıçoban & Oğuz Canbaz	Enhancing high school students' vocabulary skills through reading Sherlock Holmes' "A Scandal in Bohemia" short story
	Serayçe Seren Önal, Semra Onay Taş & Oya Tunaboğlu	Learning by Enjoying: A Study on Language Learning Enjoyment			İrfan Tosuncuoğlu & Özkan Kırmızı	Online Learning Tendencies Of The Prospective English Teachers
	Esra Ayten	The Relationship Between Teachers' Written Feedback Preferences And Burnout Levels:			İbrahim Halil Topal	English Language Teacher Education in Turkey in the 21st Century: Where are we and where are we heading to?
	Nazlı Gündüz	The Use of Mobile Apps in English Language Education: A Survey at AHBV University			Rezhap, A.S., Bekkozhanova, G.K. & Kengesbayeva, N.M. (Video Presentation)	The concepts of linguistic personality and virtual linguistic personality
Session 1 – onsite Hall 2: Z-02 Moderator: Yeliz BAŞAR	Arif Sarıçoban & Mehmet Burak Ev	Developing A2 students' communicative language skills through discussions on William Carlos Williams "The Red Wheelbarrow" poem by applying a sample course plan: A Descriptive Study	11:10-12:10	Session 1 – online Hall 5: Derslik 2 Moderator: Nurdan YURDUSEV Zoom link: https://hbv-edu-tr.zoom.us/j/94287578459	Tuba Kızılkın	Digital Era & Innovation: Digital Natives & Innovative Learning, Mind Mapping
	Shamsudin Abikar	Exploring Challenges Faced by a Teacher Teaching English in a Primary School in England			Safnil Arsyad & Dian Eka Chanra Wardhana	Linguistic Markers of Claiming Centrality: How Authors in Applied Linguistics Published in Local and International Journals Use Metadiscourses in their Article Introductions
	Erkan Yüce & Gülşah Öz	Alignment of FL Speaking Skill Activities to the CEFR-CV Descriptors in Online Interactions			S. Akalın & S. Kılıçarslan	The Use of Social Media in ELT Classrooms: Teacher Trainees of English as Commenters
	Güven Mengü	The Contributions of Acoustic Phonetics to Language Teaching: The Value of Spectrographic Analyses			Zh. G. Iskakova & Mehmet Akif Sözer	Development of creative potential of students' personality in the process of passing educational and summer pedagogical practice



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Session 1 – onsite Hall 3: Z-03 Moderator: Büşra ÖZER ERDOĞAN	Fatma Kalpaklı	The Implementation of Social Changes in Iraq as Reflected in the movie, Queen of the Desert.	11:10-12:10	Session 1 – online Hall 6: Derslik 3 Moderator: Yeşim DİLEK Zoom link: https://hbv-edu-tr.zoom.us/j/98307579713	Khoshimova Dildora Madaminovna & Mumunova Mukhtasar Odiljon Kizi	Linguocultural Features of Anthroponym and Toponym Translations in “Baburname” by Z.M.Babur
	Ahmad Rezaei	A certain text we might find in ESP classes: Sufi language and its characteristics			Hüseyin Selim Kocabıyık & Zafer Sarı	Golden Equivalence
	Fatma Kimsesiz	The Recent Challenges Confronted by Classroom Teachers in Teaching English to Young Learners			Zehra Özturan & Nalan Kızıltan	Contributions of the Deixis Clarified to the Reading Comprehension Competence of the 6th Graders
	Ayşe Nur Taşçı & Kadriye Dilek Bacanak	How competent the English instructors feel teaching students with special educational needs (SEN)			Ali Çiçek	English Language Teachers’ Perceptions of Communicative Language Teaching (CLT) Approach to Teach Speaking
12:10-13:00	Lunch					
13:00-14:00	Keynote Speaker	Andy Hockley Pearson <i>How do we respond to the 21st century challenges in ELT?</i> Zoom link: https://hbv-edu-tr.zoom.us/j/95112535737				



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<p>Session 2 – onsite Hall 1: Z-01</p> <p>Moderator: Gizem KAPTAN</p>	<p>Wrood Altaai & Ayhan Kahraman</p>	<p>Iraqi English Teachers’ Perspectives on Using the Audio- Visual Aids at Primary Schools: Pedagogically Oriented Study</p>	<p>14:15-15:15</p>	<p>Session 2 – online Hall 5: Derslik 1</p> <p>Moderator: Berna UYANIK</p> <p>Zoom link: https://hbm-edu-tr.zoom.us/j/97961535802</p>	<p>Gulnara Rizakhojaeva</p>	<p>Technology integration in English language teaching</p>
	<p>Imaneh Soleimani & Jamileh Rahemi</p>	<p>An Investigation of English Language Needs: The Case of Iranian Medical Students</p>			<p>Orçin Karadağ & Ece Topkaya</p>	<p>EMI & QEMI Policy Needs Of A Civil Engineering Department</p>
	<p>A. Shabnam Salehnia</p>	<p>On the Relationship between Teacher-Student Interpersonal Relationship and EFL Learners’ Motivation and Anxiety</p>			<p>Kürşat Cesur & Meriç Gürlüyer</p>	<p>Review of literature: Media and communication course for ELT departments</p>
	<p>Aya Milles & Ayhan Kahraman</p>	<p>An overview of teacher’s perceptions towards error correction in a young learner’s environment</p>			<p>S. T. Alpysbaeva & G. A. Toishybekova</p>	<p>Raising students’ awareness and formation of EQ in EFL</p>
<p>Session 2 – onsite Hall 2: Z-02</p> <p>Moderator: Büşra ÖZER ERDOĞAN</p>	<p>Is’haaq Akbarian & Kaveh Jalilzadeh (Workshop)</p>	<p>A safe journey for young researchers in applied linguistics to identify an appropriate journal for publishing</p>	<p>14:15-15:15</p>	<p>Session 2 – online Hall 6: Derslik 2</p> <p>Moderator: Leyla KARAKURT</p> <p>Zoom link: https://hbm-edu-tr.zoom.us/j/94411114207</p>	<p>Bahram Mohammadi-Behjoo</p>	<p>Prospective EFL teachers’ Willingness to Communicate</p>
					<p>Meruyert Seitova</p>	<p>EFL Teachers’ Perceptions on 21st Century Skills</p>
					<p>Madina Akeshova</p>	<p>To the Problem of Developing Creative Competence of Future Specialists in Teaching English</p>
					<p>L. Kazykhankyzy & A. K. Meirbekov</p>	<p>The Relationship between Students’ Attitudes towards Teachers and Their L2 Motivational Self-System</p>



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Session 2 – onsite Hall 3: Z-03 Moderator: Ayşe Gül ÖZAY DEMİRCİOĞLU	Müge Güneş Aksu	An Investigation of the Turkish Translation of Shirley Jackson's The Lottery in the Light of Gideon Toury's Target-Oriented Approach	14:15-15:15	Session 2 – online Hall 7: Derslik 3 Moderator: Yeşim DİLEK Zoom link: https://hbu-edu-tr.zoom.us/j/98238477855	Durdona Pulatova Ravshanovna	DDL: Effective and Efficient, but Desirable? A Discussion
	Feyza Nur Öztürk	Language Teachers' Perceptions Towards The Integration of Literature into EFL Instruction			Maroof Sakhi	Language Planning and Policy in Afghanistan
	Gülten Genç & Basri Şimşek	The level and sources of speaking anxiety in prep-school students			Gonca Yangın Eksi & Sara Ghanbarzadeh	The role of web-based supporting materials on EFL learners' oral and written language achievement
	Hossein Siahpoosh & Zahra Ghobadi Asl	On the Relationship between Iranian EFL Teachers' Burnout and Self-efficacy			Sh. Sh. Shokirova & R. S. Khursanova	Theory of Speech Acts and the Linguistic Theory of Argumentation
Session 2 – onsite Hall 4: Z-04 Moderator: Zafer Sarı	Mazyar Safarnejad & Zohreh Mohamadi Zenouzagh	Effect of Collaborative CALL on Teachers’ Reflective Teaching and Literacy Assessment Competence	14:15-15:15	Session 2 – online Hall 8: Derslik 4 Moderator: Arzu OTLU Zoom link: https://hbu-edu-tr.zoom.us/j/94344174036	Omunullaeva Surayyokhon	On the instance of Turkish and Uzbek with a comparative evaluation approach
	Parisa Coşkun	Learn English using a brand-new technique (Learn English the way I learned Turkish!)			Dilorom Shavkat qizi Karimova	Classification of genres involving the construct of "Death" in several systematic languages
	Mukhamedjanova Sitorabegim, Norova Rakhima & Gafurova Norjon	Expansion of communicative interaction and developing the ability of cross-cultural competence to the technical students			Mojtaba Javandoust & Javad Gholami	Interactions on practice in high-populated classrooms: A study on pair and group work
					Sedigheh Hajizadeh	Learning by Doing and Playing to Acquire a Second Language: a Case of a Group of Young Learners
15:15-15:30	Coffee Break					



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<p>Session 3 – onsite Hall 1: Z-02</p> <p>Moderator: Gonca Yangın Ekşi</p>	<p>Diñay Köksal Sinan Bayraktar Cengiz Tosun Mehmet Demirezen Abdolvahit Çakır</p>	<p>Panel Discussion</p>	<p>15:30-16:30</p>	<p>Session 3 – online Hall 3: Derslik 1</p> <p>Moderator: Berna UYANIK</p> <p>Zoom link: https://hbm-edu-tr.zoom.us/j/94733462471</p>	<p>Kanagat Assan</p>	<p>Foreign Language Education At The University: Problems, Methods, Resources, Prospects</p>
					<p>Didem Erdel</p>	<p>ELT via ERT: A narrow-scope Systematic Review</p>
					<p>Mohammad H Arefian</p>	<p>Pre-Service Teachers Stabilize Expectations And Reality By Reflecting On Experiences, Emotions, And Beliefs</p>
					<p>Roya Sorkhi & Nesa Nabifar</p>	<p>The Relationship Between Iranian EFL Learners' Creativity, Autonomy and Their Language Achievements</p>
<p>Session 3 – onsite Hall 2: Z-04</p> <p>Moderator: Nurdan YURDUSEV</p>	<p>Nazlı Çalışkan (Workshop)</p>	<p>Teacher Autonomy Shapes Teaching Anatomy</p>	<p>15:30-16:30</p>	<p>Session 3 – online Hall 4: Derslik 2</p> <p>Moderator: Gizem KAPTAN</p> <p>Zoom link: https://hbm-edu-tr.zoom.us/j/93409198458</p>	<p>Büşra Anırt & Ayhan Kahraman</p>	<p>Examination of Academic Procrastination and Foreign Language Anxiety among DPUDELL Prep Class Students</p>
					<p>Nazmiye Gürel Cennetkuşu</p>	<p>ELT Students' Perspectives on Online Writing Instruction: A Critical Analysis</p>
					<p>Leila Shaygan & Narjes Ashari Tabar</p>	<p>The Effect of Skyroom, WhatsApp, and Face-to-Face Classroom on Learning Vocabulary by Iranian Pre-intermediate EFL Learners</p>
					<p>Mehmet Yağız Kaptanoğlu & Suzan Kavanoz</p>	<p>Online Self-Regulation of Turkish EFL Learners in a Hybrid Learning Context</p>
					<p>Mohammad Javadi & Farshad Ghasemi</p>	<p>Enhancing Reading Comprehension Ability through Vocabulary Learning Strategies: Previewing or Lexical Inferencing?</p>



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			15:30-16:30	Session 3 – online Hall 5: Derslik 3 Moderator: Yeşim DİLEK Zoom link: https://hbv-edu-tr.zoom.us/j/99799751949	Amir Reza Rahimi	The relationship Between Iranian EFL Lectures’ 21 st-century Digital Competence and their Attitudes toward ICT integration: The Partial Least Square Modeling Approach (PLS-SEM)
					Mahmood Hashemian & Pardis Davoudian Dehkoordi	Story writing with artificial intelligence: Affordances for L2 writing
					Mahmood Hashemian & Gholamreza Salehpour	An investigation of L2 teachers’ perceptions of EIL: Can we put them right?
					Ananda Majumdar	Parental Observation on Early Childhood English Pedagogy
					Nematullah Shomoossi	Classroom Management by Individual Differences: Systematic Mediation and Reflective Treatment
					Amir Reza Rahimi	Engaging Iranian EFL Learners with The Heart of the 21st Century skills: The Case of Computational Thinking Skills
16:30-17:30	Keynote Speaker	Hilal Peker Florida Department of Education Training Pre-Service and In-service Teachers through Simulation Technology along with 21st Century Challenges Zoom link: https://hbv-edu-tr.zoom.us/j/91283613582				
17:30-18:30	Closing Remarks and Ruffle					



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ABSTRACTS

KEYNOTE PRESENTATIONS

Teaching in the 21st Century: Are We Really Doing Anything Different? Should We?

*Roger Cohen

**Roger Cohen is the Regional English Language Officer at the U.S. Embassy in Ankara. He has taught K-12, university, and adult students; trained teachers; managed English programs for the U.S. government; and currently attempts to raise two daughters.*

As a teacher, teacher trainer, and program administrator for many years, I've wondered what exactly it means to teach 21st century English skills in the "modern" classroom. Should teachers assume a certain role? Has "good" teaching become something different than it was in the previous century, or even a decade ago? Does the daily environment of our students influence what we do in the classroom? Through various group work activities and discussion, we will seek to answer these questions and attempt to discover what it means to be a teacher in 2021.

Changing Culture of Teacher Training in the Globally Digitized World

*Dinçay Köksal

**Dinçay Köksal graduated from ELT Department of Faculty of Education at Ondokuz Mayıs University in Samsun in 1984 and worked as teacher in secondary schools for 3 years. Then he started his M.A in Gazi University in 1987 and completed it in 1990. He finished his doctoral study in the same university in 1994. He also worked as lecturer in ELT department of Gazi faculty of Education for seven years and gave Advanced Translation courses in the Turkish Military Academy. He worked as an instructor and assistant professor in Abant İzzet Baysal University for eighteen months. In December 1995 he started to work in Çanakkale Onsekiz Mart University. Since then, he has been teaching such courses as 'Translation', 'Testing and Evaluation in English Language Education', 'Teaching English/Foreign Language to Young Learners' in B.A and M.A programmes 'Philosophy of Educational Research' in PhD programme. He founded Foreign Language Education Research and Practice Center in that university in 1996. He organised many international conferences – International ELT Research Conferences. He also founded some associations - NGOs concerning language education and education research in general – UDEAD, ULEAD and EAB (Educational Research Association) in Turkey in 2008. He coordinated one EU lingua project locally as a partner called 'European Awareness and Intercomprehension'. He is now a local coordinator of another project called 'Redinter'. He has many articles published in journals and papers presented at international conferences and congresses. He is the author of a book on teaching translation, and co-author of a book on Intercultural Communication and the editor of two books.*

All over the world teacher education programs are designed to equip prospective teachers with the competencies and digital skills to tackle the difficulties of 21st-century classrooms and workplaces. For this purpose, pre-service teachers' knowledge, abilities, and qualities must be developed as part of the teacher education curriculum in order for them to be prepared to teach effectively in school systems. As a result, it is argued that the academic program of teacher education should be supplemented with an important and integral component known as school-based experiences, or practicum, which provides students with supervised experiences and aids student teachers in understanding the full scope of their role as teachers. In Turkey, pre-service teachers have the Course "Teaching Practicum" for two semesters. These experiences shape pre-service teachers since they are authentic, as opposed to the artificial atmosphere of university education courses.

With the closure of schools during the pandemic process, each country took its own measures to continue education. Universities in Turkey continued their education in virtual classrooms by using different platforms as well as Microsoft teams and converting existing materials into digital materials. For the school practices and experiences of the students of the Education Faculties, the Higher Education Council has developed a package program for the tasks that need to be done every week for each semester. At the beginning of the pandemic, pre-service teachers were asked to watch and evaluate the asynchronous online courses designed for distance education by the Ministry of National Education. In the following periods, when the Ministry started synchronous education in schools, the lessons were observed and taught synchronously by the pre-service teachers. The focus of this paper is to discuss the rationale for school-based practicum, highlighting the ongoing arguments and future directions of practicum in teacher education and teacher competencies with reference to the experiences in the Pandemic period and the 21st -century skills.

The Challenge of Integrating Teaching and Assessment

*Hossein Farhady

**Hossein Farhady, who is a professor of applied linguistics at the ELT department at Yeditepe University in Istanbul, Turkey, received his MA in TESL and Ph.D. in Applied Linguistics from UCLA. He has taught courses on language testing, research methods, and ESP at the MA and Ph.D. levels in Iran, Canada, Armenia, and the USA. He has directed MA programs in TEFL, two nationwide research projects on EFL/EAP, test development, and test validation projects in Iran and the US. He retired in 2006, moved to the US, and worked as a senior scholar and project manager for testing organizations. He also worked as the associate dean of the Department of English Programs at the American University of Armenia. Besides, he has supervised more than 50 MA Theses and Ph.D. dissertations. His major area of interest is research on various aspects of language testing and assessment.*

In the last few decades, the field of ELT has faced many challenges that have influenced our conceptualizations of teaching, learning, testing, the responsibilities of the teachers, and the role of learners in instructional contexts. One of the major challenges for all stakeholders has been to accommodate the ongoing changes in the fundamental principles of education. Although academicians are well informed of the advancement in the field, they have not succeeded in translating the developments into practitioners' language. That is probably why we often experience mismatches between theory and practice in the real context of instruction.

The purpose of this talk is to address one of the recent challenges that teacher educators, teachers, learners, parents, administrators, and policymakers all face. The challenge is to provide contexts that would facilitate implementing the integration of teaching, learning, and assessment. Research findings indicate that the learning-oriented assessment (LOA) framework could function efficiently to alleviate some of the persisting problems rooted in traditional teaching and testing. More specifically, after discussing the undesirable consequences of high stakes and external tests (Scott et al. 2016), I will suggest a working framework for LOA as a viable alternative to the often-practiced midterm and final test tradition. I will also suggest some LOA tasks that help integrate teaching, learning, and assessment and argue that such tasks would help teachers feel confident about assessing student performance, even in online instruction. Further, I will present data from graduate and undergraduate students' weekly reflections to demonstrate that they, indeed, develop a positive attitude towards the LOA approach, both in real-time and virtual instruction. Finally, I will suggest a plan to "educate" the stakeholders to help them face the challenges in an informed manner.

How do we respond to the 21st century challenges in ELT?

*Andy Hockley

**Andy Hockley is an educational management trainer, consultant, and writer. He is the lead trainer on the International Diploma in Language Teaching Management (IDLTM) and co-author of “From Teacher to Manager” (CUP, 2008), “Managing the Digital Age” (The Round, 2014), and “Leading Technological Change” (CUP, 2022). He works currently for Yasar University.*

Based on research conducted recently with academic managers in ELT firstly worldwide, and subsequently in Turkey specifically, this talk sets out what the challenges are in our profession these days – not just for managers but for teachers. What has changed in our profession over the last ten years? What has got easier and what has become more difficult? How can we all respond to the current reality? How can academic managers serve teachers better, and how can teachers more effectively approach their own jobs? Can we turn the challenges of today into opportunities?

Dual Language Immersion Programs for Special Needs Students in the 21st Century

*Michele Regalla

*Ph.D.

Associate Professor

College of Community Innovation and Education

University of Central Florida

This presentation focuses on a dual-language English-French immersion classroom designed for preschool students in an inclusion setting. The studies focusing on this unique population were conducted at a charter school where students with special needs are mainstreamed in all academic activities and comprise approximately 50% of the school population. Research in dual language and bilingual education has shown clear academic advantages for typically developing students (Bialystok, 2001), but students with special needs are often restricted from participation in language programs (Wight, 2015). Thus, the presenter will, first, describe the school site and instructional approaches as defined by the Center for Applied Linguistics (CAL). Then, she will discuss the main study findings showing learning gains made by all students in both languages (i.e., English and French) and the findings focusing specifically on special needs students' learning gains. Video clips from classroom instruction will be shared to address issues of L1 and L2 language use during instruction. Implications are provided for practice in terms of conducting dual language programs with young learners and practices for including children with special needs in the 21st century. The audience will be able to ask questions and share experiences or strategies for inclusive language education.

Keywords: dual-language immersion; French; English; students with special needs; inclusive education.

Training Pre-Service and In-service Teachers through Simulation Technology along with 21st Century Challenges

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This presentation focuses on teacher training in the 21st century and provides information on a simulation technology (i.e., TeachLivETM) used for pre-service and in-service teacher training. TeachLivETM is an avatar-based simulated middle school classroom environment that brings both human intelligence and computer animations together. The presenter has been using this technology to train teacher candidates as well as speech language pathologists since 2014. First, the trainees prepare lesson plans and activities before attending simulation sessions and answer survey questions about their self-efficacy and knowledge in the field. Then, they practice their teaching with English learner (EL) avatars through multimodal techniques and strategies such as leveled questions. After their micro and macro teaching practices, they receive immediate feedback from instructors and fill out the same surveys as a post-test. The presenter will discuss the main results of her studies so far, and provide implications of TeachLivE on the future teacher training programs. She will show several training videos and sample research studies, and the audience will get a chance to reflect on their own online teacher-training practices during COVID-19 period.

Keywords: TeachLivETM; teacher training; simulation; pre-service teachers; English learner (EL) avatars.

ONSITE PRESENTATIONS

Disabled Students: The Lost Continent in Globally and Locally Written EFL Textbooks

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UNESCO refers to inclusive education as a practice of responding to various needs of all students by means of promoting the involvement in learning while rejecting any type of exclusion. Thus, inclusive education fosters the involvement of disabled students in conventional schools in that there has to be much consciousness-enhancing standards at conventional schools to soothe students with handicaps. Besides, textbooks, in our case–EFL textbooks, own a significant role in developing non-disabled students’ conceptions towards their disabled friends. Therefore, the current paper focused on inquiring whether the disabled is represented, under-represented, or totally excluded in globally and locally written EFL textbooks at the primary, secondary and high school levels. Further, the study also examines the conceptions of the disabled and non-disabled students as to the mentioned issue. Based on a descriptive research design, the data of the study have been collected by means of analysing textbooks and highlighting the disabled and non-disabled students’ conceptions in a phenomenological bend. The results of the study have shown a lack of inclusion in the analysed textbooks which is a demotivating state for the disabled students. Related implications are accordingly provided in order to enhance consciousness amidst policy makers, school administrations, curriculum developers, and teachers.

Key words: disability, EFL textbooks, education, disabled students

Use of Fictional Languages in Translation Education:**The Case of Karhidish and Gethen Culture**

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Authors tend to create fictional languages in an effort to make their fictional worlds more authentic and the concept of the otherness prominent. The use of fictional languages has started to occupy a central position with the increased number of adaptations of the literary works in the 21st century. Regarding the learning skills (i.e. creativity and critical thinking) needed by the 21st-century learners, the aim of this paper is to provide an alternative teaching style in literary translation courses through the use of fictional languages. The study uses Ursula Le Guin's *The Left Hand of Darkness*, a work of science fiction depicting the groundbreaking gender relations in Gethen culture. Le Guin has scattered Karhidish neologisms into the English text which serves as a culture shock to the target readers. To this end, this study presents a model lesson plan regarding the text typology, equivalent effect, translators' creativity and peer translation criticism for literary translation courses in order to raise lexical, cultural and critical awareness for students at the Department of Translation and Interpretation through the use of fictional languages.

Key words: fictional languages, Karhidish, neologisms, translation education, awareness

Integration of the 21st century skills (4Cs) into the English language Curricula: A Call for More Awareness in the Middle East.

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Globally, the current world is experiencing developments in all levels and fields, specifically the technological world. Developing personal and educational skills in line with them has become necessary, especially in educational systems. These skills guarantee learners the ability and efficiency to keep pace with these developments and effectively engage in labor. Since the English language is a global foreign language that is important, teachers are responsible for developing their skills and knowledge in line with the skills of the 21st century, which revolve around four basic skills called 4Cs – critical thinking, creative thinking, communication, and collaboration. These skills are seen in terms of their potential to reshape the system of education. The integration of 4Cs skills in the English language curricula leads to the emergence of practices that motivate students to obtain integrated learning of creative learning, critical thinking, and information analysis. This paper seeks to motivate English language teachers in the Middle East countries to pay attention to the skills of the 21st century and seek to integrate them into educational curricula to reach advanced educational systems that keep pace with the developments of the current era.

After taking a look at the skills of the 21st century in general, and through an overview of the results of the questionnaire for 116 teachers from 12 countries in the Middle East as well as the interviews conducted with five teachers, it was found that there is a great need to integrate these skills into the curricula, as there is a willingness and ability on the part of teachers to acquire and learn them.

Key words: 21st century skills, English language, education, middle east, curriculum.

A Story-based Instructional Model for Teaching English to Young Learners: Unearthing Pre-Service English Language Teachers' Orientations

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The present study was a trend study which is a type of longitudinal research design. A total of 100 juniors (year 3 students in an English language education program) participated in the surveys and interviews at different time frames over three academic years from 2020 to 2022 at a private university's English teacher education program in Turkey. This research design allowed the investigators examine a sample from general population over a time to yield data related to children's literature integration to Teaching English to young learners (TEYL) curriculum (Cameron, 2005; Ghosn, 2002; Kang-Shin, 2006). Pre-service English language teachers were asked the following questions in an open-ended survey:

- (1) What is the function of authentic storybooks in TEYL?
- (2) Do you believe in story-based methodology? If so, what should it be like?
- (3) Do you think story-based early English language instruction is applicable in Turkish context with real classrooms and real young learners in Turkey?

Lastly, pre-service English language teachers were asked to pick an authentic storybook to read to a group of young language learners. Then they are asked to explain the mechanisms at work while they were choosing the right storybook for the young English learners in target. The findings revealed majority of the pre-service English teachers believed in the functionality of integrating authentic children's literature. Coded survey and interview data further revealed the orientations of teacher candidates differed. The study implications, from the perspectives of pre-service English teachers, support TEYL programs offer children's literature as an integral component.

Key words: teaching English to young learners, story-based pedagogy, pre-service English language teacher training

Teaching English in a Multilingual Context: Challenges and Solutions

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Teaching English in a multilingual context is an enormous challenge for the English language teachers. This study explores the challenges faced by the English teachers in the multilingual context of Balochistan and suggests solutions to overcome the challenges.

A semi-structured interview protocol was designed to collect the data from ten secondary school English teachers and the data was analyzed through “Thematic Analysis” technique. According to Braun & Clarke (2006) “Thematic Analysis is a method used for identifying, analyzing and reporting patterns (themes) within the data” (p. 97).

The study has implications for teaching English in multilingual context. The participants reported challenges such as, anxiety, interference of L1, hesitation, weak linguistics background, inadequate facilities at school and lengthy syllabus.

The study suggests professional development trainings for teachers, objective type examination, stress-free syllabus and rewards for students.

The study provides evidences that it’s the need of time to redesign the syllabus keeping in mind the minimal exposure of the learners towards English language. It suggests Government to establish language labs by allocating special funds for English teachers teaching in a multilingual context.

Key words: Multilingualism, English, Teaching, Problems, Solution

What if I Mispronounce a Word?: A Linguistic Case Study on Pronunciation Anxiety

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Foreign language anxiety is the state of feeling that creates emotional or physical discomfort among language learners (Kralova & Mala, 2018). Language learners' anxious emotional reaction to a foreign language is often remedied by reducing and balancing the affective filter by language experts and educators (Yaoqing, 2021). From a scientific perspective, the current research indicates that pronunciation anxiety is quite common among language learners regardless of their proficiency levels (Kafes, 2018). Within the same context, this research study specifically investigates the underlying motives that cause pronunciation anxiety among highly-accomplished language learners. A speech analysis technique, an effective method of applied linguistics, will be applied to a group of highly accomplished language learners. One significant approach of the methodology reveals that the selected participants of this research study still experience pronunciation anxiety even though they define themselves as "highly-accomplished" or "proficient" language learners. This linguistic study hypothesizes that Turkish EFL learners mostly experience pronunciation anxiety in the English language when they come across sounds that are not present in the Turkish language. Thus, it is significant to investigate the impact of the first language interference on pronunciation anxiety levels of language learners through an effective speech analysis technique. The results of this scientific study would highlight the correlation between pronunciation anxiety and first language interference. In this way, other cross-linguistic interactions across other language combinations can be explored for future research studies.

Key words: Applied Linguistics, Proficient English Language Learners, Pronunciation Anxiety, Speech Analysis.

Motivation Status of Preparatory School Students at Higher Education Institutions

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Motivation, being an important element in learning, affects learning performance in either positive or negative way. The aim of this study is to examine the motivational status of foreign language students studying at preparatory schools at higher education institutions in Turkey. A quantitative study research method will be adopted for the research and the data will be collected through a questionnaire via Google forms used in a similar study (Sakarya Akbulut & Altay, 2021). It is expected to shed light on the motivation status of foreign language students on foreign language learning.

Key words: Motivation, foreign language learning, preparatory school students.

Will online learning be the future of university education after COVID-19?

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This quantitative study aims to determine the level of acceptability of online learning among university students who had gone through the entire online learning mode. It also aims to determine the characteristics that support online learning as well as the difficulties associated with online learning among university students. A survey of 216 students from a preparatory school of a state university was used to collect data. The survey results were analyzed using descriptive statistics. The findings revealed a rather high degree of acceptability of online learning among university students. Furthermore, among the four key variables that facilitated online learning among students, enhancement of English language skills ranked first, followed by enthusiasm, self-efficacy, and satisfaction. This survey also discovered that the majority of students have concerns with the delivery speed of teaching and learning, students' attitudes, struggles, and stress of online learning mode.

Keywords: Online learning; acceptability; self-efficacy

The Need for Adaptation in Integrated Skills Books

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In most of the prep classes, integrated skills courses (listening & speaking, and reading & writing) are offered to students at tertiary level. These courses aim to develop targeted skills in an academic context and allow students analyze information, generate ideas, formulate their own opinions and express themselves effectively in speaking and writing tasks. However, there is often a mismatch between the aims and outcomes, and one of the major reasons is the books used in such courses. Many prep schools in Türkiye choose the books published by renowned multinational publishing houses, and naturally they are not specifically prepared for the students in this country. Therefore, the need for adaptation in this kind of books is much higher than other textbooks. In this context, the aim of this present study is to discuss the need for adaptation in integrated skills books over the commonly used integrated skills books in Turkish universities. Document examination method was employed in the study. According to the findings, adaptation was suggested in the activities based on content (topic/theme), instructions, vocabulary, and final tasks.

Key words: adaptation, integrated skills books, English language teaching

The Lexico-Cultural and Culture Specific Visual Elements Represented in English Language Course Book Silver Lining based on Kachru's Circles

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The number of people who use English as a second or foreign language surpassed the population of people who are called native speakers. The international adoption of English to interact with the other parts of the world positioned it to be an inter-cultural language. Accordingly, undeniable importance of inter-cultural contexts and visual representations of English teaching course books has increased. Therefore, this study makes a content analysis and aims to determine the extent of the lexico- cultural and culture oriented visual elements from Inner, Outer, and Expanding Circles and the extent of the culture oriented elements regarding Products, Practices, Perspectives, and Persons presented in 11th grade Silver Lining English course book. According to the research results, it was revealed that lexico-cultural representations reflect predominantly Expanding Circle countries, especially Turkey which is a source country of the course book. Also, lexico-cultural representations of Inner Circle countries cover as much proportion as Expanding circle countries while lexico-cultural contents belonging to Outer Circle countries are in very low proportion. Moreover, more than half of the culture oriented visuals are from Inner Circle countries while visuals of Expanding Circle countries cover nearly the other half of the visuals and finally, culture oriented visuals belonging to Outer Circle cover very tiny proportion. The largest proportions of the cultural contents refer to Products and Practices domains most of which are related to the cultures of Inner and Expanding circle countries.

Key words: EIL, communicative competence, ELT course book

A surgical analysis of reading and its implication for Multimedia-based learning

Chandrasekharan Praveen

Motivation for Research:

During the recent spread of the Covid-19 pandemic, the investigator noticed a strong preference among learners for digital texts. Casual inquiries among parents revealed that children seldom read from printed books and even for own academic purposes they preferred digital texts. The investigator, a teacher educator by profession found the growing trend to sideline a major language skill like reading, especially from printed texts, which has the scope for developing thinking skills quite disturbing.

Statement of the Problem:

The present generation of learners have grown up in a culture where materials providing knowledge, information and entertainment are available at the mere click of a button. The multimedia resources which learners can easily access include – graphics, images, video, animation, and audio. Inquiries made among teachers and parents found that reading printed books have taken a back seat among children and teenagers. Studies in Neuroscience have found that excessive reliance on digital texts can affect the proper development of the brain. This is a cause for concern.

Objectives of the study:

The main objective of the study is to conduct a review of studies related to the reading both printed and digital texts. The specific objective is to find out how the heavy reliance among children and teens for digital and multimedia texts affect their thinking, classroom performance and achievement in term end examinations.

Methodology:

This is an empirical analytical study of the process of reading. It commences with a review of studies on the benefits of reading, the reading of printed texts and the impact of reading digital texts. Data regarding the current tendency found among children and teens to prefer digital/multimedia texts to printed texts and the impact if any identified by teachers and parents are found through informal interviews. The data thus collected is cross checked with recent studies on Neuroscience to identify the possible implications for multimedia-based learning which is fast becoming the norm.

Findings:

The study found that the scope for proper development of the brain among children and teens made possible through regular reading of printed books have been seriously impaired through the excessive reliance on digital/ multimedia texts. The likelihood of rising eye related problems, the inability to stay focused without distraction were all common among those learners who gorged up large chunks of digital/ multimedia data on a daily basis.

Novelty/Author's contribution towards creation of new knowledge:

The study highlights an issue related to improper development of the brain particularly among children and teens which has been shockingly ignored by educational institutions who continue to push for digital and multimedia instruction. The investigator affirms that the time has come for educationists and neuroscientists to work hand in hand to find ways of making digital/ multimedia learning more productive without affecting negatively the proper development of the brain of children and teens.

Key words: Children, Digital texts, Multimedia, Neuroscience, Print, Reading, Teens

The Similarities and Differences between English Language Instructors' Peer Observation in Online Teaching and Face-to-face Teaching

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This study provides the differences and similarities between peer observation in online teaching and face-to-face teaching on the perspectives of a group of English language teachers. The aim is to investigate if teachers' way of teaching vary in online teaching and face-to-face teaching according to the results of peer observation questionnaire. The participants are seven English language instructors at Nevsehir Hacı Bektaş Veli University School of Foreign Languages. The participants observed their peer's online lessons and stated their opinions on a peer observation questionnaire. This term they will also observe their peer's face-to-face lessons and state their opinions on a peer observation questionnaire. The study will be evaluated through reliable statistics packaging programmes.

Key words: teaching English, peer observation, English language teachers

The Effect of Self- Assessment on Students' Motivation in English Language Teaching

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During the last decade, self-assessment as one of authentic assessments has been applied in EFL teaching pedagogy in order to give more opportunities to the students to reflect on their own learning and progress. Self-assessment can also be effective to promote critical thinking and reflective practices in learning English, develop a sense of autonomy in their own learning English, and most importantly to motivate students to learn. In fact, in the literature there is a common consensus that motivation is one of the main learner characteristics. This study aims at exploring the effect of self-assessment on students' motivation. In the current study, three groups of university students at Nevşehir Hacı Bektaş Veli University School of Foreign Language will be investigated through self-assessment questionnaires. Then, the students' responses will be compared and analyzed by means of reliable statistics packaging programmes.

Key Words: self-assessment, autonomy, motivation,

Integrating STEM (Science, Technology, Engineering and Mathematics) to English Language Lessons: A 7th Grade Example

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In the 21st century education which is based on ‘21st century skills’, one of most discussed topic is that being able to turn learning into long-life learning and relate it with other disciplines. Connecting lessons with other disciplines has a great impact on the increasing effectiveness of learning. In this context, we are introduced with STEM (Science, Technology, Engineering and Mathematics). According to researches, integrating STEM makes students better problem solvers, innavotors, inventors, self-reliant, logical thinkers. Studies proved that integrating STEM has a great impact on the student attitudes and interest to school (Stohlmann, Moore, Roehrig, 2012). The session will include a basic introduction to STEM and STEM Education, an English language lesson example which is designed by presenter and applied to 7th grade students. Raising students’ environmental awaranness by integrating glocal issues to education with the help of STEM will also be disscussed in the session.

Key words: STEM, environmental awaranness, glocal issues, foreign language education

Examination of the Drug Prospectus Translation in Skopos Theory

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The rise in information, goods and services, and the free movement of people between countries with this increase have shown themselves in health care as well as in every sector. It is an essential obligation for people to look for solutions to health problems as a result of the health impact and impact that is the most important factor in human life. In this way, there is international practice in the pharmaceutical industry, and all countries market their drugs to each other internationally. The necessity for all countries to learn the contents of the drug they would use in order to trade drugs over time has also compelled translation, and the accurate and complete export of prospectuses has increased the importance of translation. The drug prospectus, which requires specialization and knowledge specific to medical terminology, was selected as the object of this study and its prospectus translation was studied in the framework of "Skopos Theory". When the drug prospectus was studied based on Skopos theory, it was observed that translations were created for a communicative and social purpose. This study aims to provide an example for both the content-related function of medical translations, a special field translation, and translation studies outside of literary text translations.

Key words: Medication Prospective Translation, Custom Field Translation, Actors, Skopos

The role of intercultural communicative competence in ELT curriculum in Turkey

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Only having linguistic competence does not adequately meet the needs of a successful communication in today's global village. With Byram's (1997) "Intercultural Communicative Competence" (ICC), the success of interaction can be accomplished through an effective exchange of information within the dimensions of knowledge, attitude, the skills of discovery, skills of interpreting and relating, and critical cultural awareness. Despite the consensus of the significance of ICC in English Language Teaching field, there are certain gaps on the actual in-class practices of ICC. This situation may hint the deficiency in teacher education in ELT departments. Bridging the gaps, the aim of this study is to examine the role of ICC in the curriculum in ELT departments in Turkey; the extend of ICC inclusion in the departments, and the learning outcomes, goals and objectives of the courses regarding ICC. Fulfilling the aim, this qualitative study explored seven ELT curricula of universities from seven different regions of Turkey to address the nationwide situation of ELT departments. Preliminary findings suggest that the universities lack of courses related to ICC; only a few courses are must courses, the other elective courses are not available all the time since they are opened only in case of quorum for the course. In addition, the courses are directly related to raising interculturally competent individuals rather than teaching ICC dimension.

Key words: Intercultural Communicative Competence, Teaching ICC, ICC in ELT curricula.

Developing EFL Teachers' Competencies: An Evaluation of a Local Inset Program for EFL teachers

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Professional development and continuous deepening of knowledge and abilities are critical components of educational systems' change and growth. Teachers participate in both short- and long-term exercises to enhance their knowledge, skills, values and attitudes towards the teaching and learning process throughout their careers. Pertaining to this process, this study aims to investigate the 24 EFL teachers' views on an inset program they participated. They were selected by the purposive random sampling criteria, and they were working in public schools in the Sarıçam district of Adana province, about the inset program titled 'Developing EFL Teachers' Competencies'. The study followed a mixed-method guideline including both qualitative and quantitative data collection tools such as a training evaluation form and KWLA chart to engage participants to evaluate the content, resources, trainers and the learning gains. The quantitative data were analyzed using SPSS and deductive thematic analysis was utilized for qualitative data. Findings revealed a mean score with high efficiency at the 'excellent' level (M: 4,91) concerning the overall effect of the inset program. In addition, teachers came up with various learning gains regarding subject area knowledge, professional skills and attitudes towards students and their professional development out of their KWLA charts. Lastly, participants suggested there be some important points to consider for further inset programs. We can conclude that teachers seek any opportunity to improve their personal and professional skills, and competencies for purposeful, continuing, and lifelong learning events.

Keywords: EFL teachers, inset, competencies

Intercultural Communicative Competence

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This study attempts to investigate the ICC levels of high school students who form a multicultural environment. For this purpose, a quantitative research was designed and the relationship between gender, native language, spoken languages of the participants' and ICC levels of them was researched. Convenience sapling method was used. For the data collection, Intercultural Communicative Competence (ICC) scale which consists of 52 items and four components (skills, attitude, awareness, knowledge), developed by Kazykhankyzy (2019) was administrated to 150 high school students (55 male, %36,7 and 95 female , % 63,3) who study at a medical technical high school in Bingl. The data were analyzed using Statistical Package for the Social Sciences (SPSS) 26 computer program. Descriptive and inferential analysis were used. The results revealed that native language of the participants and the languages that they can speak have no significant effect on their ICC levels while gender and their cultural tendency; watching movies, listening podcast, reading blogs from different cultures, have some effects on their ICC levels. As an implication, it can be suggested that different cultural context should be integrated in high school curriculum more authentically with movies, musics, blogs etc.

Key words: Intercultural, communicative, Competence

**The Role of Phonological Awareness in Storybooks and Phonics Instructed Books:
A Case of Rhyme Awareness**

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Phonological awareness is defined as the speakers' sensitivity to the units of the spoken language, such as rhyme, syllables, or phonemes (Adams, 1998). As one of the significant components of phonological awareness, rhyme awareness refers to the ability to detect rhyming sounds and generate rhyming words. Previous literature demonstrates phonological awareness as a critical element in children's early reading abilities in their second language, English (Cheung et al., 2010). It also proves rhyme awareness to be a predictor of reading ability. The present study aims to explore whether the chosen authentic books, graded reading books and phonics materials include rhyming words, how often they address rhyming and what might be the rationale behind using it. For this purpose, a total of 193 English books were peer-coded in terms of whether the rhyming exists and how many occurrences exist in these books. The findings revealed almost 60% of books included at least one case of rhyming words, which varied from one to one hundred thirty-four occurrences. These findings may be inferred as the authors tend to use rhyming words to keep the readers, especially young ones, engaged in sound awareness and make the books fun to process. Regarding second language learning, these books may engage the learners with the second language. The implication of the present study is that it provides a clear picture to the practitioners with how these books can be used to promote rhyme awareness, and thus phonological awareness, in English-as-a-foreign language instruction.

Key words: phonological awareness, rhyme awareness, young learners, storybooks

Narratives on “New Age” Challenges in ELT

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Any context is free from challenges, as it is in teaching English in 21st century. Though existing problems still linger in many countries, new ones have already been added to the list of ELT. To shed light for this issue in the local context, the study outlines the contemporary challenges experienced by 17 senior Turkish pre-service teachers of EFL (four males and 13 females, aged between 22 and 27) at public schools during their practice teaching for 12 weeks in relation to the 21st century requirements with regard to EL learning/teaching. Content-wise analysis of the narrations as the data source collected qualitatively via reflective journals, interviews and focused group discussions between October 2021 and January 2022 indicates that the issues are many, but most referred ones are categorized under the headings of teacher-, student- and context-related. Apart from the ongoing non-communicative, exam-driven and teacher-based EFL classes, results revealed that the most urgent problems are lack of a strong professional motivation and digital teaching competencies; social justice and inclusion issues in relation to special needs and immigrant/refugee students; generation gap between teachers and students in terms of teaching/learning preferences and post-pandemic attitudinal challenges from learners. In line with the findings, this presentation emphasizes the significance of school motivation with reference to EFL teachers’ professional dispositions and learners’ expectations from the schools in the post-pandemic era. Finally, the presentation is concluded with the elaboration on the implications from the study results and further relevant suggestions for EFL pre-service teacher in Turkey are given.

Key words: ELT, Challenges, 21st century, Turkey

Self- Mention in ELT Articles Written by Turkish Authors

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Self-mention is one of the crucial factors that influence L2 academic writing in terms of effectiveness, pragmatics, and social. Self-mention has been examined widely in different contexts and various domains. Therefore, in the current study, the aim was to explore the self-mentioning features by analyzing the frequency of first-person pronouns usage, in terms of inclusive “I” and “we”. 40 ELT articles written in English by Turkish ELT academicians were selected randomly from a peer-reviewed international journal devoted to the publication of articles and general issues relating to research in English Language Teaching as a foreign/second language around the world and all the selected articles were written by a single author. The self-mention features were counted manually by the researcher. The quantitative analysis method was used in this study, and Hyland’s (2005) “Stance and engagement features in research articles” model was the guide for the analysis of the current corpus. According to the results, Turkish ELT authors self-mention themselves in their academic writings using the first-person plural pronoun, “we”. In conclusion, we can say that Turkish ELT academicians are in favor of using inclusive “we” in their papers instead of inclusive “I” while writing their academic papers for their discourse community.

Key words: self-mention, second language writing, written discourse

Broadening Lexical Competence in the Digital Age

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In the last two decades it was understood that vocabulary which has been relegated to a secondary position after syntax is as important as syntax since learners do not manage to convey their message properly to the people they communicate with when they do not have the word they should use in their vocabulary reservoir or when they have incomplete lexical competence. Mentioning the possibility of producing infinite number of phrases and sentences by using finite number of rules, Chomsky is probably one of the first researchers drawing attention to the importance of lexical competence indirectly with his challenge to structuralism.

The number of grammar rules that should be learned in a language is limited. With new lexical items but the same grammatical structure novel sentences can be created. This means that the real challenge in learning a new language is related to vocabulary items rather than grammar rules. Keeping this aspect of language in mind, this study focusses on the lexical items that should be given priority in language teaching and the technological tools that can be utilized to realize effective vocabulary teaching and learning in the classroom as well as outside the classroom.

Key words: vocabulary, creativity, technological tools (Maximum 5)

A Case Study: Teachers' Beliefs and Practices of Pronunciation Teaching

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This article aims to investigate the beliefs and values of EFL teachers on teaching of pronunciation in preparatory classes of universities in Turkey. It also aims to explore the correlation between their beliefs and values, and their classroom practices. For this purpose, three EFL instructors at a foundation university were interviewed to examine their beliefs and values regarding pronunciation teaching and its necessity for the learners. They were also observed in speaking classes in order to inspect whether their beliefs resonate with their actions. Additionally, the participants were asked to write reflections on their actions in the observed class. Findings indicate a gap between teachers' beliefs and values, and their practices. Although participants believe that teaching of pronunciation is important and necessary, they hardly allocate time for it in their lessons. In fact, it is observed in this study that teaching of pronunciation starts when a student mispronounces a word. Furthermore, all of the participants believe that their students should be able to understand not only the British and American accent, but also the other accents. This is deeply rooted in their beliefs of English as an International Language. However, they tend to choose excerpts of native speakers to use in the classroom. To conclude, their avoidance of pronunciation teaching was found to originate from their own inability to teach the skill and the lack of knowledge of contemporary methods and skills. Pedagogical implications and possible strategies to fill the gap between teachers' beliefs and practices, and future research are discussed.

Key words: teaching of pronunciation, EIL, teacher beliefs

Teaching New Generation Young Learners: Digital Tools in Reading

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English has become the Lingua Franca of the new age, therefore, learning English as a foreign language in non-English speaking countries is of great importance for students to become active participants in today's world. For this reason, it is very crucial to read effectively, understand what you read, and transfer the knowledge correctly among the four main skills (reading, writing, listening, and speaking) in the target language. Reading can be defined basically as making meaning from print. However, literally, it is a multifaceted process involving word recognition, comprehension, fluency, and motivation. Considering the needs of the new generation young learners, it has become a necessity of our era to use different and contemporary approaches, methods, techniques, strategies, and digital tools in language classes. With this purpose, this presentation aims to introduce a set of digital reading tools - both mobile applications and websites- which can be used for various purposes in teaching reading to young learners.

Key words: Teaching Reading, Teaching Young Learners, Digital Reading Tools

A Critical Analysis of Gender Representations in High School English Language Coursebooks in Turkey

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Gender representation in educational materials has been a popular area amongst the researchers due to its significance and impact upon the students. Despite the increasing developments in society's awareness on gender discrimination, there is still a hot debate on the gender representations in textbooks. Language textbooks are particularly rich sources of input that involve linguistic, cultural, visual and topic-based content. Because of this, they may impose students cultural prejudices and gender bias. High school students are at a very critical age as they go through a process of changing their ideals and values system. Thus, this study aims to make a critical analysis of gender representations in 10th grade "Count me in" textbook used in state schools. The data is analyzed under six categories: fair representations of female and male characters, household responsibility of female and male characters, occupations of female and male characters, the number of female-female, male-male and mixed gender dialogues, pictorial representations, and finally, interest areas & activities. Descriptive statistics is used to analyze the data. The findings are promising revealing that the textbook tries to keep a fair balance for representing genders. Yet, there are some definite categories that need more improvement.

Key words: Gender representation, high school textbooks, bias, prejudice

Virtual Task-Based Situated Language-Learning with Second Life: Developing EFL Practicum and Technological Self-Efficacy

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The present study focuses on the research conducted during the practicum period of Turkish pre-service teachers of English during the pandemic. Accordingly, the study aims at (1) providing a situated, Web-mediated language learning environment as an alternative to the traditional classroom environment to help senior EFL student teachers with pragmatic language use, and thus develop their pragmatic skills; (2) exposing those EFL student teachers to SL as a Web-based application and an interactive collaborative learning environment that supports pragmatic language use; (3) designing situated instructional tasks compatible with SL; (4) assessing the effect of using a virtual task-based situated language-learning environment based on SL on developing senior EFL student teachers' pragmatic competency skills and enhancing their technological self-efficacy. Measurement tools include E-portfolio (Reflective Diaries), Academic Self-Efficacy Scale, and Pragmatic Competence Scale. The study offers suggestions and recommendations for enhancing e-practicum – by utilizing virtual located settings in general and SL in particular.

Keywords: Pragmatic competence, EFL e-practicum, second life, situated language learning, task-based learning, technological self-efficacy, virtual language learning

How Sustainable are the Secondary and High School English Language Textbooks?

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Sustainable development is one of the major concerns of the United Nations. It was defined by the 1987 Bruntland Commission Report as “development that meets the needs of the present without compromising the ability of future generations to meet their own needs.” In order to improve the quality of life, social, environmental, political and economic considerations are balanced in this paradigm. Based on these concerns, a number of topics are included for providing sustainable development, such as reducing poverty, changing consumption patterns, global population growth, and protecting human health, etc. The governments and civil society have a responsibility for changing the way people think and act for achieving long-term sustainable goals. Education is the key to achieving this transformation. To this end, the governments reoriented their educational curricula to address sustainability as suggested by the United Nations. The current study aims to investigate to what extent the Turkish English language curricula for secondary and high schools address the sustainable development principles and their applications. For that reason, the textbooks were investigated and the results revealed that they had a low-frequency of engagement with the sustainable development goals.

Key words: Sustainable development, curriculum, secondary and high school

An Exploration of University Students' Insights on Mobile Assisted Language Learning

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Learning a second or foreign language in recent years has benefited massively from technology through the use of newest media sources such as. Followed by computer-assisted language learning (CALL) approach, the use of mobile-assisted language learning (MALL) has become wide spread among students and teachers. With the outbreak of Covid-19, smart phones have particularly gained a significant popularity in the field of foreign language education and the use of these mobile technological devices has had a dramatic jump among new generation language learners. The ever growing practicality of such trendy language learning experiences have had exponential increase in the domain of foreign language teaching and learning. Teachers' attitudes as well as skills have changed the way students learn foreign languages. This study examined the perceptions of English as a Specific Purpose (ESP) students about MALL in foreign language learning at a private university in Mersin. Data were collected through a 5-point Likert scale survey. Findings indicated that most (ESP) learners strongly believe that using mobile devices is very effective in learning a foreign language as these tools are meant to provide readily accessible input in the target language regardless time or geographical location. In addition, female participants showed far more interest in using mobile phones to learn English as a foreign language than their male counterparts. In conclusion, participants' general media usage habits, media rating types and mobile phone usage clearly demonstrated a high positive attitude towards mobile gadgets contributing to their foreign language development.

Key words: MALL (Mobile Assisted Language Learning), Media Content, Learner Perspectives, EFL, ESP

Evaluation of 8th Grade Arabic Courses in the Context of the Writing Skill Teaching in Imam-Hatip Secondary School

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Writing skills, generally accepted as the last ring of foreign language teaching, contributes to controlling the learning process, reinforcing the learned structures and words, determining the language level of the students and identifying the mistakes they have made, enabling the students to think creatively, increasing their vocabulary knowledge, recognizing the target culture, transferring the learned information from short-term memory to long-term memory. While developing the writing skills in foreign language teaching, the age, mother tongue and culture of the target group must be taken into account. In addition, the teacher should be a guide who masters the entire writing process. Writing is a skill that is considered difficult by students. In fact, this view is correct because while the student is at the consumption stage in reading and listening, s/he is at the production stage in writing. In this study, the 8th grade Arabic textbook taught in Imam-Hatip Secondary School and prepared by the Ministry of National Education Commission has been examined in the context of teaching writing skills. The study was based on the Arabic curriculum. As a result of the study, the adequate and deficient aspects of the 8th grade Arabic textbook in teaching writing skills have been determined and some inferences have been made on the subject.

Key words: Arabic, writing skills, acquisition, Imam-Hatip Secondary School, textbook.

**Analysis of Cultural Elements in Turkish Folk Tales Compiled and Translated into French by
Pertev Naili Boratav**

**(Pertev Naili Boratav Tarafından Derlenip Fransızcaya Aktarılan Türk Halk Masallarındaki
Kültürel Öğelerin İncelenmesi)**

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Tales, which are among the products of oral culture, are a genre in which mostly extraordinary or imaginary beings and events take place. Tales, which have unique linguistic features and carry the cultural heritage from generation to generation, contain values, habits, customs and traditions in the culture of the society in which they are formed. Therefore, tales translated into another language have a great importance in terms of recognizing a nation and its cultural characteristics. This study includes the examination of the cultural elements through selected examples in the tales compiled and translated into French by Pertev Naili Boratav. This examination is based on the classification of cultural elements under six headings in Peter Newmark's article titled "Translation and Culture" written in 2010. The aim of the study is to examine the changes and transformations of the cultural elements in the source language according to the target language norms. It is aimed to draw attention to the translator's decisions in the translations of cultural elements by interpreting the translation preferences of Pertev Naili Boratav as both the compiler and the translator of the tales. In addition, this study is also important in terms of contributing to cultural translation studies.

Key words: Turkish folk tales, Peter Newmark, translation, cultural elements

Auditory Recognition of Primary Stress Phoneme in Four Sentence Types by Turkish English Majors

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The audition and identification of stress phonemes in four types of sentences is a crucial problem for the first year students of English majors in Turkey. The primary stress is a phonemic incident in English and its auditory recognition is a problem for many Turkish students because it plays an important role in spoken English. The detection of primary stress is also helpful in determining the pronunciation and intonation proficiency of the language learners. The perception of the placement primary stress and hearing it altogether in four types of sentences one after another as a collective group is a valuable testing ground for the measurement of the placement of the primary stress perception in four types of sentences in English. In this research, 5 selected sentences from simple, compound, complex, and compound-complex sentence types will be listened by 40 first year English majors in one of the foundation universities in Ankara. The participants will hear each sentence three times in five seconds intervals and will mark the correct answer in a multiple choice test item. So, they will see each sentence on paper and after listening to it, they will mark the correct answer on the answer sheet. The pretest of 20 questions has been administrated to the participants, and after sentence stress teaching period of 8 hours, the same questionnaire will be administrated in the same manner of first application. The results will be submitted to SPSS 20 and results will be calculated.

Key words: primary stress phoneme, audition, sentence types, nuclear stress, collective group

Learning by Enjoying: A Study on Language Learning Enjoyment¹Önal, S.S., ²Onay Taş, S. ³Tunaboğlu, O¹ serayceselenonal@gmail.com, Süleyman Demirel University, Turkey² semra.onay@dpu.edu.tr, Süleyman Demirel University, Turkey³ oyatunaboğlu@gmail.com, SüleymanDemirel University, Turkey

The concept of positive psychology in language teaching and learning practices has drawn researchers' attention to more positive emotions which were long ignored in the literature. Of these positive emotions enjoyment stands as a driving force for the whole learning process boosting up motivation. As it is the case it is somewhat essential to explore the factors that affect the language learners' enjoyment during the learning process. The primary purpose of the study was first to investigate the level of foreign language learning enjoyment experienced by university students and second find out the factors that affect learners' experience of learning enjoyment. A total of 151 undergraduate EFL learners participated in the study. The data was collected through an online version of The English Classroom Enjoyment questionnaire and focus group interviews. Although the analysis of the questionnaire data revealed positive results in favor of participants' overall language learning enjoyment, focus group interviews indicated that enjoyment is a dynamic issue and dependent on some other variables.

Key words: English classroom enjoyment, positive psychology, enjoyment

The Relationship Between Teachers' Written Feedback Preferences and Burnout Levels: A Mixed-Methods Study

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This study investigated the perceptions of EFL teachers' written corrective feedback preferences and burnout levels. This study is a mixed study which quantitative data is collected by a questionnaire whereas the qualitative data is collected through an interview. The members of the questionnaire examination are 38 EFL educators from various school types and the interview has applied to three teachers. The participants have been randomly chosen. Through showing a significant correlation between written corrective feedback preferences and burnout levels of the participant teachers in the classroom, this research highlights the importance of the written corrective feedback that every teacher needs to take into consideration.

Key words: burnout level, education, teachers, written corrective feedback

The Use of Mobile Apps in English Language Education: A Survey at AHBV University

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This study aims to explain how advancements in technology can be implemented in English language education and how those new technologies could improve foreign language education. This study questioned 100 English language students at AHBV University in order to gain information on how they use technology to learn English as a foreign language. The questions on the open-ended survey related to the topics of attitudes toward technology in general, the students' accessibility and academic/personal use of technology tools, and their awareness and usage of specific foreign language learning mobile apps. The results revealed which apps were mostly preferred as the most frequently used language learning apps. These apps fulfill crucial elements of education, and students prioritize facility of use, accessibility, and price when deciding whether to keep an app or not.

Keywords: Computer-Assisted Language Learning, Babbel, Utalk, Duolingo, Primsleur, Rosetta Stone

Developing A2 students' communicative language skills through discussions on William Carlos Williams' "The Red Wheelbarrow" poem by applying a sample course plan: A Descriptive Study

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The use of poetry in language classes can help students develop a positive attitude towards the target language due to its diversity of meanings and openness to interpretation. The poem used in this study was covered within the framework of a sample lesson plan that aimed to improve the communication skills of A2 level English preparatory class students (n.17) through discussion questions. At the end of the lesson, students were asked six interview questions. The majority of the students stated that their creative thinking and communicative language skills developed significantly after the study.

Key words: literature, language teaching, communicative language teaching

Exploring Challenges Faced by a Teacher Teaching English in a Primary School in England¹Shamsudin Abikar.¹nur2000us@yahoo.com, Primary Educator, England, UK

Since the 21st century can be assumed to be marked by the processes of economic and cultural (linguistic) globalization where economy is potentially determined by services and information, competence in English language is important. In England, the UK government is striving to promote rapid language acquisition for all pupils regardless their ethnicity (Demie, et al. 2022). This paper explores the challenges faced by a teacher in a Southwest England primary school when teaching English. The structured interview questions used for data collection covered the (Cambridge Assessment English) seven skills needed for the 21st century: collaboration, responsibility, critical thinking skills, problem-solving skills, initiative taking and self-direction, creativity and ICT and information literacy. The three themes emerged from data show that instilling internal motivation in pupils, lack of problem-solving in English literacy curriculum and lack of resources are the main factors that the teacher faces when teaching English. The paper outlines recommendations for training teachers in how to motivate pupils, reviewing the English literacy curriculum to update with problem solving activities and extra resources for schools to address the challenges faced by the teachers when teaching English.

Key words: England, challenges, English, 21st Century skills, globalization.

Alignment of FL Speaking Skill Activities to the CEFR-CV Descriptors in Online Interactions

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The Covid-19 forced traditional face-to-face foreign language (FL) education to shift into remote online ones nearly all across the globe during the acute period recently. However, this immediate change brought not only some merits but also several challenges concurrently for professionals serving in education contexts. Based on this fact, to address one of these challenges, the current study focuses on teaching FL speaking skills in online classes and referencing the CEFR Companion Volume (CEFR-CV) descriptors in aligning activities in a standards-based manner. The CEFR-CV proposes descriptors from Pre-A level to C2 level for online interactions, which can be effective in FL teaching. First, the study introduces the descriptors of two scales of the CEFR-CV for online interactions. Next, the study discusses how to use these descriptors in designing activities for teaching speaking skills in online FL classes. Last, the study provides several suggestions for users on how to benefit from the CEFR-CV descriptors for online FL education.

Key words: CEFR-CV, foreign language, speaking skills, online

The Contributions of Acoustic Phonetics to Language Teaching: The Value of Spectrographic Analyses

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Acoustic phonetics is the study of speech that makes use of the frequencies of these sound waves to examine it accurately. Time-domain features such as the squared magnitude of waveforms, their length, and their fundamental frequency are examined in acoustic phonetics as well as their link to other aspects of phonetics such as the frequency spectrum or spectrotemporal features. Researchers have been able to identify exact values and acoustic characteristics by integrating their understanding of articulatory phonetics with the usage of a spectrograph, and they have used these values and characteristics to designate specific vowels and consonants. A spectrogram, a visual representation of a sound that may be used to study it acoustically, conveys a great deal more complicated information than what we perceive on a simple waveform. Spectrograms allow us to observe the high-frequency energy that is associated with aperiodic sounds, which we cannot observe otherwise. Studying spectrograms in light of acoustics phonetics helps in recognizing both known and novel sounds, improving pronouncing abilities, and developing autonomy in the recognition of words and sounds. The purpose of this study is to describe the feasibility of using computer-aided spectrographic analyses to demonstrate segmental and suprasegmental features of speech sounds as an effective acoustic-phonetic tool for teaching English as a foreign language and raising awareness of American and British English pronunciation.

Keywords: Acoustic phonetics; computer-aided spectrographic analyses; language teaching

The Implementation of Social Changes in Iraq as Reflected in the movie, *Queen of the Desert*.

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The English writer, archaeologist, political officer, Gertrude Lowthian Bell, known as the Queen of the Desert, is one of the most influential historical figures, who started important social changes in the Gulf region, especially in Iraq and Jordan by supporting the emergence of Arab nationalism in these societies. Directed by Werner Herzog, the story of her life is made into a movie, entitled as Queen of the Desert in 2015.

It was assumed that 20th century was going to be “the age of nation-states”, which means the end of many empires such as Austria-Habsburg and Ottoman empires. Accordingly, the movie Queen of the Desert starts with the scene of colonial powers, who set their eyes on dividing the spoils that would be earned after the demise of Ottoman Empire and who are looking for prospective kings for the emerging kingdoms and nation-states in the Gulf region. However, the leading politicians such as Churchill and leading military men are in need of reliable knowledge about the people of the Gulf societies and they are informed that the best source of information in the Gulf region is a woman named Gertrude Lowthian Bell

Thus, the aim of this chapter is to explore the methods used by Gertrude Lowthian Bell in the implementation of social changes in the Gulf region with reference to the information and examples given in the movie, Queen of the Desert.

Key words: Gertrude Lowthian Bell, Queen of the Desert, Arab nationalism, social changes, the Gulf region.

A certain text we might find in ESP classes: Sufi language and its characteristics

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Language learning for ESP purposes is not always concerned with simple and straightforward texts. At times, there are certain texts with idiosyncratic features in need of clarification before we take them to our classes. Scholars of different fields in linguistics, philosophy, psychology, and sociolinguistics, among others, have described language from various dimensions. Accordingly, Sufis have not been an exception. Classifying the language and explaining its forms, they have attempted to describe the features of each form and the reason why one is superior over the other. Therefore, this study aims to touch upon the Sufis' perspectives upon language and ultimately offer their views as useful tips in working on the respective texts in language-related classes. It shows that the Sufis, classifying language into the language of science (language of word, awareness, and phrase) and language of wisdom (language of indication, inebriety, thought, and state), only pay attention to the latter and ignore the language of science. They do not regard language as a reflection of truth. Instead, they consider it full of mysteries and metaphors, as confirmed by the current researchers, too. For this reason, in language, meaning is always delayed. The study therefore highlights that these features, as background knowledge, will have implications for international and ESP readers of Sufi texts in literary and language-related classes.

Key words: forms of language, language functions, the Sufis' works, ESP, International readers.

The Recent Challenges Confronted by Classroom Teachers in Teaching English to Young Learners

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English as a foreign language courses have been involved in the program of public schools in Turkey, with the last radical educational reform that was launched in 2012-2013 Academic year. Since then, teaching English to young learners at the primary school level has become an important focus of practitioners and researchers. At the beginning of the reform, many of the classroom teachers had to teach English in their classrooms due to inadequacy in the assignment of English teachers to primary schools. Although this problem seems to be covered to a large extent during the last decade, there are still some challenges that classroom teachers face with relating to English courses. Hence, this study aims to investigate the challenges that classroom teachers confront in teaching English to young learners in primary education. The study is based on a mixed design with a questionnaire applied to 91 classroom teachers to indicate their views and needs in teaching English at the primary level and a semi-structured interview with 3 classroom teachers who had experienced teaching EFL to their students. As demonstrated by the findings, some specific areas associated with teaching English to young learners need to be promoted in the roles of classroom teachers. Further, pedagogical implications are also elicited based on the findings to raise awareness of classroom teachers in teaching English to young learners.

Key words: EFL, primary education, TEYL

How competent the English instructors feel teaching students with special educational needs (SEN)

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Special educational needs (SEN) are arisen from one or multiple physiological, psychological, or cognitive challenges such as sensory impairments or learning difficulty etc. Most of the English teachers in Turkey lack formal training to teach students with SEN. This study investigated how competent the English Language instructors working at a private university in Ankara felt while teaching English to students with SEN. The study also aimed to find out the factors affecting the degree of competency of the participants and whether the participants think the formal education provided to teach English to students with SEN is adequate and effective. The study was conducted at the English preparatory school of a private university in Ankara with ten instructors of English. The data were collected through an open-ended questionnaire form and analyzed through content analysis by coding and labeling themes. The results showed that most of the participants felt not very competent or not competent at all. The main factors affecting their competence levels were the lack of formal education, lack of teacher training programs, lack of in-service training programs, lack of experience and lack of available materials. Finally, the majority of the participants in the study mentioned that the formal education provided to teach English to students with SEN was neither adequate nor effective.

Key words: students with special educational needs, teaching English as a foreign language

**Iraqi English Teachers' Perspectives on Using the Audio-Visual Aids
at Primary Schools: Pedagogically Oriented Study**

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A good teacher is always searching for new methods and tools that will make learning more meaningful. With the careful selection and use of a wide range of educational tools or audio-visual materials. The study aimed to determine the Iraqi English teachers' perspectives towards the use of one or many types of audio-visual aids in teaching English as a foreign language, this study provided basic and comprehensive information to assist teachers to use audio-visual aids in teaching English. The study was based on a qualitative method approach, collecting data through semi-structured interviews, the participants were 10 Iraqi English teachers teaching in primary schools. According to the findings teachers expressed positive attitudes toward using audio-visual aids, teachers emphasized that using audio-visual aids has many benefits in teaching English such as attracting students' attention, making an enjoyable lesson, and making the teacher's job easier.

Keywords: Audio-Visual Aids, Teachers' Perspectives, Iraqi English Teachers.

An Investigation of English Language Needs: The Case of Iranian Medical Students

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English plays a key role in higher education in Iran, particularly in Medical field. In fact, although the language of education is Persian in this country, medical students need English both to pass English for Specific Academic Purposes (ESAP) courses and to use it in their career later as practitioners. Given the dissatisfaction many medical students and graduates expressed about the English courses in their curriculum, this study was designed to examine to what extent this unsatisfaction issue might be due to their unmet academic and professional needs. Accordingly, the current survey-based research investigated the English language needs of 182 undergraduate medical students, both males (n=80) and females (n=102), studying at Kashan University of Medical Sciences and Health Services. The data were collected, analyzed, and interpreted quantitatively by administering a questionnaire adapted among the target participants. The results showed a huge gap between the target English needs of the medical students and their course content. The major skills and subskills essential for these students to meet their academic and professional needs were also identified. The findings can have significant repercussions for curriculum designers, material developers, as well as English instructors to consider the reported needs of medical students in the decisions they make about the relevant courses, materials, and teaching methodology.

Keywords: Needs analysis, English for Medical Purposes (EMP), English for Specific Academic Purposes (ESAP), Medical Students

On the Relationship between Teacher-Student Interpersonal Relationship and EFL Learners' Motivation and Anxiety

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Interpersonal relationships are considered as strong, deep, close associations or friendships between two or more people that may range in duration from brief to enduring and can have strong influence on affective factors particularly motivation and anxiety (Baker, Grant & Marlock, 2008). Among the interpersonal relationships in educational settings, the teacher-student relationship can have a great effect on students' anxiety, motivation and ultimately success. Hence current study was aimed at investigating the relationship between teacher-students interpersonal relationship with learners' anxiety and motivation. To do so, 40 male and 58 female Iranian advanced students in Avatak Language institute were asked to participate in the study. For the first step in gathering the required data the questionnaire on teacher-student interaction was given to the participants of the study in each class. One the next session, all the participants in four classes were given the Foreign Language Classroom Anxiety Scale (FLCAS) adopted from Horwitz, Horwitz and Cope (1986). And as the last step of data collection procedure in current study, the researcher used Student Motivational State Questionnaire to collect data on students L2 learning motivation. later, all the data were examined and their relationship was investigated. Based on the results of the study it was revealed that there is a different type of relationship between EFL learners' perception of teacher-student interpersonal relationship and their motivation and anxiety in terms of dimensions of teacher-student interpersonal relationship. So that, an increase in dimensions of Leadership, Helping/friendly, Understanding, Student Freedom, will lead to an increase in the motivation level and a considerable decrease in learners' anxiety. In addition, as increase in Uncertain, Dissatisfied, Admonishing, and Strict dimensions causes a considerable decrease in the motivation level and increase in learners' anxiety level. The findings of the study can be used by the language instructors and teachers knowing that their positive interpersonal relation really matters and is highly effective enhancing their teaching practice making students motivated and less anxious who are ready and eager to learn. Furthermore, the results of the study can also help teacher trainers to instruct the teachers how to assess their relationship with students and find a positive balance in order to take advantage of reducing the effect of affective filters such as anxiety to improve the quality of their class.

Key words: Interpersonal Relationship, Motivation, Anxiety, Teacher-Student Relationship

An Overview of Teacher's Perceptions towards Error Correction in a Young Learner's Environment

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Oral corrective feedback is one of the major research topics in second language pedagogy and language acquisition, it's defined as the information provided to an individual or a group in order to lead to a positive change leading to more effective results that's desired by the teacher providing the feedback. In the case of young learners, oral corrective feedback becomes more of a sensitive area of study because at this stage, learners are more impressionable and can be affected by this feedback in irrevocable ways. Therefore, this study aims to shed light on oral errors made by young learners and focuses on how teachers prefer to give their oral corrective feedback, which types do they see positively effective and whether some of them think that some errors should not be corrected immediately in order to understand from those when do they think is the best time to give an oral corrective feedback to a young student. This study uses a semi-structured interview addressed to 12 English teachers in a Turkish private school. This study reveals that teachers think that oral corrective feedback is very important in the young learner learning process, and most of them believe that there are some mistakes that can be overlooked as it can have a positive effect on the learners. Moreover, most teachers agree that the best method to provide oral feedback is by providing it in an indirect way as it leads to learners having the feeling of being more autonomous.

Key words: corrective feedback, oral errors, young learners

An Investigation of the Turkish Translation of Shirley Jackson's *The Lottery* in the Light of Gideon Toury's Target-Oriented Approach

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Translation can be explained as conveying the closest equivalent of the meaning intended to be given in the source text. In the process of interpreting the source text, the translator may encounter cultural differences in both languages. In the process of conveying these differences, the translator may choose a translation that is close to the source culture or target culture. In this study, Berrak Göçer's Turkish translation of the American writer Shirley Jackson's short story the lottery, which tells a lottery draw traditionally held in a town every year and the striking result of the draw, was analyzed according to Gideon Toury's target-oriented theory. Examples were given within the scope of "initial norms", "preliminary norms" and "operational norms" presented by the related theory. In this study, sentences involving cultural elements in the source text were grouped according to Peter Newmark's cultural classification. In the same sentences, it was determined which method was used in terms of Newmark's translation methods. Finally, these examples were examined according to Toury's descriptive theory, and it was examined which ones were "adequate" and which ones were "acceptable" translations. In this respect, Gökçer's translation named *Piyango* can be evaluated as both "adequate" and "acceptable".

Key words: Norms of translation, Culture, Peter Newmark, Gideon Toury

Language Teachers' Perceptions Towards the Integration of Literature into EFL Instruction

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Language learners with limited exposure to target language outside the classroom should be provided with rich language input in the course as much as possible. Literature has undoubtedly been one of the instructional materials that language teachers utilize to achieve this goal. The present study examines the reason why it is advantageous to integrate literature into English language teaching curriculum and what are the perceptions of language teachers on this issue. The study is conducted with the participation of 30 lecturers currently working in foreign language schools of different state universities in Turkey. Qualitative research method will be applied in order to gain perspective on lecturers' perceptions towards the subject. It is aimed to produce detailed data that contributes to an in-depth understanding of the subject from the perspectives of the participants, with the help of 7 research questions directed online. According to the findings, the majority of lecturers have a positive perception toward literary materials. However, most of the lecturers reported that they frequently utilize simplified versions of literary texts for practical reasons. The study is concluded with recommendations and suggestions on implementing literary materials and eliminating potential barriers to literature integration into EFL instruction.

Key words: language, literature, input, EFL, instruction.

The level and sources of speaking anxiety in prep-school students

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This study aims to determine the speaking anxiety level of preparatory school students and the sources of their speaking anxiety. The questionnaire was administrated to 172 preparatory students (67 male and 105 female) who study at Foreign Languages School of Inonu University. Among them, 10 students were chosen for the interview. In this study, the mixed research method was employed. The data were collected both; qualitatively and quantitatively. For the quantitative data, 18 items of the Foreign Language Classroom Anxiety Scale was obtained. For the qualitative data, semi-structured focus group interviews with 10 participants with high level of anxiety were made. Quantitative data was analyzed by interpreting descriptive factors of FLCAS and calculating with the help of Likert's Scoring Table and using Statistical Package for the Social Sciences (SPSS) 20 computer program. Thematic analysis was used to analyze qualitative data and it was made in four steps; identification, classification, description, and drawing a conclusion. The results of the study revealed that the majority of participants could be accepted as moderately anxious and there are three types of anxiety creating sources. These are learner related sources, the teacher related sources and educational system related sources.

Key words: speaking, anxiety, English.

On the Relationship between Iranian EFL Teachers' Burnout and Self-efficacy

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Teachers occupy crucial role in educational setting, especially in foreign language and in foreign language context, there are variety of factors that extremely impact the teachers' performance and efficiency. Two of these factors are burnout and self-efficacy. The purpose of this study was measuring these factors and understanding their relationship by applying quantitative method. Data collection was by using two questionnaires of Burnout test by Maslach and Self-efficacy test by Bandura. Due to Coronavirus and having no access to universities or school classes the questionnaires were answered by Iranian EFL teachers online. After performing multiple regression as statistical analysis it was showed that Iranian EFL teachers had low level of burnout and in the next step the level of teachers' self-efficacy was presented by use of statistical analysis, also negative relationship between burnout and self-efficacy was another result that was found in this study. The role of self-efficacy as a burnout predictor was about .38.

Key words: Self-efficacy, Burnout, Personal accomplishment, Teachers' performance

Effect of Collaborative CALL on Teachers' Reflective Teaching and Literacy Assessment Competence

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Reflection and collaboration can transform and improve teachers' performance (Murray, 2015). The field experiences offered opportunities for professional learning that assisted the student teachers' growth as CALL practitioners (Schmid & Hegelheimer, 2014). This research study has aimed at exploring the role of collaboration on reflection and assessment literacy among non-native Iranian EFL teachers. The project was carried out with 40 English teachers who were divided into two experimental and control groups. The experimental group collaborated through CALL for six sessions during the working term, while the control group did not collaborate. The instruments for data gathering were a reflection questionnaire (Akbari, Behzadpour, & Dadvand, 2010) and a literacy assessment survey (Mohammedi & Nikmard, 2020). The findings suggested that reflection has improved in the experimental group through collaborative CALL, while assessment literacy improved in both groups in posttest performances. Moreover, a relatively small but positive correlation was discovered between the assessment literacy and reflection among the experimental group performances, which implied that reflection can be a predictor of assessment literacy in the subjects of the present study. The result may contribute to teacher development and preparation programs in which collaborative CALL may positively affect teachers' reflection.

Key words: Assessment Literacy, CALL, Collaboration, EFL teachers, Reflection

Learn English using a brand-new technique

(Learn English the way I learned Turkish!)

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Learning English is a significant issue that has been researched for a long time, and many researchers and academics have been striving to discover a way to make the learning process easier and clearer. The deliberate efforts that learners do to improve their language learning are referred to as strategies. Strategies are not discrete acts, but rather a process of organizing several activities to complete an L2 goal (Anderson, 2005). Almost everyone has their unique strategy to learning vocabulary, grammar, or even becoming skilled in speaking or writing in English. But, do these strategies operate for a reasonable length of time? Do they keep learners motivated enough to keep learning with a similar crave for improving more? Do they cover all necessary steps to learn properly, and result in a whole-learning process? As an English lecturer, the researcher observes that every year, dozens of students ask their educators the best way to study English, and are interested in being introduced to a method that would help them improve their language skills easier with more rapid results. There are several methods, techniques used by instructors, and strategies by students themselves, or even individuals who only picture language learning as a hobby, looking for a way out of this complexity. The following technique is crucial because it helps learners with various motives and intents, secondly, it may help learners of differing levels (i.e., elementary, intermediate, etc.), and lastly, it helps students to study in an enjoyable and natural way. As a second language learner, the researcher used this strategy to learn Turkish with her husband, who is a native Turkish speaker, and as a second language teacher, she applies her own language learning procedure to her students and observes the impact of each stage on their levels of English language proficiency. As this strategy was helpful to her in learning Turkish, the researcher decides to use it as a brand-new technique with her students to see whether it works with English or not. She first, outlines the plan, explain each step, and asks for their approval at the start. She becomes extremely motivated and prepares her lesson plans accordingly since her students are so eager to learn English and enthusiastic to practice it utilizing a fresh technique. The target group consists of 20 beginner level students with a deep learning approach and high motivational attitudes. In this technique, the researcher begins with the alphabet and word spelling, then moves on to pronunciation practice and vocabulary study, next reading and comprehension, speaking skills, and finally writing. Grammar is simply addressed as a supplementary component in between, rather than being the main focus. After two semesters of education, practice, and owing to the students' amazing deduction, and most significantly, the pair and group-works, the researcher sees fantastic progress in 8 months, so much so that the students become able to discuss subjects, and write down their ideas and points of view using a variety of words. They also perform very well on their final examinations. The researcher intends to test the technique on various groups of students for more certain results, and it is suggested that teachers who are interested in implementing diverse methods and techniques create their syllabuses based on the previously described technique and see if it works with their students, and share their experiences.

Key words: Learning English, new techniques in learning English, strategies to learn a new language

Expansion of Communicative Interaction and Developing the Ability of Cross-Cultural Competence to the Technical Students

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The article faces a challenge with the consequences of an expansion of communicative interaction and developing the ability of cross-cultural competence to the technical students in learning process. The target of the studied language is to develop a methodological framework for the development of communicative culture and to integrate the range of subjects in the specialty of power engineering, food processing and oil-gas industry students.

Improving the mechanism of teaching terminology connected with their specialties to students of power engineering, food processing and oil-gas industry. In their professional activities on the basis of the integration of interdisciplinary speech thinking in learning language and expansion of communicative culture.

In this regard the growing demand for professional-oriented personnel in the labor market, it is necessary to improve the methodology of forming approaches, studying foreign experience, developing a communicative culture of learning language focused on the professional activities of future specialists.

The practical results of the study are as follows: -mproved theoretical aspects of the methodology aimed at overcoming the difficulties in developing the communicative skills of ESP students; Power Engineering, Food technology textbooks have been developed to enrich the terminology base while teaching cross-cultural competence of educated ESP specialists on the principles of qualification requirements.

The observation was conducted among the students of Bukhara Engineering-Technological Institute. We applied various teaching methods such as: cross-cultural communication, presentation skills, team-building, influencing skills, authentic materials and methodological observation. As the outcomes of observation work, we have to concentrate on the ability of technical students, CLIL, speech fluency on terminology to advance communication skills.

Key words: CLIL, ESP, communicative competence, communicative culture, communication skills, develop language skills, studied language, technical students and methodology.

POSTER PRESENTATIONS

The Covid-19 Phase in Foreign Language Education: A Digital Nightmare or a Digital Success?

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After the acute period of the Covid-19, we, as professionals in education, witnessed that nothing would be the same in education environments any longer. As a result, most of us heard or learned new concepts and skills regarding the use of digital technology in education. However, this phenomenon remains still skeptical not only for educators but also for learners. Moving from this point of view, the current study addressed digitalization in foreign language education. The study, firstly, discussed several concepts which may still be wispy to the professionals who regard themselves as digital immigrants. Secondly, the study highlighted several issues arising from the digitalization of foreign language education, which can be either a nightmare or a success for both professionals and learners. Lastly, the study focused on the effective use of digital tools in foreign language education contexts. Overall, the current study aims to clarify some common but, at the same time, blurry points of digitalization to the digital immigrant professionals in foreign language education contexts.

Key words: Covid-19, education, foreign language, digital nightmare, digital success

On the Relationship between Iranian EFL Teachers' Burnout, Motivation and Job Satisfaction

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Teachers always play significant role in education and their different aspects like; burnout, motivation and job satisfaction is in the center of attention. In foreign language setting, teachers' performance and efficiency can be affected by them easily. The important goal of this research is to measure the relationship between teacher's burnout, motivation and job satisfaction of Iranian English teachers and it is going to do it by quantitative methodology. Maslach Burnout test, Soenens Motivation to Teach Questionnaire and Minnesota Satisfaction Questionnaire (job satisfaction) were the three questionnaires for gathering the data. Due to Coronavirus and having no access to universities or school classes the questionnaires were answered by Iranian EFL teachers online. Statistical analysis showed low level of burnout in Iranian EFL teachers and after doing correlation analysis; negative relationship was presented between burnout and motivation. It was cleared that motivation and its subscales 36% could predict the teachers' burnout. In the next step Iranian EFL teacher job satisfaction was analyzed. Statistical analysis showed low level of job satisfaction in Iranian EFL teachers and after doing correlation analysis, negative relationship was presented between job satisfaction and burnout, also it was revealed that job satisfaction and its components 21% could predict teachers' burnout.

Key words: Teacher burnout; Job satisfaction; Motivation; English teachers; Teachers' performance

**DISCOURSE APPROACHES IN TEACHING ENGINEERING STUDENTS
AND DEVELOPMENT OF INTERCULTURAL COMPETENCE**¹Isroilova D. M.²Ishanjanova M.S., ³Rustamova D.A.¹dilquv@gmail.com, Andijan State University, Uzbekistan²munosib77@mail.ru, Andijan State University, Uzbekistan

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The article deals with the issue of a discursive approach in teaching English to engineering students, as well as the formation of intercultural competence in learning process.

We propose to integrate the studied language with subjects such as "Life Safety and Engineering Ecology", "Culture of Production" in the formation of intercultural competence and internationalization of programs. Because these disciplines are introduce concepts related to social responsibility in Engineering. To put our theoretical proposals into practice, we work out a special course "Engineering Dialogue in English" for first-year students of Engineering specialties. In the modern world, it is not enough to know a professionally oriented language, to understand oral and written speech, because it is necessary to be able to establish contact with carriers of a different culture, achieve mutual understanding with foreign colleagues working in the same field and develop "soft skills". The purpose of the "special course" is to develop the ability to analyze and interpret engineering issues and problems in the intercultural world. A general strategy has been defined and a plan of experimental work has been developed on the formation of intercultural competence of students of Engineering specialties implemented by us a manual "English for Cross Cultural and Professional Communication". A survey was conducted among students of Andijan Machine-Building Institute. We used complex methods such as: comparative, diagnostic (questionnaire, conversation, pedagogical observation). As the results of experimental work, the need taking into account CLIL and discursive approach in teaching English to Engineering students, to improve soft skills.

Key words: intercultural competence, internationalization programs, CLIL, soft skills, Engineering students.

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Willingness to Write and Writing Performance of EFL Students: Pursuit of Relevance

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Over the past decades, the impact of individual differences on learning a second language (an L2), more specifically, achieving high levels of mastery in writing, has been increasing significantly. The present study was conducted to investigate the degree of willingness to write among students of English as a foreign language (EFL) and the potential effects it may have on the students' performance in writing. To achieve the goal, Willingness Apprehension Test (WAT) developed by Daly and Miller (1975, revised version 2013) was used to measure the participants' perceptions of willingness to write in an L2. The participants were 159 EFL students from a state university in Turkey. The findings revealed that the participants had a relatively high level of stress apprehension, a moderate level in product apprehension, and low level in evaluation apprehension components of WAT. The findings also revealed the all three components measured in the study have significant effect on the participants' writing performance. The findings of this study can bring considerable insights into the field and help EFL/ESL teachers to unfold the underlying factors affecting students' degree of willingness to write and try to enhance willingness to write by lowering the debilitating role of WAT as an individual factor.

Key words: Individual differences, Evaluation apprehension, Product apprehension, Writing ability, Willingness to write

**NEW METHODS OF PEDAGOGICAL TECHNOLOGIES USED IN FOREIGN LANGUAGE
TEACHING**

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This article discusses some theoretical analysis of using pedagogical technologies in foreign language teaching. Moreover, it gives brief explanation on effective methods and their peculiarities. The use of pedagogical forecasting capacities in research aimed at determining the place and extent of education in different types of educational institutions is required. The mechanism of the learning process identifies achievements and shortcomings of this process, the quality indicators of learning outcomes, the pedagogical theories applied to the educational process, the development of modern teaching technologies or the level of deterrence of education development should be directed. Any pedagogical technology that is applied to the learning process, whether it is through the content of its components or the content, or whether it is through a curriculum or a textbook or a teacher activity, it is necessary to achieve rapid development. At the same time, pedagogical technologies, first of all, allow each student to communicate freely with other students, teaching materials and teacher (pedagogue), to exchange ideas. Modern pedagogical technologies should reflect the pedagogical practice as a form of knowledge that defines a set of laws, nature and society phenomena, personality culture and morals, and certain science bases for the student or student. It is desirable to rely on the theoretically sound, comprehensively tested and accurate code of conduct in this area.

The main focus of pedagogical technology is to develop positive attitudes and qualities on the basis of their needs, interests, talents and abilities. At the same time, the content of education is an environment for the formation and development of a person. Therefore, the content of the training should be based on humanitarian ideas and standards.

Key words: pedagogy, forecasting, methods, research, learning process

ONLINE PRESENTATIONS

Pronunciation as part of the 4C's in the 21st Century Skills

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Effective communication is viewed as the ultimate goal in language learning and teaching contexts. Comprising both verbal and nonverbal processes whereby information is imparted between individuals, communication constitutes one of the 4C's of learning skills of the 21st century skills. For sound verbal communication, clear and accurate pronunciation assumes considerable significance inasmuch as mispronunciation might result in misunderstandings and communication breakdowns. It therefore plays a salient role for both language learners and teachers. However, pronunciation has received relative or no merit in language education. Teachers have ignored it due to their cognition or curricular restraints thus leaving inadequate opportunities for learners to receive meaningful input. This has produced considerable effects for both stakeholders. That being the case, this paper intends to attend to pronunciation as an important communication skill, explore why it still matters for language learners and teachers in the 21st century, and present engaging and research-based ways for its integration in language classrooms.

Key words: pronunciation, 4C's, 21st century skills, learning skills, language teachers

Academic Underachievement in English Course in an Iranian Context

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The current study aimed to explore the factors related to the students' underachievement in English course in Ardebil City announced by officials and students' performance. Cluster random sampling was utilized and the participants of the study were 324 students (181 males & 134 female students) who were required to fill-out a researcher-made questionnaire. The instrument was first piloted before administration and it showed the reliability of % 78. The findings were analyzed using descriptive statistics and statistical indicators like frequency, percentage, and mean. SPSS software was used to run t-tests and ANOVA to analyze the items of the questionnaire. The findings revealed that factors related to the instructional instruments were suggested to be the reasons for the low achievement which were not defined properly in such settings. Moreover, factors related to the instructional content was another reason for students' less-than satisfactory performance which mainly focused on mechanical drills and there were no rooms for authentic, productive, and communicative skills' nourishment for the learners. students mainly suggested their obsession with decontextualized practices in this EFL setting. Furthermore, it was found that the perceptions of the students in different grades were different regarding low achievement factors in English course (except for the factors of family) and they had limited knowledge of their rights to learn English properly through different media and practices.

Key words: Academic Underachievement, EFL, English Course, Failure Factors

Exploring Turkish EFL Students' Lexical Availability

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Lexical availability measures the extent to which a language learner is able to produce words within a particular semantic category. EFL learners' lexical availability provides language practitioners insights on how learners' mental lexicon operates in certain contexts. The purpose of this study is to contribute to EFL vocabulary studies and analyze word choices by exploring B1 level Turkish university students' lexical availability via a lexical availability test in which participants are supposed to write down as many words as possible for eight different semantic prompts in two minutes for each. In order to examine students' decisions in terms of imageability, the semantic prompts were divided into two major sections: non-emotion (Animals, Body Parts, Food and Drink, School) and emotion (Love, Hate, Happy, Sad) categories. Most words amongst the non-emotion categories were generated for 'Food and Drink' followed by 'School', 'Animals' and 'Body Parts', and amongst the emotion categories for 'Happy', which is followed by 'Love', 'Sad' and 'Hate'. In addition, based on the BNC / COCA corpus, the percentage distribution of all the words between the most frequent 1000-5000 word bands were calculated for the abovementioned eight categories to investigate B1 level students' immediate word choices. The findings have useful implications for mental lexicon, L2 vocabulary learning and language proficiency.

Key words: lexical availability, vocabulary, non-emotion, emotion, corpus

The Effect of Out-of-Classroom Activities on the Motivation of Young Learners of English

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Young learners have different perspectives on language learning. They use significantly different activities to learn the language outside of the classroom (Kuh, 1995). The amount of input learners receive has a direct correlation with their progress (Bahrani, 2013), and class time is limited. This study was based on the importance of out-of-classroom activities as a source of authentic input for language learning (Leese, 2009). The study used a descriptive survey method to collect information through a triangular data collection method from both learners and their parents. The participants were 9 female English language learners aged 6-8 at a bilingual primary school. Three focus groups were performed on the participants at three different times each with a month interval. A list of the activities was extracted from the focus groups and was given to parents to evaluate its accuracy and specify the time devoted to each activity. Data were analyzed through a qualitative data analysis process. The finding was a comprehensible list of language-related activities, the frequency that learners mentioned them, and the average amount of time devoted to them. These findings could be used to solve the problem of limited class time which as a result makes the input limited.

Key words: out-of-classroom activities, motivation, young language learners

The Prevalence of Empowerment among Secondary School Students

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Learning English language is crucial for the people but it brings along some obstacles. Some of these obstacles are related to psychology. Such related to psychological aspect in the recent times empowerment has been the main term researched in education that it aims to reveal learner's capability and competence to take control of their own learning. For that reason, this paper focuses on the prevalence of learner empowerment among secondary school students in English language class. In this quantitative study, the data is obtained to see the level of empowerment of secondary school students and whether there is a significant difference according to their English course scores and gender. The Turkish version of the *Learner Empowerment Scale (LES)* is conducted to 7th and 8th-grade students at Mimar Sinan secondary school. The study reveals that there is no difference between male and female students' empowerment level in English course. In addition, there is a positive correlation between students' English course scores and their empowerment level.

Key words: learner empowerment, English learner empowerment, secondary school

EFL Instructors' Voices about Critical Pedagogy

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Critical pedagogy which takes its roots from Freire's (1970) studies informs that education has a crucial role in shaping society and its entities. Being multi-dimensional, interactive, and progressive, language education is deeply impacted by the tenets of critical pedagogy. As the maestro in language teaching, teachers are presumed to have a leading role in social recreation by voicing the social injustice and setting good models for learners. Therefore, this study aims to examine if EFL instructors are aware of Critical Pedagogy; to learn more about their attitudes, perceptions and beliefs towards it and to discover whether they follow the principles of critical pedagogy in their classroom applications. To do this, the study was designed as qualitative. Eight EFL instructors working at a state university participated in the study. They were given an open-ended questionnaire, and a web-based interview was conducted subsequently. Moreover, triangulation of data was confirmed through the field notes which were taken by the researcher. The data was analysed qualitatively using content analysis. The aim of content analysis is to regulate and elicit meaning from the raw data collected and to draw realistic conclusions from it (Bengtsson, 2016). Findings indicated that the participants were aware of the notion of critical pedagogy, and majority of them held positive attitudes about the classroom practices in terms of the implementation of the tenets of critical pedagogy. However, the findings also revealed that the participants desired to integrate the principles of critical pedagogy more, but they failed owing to taboo topics and issues. This study consequently points out that teachers in the classroom play a major role in shaping students' future as well as their language learning experiences.

Key words: EFL, language instructors, critical pedagogy

The frame modeling and mind-mapping in teaching and studying English for legal purposes

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Research problem: Students doing a course in English for Specific (Legal) Purposes are immersed in two foreign cultural realities - linguistic and legal. Accordingly, they face two problems: studying English as a foreign language and studying legal concepts of a different jurisdiction. **Context:** Following the theoretical and methodological provisions of the cognitive paradigm of didactics, the study is aimed to consider the benefits of frame modeling and mind-mapping techniques in teaching and studying legal concepts. These techniques are differentiated in the terms of their capabilities in facilitating the input material by constructing knowledge frames (the teacher's goal) and in creating feedback in the form of utterances presenting the information with the help of mind maps (the students' response). **Methodology:** The method of frame modeling is based on the understanding of legal terminology as an extensive network of law as a concept, and a frame as an abstraction of this network. A mind map is considered as a reflection of students' cognition and means of organizing and presenting the information acquired in class. **Results:** based on surveys, interviews with students, questionnaires and personal observations of the author, the method is evaluated as workable, since it helps students acquire a number of long-term skills necessary in the legal profession. **Conclusion:** mental modeling being the basis of human knowledge, the frame modeling and mind map techniques, consistent with the cognitive paradigm, increase the students' ability to process information and lay the foundation for their future progress in the construction of professional knowledge.

Key words: legal terminology, frame, mind map, concept, English for Legal Purposes

Task engagement and Iranian EFL learners' Willingness to Communicate

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The present study was an attempt to investigate how task engagement can affect Iranian intermediate EFL learners' willingness to communicate. To this end, 36 intermediate students were selected from an English institute in Isfahan, Iran. They were checked for homogeneity through Oxford Placement Test. After that they were randomly assigned to two groups. Their level of willingness to communicate was checked for homogeneity via MacIntyre et al's (2001) Willingness to Communicate scale. At the same time, a pilot study was run with nonparticipants of the same level of proficiency so as to categorize a number of tasks as engaging and non-engaging. Participants who were previously assigned to two groups started an English course with the same teacher but in two different classes. The teacher taught the course via task-based method in both classes during 10 sessions. She exposed learners of the first class to engaging tasks and the second class to non-engaging ones. At the end of the term, participants' level of WTC was reassessed through the same scale. The results of an *independent samples t-test* revealed that there was a significant difference between the performances of the two groups in terms of their willingness to communicate after ten sessions. Learners were more willing to communicate on engaging tasks. The findings of the study could be beneficial to material developers and task-based language teachers.

Key words: Task engagement, Willingness to communicate, task-based language teaching

How to Integrate 21st-Century Technology into EFL Classes? Hands-on Foreign Language Learning with Mobile Phones

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Among all technological devices available in our era, mobile technologies including mobile phones and pocket computers are the most popular ones, and they have an important place particularly in young people's lives. The unique qualities of mobile phones such as accessibility, customizability and portability can provide many benefits in learning environments. For this reason, the educational use of mobile technologies, especially mobile phones, is the subject of many researches today. This study extended the use of use mobile phones, which are already used for communication and entertainment all over the world, to education. In this study, it is aimed to see the competence of using smart phones in foreign language teaching within the scope of Mobile Assisted Language Teaching, to reveal the expectations of the students in this regard and to search for ways to use these devices more effectively as a lesson tool. In addition, in this study, it was investigated how mobile phones, which are widely used in our society, can be used most effectively to support traditional education environments in order to increase the quality of English education in our schools. The results of this study indicate that the use of mobile phones in educational environments may have effective results in vocabulary acquisition, both cognitively and affectively. This will contribute to the development of the quality of educational environments, and therefore the science and technology of our country. This study is expected to lead to the researches on the educational use of mobile phones.

Key words: Mobilephones, Foreign language teaching, Technology, Education

Pre-service English Teachers' 21st Century Skills: A Mixed-methods Study on Digital Literacy

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There is an increasing number of studies on pre-service teachers' digital literacy; however, there are few studies on pre-service English teachers. The literature review on pre-service English teachers' digital literacy levels indicates a two-fold problem: The previous studies are primarily limited in terms of samples and methodology, and they do not study the effects of any variables. Hence, this study aims to analyze pre-service English teachers' digital literacy levels with more participants from different institutions via a mixed-methods design and study the effects of gender, grade, mostly used devices, the daily amount of time spent on digital platforms, and year of digital platform use as variables. The participants were 186 pre-service English teachers from universities in the north-western part of Turkey. The quantitative data were collected via the Digital Literacy Scale, and the qualitative data were collected via semi-structured interviews from 26 participants. The survey data were analyzed by Statistical Package for the Social Sciences (SPSS) 25.0 via independent samples t-test and one-way variance analysis, and the interviews were analyzed by Descriptive Analysis. The findings showed that the participants had a medium to high level of digital literacy, while they reported higher levels in the interviews. The analysis of the survey indicated that the mostly used device and year of digital platform use had a significant effect on the participants' digital literacy levels. The results of the interviews combined with the scale implied that the vital point in digital literacy training is to ensure "learning how to exploit digital skills" rather than learning all the available tools, applications, and resources.

Key words: digital literacy, pre-service teachers, pre-service English teachers, 21st century skills

Iranian EFL Learners' Prospects toward Bilingualism

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The 21st century has witnessed a strong upward trajectory in empirical inquiries on the multifarious advantages that foreign language/world language learning and bilingualism can afford to both individuals and society. Bilingualism is simply described as the potentiality of using two languages so that requirements can be satisfied. This term is used to deal with a learner who uses two or more languages to communicate compared to a monolingual. Most of the world is actually bilingual. With more and more exchanges of people from various countries, it is very common to have two or more languages spoken within a relationship or home. Acknowledging the importance and increased request for being bilingualism, this study is an attempt to report and investigate attitudes of 10 young adult EFL learners toward bilingualism at an Iranian state-run university. The data will be collected by means of semi-structured interviews using both closed-question and open-question methods. In other words, this will be conducted to triangulate the results of the comparative analysis of the given prospects. Study sample will be asked how and to what extent their identity, affection, personality, mental capability, cognition, and intelligence have been affected by bilingualism.

Key words: Bilingualism, cognition, identity, monolingual, prospect.

Unveiling Challenges of Online Assessment in Turkish EFL Contexts

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The recent pandemic has forced education to undergo a massive metamorphosis in terms of testing and assessment. The education to not be disbanded and disrupted, online platforms for ensuing it was regarded as the last resort. Instructors either online or face to face are bound to go with providing feedback and assessment. As with the pandemic around, a wide range of platforms were gaining popularity in language teachers. Currently, a good number of platforms are tasked with assessment issues. Putting instructors' teachers' assessment literacy and their tech-savvy characters, language teachers are struggling with designing and administering the online assessment. Despite this need and the urgency of the matter, not more than a few studies have been conducted on online assessment challenges. In the place of addressing this need, the current qualitative research by examining 56 EFL instructors of Preparatory Language Schools tries to enrich the literature of the field. The study has tried to shed light on the challenge perception of instructors and the likely solutions in Turkish Preparatory Language Schools. In this regard, 56 instructors with MA and Ph.D. degrees have been selected to conduct the study. The data was collected by an open-ended questionnaire and resolute sampling and it got analyzed by MAXQDA 2020. Cases like personal and characteristic differences, ethics, infrastructure, and policy power, mediating artifacts, teacher and student assessment and feedback literacy, and teacher and student technology literacy were the main challenges identified by applying online assessment. The findings obtained from the research can help better professional development practices, policymaking, and teacher training programs. Thanks to the study a sample and road map could e designed to have a better, proficient, and effective online assessment.

Keywords: assessment literacy, technological literacy, infrastructure, digital assessment

Cross-Cultural Factors and Foreign Language Learning: Reflection of Students in Turkish Context

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This research focused on the relationship between attitudes of prep-class students from various departments in a state university towards English as a foreign language and the influence of cultural and cross-cultural factors in Turkish multicultural context. Initially, 120 randomly selected students were subjected to language learning attitude test to define the categories of language learning attitudes in prep-school multicultural context. Then, students were interviewed to reveal how these attitudes are related to the language learning attitudes of the participants. Students' attitudes were grouped into three different categories: thoughts about future use of English, students' identity, and students' social background. In the research, native speakers of different languages were found to be the dominant cultural variations as the students defined themselves. The results obtained through attitude test, language learning motivation questionnaire, and semi-structured interview sessions indicated that students' cultural background and native languages of the students from different cultural backgrounds do not have direct association with their attitudes towards the future use of English language in the society and its influence on their cultural identity. Rather, English language is viewed as a source of social and cultural contribution to social identity development and social unity of various cultural groups. However, the analysis of the students' attitudes revealed that only students with Turkish background stressed the importance of Turkish language as an instrument to increase social unity instead of English. The results of this study indicated that English language might become a commonly shared value among different identities to increase social unity.

Key words: language, cultural background, attitudes, identity

Pre-service EFL Teachers' Conceptual Changes about SLA and language pedagogy

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The Second Language Acquisition (SLA) course delivered in language teacher education programs incorporates consciousness-raising component and experiential activities (Busch, 2010), which facilitates pre-service English language teachers' further professional skills and competencies. The prospective teachers' existing conceptual schemata may not be enough when they first meet the course (Kızıltan, 2011) and eliminating any detrimental trainee beliefs before they start teaching is necessary (Peacock, 2001). Having a well-grounded connection about how SLA relates to teaching the language is also an essential component of understanding of SLA theories contribute to their language teaching processes. In light of this need, this study examined the effects of the second language acquisition (SLA) course on the conceptual changes and beliefs of pre-service teachers on language pedagogy. To identify the extent of the pre-service teachers' theoretical changes, a language learning autobiography project was designed with a specific focus on their first and second language acquisition processes. They were asked to provide their language acquisition processes before taking the SLA course and then they were asked to revise their language learning autobiographies in line with the theories and concepts covered within the scope of the SLA course. The content analysis was used to compare these two versions gathered from 62 pre-service teachers and emerging themes and concepts in both forms were identified. The overall findings showed that their initial versions are limited to basic linguistic descriptions whereas they gained a rich repertoire of connections and relevance of SLA to language pedagogy.

Key words: language pedagogy, second language acquisition course, conceptual changes.

Beyond Role-Play Activities to Creative Drama/ Non-Script Role Play

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Role-playing activities in the second language and foreign-language teaching are one of the most often utilized ways to improve the language skills of learners in classrooms and learning environments. The primary necessity for performing these practices is considered to have many good benefits, particularly on students' speaking fluency, pronunciation, and vocabulary, and so several studies and researches on this issue have been conducted up to now. Some of these studies indicate that role-play activities make no significant differences, while others researchers claim that these activities have a minor impact on the learning abilities. Therefore, in **this theoretical investigation, it has been documented that role-play activities used in second and foreign language learning environments have significant positive benefits and advantages on speaking fluency, proper pronunciation, and vocabulary.** The presentation prepared with this theoretical study consists of introduction, literature review, analysis and discussion, and conclusion. The results show that it is seen that within role play activities effects the development will be limited in young age groups. The benefits of role-play activities can be maximised when they are integrated with creative drama activities, especially for young learners.

Key words: role-play, non-scripted role-play, fluency, pronunciation, speaking,

Narrating Time in Joyce's *A Portrait of the Artist*: Implications for Narrative Comprehension

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Closely related to the concept of time is Genette's second category of voice that is 'narrating time'. Narrating time describes the temporal relation between the moment of narration and the moment at which the narrated events take place' (Herman & Vervaeck, 2005, p. 86). The four components of narrating time which are analyzed in this study are subsequent, simultaneous, prior, and interpolated narration. The data is extracted from the first 20 pages, the middle 20 pages and the end 20 pages of *A Portrait of the Artist*. To do the analysis, Genette's model of time was hired. The analyses indicate that the instances of time shifts were conspicuously present in this novel. From the analyses, it became evident that this modern novel manipulates time as it presents it in more abstract levels mainly in the protagonist's thoughts. This complexity, in turn, causes some difficulties in comprehending the flow and the exact order of events. This study is an attempt to make students of English literature aware of and familiar with the concept and instances of time shifts and makes them able to trace the events of the story, thus comprehending the novels better.

Key words: Narrative, temporality, Genette, novel, comprehension

Exploring the Prevalence of Ethnocentric Traits at University: An initiative to Perpetuate Ethno-relativism as a Cultural Mindset

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Ethnocentrism entails the subjective evaluation of other cultures based on stereotypical preconceptions and standards. Algeria, as a multicultural country, it is linguistically and culturally diverse. Its complexity has many benefits towards foreign cultures as French and English. Thus, this endeavour evaluates the coexistence of ethnocentric traits among Algerian students vis-a-vis Algerian dialectal cultures including Tamazight variety. A survey was conducted with a sample of 200 college students from the University of Ibn Khaldoun-Tiaret-Algeria. Our sociolinguistic work prevails that the French colonialism policy of 'divide and conquer' created some internal fractures among the Algerian cultures, these latter were established based on majority and minority ethnic groups; however, ethnocentrism is not diffused to a far reaching extent, the majority of participants were aware enough of such gaps that were basically historical. It is noteworthy to mention that ethnocentric traits are still overwhelming some minorities in rigid speech communities. Hence, it is highly recommended to introduce inter-cultural communication subjects as fundamental modules in our educational programs to raise awareness vis-a-vis ethnorelative traits and gender equity, especially in primary school textbooks. Evidently, education is a vivid space whereby acquisition planning of cultures could be preserved and maintained respectively.

Key words: Ethnocentrism, Tamazight, ethnorelativism, gender equity.

The Transition from Face-to-face Teaching to Online Teaching: A Case Study of University Academic Members in English Department, Iran

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With the outbreak of the COVID-19 pandemic and the start of this global crisis in late 2019 and early 2020, most educational systems were obliged to shift to teaching through online platforms to observe social distancing. Due to this forced transition measure, most educational systems that did not have the required infrastructure faced many challenges to holding effective online classes. To this end, this study attempts to probe into the attitudes and challenges Iranian university faculty members who had to make a transition from face-to-face to online teaching have faced due to the COVID-19 pandemic. In doing so, ten English department faculty members of the University of Kurdistan were selected purposefully to participate in the study. Semi-structured interviews were used to gain an understanding of the participants' attitudes towards the transition from face-to-face to online classes, the challenges they faced in this process and the course of actions the participants had done to overcome their challenges. Emergent methodology and coding schemes were applied to the interview transcripts to analyze the participants' responses. The finding revealed that most staff harbored a negative attitude toward online teaching at the onset of the imposed transition. Nevertheless, following three semesters of teaching online, their attitudes toward the situation changed to positive views. The most frequently cited challenge was found to be a slow and ineffective online connection. This study offers insights for English teachers and instructors, university faculty members, ESP/EAP teachers, learners, universities and schools, applied linguists, and the educational system to optimize their virtual courses.

Key words: COVID-19 Pandemic, Digital Literacy, Moodle LMS, Online Teaching

Uzbek EMI Instructors' Perceptions at Tertiary Level:

Benefits and Challenges

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The present research paper describes a qualitative study that explored Uzbek university instructors' perceptions engaged in teaching their content subjects through English medium instruction. Ten Uzbek participants were interviewed guided by interview protocol. Primarily qualitative method was used to gather and analyze the data. The main focus of the study is defining the role of English in Uzbekistan and EMI at tertiary education in particular.

The responses of semi-structured interview questions demonstrate that despite common beliefs of EMI lecturers, some interesting variabilities in their perceptions, relating to the challenges and final thoughts about EMI, could be detected. The findings of this study suggest that further research of such comparative kind might provide much more information about how the phenomenon of EMI is being introduced and accepted in Uzbek context.

Key words: teacher perceptions, classroom management, Englishization, Anglophone countries, lingua franca)

Problematizing in Educational Research:

Focus on Applied Linguistics Research

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Doing the right research as well as the research right is a crucial step in any academic endeavor; identifying the right research area, and the right, interesting, compelling, novel and viable research topic. These processes are subject to right but rarely and unduly addressed research insights or methodology called 'Problematizing'. In other words, problematizing is seen as identifying and challenging the assumptions underlying existing theories in some significant way (Davis, 1986), but majority of students at graduate and postgraduate levels still struggle with the right path of doing research. In a bid to be of a help, this review study gives comprehensive, practical orientations to the respective researchers in terms of the mechanisms of problematizing, its criteria, typologies of assumptions, and practical principles. Additionally, the study links problematizing with critical and reflective approaches prior to and while doing research. Ultimately, the study puts forward an applied 'Problematizing' model for the practitioners and researchers in applied linguistics filed.

Key words: Applied Linguistics, Educational Research, Problematization

Emergency Remote Teaching in Rural Bangladesh: Unheard voices of students, parents, and teachers

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In contrast to experiences that are planned and designed to be online, emergency remote teaching (ERT) is a temporary shift to an alternate instructional delivery model due to crisis circumstances. Following the outbreak of the Covid-19 pandemic, the Bangladesh government started distance learning using broadcasting and online classes soon after. This paper reports the findings of a study that attempted to analyze English teachers', students', and parents' perceptions and experiences about online education in the COVID-19 pandemic. Individual student interviews, student FGDs, parent and English teacher interviews were conducted at eight secondary schools to collect data for the study. The findings of the study indicate that ERT has been challenging for teachers, students, and parents. English teaching and learning (ETL) was seriously hampered as both teachers and students lacked resources in six of the schools. In contrast, teachers' lack of interest in utilizing the resources, and faculty support hampered TL in the other two resourceful schools. In both cases, the lack or absence of teachers' digital competence was a major barrier. On the other hand, two issues from the parents' side hampered ETL: their financial inability, and not allowing children to use the internet fearing access to obscene and unnecessary content available on the internet. The study suggests that a strategic change needs to be brought from the curriculum to the ETL process. A digital learning framework and policies need to be developed, along with the development of infrastructure (e.g. technology, internet, etc.). Care should also be taken to address context-specific challenges and unnecessary barriers to ETL. The study also suggests a change in the mindset of teachers and parents to make online ETL happen.

Key words: emergency remote teaching, COVID-19, Bangladesh, English teaching and learning

Teaching young learners how to work together. Pedagogical ideas for language teachers

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An increasing body of research has explored patterns of interaction and peer support among young learners. Although some studies suggest that young learners can collaborate and support each other, other studies indicate that young learners may lack the ability to work together and support one another when interacting on classroom tasks. Moreover, despite the claims that peer collaboration is conducive to learning, studies have not paid enough attention to the “how” to enhance peer collaboration on classroom tasks. To fill this gap, this “how to” article proposes that teaching young learners how to work together is a powerful pedagogical tool that can greatly improve collaborative behavior and a sense of mutuality among young learners. This article will pay particular attention to primary schools and the context of English as a foreign language. It will first review literature related to patterns of interaction and peer support conducted in the cognitive and sociocultural framework. It will then address what it actually means to collaborate. At the heart of the article, it will discuss some practical pedagogical ideas for language teachers which entail teaching collaborative principles and strategies that will help their students to support each other and engage in communication with each other.

Key words: young learners, peer collaboration, peer interaction, peer support, patterns of interaction

EFL Teachers' beliefs about Pedagogical Translanguaging:

A case of Iranian Teachers

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Translanguaging is introduced as an educational approach to benefit the learners' and the teachers' whole linguistic repertoire to promote the processes of learning. This study aimed to inquire into Iranian EFL Teachers' beliefs about the practice of pedagogical translanguaging. We adopted a data source triangulation to test the validity of the data by comparing and contrasting information from two sources. An online questionnaire consisting of 15 questions in four dimensions was completed by 55 in-service EFL teachers from different cities in Iran. We also conducted semi-structured interviews with two novice and two experienced teachers to verify their positions on translanguaging practices in EFL classrooms. In the quantitative phase of the study, we utilized factor analysis. The interpretation of the variables resulted in the formation of three factors including effectiveness, enjoyment, and self-confidence. For the qualitative stage of the study, we approached the thematic analysis. The report of the findings was written in five sections: teachers' familiarity with the concept of translanguaging, teachers' position on translanguaging pedagogy, teachers' awareness of switching between languages, teachers' concerns about the implementation of translanguaging pedagogy, and teachers' beliefs about their students' language learning through translanguaging. We concluded that in general, novice teachers are more open to this notion, however, surprisingly even those teachers who oppose translanguaging, agree that students will experience a more peaceful and stress-free environment. These are encouraging results for they portray bright prospects to witness Iranian EFL practitioners' moving from strict monolingual policies to more flexible types of education.

The Trend of Using English Lexical elements in Modern Bangla Literature: Borrowing or Code-Switching?

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The present study is an investigation of English lexical elements used in modern Bangla literature through various means namely borrowing, code-switching, or code-mixing. Usually, borrowing involves insertion of assimilated items, while code-switching is cases involving insertion of non-assimilated items. However, as observed, the insertion of non-assimilated English elements into Bangla becomes frequent. The phenomenon of such free insertion may be argued if the phenomenon is borrowing or code-switching. This study, therefore, focuses on whether the English lexical items used in Bangla should be termed as borrowings or code-switching and how they influence Bangla lexical stock. The data under study to be analyzed will derive from five modern Bangla novels and short stories, based on purposive sampling, and draw upon qualitative content analysis. The findings of the study are likely to illustrate several categories of lexical items, which will be classified as nouns, adjectives, verbs, adverbs, etc. The lexical items will then be studied to know if they are assimilated or non-assimilated and how both phenomena influence Bangla as they are gradually getting their place within Bangla creative writings. Thus, the study hopes to provide insights on the nature of English lexical insertion into modern Bangla novels and short stories and proposes to show the circumstances that may lead the readers of Bangla creative writings to confusion between borrowing and code-switching.

Key words: English lexis, Bangla novels and short stories, Borrowings, Code-switching, influence, Bangla lexical stock.

Developing Autonomy in Young EFL Learners: Teachers' Perceptions and Roles, and Learners' Features

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The notion of autonomy in language learning has been a prevalent topic of investigation throughout the last three decades. Despite the myriad of research conducted on examining autonomy in adult and high-proficiency language learners, there exists a paucity of literature scrutinizing this concept in young or primary-level learners. To bridge the gap, the present study set out to explore Iranian EFL teachers' perceptions of young learner autonomy, their roles as classroom practitioners in developing this construct in young EFL learners, and moreover, inquiring them about young autonomous learners' features. To do so, a total of 20 English language teachers, experienced in teaching young learners aged 9 to 12, were selected using convenient sampling and snowball sampling to participate in online semi-structured interview sessions. A modified and validated version of the interview framework by Borg and Al-Busaidi (2012) was used for data collection purposes. The data was transcribed and qualitatively analyzed via MAXQDA software to identify themes in the interviews. The results revealed that the majority of the teachers perceived autonomy as self-instruction and independence in learning. Furthermore, they stated that teachers' role is essential in developing autonomy in young EFL learners. Additionally, the features of young autonomous learners included social, meta-cognitive, linguistic, personality-related, and heuristic features. The results of the study highlight the fairly limited awareness and knowledge of teachers regarding autonomy, underlines the significance of teacher role in fostering autonomy in young EFL learners, and emphasizes young language learners' potential in taking charge of their learning process.

Key words: young learner autonomy, autonomy development, teacher perceptions, teacher roles, learner features

The Effect of Metacognitive Strategy Instruction on EFL Learners'

Self-regulation in Listening Comprehension

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The importance of listening comprehension in language learning is undeniable. In this regard, considering classroom teaching, the field of metacognitive approach which aimed at helping language learners become self-regulated listeners who play an active role in the process of listening instead of being assessed according to the product of the listening, has been highlighted. In doing so, this study tried to demonstrate whether metacognitive intervention (MI) benefit EFL learners in raising their level of self-regulation in listening comprehension or not. Also, the present study was an attempt to explain what difficulties listeners encounter while receiving MI, so that teachers become more aware of the nature of this process to facilitate it and avoid the probable deficiencies of previous methods. In this mixed method study including two groups (one experimental and the other control), 55 Iranian, advanced, male and female, undergraduate students of University of Mazandaran majoring in TEFL, ranging from 18 to 24 years of age participated. Due to the non-random selection of participants, a quasi-experimental design was applied. The experimental group (n= 30) received 8-week intervention based on metacognitive intervention (MI) in a 11-session program while at the same time, the control group (n=25) followed the traditional format of listening courses without experiencing metacognitive intervention. In order to address the research questions, this study utilized several instruments including Self-Regulation Questionnaire (SRQ), IELTS listening comprehension samples, recorded texts of IELTS listening with listening guide sheets for the quantitative section, also semi-structured interviews and participants' self-reports for the qualitative part. Despite finding listeners' difficulties through applying MI, the results exhibited the significant effect of MI on listeners' level of self-regulation.

Keywords: Metacognitive Intervention, Self-Regulation, Listening Comprehension, listening difficulty

**The Effectiveness of Using Flipped Classroom on Iranian EFL
Learners' Grammar structure skills, Willingness to Communicate
and Self-Regulation**

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Despite the growing attention to using flipped classroom as an alternative method of teaching in EFL, many studies have been devoted to the four macro skills and scant attention has been paid to the teaching of grammar as an integral part of language teaching. The present study utilized a quasi-experimental design to investigate the effect of flipped classroom instruction on EFL learners' grammar attainment, their level of self-regulation, and the promotion of willingness to communicate in English. Through a non-random selection, 73 undergraduate students of university of Mazandaran as a part of their general English course, participated in the study in two groups, one experimental and one control. They included 22 male and 51 female students ranging between 18 to 24 years of age who took an Oxford Placement Test before the intervention. The average level of proficiency in the lower-intermediate level. The experimental group(n=30) received an 8-week instruction of fundamental grammar rules in the form of flipped teaching. The control group(n=43) received the same lessons in the traditional format. Results indicated that the experimental group, outperformed the control group. It was concluded that the implementation of FC is more effective than conventional form of teaching grammar, and that instruction in the form of FC promoted learners' self-regulation and their WTC in English. The findings of the study have implications for teachers of EFL to take up new learner centered approaches of teaching and for policy makers to set up new infrastructures that could facilitate the utilization of such new forms of teaching.

Keywords: Flipped classroom instruction, grammar instruction, Self-regulation, willingness to communicate

Pre-service Professional Education Matters: MOOC(s) for the Professional Development of Pre-service English Language Educators in Bangladeshi Context

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Since the basic professional development is requisite before getting into the service, now-a-days pre-service educators' professional education has been growing as a thriving phenomenon. With the advent of technology in 21st century, Massive Open Online Course (MOOC) has emerged as a possible way to facilitate educators' professional learning and it occupies the attention of pre-service educators pleasurable. The study aims to explore the view of Bangladeshi pre-service English language educators on MOOC(s) provided by CANVAS Network and Future Learn and how it develops their professional learning. The qualitative approach being the concern of this study, 25 pre-service English language educators have been reached through semi-structured interview. Data findings reveal pre-service educators' enthusiasm in participating in MOOC(s) because of its self-paced and free-of-cost features. In addition, these courses develop their professional in-depth understanding on using technology in the language classroom, TESOL methodology, inductive grammar teaching and many more avenues which boost their confidence about their future teaching career and strengthen relevant skills such as strategies for learner management, fostering learner autonomy, maintaining democratic classroom environment etc. Evaluation of participants' performance being too generalized has been the shortcomings of MOOC(s), the relevant data suggests. Though this study will draw attention of individuals willing to flourish their future career with innovative teaching strategies and professional learning, the results need further extensive research for validation and for analyzing the relation between pre-service educators' theoretical knowledge gained through MOOC(s) and subsequent implementation in practice.

Key words: Pre-service educators, MOOC(s), Professional development, Bangladesh

Where Remedial English and ELT Meet: "Preloading" and Other Vocabulary Strategies for Teaching Reading Comprehension

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Whether for the ELT student or the remedial English student, making up for a lack of a language rich environment takes time-in-process using a "random-rich" and potentially non-academic vocabulary immersion: various, almost "random" and thus "rich" situations and potential interfaces with vocabulary/vocabulary contexts is desired. The problem is to increase the likelihood of good outcomes from time reading English—this is essentially a "reading comprehension" problem where "background knowledge" and training for deeper engagement with the text (close reading) are dependent on a student's "comfort" with vocabulary encountered while reading. The best or research-based practices for teaching vocabulary enrichment likely will involve intentionally designed structured interfaces between vocabulary elements and students using a methodology that guides the students through various modes of language contact for vocabulary development (multimodality). The repetition of language contact will result in a process that is recursive and ongoing. By giving the students a formative assessment based on a reading selection from a particular source and then reteaching a slightly different section from the same source using "preloading" strategies, a summative assessment of the students' comprehension of the slightly different reading selection can lead to conclusions regarding the efficacy of the vocabulary-building methodologies and strategies employed.

Key words: vocabulary enrichment, multimodality, preloading, summative assessment, comprehension.

Translating the Academic Self: Motivations and Practices in Academic Self-Translation

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Self-translation is considered to be a paradoxical area for the field of Translation Studies (TS). Much scholarship makes the assumption that a translator is a third party who is active and fluent in two different cultural environments and working to bring a message from a sender in the source culture to a receiver in the target culture. However, self-translation defies this principle through its reliance on a single author-translator who is actively producing content into two languages. This paper aims to examine how this phenomenon functions within an academic context. While TS has begun to focus on certain aspects of this topic, many of the fundamental questions have yet to be properly addressed. Drawing on the work of Pisanski Peterlin (2019), this paper presents data gathered from practicing self-translators regarding how they view their work and what challenges they face. This will be supplemented by an analysis of self-translated papers seeking to identify features commented on by respondents. The aims of this paper are twofold: (1) To outline to what extent self-translators view the two texts as matching the typical dichotomy of source and target texts and to see whether the process of self-translation causes any interference in the traditionally opposite direction of TT to ST. (2) To identify some common themes that push academics into self-translation. This paper shows that academic self-translation is a multifaceted phenomenon with a range of motivating factors, as well as emphasising the role of authorial intention in TS.

Key words: Authorship, Author-Translator, Academic Translation, Self-translation, Translating Style

From Mindset to Ethics to Ethos in First-Year Writing

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Students in first-year writing courses in American colleges and universities are often still introduced to the building blocks of rhetoric as Aristotle marked them out: logos, pathos, and ethos. Ethos is the building block least emphasized but possibly the one most fundamental to students' success in first-year writing courses and beyond. Three years of practical experimentation teaching first-year writing to students in learning support at an access institution have led me to conclude (1) that students' understanding of rhetoric can be enriched by greater emphasis on ethos; (2) that their understanding of ethos can be enriched through an introduction to the three main branches of ethical philosophy: deontological, consequentialist, and virtue-based; and (3) that ethical philosophy – especially the virtue-based ethics of fortitude – can offer an illuminating context for the currently-fashionable concept of academic growth mindset, to which American students at access institutions and/or in learning support are now frequently introduced. This presentation will chart (1) my initial experimentation with the concept of academic growth mindset in my first-year writing courses with students in learning support, (2) my subsequent incorporation of ethical philosophy more generally to illuminate and contextualize that concept, and (3) my eventual recognition of how my students' understanding of ethos as a building block of rhetoric had been enriched by that philosophy. The goal of the presentation will be to share the practical insights gained through my experimental emphases on mindset, ethos, and ethics in teaching first-year writing and to foster conversation through which further insights may be shared.

Key words: Rhetoric, Composition, Mindset, Ethics, Ethos

**Creative Critical Thinking
&
Digital Literacy Skills Awareness**

**Global powering Teacher reflections Integration in critical Multimodal Metalanguage
Awareness via Online interactions**

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In this article, the researcher illustrates how educators, by using multimodal social media, make aware their students to develop their critical,digital literacies and creative thinking virtual skills. Critical digital literacy- based instruction is a reflective thinking development technique motivates students to become the active meaning-makers in their interactions. Teachers need to exploit the potential of the other modes of making meaning that accompany language is in line with developing digitalized literacy skills in the educators as they are increasingly exposed to multimodal interaction contexts. The purpose of this inquiry is to investigate the interaction patterns shape college teachers' beliefs and practices about teaching metadiscourse in using the reflection of critical literacy based instruction model. Specifically, this inquiry seeks to examine college teachers' initial understandings of critical literacy to support their reflections and critical digital literacy interactions. Over one semester, the teachers engaged in free discussion panels on critical literacy and participated in action learning meetings. A combination cross-comparative qualitative data analysis and content analysis was used to interpret the findings of this inquiry. The findings indicate that action learning is a viable means of professional learning for teachers. Action learning help teachers to enhance their pedagogical knowledge of critical literacy awareness, share their reflections on its possibilities and challenges, develop a metalanguage awareness to interpret visual interactions, and enactmicro-transformations in their beliefs and practices regarding teaching literacy.

Keywords: Digital literacy, critical thinking, multimodal, action research

Pilaw is the national royal meal of Uzbek people

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There are dishes that are prepared not only for everyday use, but also for weddings and celebrations, as well as for respected guests. There are more than a hundred types of pilaw in Uzbek cuisine.

Among them are dozens of delicious and fragrant dishes, such as pilaw devzira (devzira is a special type of rice), pilaw kazili (kazi- special home-made horse sausage), pilaw pust dumba (pust dumba – sheep buttock), garlic pilaw, quail pilaw, which since ancient times, they have been a wonderful decoration for a hospitable table.

It should be noted that pilaw was not created, brought and spread in Uzbekistan by an individual person from abroad. In addition, there are a number of factors such as the variety of ingredients, the cooking process, the cutting methods, the combination of these ingredients to form a delicious complex chemical compound, the ideal cooking method and the fact that each is different from the other shows that it is absolutely impossible for one person to create this dish.

Therefore, we have the right to call pilaw a meal of folk art. It goes without saying that different professions contributed to the improvement of the method (technology) of preparation and the necessary ingredients (recipe). Pilaw was not created by the people at once, but its recipe and technology became more complicated over the centuries, and the intricate technology and variety of pilaw are strikingly different from rice dishes in all cuisines of the world. The fact that pilaw was created in Central Asia and then spread to other places is well documented in the book “Boburname” of the 15th century, in which were written the memories of Zahiriddin Muhammad Babur, the founder of the Mughal Empire.

Today, Uzbek people not only love this meal, but also contribute to its preparation in a colorful form.

Key words: pilaw, meal, devzira (devzira is a special type of rice), pilaw kazili (kazi- special home-made horse sausage), pilaw pust dumba (pust dumba – sheep buttock), garlic pilaw, quail pilaw

Raising pre-service English teachers' phonological awareness through classroom intervention

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Phonological awareness studies appear to attach importance to the relationship between phonological competence and other language areas, especially reading comprehension among children. Although phonological awareness is of great importance for future foreign language teachers, there is still a gap in the literature regarding its place in English language teacher education. Thus, this study aimed to raise pre-service Turkish EFL (English as a Foreign Language) teachers' phonological awareness through classroom intervention and reveal student teachers' perspectives upon their training during a term in the Listening and Pronunciation Course. The current study employed an explanatory sequential mixed-methods research design. There were 29 participants recruited via convenience sampling. Various data collection tools were employed to triangulate the data. For this purpose, pre-test/post-test in the form of Phonological Awareness Skills Test (PAST), a survey and written interview form were administered to the participants. The survey and PAST results were analysed through statistical procedures while the interview results were subjected to summative content analysis. According to the paired-samples t-test results, significant differences were observed between the pre-test and post-test results ($p < 0.05$). Also, the survey and interview results indicated that the course improved the participants' listening, speaking and pronunciation skills. In addition, they indicated that they had some problems with phonetic symbols and mostly referred to practice and repetition to overcome their problems. In light of the findings, it can be claimed that classroom intervention including explicit instruction, integration of lecture videos and note-taking can be preferred to improve pre-service English teachers' listening and pronunciation skills.

Key words: phonological awareness, listening, pronunciation, classroom intervention, pre-service English teacher education.

Professional competence of a foreign language teacher at the universities

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There are several types of pedagogical skills and effective ways to use them. Professional competence is a system of linguistic, sociolinguistic, cultural, strategic and discursive knowledge, teachings and skills that help interlocutors to interact effectively in social and communicative situations, and also means the ability to apply existing knowledge in pedagogy, psychology and methods of teaching a foreign language. It should be noted that the professional competence of a teacher is the ability of a teacher to carry out his professional activities. The professional competence of a teacher is a competent approach to the development of students' creative abilities, the formation of universal human values. To do this, the teacher must be able to develop and use his creative potential, be a creative thinker in the field of education. A qualified teacher must have organizational skills. Such qualities include the activity of the teacher, accuracy, diligence, sociability, such qualities should be an example for students. The teacher should also be able to involve and organize students in the learning process, that is, motivate them through the use of handouts, various cognitive arguments, multimedia presentations. The main psychological and pedagogical qualities of a teacher are his politeness, morality and decency. The kindness, politeness and motivation of the teacher create a special microclimate. In addition to making demands on students, a qualified teacher should treat them with respect and courtesy. The dignity of the student is enhanced by the objective and fair attitude of the teacher. An important feature of a qualified teacher is his high professional level. Qualified teachers motivate students to work together, develop their independent work skills, teach them to analyze and make conclusions. The development of professional competencies of foreign language teachers in higher education, as one of the most pressing issues today, is a laborious task. And it is the duty of every highly qualified teacher to take this honorable and important matter responsibly.

Keywords. Competence, foreign language, higher educational institution, a teacher, a lesson.

Integration of Assessment and Instruction:**Assesstruction of EFL Learners' Reading Skill**

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The goal of this paper is to display the fact that EFL learners can capture reading skills more competently in the context where instruction and assessment are integrated. In conventional reading instruction settings the teacher usually keeps instruction and assessment apart in which the latter usually follows the former by strict protocols. However, it is here hypothesized that the integration of both may lead to more fruitful consequences. This *assesstruction* of reading skill is assumed to assist the learners to develop in their own zone of proximal development and hence perform independently well on reading tasks in novel contexts. Two groups of Iranian upper-intermediate EFL learners participated in the study. For the control group reading was taught through conventional method and their learning was tested at the end of the course; while the learners in the experimental group were *assesstructured* during the whole course. In order to observe the independent performance of both groups out of classroom situation all the participants were given the Reading section of an IELTS test. The results of t-test analysis showed that *assesstructured* group performed significantly well above the members of *instructed-then-assessed* group ($t(61) = -16.82, p < .01$). The findings clearly indicate that integration of instruction and assessment tunes the learners to move in their track of ZPD which helps both the *assesstructors* (teachers) and *assesstructurees* (learners) save their time, energy, and money in the process of teaching and learning reading.

Keywords: Dynamic Assessment of reading, assesstruction, zone of reading development

Enhancing high school students' vocabulary skills through reading Sherlock Holmes' "A Scandal in Bohemia" short story

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The study aims to investigate the effects of teaching vocabulary through short stories as the target vocabulary context. With each passing year, the importance of vocabulary is observed by teachers and students. There are also studies on vocabulary acquisition in the National Education curriculum, but students cannot internalize newly learned words and learn them permanently. The short story to be used in this study aims to improve the vocabulary of A2 level high school students, and at the same time to internalize the new words learned and make them more permanent. In order to test our hypothesis, pre-test and post-test were applied. With questionnaire to be held at the end of the study, it will be measured descriptively whether there is an improvement in the vocabulary of the participants and whether there is a noticeable improvement. According to the results of our 10-question pre-test and post-test survey, it was seen that students liked the short story genre, and learning vocabulary through this literary genre was more permanent and sustainable. Most of the students stated that they enjoyed reading short stories suitable for their level, so that they could learn English words easily, comfortably and in a fun way. The pre-test and post-test verify that the contribution of literary works, especially in the genre of short stories, to vocabulary acquisition is much more than the superficial and artificial reading passages in textbooks.

Key words: literature, language teaching, vocabulary, short story

Online Learning Tendencies of *The Prospective English Teachers*

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The Covid-19 outbreak has adversely affected and has an influence on life to a great extent in the globe. Within this scope, there has been such a great worldwide impact, and educational institutions from pre-schools to institutions of higher education have been started to be closed in most of the countries for the first time. The Covid-19 outbreak has influenced all aspects of life, especially education. Within this context, there has been such a great global impact, and educational institutions at all levels have been affected. In this connection, it was tried to investigate the the tendencies of the students towards online education. There were 97 participants in the research study. They were studying English Language and Literature at a state university. They are from daytime, evening and distance education programs, and they planned to be teachers in the future by obtaining a formation certificate. A 35- question questionnaire was distributed to the students. The **Scale of Satisfaction towards E-Courses** was adapted from **Geçer and Topal (2015)**, the validity and authenticity of the scale is satisfactory. A 5-point Likert scale ranging from 1 (labelled “strongly agree”) to 5 (labelled “strongly disagree”) was used. In this research, depending on the distributional violations, nonparametric statistical analysis was utilized. We suppose that the result of this research will shed light on the related scientific area.

Key words: the covid-19 outbreak, online English learning, method, survey

English Language Teacher Education in Turkey in the 21st Century: Where are we and where are we heading to?

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“21st century skills” has been circulating in the academia as a popular term, but what does it precisely imply? Originally proposed by the Partnership for 21st Century Skills (P21) (2007) and OECD (2018), the 21st century skills are the necessary skills and competencies that should be cultivated in learners demanded by the 21st century education. The skills are mainly grouped into three as learning skills (i.e., critical thinking, creativity, collaboration, and communication), literacy skills (i.e., information, media, and technology), and life skills (i.e., flexibility, leadership, initiative, productivity, and social skills). This educational shift has undoubtedly brought about certain changes in both learner and teacher roles. Teachers should now serve as more than just “knowledge workers” (Price & Weatherby, 2018) and adopt the required skills and competencies mandated by the necessities of this information and technology age. The critical question to be addressed, in this regard, is “Are teacher education curricula well-equipped to cultivate 21st century learners?” This paper therefore intends to examine the current English language teaching (ELT) curriculum in Turkey with a view to respond to this question.

Key words: teacher education, 21st century skills, language teachers, curriculum

The concepts of linguistic personality and virtual linguistic personality

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The rapid development of Internet communication over the past decade has significantly changed the types and methods of social communication. The process of globalization has shifted from traditional oral forms of communication to written and online forms of interaction. This process has led to a change in communicative behavior: now the speaker has to think about what to write, not what to say, that is punctuation and emoticons in order to convey his thoughts as clearly and concisely as possible and to convey his intonation and mood in different forms. Consequently, the concepts of “linguistic personality” and “virtual linguistic personality” became the central interest of linguistics. The purpose of the article is a comprehensive approach to the analysis of the studies by scholars held on the terms “linguistic personality” and “virtual linguistic personality”. The article analyzes various existing approaches to the interpretation the concepts of “linguistic personality” and “virtual personality” in the light of relevance for linguistic research of communication on the Internet. The virtual linguistic personality was considered as a participant in virtual discourse, one of the possible types of discourse within the Internet. The article considers a virtual linguistic personality as a new type of linguistic personality, characterized by a set of specific features: special values, a changed attitude to time and space, a high degree of absorption in virtual activities, specific goals and communication strategies, etc.

Key words: linguistics, language personality, virtual personality, virtual language personality, virtual discourse

Digital Era&Innovation: Digital Natives&Innovative Learning, Mind Mapping

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What is the relation between digital era, digitalization and digital learners and their needs of an innovative learning technique? Digital Era is a contemporary period where digital technologies play a prominent role in shaping up and regulating the behaviors, performances, standards, etc., of societies, communities, organizations, and individuals. COVID-19 has created shifts in paradigms in all aspects of life such as education, business and work life, economics, social life, and emerging new technologies. With the accelerating and amplifying impact of the pandemics together with the reconstruction of previous values and perceptions, the need for Innovation has appeared in the foremost dynamics of life. This presentation focuses on the needs of today's learners, who are named digital natives, particularly mind mapping as an innovative learning technique. It also contextualizes the characteristics of the digital era and the advantages and disadvantages of digitalization. The author reveals the relationship between why digital mind maps work on teaching digital natives depending on some conducted research and her personal experiences. The presentation indicates the benefits of mind maps and how mind mapping contributes to creativity, collaboration, and productivity within the learning process of digital learners who have been born into a digital age and a period of digitalization. In conclusion, digital mind maps, in the age almost all components of life are led by digital tools, are a compromising learning and teaching tool that appeals to digital natives' need of a quick, efficient, non-linear, digitalized way of learning.

Key words: digital era, digitalization, innovative learning, mind mapping, digital natives

**Linguistic Markers of Claiming Centrality: How Authors in Applied
Linguistics Published in Local and International Journals Use Metadiscourses in
their Article Introductions**

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The use of meta-discourse markers (MDMs) improve the argumentative and persuasive force of academic texts, such as essays, thesis, seminar papers, and articles. In centrality claim (henceforth CC) in the introduction section of a journal article, for example, authors should use MDMs effectively to attract readers' attention towards the research topic being discussed in the article. However, authors may use different MDMs in different CC types for effective argument and persuasion purposes. This study aimed at investigating the use of MDMs in the introduction sections different ranking international journals in Applied Linguistics. Forty articles from four Scopus-indexed international journals in Applied Linguistics and forty articles from four national accredited journals in Indonesia were chosen for this study. The results of this study will be useful for university students and new authors when writing a journal article introduction especially in using MDMs to effectively address CCs in their introduction. If the CCs are effective, their introductions will be more argumentative and persuasive and potential to be accepted to be published in a reputable international journal.

Key words: research articles, introduction section, claiming centrality, international journals, interactive and interactional, meta-discourse markers

The Use of Social Media in ELT Classrooms: Teacher Trainees of English as Commenters

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As technology develops, the materials used in foreign language teaching have also changed with the effect of technology. In particular, the place of social media tools in education is getting stronger day by day. Instagram, one of these social media tools, is an application that is widely used by young people. In this study, the comments made by the followers on the essays written and shared by Oya Tunaboğlu on her open Instagram account with the creative writing technique were evaluated in terms of language-related and personal. The purpose of the study is to investigate the followers' opinions regarding their comment posting process in an open Instagram account. In order to collect data for the study, volunteer followers' posts as comments have been monitored for a period of time and content analysis has been conducted. Although the method of the research is qualitative, in-depth, and structured interviews were used as data collection tools. The followers' language development has been analyzed to see if there is any improvement.

Key words: Social Media, English Language Teaching, Creative Writing, Walless classrooms, Input abundance

Development of creative potential of students' personality in the process of passing educational and summer pedagogical practice

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One of the most urgent tasks of higher education is the development of creative abilities of students. A specialist with highly developed creative abilities is successful not only in his professional activity, he has such personality qualities that help him to implement his plans and set professional tasks, to build productive interaction with people around him. In the article, the authors consider the features of the development of the creative potential of the personality of students through the passage of the educational summer pedagogical practice. The concepts of "creativity", creative activity, creativity are analyzed. The authors' views on creativity and their development are considered. The conditions for the formation of students' creative potential are indicated. Attention is focused on the need to develop the creative potential of students' personality as an obligatory element of professional competence of specialists. A monitoring experimental study of the level of development of personal creativity of students before and after passing the summer internship and special courses on the basics of leadership activities was conducted. The corresponding conclusions about the relationship between the level of development of creativity and pedagogical practice are made.

Key words: students, creative potential, practice, training, self-development.

**Linguocultural Features of Anthroponym and Toponym Translations in “Baburname” by
Z.M.Babur**

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This article is devoted to the translation of anthroponym and toponym in “Baburname”. The names of historical people, his kings, relatives, officials, friends, opponents were systematized according to the layers and categories. This system itself, depending on the relations, had some internal subdivisions including national, gender, territorial, political and social ones. Babur did not only mentioned the names of people, but he also took into consideration their nicknames and pennames accompanying these names. One more feature related to the description of places is that the author did not only just stress geographical, geological and natural preference and importance of the area he described but also he underlined the points of the history of the countries, lands, mountains, meadows, fortresses and other places connecting it with the fate of famous people. Such thorough description along with informing the reader widely, it is considered to be the factors which made the work interesting and readable.

Key words: nicknames and pennames, linguacultural and pragmatic aspects, nature, geography, etymology of particular name, appearance of each nation, appropriate equivalent, description of places

Golden Equivalence

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The aim of this study is to present a new translation theory called “Golden Equivalence” in Translation Studies. It can be said that this theory is directly proportionate to the textual equivalence approach which is one of the two main schools in Translation Studies. Apart from this, there is another school called functionalist approach in this specialization and the Golden Equivalence theory has been developed in response to this school. The theory aims to bring a new approach to the textual equivalence school with its integrative perspective. It is the improved version of the theory, in other words, the concept called “natural closest equivalence” put forward by Nida and thus more systematic and subject to certain conditions. Therefore, Golden Equivalence is a new translation theory based on previous theories but with a different perspective and different principles. This theory is based on the fact that there is absolute correspondence to some extent between all languages. According to the Golden Equivalence theory, while a target text is fully aligned with the norms of the target culture, the translation must absolutely remain within the bounds of the semantic, etymological or contextual meanings of the expressions in the source text. Also, the theory asks the translator to aim to establish the most correct balance between the source text and the target text in translation. In respect of this theory, the most accurate translation can be defined as a transfer that fully reflects all the elements of the source text, that is extremely fluent and natural-looking in the target language, and most importantly, that does not eliminate the possibility of the target text to be translated back into the source text.

Key words: Translation Theory, Golden Equivalence, Natural Closest Equivalence, Dynamic Equivalence, Communicative Translation

Contributions of the Deixis Clarified to the Reading Comprehension Competence of the 6th Graders

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ABSTRACT: Deixis are generally expressed as words or phrases whose meaning changes depending on who is talking, who is listening, where and when it is spoken (I, you, here, there, yesterday etc.). Second language learners have difficulties in decoding deixis in reading and listening skills. Therefore, this study aims at discussing how well the 6th graders are able to comprehend deixis in a written discourse. To collect data, twenty-two students have divided into two groups with even numbers. The 6th graders in experimental group have been given three different written texts in which deixis are clarified in parenthesis just after the use deictic items whereas the 6th graders in control group have been given the same three different written texts without identified deixis. The data have been collected through the reading comprehension questions after each text used in both groups. The findings have been analyzed by the SPSS 22 version program. As a result, the analysis indicates that there is a significant difference between the graders in both groups. The 6th graders in the experimental group seem more successful in reading comprehension than those in the control group because of the deixis clarified.

Keywords: Deixis, reading comprehension competence, secondary school

English Language Teachers' Perceptions of Communicative Language Teaching (CLT) Approach to Teach Speaking

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This study aims to investigate the perceptions of secondary EFL schools teachers' about the communicative language teaching approach to promote speaking activities. This study was conducted in Ankara town, in the central Anatolia region of Turkey. In order to fulfill this aim, data were collected from 4 EFL teachers who work in a secondary school in Elmadağ, in one stage. In one stage, semi structured interviews were conducted. The qualitative data were analyzed through using content analysis. The results of the qualitative analysis revealed that the teachers held overall positive attitudes towards the use of CLT, and also the educational system and the communicative competence of teachers' are essential to promote the employment of CLT in Turkish EFL classrooms. The findings of the interviews concluded that the main factors that cause the failure and the success of the CLT practices in a middle school of Ankara can be categorized under two headings: teacher factors and speaking implementations

Key words: English Language Teaching, CLT, communicative competence, perception of CLT, Speaking.

Technology integration in English language teaching

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Due to the pandemic epidemic, the critical role of technology has been recognized more than ever in all spheres of life, from business to education, and has revolutionized the way courses are given. As a consequence of this outbreak, Emergency Distance Education was necessary to continue instructional practices at all levels of education. Although the importance of technology and digital competences, which refer to the ability to use information and communication technology effectively, teaching practices during EDE indicated that some teachers were not technologically competent enough to adapt to this abrupt change and required training on how to use technology more efficiently for educational purposes. Online education should not be restricted to emergency situations, and its quality should be increased by careful planning and design of instructional procedures.

Key words: Online education, Emergency Distance Education, Pandemic epidemic, Digital competences

EMI & QEMI Policy Needs of a Civil Engineering Department

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English as a Medium of Instruction (EMI) has become widespread, especially in higher education worldwide. Along with its popularity, there has been significant interest and increase in research focusing on different aspects of it, such as students' learning needs, preparatory year program (PYP), PYP and its connection to faculty and quality assurances policy-related needs of these EMI programs. When the foci of these EMI studies are examined, particularly EMI quality and EMI policy standards appear to be the least researched areas, even though policies and standards of EMI and Quality EMI (QEMI) contain an essential role in the sustainability of the EMI programs worldwide. With this research gap in mind, the study aimed to reveal the QEMI-related needs of a Civil Engineering Department (CED) (full EMI) at a state university in Turkey. To this aim, a two-step mixed-method research design was employed. (I) Firstly, document analysis, including relevant national and institutional policy documents, websites, and CED accreditation documents, was undertaken to explore existing institutional and departmental-level EMI policies and standards. The results indicated that no EMI-related standards or policy-related issues were available in any of the documents inquired. (II) Secondly, a situation analysis through the QEMI questionnaire and semi-structured interviews were conducted with the participation of 16 CED faculty members. The situation analysis also showed that a clear-cut EMI understanding, policy and quality requirements were unfamiliar to the CED faculty members. The integrated results of the document analysis and the situation analysis showed that EMI policy and QEMI related information is found to be the initial need to be transferred at the knowledge level. Defining EMI roles of the faculty members is also found as a need for EMI policy and QEMI. Moreover, faculty members stated that they are neither familiar with faculty-level EMI and QEMI policies nor micro-level classroom EMI and QEMI policies. Beyond these central needs, more meso and micro-level policy needs stated by the faculty members are revealed and discussed relatedly, and implications are given.

Keywords: EMI, QEMI, quality, policy, needs

Review of literature: Media and communication course for ELT departments

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Varying media types have always been an essential part of the EFL classroom periphery as they present the authentic materials in the teaching sessions. These materials aid the students to become acquainted with the real-life circumstances and make the instruction of English more authentic. Moreover, in the communicative language instruction, authentic teaching is expected to occur since the use of authentic objects and materials in the classrooms is boosted. Therefore, the EFL instructors are required to make use of a number of media components in their classrooms. Also, with the arrival of notable learner focused approaches, EFL instructors are more stimulated to engage their students in their own acquisition of knowledge or skills through study and experience. They guide their students to become aware of the link between school learning and their lives and experiences. They improve their students' objective analysis and evaluation processes and their ability to solve problems in an effective and timely manner without any impediments. This may be fulfilled with the use of media to improve their language skills. From this point of view, this study aims at providing the most frequently preferred contents of Media and Communication elective course to suggest topics for Media and Communication elective course for ELT departments in education faculties. In order to achieve this particular aim, this research intends to investigate relevant literature on Media and Communication.

Key words: ELT Departments, Teacher Education, Media and Communication

Raising students' awareness and formation of EQ in EFL

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Foreign language learning is a complex process at all stages for all types of learners. English language learning and teaching contain its opportunities and challenges in the context of modern Kazakhstani conditions, national language policy (2006) and global online education shift just to mention a few. In online classroom EFL teachers have faced new challenges on top of existing ones such as management, raising students' participation, performance and other. Besides, learners' performance and productivity were affected by their level of emotional intellect, the importance of which is considerably emphasized by different scholars (Goleman, 1996; Pishghadam, 2009). Hence, as a part of instruction awareness rising of EQ was included through brainstorming, giving definitions of key sub-concepts, the role of EQ in learning process. As the content and significance of EQ was clarified the students were involved into its application. The components of EQ: self-management, self-awareness, social awareness and relationship management were simplified with the help of self-reflection and exchange of opinions during online meetings. In particular, students' answers were collected via "Mentimeter" program, which allowed them to write anonymously about experienced positive and negative feelings, habits of its expression and their management in specific situations. Having given the insights on the importance of EQ, students' performance level increased, the quality of their work improved. This was due to the rise of self-control, self-expression and self-efficacy. All these aspects have contributed to the development of students' communicative skills and creating healthy academic online interaction.

Key words: EQ, EFL, social skills, self-efficacy, self-regulation

Prospective EFL teachers' Willingness to Communicate

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The notion of willingness to communicate (WTC) has recently become a vital concept in second/foreign language learning and communication. The current study investigates ***EFL learners' willingness to communicate***. The primary purpose is to determine if there is a significant relationship among communication factors such as communication apprehension (CA) and self-perceived communication competence (SPCC) as predictor variables of WTC. One hundred ten (males and females) EFL learners from three state universities in Berlin participated in this research. McCroskey's questionnaires measured participants' WTC, CA, and SPCC. A series of SPSS analyses were run to answer the research questions. The results showed that there is a positive and negative significant relationship between EFL learners' WTC and SPCC and CA, respectively. The result also indicated a negative significant relationship between EFL learners' SPCC and their CA. Furthermore, SPCC was found as the most predictor variable in L2 WTC. Finally, no significant difference among the participants in terms of gender was found.

Key terms: Willingness to communicate, communication apprehension (CA), and self-perceived communication competence (SPCC)

EFL Teachers' Perceptions on 21st Century Skills

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The purpose of this study is to investigate English language teachers' perceptions and pedagogical implementations of the 21st century learning and innovation skills. For this purpose, 10 English language teachers of local schools in Turkistan, Kazakhstan participated in interviews, they attended a seminar to complete a chart about the study and they were asked to prepare a lesson plan including 21st century skills with a reflection paper after their lessons. A qualitative study was employed for this aim. In order to choose participants, convenience sampling was used. The findings of the study state that English language teachers who participated in the study are aware of the importance of 21st century learning and innovation skills and they have the knowledge of them. However, they need to be supported by their administrators and the government to improve and broaden their horizons about when and how to apply these skills.

Key words: 21st century Learning and Innovation Skills, Communication, Collaboration, Creativity, Critical thinking, Digital Literacy Skills, Life and Career Skills, Professional Development

To The Problem of Developing Creative Competence of Future Specialists in Teaching English

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The desire of the Republic of Kazakhstan for an equal existence in the international economic and educational space, caused by the processes of globalization and modernization with an increase in the mobility of specialists of various fields, able to compete in the international labor market has led to a change in the social order of society, which in turn led to modernization the whole paradigm of higher professional foreign language education. In conditions of an open and expanding range of interaction between countries, increasing the socio-educational significance of knowledge of foreign languages as an instrument of international interaction, languages have been put forward in priority positions, assigning them the status of a mandatory qualification component of the professional competence of a modern specialist and effective on the basis of preparing for life in the new conditions of intensive international cooperation. One of the priority goals of teaching a foreign language in higher professional education system is the development of creative competence of future specialists. This work is devoted to the problem of developing the creativity of a future specialist based on various approaches in the process of teaching English. Also, this paper deals with the essence, components, aspects, effective methods and technologies for the development of creative competence of future specialists in the process of teaching English.

Key words: creativity, future specialists, teaching English, approaches, modern technology

**The Relationship between Students' Attitudes towards Teachers and their L2
Motivational Self-System.**

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This paper presents the undergraduate university students' attitudes towards their teachers and their levels of L2 motivational self-system and investigates the relationship between these two variables. The quantitative method approach was used in this study. During the data collection the scale of students' attitudes towards the teachers (SOSATT) developed by Gelisli, et al. (2017) and L2 motivational self-system questionnaires developed by Taguchi et al. (2009) were completed by 73 undergraduate students of the Foreign Languages Teaching department at Khoja Akhmet Yassawi International Kazakh-Turkish University in Kazakhstan. The reliability coefficients of two scales were found as 0.77 for the SOSATT and 0.72 for the L2 motivational self-system scale. In this study the descriptive statistics, independent samples t-test and Pearson correlation coefficient tests were used to analyse the data. The results revealed that students possess positive attitudes towards their teachers, and high level of L2 motivational self-system. Moreover, it was found that there is no positive relationship between students' attitudes towards their teachers their L2 motivational self-system.

Key words: Students attitudes, attitude toward teachers, ELT students, L2 motivational self-system

DDL: Effective and Efficient, but Desirable? A Discussion

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Presenter briefly shares results from their affective exploration of data driven learning (DDL), then propose several questions about the use of DDL, including discussants' own successes/failures using DDL, perceived values and benefits of DDL, the overall feasibility of DDL in different contexts, and what DDL materials might/should look like. In a recent meta-analysis, Boulton and Cobb (2017) found that DDL is effective and efficient for students, especially in foreign language environments. While this certainly provides some positive encouragement for use of DDL in the classroom, it doesn't completely address its use, particularly how instructors and students feel about or respond to this still unconventional teaching/learning tool. Presenters in this session conducted a study to ascertain the comfort level and perceived value of DDL with 12 foreign language teachers and 162 students of English as a foreign language in their general English classroom in Central Asia. Teachers participated in an initial training session on the value of corpus linguistics, reviewed the materials and steps for a lesson plan to use DDL, then, after conducting the lesson, students and teachers both completed a questionnaire which examined how they felt about and responded to the activities as well as what they learned from the activities. In this discussion, presenter will briefly share their study, then propose several questions for discussants to explore the use of DDL in language learning classrooms, including discussants' own successes/failures using DDL, their perceived values and benefits of DDL, and the overall feasibility of DDL in different contexts. In particular, the presenters will raise the following questions:

1. Have you used DDL with language learning students?
 - a. If yes, describe your experience. Would you call it successful? Why or why not?
 - b. If no, why not? Describe any hesitations you may have or what has precluded your use of DDL.
2. What are potential benefits and/or drawbacks of DDL?
3. Should DDL be used as a regular part of a language learning curriculum or be reserved only for particular skills/classes/objectives?
4. What should DDL materials look like (e.g., gap-fill only, or are there other formats)?

Key words: DDL, corpus based approach, corpus based activities, corpus

Language Planning and Policy in Afghanistan

Maroof Sakhi

This article discusses language planning and policy in Afghanistan. It presents some facts about the policies of the Afghanistan governments regarding the aboriginal languages in the country. It mainly examines the relationship between Persian and Pashtu, the two official languages in the country. It also illustrates the discrimination against minority languages in the country that has been practiced since the creation of Afghanistan. This paper shed lights on the fragile ecology of languages and presents some solutions on how to improve them. The second part of this study explains the medium of instruction in the educational institutions of Afghanistan. It reveals the competition that exists among Persian, Pashtu and English languages to dominate the education sector. Last but not least, this research studies the presence of foreign languages in Afghanistan and the policy of the governments towards them. In addition, some projections about the future of foreign languages in the country are presented in this paper.

The role of web-based supporting materials on EFL learners' Oral and Written language Achievement

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Language learning has become one of the most important challenges of human beings due to its importance in all aspects of life and its contributions to success and achievement in modern and globalized World. With the advances of technology and ease of access to it, learning has gained a more comprehensible and useful form with the availability of materials and resources that can be used to support learners regarding the difficulties they might face in learning context. These supporting materials has the versions that assist learners in any kind of skills and tasks that they need. They are available in all oral and written forms and are more effective when there is immediate access to them when the problem arises. The aim of this study is to investigate the supporting role of web-based materials on the language achievement of EFL learners. To conduct this study, 25 students who are enrolled at the preparatory program of a foundation university are selected. These students are both Turkish and international and their age range is between 17-22. They are studying general English which focuses on both academic and communicative skills. To measure the efficacy of the program, online exercises will be used and based on the results of achievement test, their efficacy will be evaluated.

Key words: web-based learning, online resources, supporting materials, language achievement, online tasks

Theory of Speech Acts and the Linguistic Theory of Argumentation

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Attention to the problems of argumentative linguistics is due to two factors, namely, the socialization of knowledge and the deepening intra-scientific specialization, which resulted in the emergence of many new scientific disciplines (sociology of communication, cognitology, conflictology), which are closely related to pragmalinguistics. Linguistic pragmatics is a discipline that studies language not “in itself and for itself”, but as a means used by a person in his activity. It is customary to say about natural language that it is the most important means of human communication. However, with the exception of so-called actual communication, i.e. communication for the sake of communication, we use language to solve some other problems through this: to report on some important event, to induce the addressee to take certain actions or stop them, to express our feelings or evaluate someone's actions. Finally, in a number of cases, the use of language is, if not the only, then the most basic component of an action that radically changes social reality or individual destiny (declaration of war, acquittal, awarding or dismissal, cancellation or establishment of benefits, opening or closing of Olympic games, conventions, exhibitions, etc).

Key words: linguistic theory, argumentation, cognitology, conflictology, pragmalinguistics

Interactions on practice in high-populated classrooms: A study on pair and group work

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The present research is conducted to remove the interaction problems in high-numbered public classrooms as an action research. Because there are many students in a classroom at schools and unlike in institutes, teachers would not be able to conduct useful interaction there, this study is to find a way to make it easier at schools. It compares qualitatively normal pair work, high and low achiever pair work and group work as three kinds of interaction. Every kind of interaction was performed on same students in three levels of seventh, eighth and ninth grades of junior high school. They were provided by a practice related to the lesson subject in the three kinds. After performing the three kinds, all students participated in an interview held by the researcher. They mostly preferred group work by significant difference of 83 percent, some of them preferred high and low achiever pair work by 15 percent and minimum number of them agreed with normal pair work by 2 percent. The students gave their ideas about the kinds and finally their responses are paraphrased.

Key words: Normal pair work, High and low achiever pair work, Group work, Kinds of interaction

Learning by Doing and Playing to Learn a Second Language: A Case of a Group of Young Learners

Sedigheh Hajizadeh

There is a tendency for parents to raise their children bilingual in the Iranian context. They enroll their young children in private bilingual kindergartens regardless of intuition and children's willingness. The current study aims to investigate how to enhance the process of learning subconsciously through playing. A group of 25 participants, about six-year-old boys and girls, were recruited through the convince sampling. Forty hours in ten sessions were allocated to playing different games, watching cartoons, singing poems, and adapting role-play in English. No formal instructions were given to them as they were supposed to be taught indirectly through playing. They were observed while they were playing, and they were interviewed after each session. The data was interpreted and analyzed through coding, categorizing, and thematic procedures. The findings indicated that English language learning for preschool children is completely different from the way that is common in most institutes. Learning through playing implants appropriate edification, interest, and good habits for acquisition in young children. Since playing is an integral part of every normal child's life until they reach puberty, the participants were eager to play rather than learn through formal instruction. Hence, the role of parents and teachers is to assist them to pass this transition smoothly and to keep them interested, motivated, and inspired in the process of acquisition. Besides demonstrating the benefits of playing for instructional objectives informally and subconsciously, the study's implications for teachers and young learners are discussed.

Foreign Language Education at the University: Problems, Methods, Resources, Prospects

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The article deals with the main problems associated with the teaching of foreign languages in the linguistic and non-linguistic areas of higher education. Particular attention is paid to the volume of study time, the peculiarities of the internship, the choice of teaching aids for non-linguistic areas of training at universities. The author highlights the modern methods and resources involved in the educational process today and outlines some development prospects designed to most effectively correct the educational process.

Key words: two-level education system, work experience, basic foreign language textbook, blended learning, interactive learning platforms

ELT via ERT: A narrow-scope Systematic Review

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The instructional practices taken place under pandemic conditions in the past two years have been referred to as emergency remote teaching (ERT) in relevant literature. As in other discipline areas, the academic interest to the ERT-based teaching and learning has been notable in the field of English language teaching (ELT). This study aims to present a systematic account of ERT-focused ELT research in Turkey. The systematic review comprises research articles, master theses and doctoral dissertations between the years of 2020 and 2022. The articles indexed in TR Index and master theses and doctoral dissertations available on Thesis Center of Council of Higher Education are included in the review. The databases will be searched by the following key words: *English language teaching* or *ELT* or *EFL* or *English language learners* or *English language learning* and *ERT* or *emergency remote teaching* or *distance education* or *pandemic* or *Covid-19*. The research conforming with the inclusion criteria will be coded on a publication classification form primarily highlighting purpose/research questions, design, setting and participants, data collection tools, reliability and validity, data analyses, and prominent results. The findings are expected to provide an overview of relevant research to date and consequently, a summative evaluation of pandemic-urged ELT practices including the affordance, challenges and implications for future research and practice.

Key words: English language teaching, emergency remote teaching, EFL, Covid-19 pandemic

Pre-service teachers stabilize expectations and reality by reflecting on experiences, emotions, and beliefs

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Pre-service teachers, during their first practices, confront reality shock, since their expectations and the reality of classes are not met. Experiences, emotions, and beliefs are an essential part of expectations. Therefore, pre-service teachers need to be familiar with reflective practice to conduct, as beginning teachers, in the future. Therefore, they can observe their experiences, emotions, and beliefs through reflections and take actions to bridge the gap between their expectations and reality. This study explores pre-service teachers' perceptions of how reflecting on experiences, emotions, and beliefs can create a balance between expectations and reality. To this end, 15 English language teaching pre-service teachers (12 male and 3 female) were selected through convenient sampling. The data were collected from an interview through a qualitative method, and the analysis was conducted by thematic analysis. The result indicated that reflection on experiences, emotions, and beliefs has numerous benefits for pre-service and beginning teachers, such as: promoting autonomously, knowing their potential capacities, practicing the theories, improving continuously, having others' recommendations, finding strengths and weaknesses, conducting self-assessment, becoming more confident, finding novel approaches, enhancing teaching, systematizing our practices, incorporating emotions and cognitions, respecting others, providing feedback, exploring beyond the practices, and lowering the level of stress. This study can make contributions to developing pre-service teachers' professional development.

Keywords: pre-service; reality shock; experiences; emotions; beliefs

The relationship between Iranian EFL learners' Creativity, Autonomy and their Language achievements

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Among the numerous learner variables that influence language learning, autonomy is an exceptionally special one since it includes: learners being responsible for their own learning. Creativity is another variable that involve learners in generating new ideas, and finding new ways to deal with different tasks and activities. Creativity refers to the generation of ideas that are both original and effective (Runco & Jaeger, 2012). Creativity is of vital importance for organizational success and innovation (Florida, 2002), and it benefits individuals' development. This study aimed to study the relationship between Iranian EFL learners' autonomy, creativity and their language achievements. For this purpose, based on convenience sampling, 50 female and 50 male EFL learners in intermediate and upper-intermediate level, within the age range of 15 to 25, that were learning English at Aygun Institute in Tabriz were selected as the participants of the study. They were asked to fill in two questionnaires, the Zhang and Li's Learner Autonomy Questionnaire (2004) and Abedi-Schumacher Creativity Test (ACT) (2002), and as a final stage Learners' Final Term's scores were gathered. The findings revealed that there was a positive and strong relationship between learners' autonomy and their language achievements, a significant and positive correlation between learners' creativity and language achievements, and a positive, but weak relation between learners' autonomy and their creativity. The findings of this study could help language teachers in EFL context to reflect upon their teaching strategies and activities in order to help language learners manage, control, and enhance their autonomy and creativity, and they can considerably enhance the students' involvement with triggering their orientation to language learning.

Key words: Autonomy, Creativity, Language achievement

Examination of Academic Procrastination and Foreign Language Anxiety among DPUDELL Prep Class Students

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Academic procrastination is a troubled personality trait, especially for students who tend to delay. Research revealed that academic procrastination was very common among university students (Schraw et al., 2007). Ferrari et al. (1995) stated that creating unrealistic goals in time, fear of failure, self-doubt and irrational thoughts caused academic procrastination behaviour. There are many reasons that cause academic procrastination, and maybe foreign language anxiety (FLA) is one of them. Thus, the present study aimed (a) to examine the relationship between foreign language anxiety and academic procrastination, and (b) to determine the level of FLA and academic procrastination among Kütahya Dumlupınar University prep class students with respect to gender. In this context, this study also aimed (c) to investigate the reasons for academic procrastination that lead to academic problems and failures. To reach those purposes, a questionnaire adopted from Solomon and Rothblum (1984) and a questionnaire adopted from Horwitz et al. (1986) were employed. The quantitative data was examined via JASP. The results displayed that the students “nearly always” procrastinated, and ‘homework’ was one of the major reasons to lead them procrastination. In addition, students’ FLA was at the ‘moderate’ level. Furthermore, the students’ level of academic procrastination and FLA did not vary according to gender. Finally, Pearson Correlation analysis revealed that there was a statistically meaningful correlation between FLA and academic procrastination.

Key words: Academic Procrastination, Solomon and Rothblum, Foreign Language Anxiety

ELT Students' Perspectives on Online Writing Instruction: A Critical Analysis

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Although an increasing number of online courses have been integrated to the curriculum of the college courses due to the advances in technology and the widespread use of the internet in the 21st century that led to a borderless social sphere, we were forced to redesign our educational practices more rapidly as a result of the Covid-19 pandemic. This force turned traditional language classes into digital ones and academic writing courses were no exception. Such an unexpected change brought both advantages and disadvantages not only for teachers but also and especially for students. This study examines the perspectives of 34 ELT students who took an online academic writing course for two semesters. The main research question of the study is to reveal the challenges experienced by the students stemming from the digital and online structure of the course. A qualitative research design was adopted for the purpose of the study where data was obtained from weekly student reflections, individual interviews, and a final group interview. Qualitative data analysis revealed that student personality traits played the major role in facing challenges or turning the situation into an advantage. Critical reflections provided by the students should shed a light on how to redesign future online writing courses in the foreign language.

Key words: academic writing, online instruction, perspectives, challenges.

**The Effect of Skyroom, WhatsApp, and Face-to-Face Classroom on Learning Vocabulary by
Iranian Pre-intermediate EFL Learners**

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Recently, due to the development of technology, the implementation of different kinds of social medias have been investigated in order to find out their effects on English language educators. Following this trend, the present study tried to compare the effects of WhatsApp, Skyroom, and face-to-face classrooms on learning vocabulary by Iranian pre-intermediate EFL learners. The participants of the study were 75 homogenized female students (17 to 18 years old). Applying a quasi-experimental research design, three groups of WhatsApp, Skyroom, and face-to-face classrooms with 25 participants in each group were formed. The study in the three groups; i.e.; two experimental groups and one control group, were conducted for nine sessions. Students who participated in experimental groups were taught vocabulary from a book named “504 Absolutely Essential Words” during six sessions (12 words each session) via WhatsApp and Skyroom, whereas the participants in control group were taught vocabulary in the face-to-face classroom and through traditional teaching method. The researcher used a teacher-made vocabulary test consisting of 40 multiple-choice questions for pre-test and post-test. The results of one-way ANOVA showed that there is not any significant effect on developing vocabulary knowledge of the learners via WhatsApp or Skyroom. The findings of this study carried important implications for foreign language instructors, institutions, or school administrators.

Keywords: Skyroom; MALL; CALL; Vocabulary; WhatsApp

Online Self-Regulation of Turkish EFL Learners in a Hybrid Learning Context

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As a result of the COVID-19 pandemic, which affected almost every aspect of the daily lives of individuals, most higher education institutions in Turkey adopted a hybrid education approach in accordance with the guidelines provided by the Council of Higher Education. Since this new practice is being adopted to such a broad extent and is utilized out of necessity, hybrid education, online education, and related variables have been important topics to focus on. In order to illuminate the online portion of the educational environment present as of the academic year 2021-2022, this study aimed to examine Turkish EFL learners' perceived online self-regulation and to investigate whether there was a meaningful relationship between learners' online self-regulation and gender. Turkish adaptation of the Online Self-Regulation Questionnaire (OSLQ) was administered to 288 preparatory class Turkish EFL learners studying at a state university in Istanbul, Turkey. The demographic variables of the participants were also collected along with the questionnaire. The data were analyzed using SPSS-26. The findings reveal that the participants perceive their online self-regulation to be of medium level. It was also concluded that female participants perceive themselves to be more self-regulated when compared to male participants. It is interpreted from the findings that preparatory year Turkish EFL learners perceive themselves to be self-regulated within a relatively immediate hybrid education context. Even though the findings exhibit that the learners' perceptions indicate an acceptable level in terms of online self-regulation, improvements in this regard should be aimed at through certain procedures and practices.

Key words: Hybrid Education, Online Learning, Self-Regulation, Foreign Language Education

**Enhancing Reading Comprehension Ability through Vocabulary Learning Strategies:
Previewing or Lexical Inferencing?**

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This study was conducted with the aim of comparing the effects of two strategies for dealing with unfamiliar words when reading an L2 reading comprehension text, i.e. previewing (as a pre-reading activity) and lexical inferencing (as a while-reading activity), on the reading comprehension ability of a group of EFL learners. The participants were language learners at a language institute in Tehran, Iran, who were divided into two experimental groups based on the results of a pre-test of proficiency. One group was taught the previewing strategy while the other group was taught the lexical inferencing strategy. A post-test of reading comprehension was run after three weeks of instruction. The results of the t-test showed that the group with a lexical inferencing treatment outperformed significantly the other group who practiced the previewing strategy. It can be concluded that previewing strategy is more beneficial for short-term intensive reading purposes as well as for focused attention to the analysis and deep processing of new words, while lexical inferencing can be more beneficial in developing reading skills and vocabulary expansion in the long run.

Key words: L2 Reading Comprehension; Reading strategies; Vocabulary Previewing; lexical inferencing

The relationship Between Iranian EFL Lectures' 21 st-century Digital Competence and their Attitudes toward ICT integration: The Partial Least Square Modeling Approach (PLS-SEM)

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The current education increasingly requires lectures with highly digital competence, and attitudes to manipulate their online classrooms with ICT effectively. In this regard the European Framework for the Digital Competence of Educators (DigCompEdu) introduce a paradigm known as 21st century competence that all students and teachers should acquire it. Recently, scholars have tended to explore the dimension of teachers' digital competence in 21st century, relating to digital context. Thus, this explanatory study wants to one step forward to add to the literature the role of Iranian university instructors' 21 st-century digital competence and their attitudes toward ICT integration. Two questionnaire of 21 st-century digital competence and theory of planed behavior were adapted and administrated to 356 Iranian university lectures who implement ICT during the outbreak of Covid-19. The result of partial least squares analysis (PLS-SEM) represents the important relationship between Iranian university lectures' digital-information literacy, content creation, communication, and problem-solving skills with three antecedents of actual behavior for employing ICT. Related pedagogical implications are addressed, such as running some teacher training classrooms for teachers to escalate their 21st digital competencies, designing some ICT tools based on 21st digital competence, and awaring teachers about the role of these factors to manipulate their classrooms with ICT significantly.

Key words: 21st century skills, university lectures; partial least squares analysis (PLS-SEM); theory of planned behavior (TPB), Covid-19.

Classroom Management by

Individual Differences: Systematic Mediation and Reflective Treatment

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Language teachers are among those who need to be leaders of an ongoing moment-by-moment interaction in the class; they have to constructively respond to learners' reactions but not all language learners are the same when they come to our classes. Systematic Mediation and Reflective Treatment of the teacher-learner interaction may turn more effective by SMART Classroom Management, which is an interdisciplinary approach to understanding teachers' actions and learners' reactions. The presentation will provide participants with a theoretical basis on individual differences (e.g. gender differences, brain laterality, learning styles, personality types, cognitive styles, attribution styles, differences in motivation, and multiple intelligences); also, practical examples will be negotiated and presented for better understanding learners' disruptive behavior, barriers against proper communication, conflict resolution, etc. All novice teachers including BA, MA and PhD candidates wishing to succeed in their teaching practice are honorably requested to attend this presentation.

Key words: Classroom management, Teaching Practice, Individual differences.

Parental Observation on Early Childhood English Pedagogy

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This paper aims to discover overall parental perceptions of early childhood English education in kindergartens and their different views of English learning between public and bilingual kindergarten schools. It has also focused parental thinking and opinion about the advantages and disadvantages of early childhood English education and support for their children's English learning pedagogy. Parents have agreed that childhood is essential for learning the English language and development. Parents from both public and bi-lingual kindergarten schools highlighted that the environment of learning and growth helps and influences the English developmental innovation of their young children. Parents from bi-lingual kindergarten emphasized that English in early pedagogy did not affect the Chinese language learning of their children. Most of the parents have agreed that their children can get a better job in the future because of the early English learning pedagogy. Bi-lingual kindergarten parents can provide their children English Nursery Rhymes CDs, English storybooks for reading, English cartoons for watching and observing, etc. In contrast, most Public Kindergartens parents can not provide.

Key words: Early Childhood, English Pedagogy, Parental Observation, Bi-lingual Kindergarten, Early Educational Growth.

Engaging Iranian EFL Learners with The Heart of the 21st Century skills: The Case of Computational Thinking Skills

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Computational thinking skills (CT) is a key 21st-century skill in which learners can solve their learning problems via computers. Since CT gained increasing importance in education, especially in science, technology, engineering, and mathematics (STEM), recent studies significantly cover the role of CT in STEM education and explore how teachers can escalate their learners' CT skills. What has been neglected by the researchers is exploring the role of CT in humanities (Li et al., 2020). To cover the current gap, the researcher investigated how Iranian EFL teachers can engage their language learners with CT in English language learning and Computer-Assisted Language Learning (CALL). Data were collected through qualitative design in which 12 Iranian EFL teachers were selected for structured interviews. The result of the deductive and inductive content analysis presented that Iranian EFL teachers integrate CALL into their syllabus, engage their language learners inside and outside the classrooms with CALL, and improve learners' CALL literacy to enhance their CT skills. However, Lack of CALL literacy, family support, and infrastructure impede teachers from engaging their learners with CT. Among several pedagogical implications, this study suggests that teachers should develop their pedagogy, methodology, and CALL literacy to engage language learners with CT. The teacher training course should also be run to develop teachers' methods and teach them how to improve their learners' CT skills.

Key words: 21st century skills, Computational thinking skills (CT), Computer-Assisted Language Learning (CALL), Qualitative study.

WORKSHOPS

A safe journey for young researchers in applied linguistics to identify an appropriate journal for publishing

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Fake journals have flourished in applied linguistics in the internet over the past two decades, disseminating blurred findings. They allure novice students and/or researchers to pay to publish their papers. Their purpose is *not* concerned with publishing real research or spreading genuine knowledge. Instead, they intend to make profit through tempting novice students or researchers with superficial reviewing and a quick process of publishing. As a result, university professors are recommended to discourage the young researchers and students from submitting their precious research reports to the fake journals, which only culminate in the waste of their money, energy, and good work. An efficient approach to that particular purpose would be to educate the novice researchers and students on the phenomenon of fake or predatory journals. Therefore, this workshop aims to familiarize inexperienced researchers and/or students with numerous effective points on detecting a good journal from among the list of existing journals once they do not have any information about a particular journal they have come to while surfing in the internet. The points, or tips highlighted in this workshop, include features such as site address, editorial team, number of articles per issue, and so on that are normally overlooked by the young researchers. We believe that taking into account a combination of several or most of the points to be presented in the workshop would contribute to identifying a more scholarly and high-quality journal from the list of available journals in the field of applied linguistics in the internet.

Key words: fake journals, good journals, tips, novice researchers, applied linguistics

Teacher Autonomy Shapes Teaching Anatomy

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This analysis initiates by considering the concept of autonomy, there has always been an emphasis on learners' autonomy. Whereas there is a shift from learners' autonomy to teachers' autonomy as a major element that has a profound effect on teaching and learning. According to most researchers, teacher autonomy should be enhanced to trigger learner autonomy (e.g., Benson, 2001; Little, 1995; Little et al, 2003b; McGrath, 2000; Thavenius, 1999). The significance of autonomy will be presented to illustrate the link between learner and teacher autonomy. As Littlewood mentions (1999); the development of autonomy leads to collaboration and taking responsibility rather than studying in isolation and being a passive learner. After introducing the definition of autonomy, we will have an activity in a meaningful content. At the end of the session, the teachers will be provided a reading text and they are expected to discover the language on their own in a meaningful context, then they extract the required information just like a learner. As a result, they will have a chance to look at the teaching and learning environment from the students' perspectives in addition they will retain only one question "What do I need to do to enhance my teaching environment?"

Key words: teacher autonomy, learner autonomy, active learning