

ICLELL 2022

INTERNATIONAL CONFERENCE ON LANGUAGE EDUCATION, LITERATURE AND LINGUISTICS

"POST-PANDEMIC TRENDS IN LANGUAGE STUDIES"

24-26 June 2022

Kütahya-TÜRKİYE

<https://iclell.dpu.edu.tr/>



DPU

KUTAHYA DÜMLUPINAR UNIVERSITY
SCHOOL OF FOREIGN LANGUAGES



**INTERNATIONAL CONFERENCE ON LANGUAGE
EDUCATION, LITERATURE AND LINGUISTICS**

CONFERENCE PROGRAM & BOOK OF ABSTRACTS

ISBN: 978-975-7120-39-1

FOREWORD

Greetings to all participants,

It is a great pleasure for me to welcome you to the International Conference on Language Education, Literature and Linguistics (ICLELL-2022), hosted by Kütahya Dumlupınar University School of Foreign Languages on June 24-26, 2022.

ICLELL-2022 is a high-level meeting place for the people and scholars in the field of language education, literature, and linguistics. As the Organising Committee, we aim to bring together researchers (academics, educators, and graduate students) who are interested in these fields.

We also hope that this conference will create a friendly and academic atmosphere for all to share perspectives, insights and partnerships which 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 a fruitful event.

With very best wishes,

Prof. Dr. Kaan ERARSLAN

Organization Committee Chair

COMMITTEES

HONORARY COMMITTEE

PROF. DR. KAZIM UYSAL – RECTOR, KÜTAHYA DÜMLUPINAR UNIVERSITY

ORGANISING COMMITTEE CHAIR

PROF. DR. KAAN ERARSLAN – DIRECTOR, SCHOOL OF FOREIGN LANGUAGES, DPU

ASST. PROF. DR. DİLŞAH KALAY – ASST. DIR., SCHOOL OF FOREIGN LANGUAGES, DPU

LANG. INST. MUSTAFA KEMAL ŞEN - ASST. DIR., SCHOOL OF FOREIGN LANGUAGES, DPU

ORGANISING COMMITTEE

PROF. DR. AYHAN KAHRAMAN – KÜTAHYA DÜMLUPINAR UNIVERSITY

ASST. PROF. DR. ALİ BELENLİ – KÜTAHYA DÜMLUPINAR UNIVERSITY

ASST. PROF. DR. ANSI SEV ATEŞ – KÜTAHYA DÜMLUPINAR UNIVERSITY

ASST. PROF. DR. BURCU GÖKGÖZ KURT – KÜTAHYA DÜMLUPINAR UNIVERSITY

LANG. INST. FEHİME ASLAN – KÜTAHYA DÜMLUPINAR UNIVERSITY

LANG. INST. GÜLŞAH MEYDAN– KÜTAHYA DÜMLUPINAR UNIVERSITY

LANG. INST. GÜLŞAH NARLU – KÜTAHYA DÜMLUPINAR UNIVERSITY

LANG. INST. MEHTAP ARAT – KÜTAHYA DÜMLUPINAR UNIVERSITY

LANG. INST. ONUR ASLAN – KÜTAHYA DÜMLUPINAR UNIVERSITY

NATIONAL SCIENTIFIC BOARD

PROF. DR. ÇİĞDEM SAĞIN ŞİMŞEK – MIDDLE EAST TECHNICAL UNIVERSITY

PROF. DR. DİNÇAY KÖKSAL - ÇANAKKALE ONSEKİZ MART UNIVERSITY

PROF. DR. FULYA TOPÇUOĞLU ÜNAL – KÜTAHYA DÜMLUPINAR UNIVERSITY

PROF. DR. HÜLYA ÖZCAN – ANADOLU UNIVERSITY

PROF. DR. İLKNUR KEÇİK – ANADOLU UNIVERSITY

PROF. DR. MURAT HİŞMANOĞLU – UŞAK UNIVERSITY

PROF. DR. ÖZGÜR AYDIN – ANKARA UNIVERSITY

ASSOC. PROF. DR. AHMET USLU – KÜTAHYA DÜMLUPINAR UNIVERSITY

ASST. PROF. DR. AYTAÇ ÖREN – HEALTH SCIENCES UNIVERSITY

ASST. PROF. DR. PELİN KUT BELENLİ – KÜTAHYA DÜMLÜPINAR UNIVERSITY

ASST. PROF. DR. SİBEL SÖĞÜT – SİNOP UNIVERSITY

ASST. PROF. DR. SERAP ATASEVER BELLİ – ERZURUM TECHNICAL UNIVERSITY

DR. HALİL İBRAHİM KARABULUT – KÜTAHYA DÜMLÜPINAR UNIVERSITY

INTERNATIONAL SCIENTIFIC BOARD

PROF. DR. RATKO KNEZEVIC - BIHAC UNIVERSITY, BOSNIA AND HERZEGOVINA

PROF. DR. SVITLANA FEDORENKO – NATIONAL TECHNICAL UNIVERSITY OF UKRAINE, UKRAINE

ASSOC. PROF. DR. CHRISTINA GKONOU – UNIVERSITY OF ESSEX, GREECE

ASSOC. PROF. DR. EDIN DUPANOVIC – BIHAC UNIVERSITY, BOSNIA AND HERZEGOVINA

ASSOC. PROF. DR. HEDAYAT SARANDİ – İSTANBUL SEBAHATTİN ZAİM UNIVERSITY, IRAN

ASSOC. PROF. DR. JELENA SAJINOVIC-NOVAKOVIC - UNIVERSITY OF BANJA LUKA, BOSNIA AND HERZEGOVINA

ASSOC. PROF. DR. OKSANA CHERNYSH - ZHYTOMYR POLYTECHNIC STATE UNIVERSITY, UKRAINE

ASSOC. PROF. DR. OLGA DEMYDENKO – NATIONAL TECHNICAL UNIVERSITY OF UKRAINE, UKRAINE

ASSOC. PROF. DR. YANA TIKAN – NATIONAL TECHNICAL UNIVERSITY OF UKRAINE, UKRAINE

DR. IDE HAGHI – UNIVERSITY OF GLASGOW, UK

DR. VITA KOGAN – UNIVERSITY OF KENT, UK

National Contributors	International Contributors
1. ABDULLAH COŞKUN	1. AAİSHA AL BALUSHİ
2. AHMET SEVER	2. ABDELFAHATTAH ABIDI
3. ALİ TELLİ	3. ABDERREZZAQ GHAFSI
4. ARZU YETİM	4. ALİ ALGRYANİ
5. AYHAN KAHRAMAN	5. ALYSSA JANE CABUÑAG
6. AYŞE KAMAN ERTÜRK	6. ARCHANA ARCHANA
7. AYSU BEGÜM KARAGÖL	7. AZİZ JABER
8. AYTAÇ ÖREN	8. BERRA ABBASOĞLU
9. BELİZ ŞAHİN	9. BOŽANA TOMIĆ
10. BERİL ARIK	10. BRUNO ESTIGARRIBIA
11. BERRİN DEMİR	11. CEFERINO HERNANDEZ GAMBA
12. BÜŞRAANKIT	12. CHAHRAZED HAMZAOUİ
13. ÇAĞLA İÇÖZ	13. DALAL ALSHEKAİLİ
14. CEMRE ÖZKAN	14. ELSA SKENDERİ RAKIPLLARI
15. ÇİĞDEM KARATEPE	15. EMİR MUHİĆ
16. DİLŞAH KALAY	16. EVA LUCÍA JIMÉNEZ-NAVARRO
17. EMEL KÜÇÜKALİ	17. FARZANA MASROOR
18. ERASLAN CANDAN	18. GLORIA ROMERO
19. FATMA DEMİREZEN	19. GULNOZA NARİMONOVA
20. FERİT KILIÇKAYA	20. HERMAINE CALALIN
21. GÜLŞAH MEYDAN	21. HUSSEIN ZEIDANIN
22. HAKAN CANGIR	22. IRDA DERVİSHİ NESİMİ
23. HALİL İBRAHİM KARABULUT	23. ISABELLE SOPHIE THALER
24. HANIMNUR MERCAN	24. JELENA ŠAJİNOVIĆ NOVAKOVIĆ
25. İBRAHİM HALİL TOPAL	25. JHANNA ILHAM A. ACRAMAN
26. KAAAN ERARSLAN	26. JOSE BELDA-MEDINA
27. KAĞAN BÜYÜKKARCI	27. JUHAID H. ABBAS
28. KÜBRA ER	28. JUSTINE SANÖY
29. KÜRŞAT YANGİL	29. KAROLY NAGY
30. KUTAY UZUN	30. KEVIN SIMMONDS
31. MAHMUT TORAMAN	31. MAGDALENA KESKİN
32. MEHMET TUNAZ	32. MANUEL LARA
33. MURAT HİŞMANOĞLU	33. MD ASIF KAMAL
34. MUSTAFA KEMAL ŞEN	34. MICHAEL ESTREMER
35. MUZAFFER DERYA NAZLIPINAR SUBAŞI	35. MIGUEL POVEDA BALBUENA

National Contributors	International Contributors
36. SADIK ÇINAR	36. MOHAMMAD ALMATARNEH
37. SAMET TAŞÇI	37. MOHAMMADREZA VALIZADEH
38. SEMİH YETİM	38. MUNIRA ALSIYABI
39. SERAP ATASEVER BELLİ	39. NICHOLAS DUVERNAY
40. ŞEYMA TÜKENMEZ ŞAHİN	40. PRINCESS VALERIE REYES
41. SİBEL SÖĞÜT	41. RAEES CALAFATO
42. SUAT ÖZER	42. RANDA BOU MEHDI
43. SUZAN UYSAL YILDIRIM	43. RATKO KNEZEVIC
44. TANER CAN	44. RONIÑA JANGELYN MONIQUE
45. YAŞAR AKGÜN	45. SAFIA SERAI
46. YEŞİM TÜRKER	46. SAIMA FAISAL MUHAMMAD
47. YONCA ÖZKAN	47. SHARIFA ALADAWI
48. YUNUS EMRE ÇEKİCİ	48. SHAZIA DAR
49. ZEKİYE SEİS	49. SHERILL GILBAS
	50. SHIE SATO
	51. SUJIT MALICK
	52. SVITLANA FEDORENKO
	53. SYED SHAHRİER RAHMAN
	54. TAIMUR KAYANI
	55. VASILIKI MAVRIDOU
	56. VICTOR PRADES
	57. WAFAA FALI
	58. XIN KUANG
	59. YOLANDA JOY CALVO BENZIES

CONFERENCE PROGRAM

DAY 1: JUNE 24, 2022 FRIDAY

HOUR	PEOPLE	TITLE
10:00-10:15	PROF. DR. KAAAN ERARSLAN DIRECTOR, SCHOOL OF FOREIGN LANGUAGES	WELCOMING SPEECH
10:15-10:30	PROF. DR. KAZIM UYSAL RECTOR, KÜTAHYA DÜMLÜPINAR UNIVERSITY	OPENING SPEECH
10:30-10:45	COFFEE BREAK	
10:45-11:45	PROF. DR. EMİR MUHİC BANJA LUKA UNIVERSITY	PLENARY SESSION I

HALL A

Moderator: HALİL İBRAHİM KARABULUT

HOUR	PEOPLE	TITLE
14:00 – 15:00	SUZAN UYSAL YILDIRIM, KAĞAN BÜYÜKKARCI	GIFTED STUDENTS' PERCEPTION OF ONLINE PEER-ASSESSMENT IN EFL ORAL PRESENTATIONS IN TURKEY
	KÜBRA ER, EMEL KÜÇÜKALİ	LEARNING ORIENTED ASSESSMENT IN APPROACHES TO TEACHING EFL WRITING
	SHARİFA ALADAWİ, MUNİRA ALSİYABİ, DALAL ALSHEKAİLİ	PEER-ASSESSMENT: TOWARDS STUDENTS' ACTIVE ENGAGEMENT IN THE ASSESSMENT PROCESS
	RAEES CALAFATO, KEVIN SIMMONDS	ASSESSING AESTHETIC, MULTIMODAL, AND LITERARY COMPETENCE IN THE EFL CLASSROOM AT THE TERTIARY LEVEL

HALL B

Moderator: MUZAFFER DERYA NAZLIPINAR SUBAŞI

HOUR	PEOPLE	TITLE
14:00 – 15:00	AYTAÇ ÖREN	VICTORIAN AT THE BOTTOM, POSTMODERN AT THE TOP: JOHN FOWLES'S THE FRENCH LIEUTENANT'S WOMAN
	MOHAMMAD AL-MATARNEH	IMAGE OF MOTHER – DAUGHTER RELATIONSHIP IN ALIFA RIFAAT'S 'THURSDAY LUNCH' AND 'ALICE MUNRO'S 'BOYS AND GIRLS'
	SHAZIA DAR, FARZANA MASROOR	REPRESENTATION OF 'WOMAN': A CORPUS ASSISTED DISCOURSE ANALYSIS OF SELECTED PAKISTANI FICTION
	MUZAFFER DERYA NAZLIPINAR SUBAŞI, HANIMNUR MERCAN, YAŞAR AKGÜN	THE SIGNIFICANCE OF FEMINIST TRANSLATION STUDIES AND GENDER-SENSITIVE LANGUAGE TO ELIMINATE MEN'S VIOLENCE AGAINST WOMEN

HALL C

Moderator: BURCU GÖKGÖZ KURT

HOURL	PEOPLE	TITLE
14:00 – 15:00	SHIE SATO	THERE'S REASONS TO CHOOSE "THERE'S": A CORPUS-BASED ANALYSIS OF "THERE"-EXISTENTIALS IN SPOKEN AMERICAN ENGLISH
	AZİZ JABER	HIGH VOWEL SYNCOPE FAILURE IN URBAN JORDANIAN ARABIC: A POSITIONAL FAITHFULNESS TREATMENT
	BRUNO ESTIGARRIBIA	TUPI-GUARANI REFLEXIVE/PASSIVE SYNCRETISM AND THE EMERGENCE OF A MIDDLE VOICE IN PARAGUAYAN GUARANI
	IRDA DERVİSHİ NESİMİ	TURKISH LOANWORDS PRESENT IN S. E. MANN'S HISTORICAL ALBANIAN-ENGLISH DICTIONARY (1948)

HALL A

Moderator: ALİ BELENLİ

HOURL	PEOPLE	TITLE
15:15 – 16:15	BERRA ABBASOĞLU	NET-FOLIO AND THE AGE OF E'S IN WRITING CLASSES
	ABDULLAH COŞKUN	ONLINE USE OF THE ENGLISH LANGUAGE OUTSIDE THE CLASSROOM
	SAMET TAŞÇI	IDENTIFYING TECHNOLOGICAL KNOWLEDGE LEVELS OF PRE-SERVICE ENGLISH LANGUAGE TEACHERS IN TURKISH CONTEXT
	DİLŞAH KALAY, MUSTAFA KEMAL ŞEN, KAAN ERARSLAN	DEVELOPING 3-D GAMES FOR FOREIGN LANGUAGE EDUCATION: P-HUNT (PHONETICS HUNT)

HALL B

Moderator: ANSI SEV ATEŞ

HOURL	PEOPLE	TITLE
15:15 – 16:15	İBRAHİM HALİL TOPAL	ACCULTURATION ORIENTATIONS OF IMMIGRANTS PORTRAYED IN LITTLE AMERICA: A CROSS-CULTURAL ANALYSIS
	BERRİN DEMİR	NATURE VS. MAN IN THE BIRDS BY DAPHNE DU MAURIER: A CROSS-CULTURAL COMPARATIVE AND DESCRIPTIVE STUDY WITHIN ECOCRITICAL APPROACH
	TAİMUR KAYANI	POLITICS OF MARGINALISATION: A COMPARATIVE STUDY OF CHARACTERISATION IN ANAND'S UNTOUCHABLE AND M. HANIF'S OUR LADY OF ALICE BHATTI

HALL C

Moderator: M. KÜRŞAD YANGİL

HOURL	PEOPLE	TITLE
15:15 – 16:15	AHMET SEVER, M. KÜRŞAD YANGİL, MAHMUT TORAMAN	YABANCILARA TÜRKÇE ÖĞRETİMİNDE KAFİYE TABLOSU UYGULAMASIYLA ŞİİR YAZMA
	SUAT ÖZER	YABANCILAR TÜRKÇEYİ NASIL ÖĞRENİYORLARDI?
	YUNUS EMRE ÇEKİCİ	TÜRKÇENİN YABANCI DİL OLARAK ÖĞRETİMİ PROGRAMININ TOPLUMDİLBİLİMSEL YETİ BAĞLAMINDA İNCELENMESİ
	AHMET SEVER, M. KÜRŞAD YANGİL, MAHMUT TORAMAN	YABANCILARA TÜRKÇE ÖĞRETİMİNDE YAZMA BECERİLERİNDE KULLANILAN YÖNTEM VE TEKNİKLER

HALL A

Moderator: GÜLŞAH MEYDAN

HOURL	PEOPLE	TITLE
16:30 – 17:30	ISABELLE SOPHIE THALER	CLASSIC FAIRY TALES IN CONTEMPORARY CLOTHES: A COLLABORATIVE APPROACH TO CREATIVE WRITING
	WAFAA FALİ	THE INTERFUSION OF VIRTUAL LITERATURE CURRICULUM DURING THE POST COVID-19 PANDEMIC ERA
	ALİ ALGRYANİ	THE USE OF LINGUISTIC LANDSCAPE BASED TRAINING MATERIALS FOR DEVELOPING STUDENT TRANSLATORS' TRANSLATION COMPETENCE

HALL B

Moderator: MUSTAFA KEMAL ŞEN

HOURL	PEOPLE	TITLE
	MICHAEL ESTREMER	KRANHEN'S INPUT HYPOTHESIS (IH) BEHIND MORPHOSYNTAX ADEPTNESS INDEX: CASE OF L2 LEARNERS FROM APPLIED LINGUISTICS VIEW
	ERASLAN CANDAN	A GLANCE AT AN EARLY 18TH CENTURY TURKISH TRANSCRIPTIONTEXT WRITTEN IN ENGLISH AND ITS FOREIGN LANGUAGE TEACHING METHODS
	NICHOLAS DUVERNAY	A STUDY ON COURSE DELIVERY METHODS AND EFL LEARNERS' SHIFTS AND PREFERENCES IN LANGUAGE LEARNING STRATEGIES

HALL C

Moderator: PELİN KUT BELENLİ

HOURL	PEOPLE	TITLE
16:30 – 17:30	ZEKİYE SEİS, MAGDALENA KESKİN	THE ANALYSIS OF APPOSITIVE RELATIVE CLAUSES IN POLISH AND TURKISH: A COMPARATIVE STUDY
	SYED SHAHRİER RAHMAN	BANGLA-ENGLISH INTRA-SENTENTIAL CODE MATRIX: THE STUDY OF GRAMMATICAL WELL-FORMEDNESS
	VASILIKI MAVRIDOU	THE ACQUISITION OF NOMINAL SYNTAGMATIC SETS AD TAMLAMASI BY L1-GREEK SPEAKING ADULT LEARNERS OF L2-TURKISH
	KAROLY NAGY	ANALYSING THE USE OF PREPOSITIONS IN ENGLISH AS A LINGUA FRANCA INTERACTIONS: WHAT ARE THE CHARACTERISTIC FEATURES OF THE ENGLISH USED BY TURKISH SPEAKERS?

DAY 2: JUNE 25, 2022 SATURDAY

HALL A

Moderator: M. DERYA NAZLIPINAR SUBAŞI

HOURL	PEOPLE	TITLE
10:00 – 11:00	HAKAN CANGIR, KUTAY UZUN, TANER CAN	USING CORPUS TOOLS FOR ACADEMIC WRITING IN EFL SETTINGS: TEACHING AND ASSESSMENT
	ÇAĞLA İÇÖZ, DİLŞAH KALAY	THE EFFECT OF PERFECTIONISM ON WRITING PERFORMANCE OF TURKISH HIGH SCHOOL LEARNERS
	MOHAMMADREZA VALİZADEH	COLLABORATIVE WRITING ON GOOGLE DOCS: EFFECTS ON EFL LEARNERS' DESCRIPTIVE PARAGRAPHS
	SİBEL SÖĞÜT, SERAP ATASEVER BELLİ	FOSTERING L2 WRITING INSTRUCTION THROUGH QUICK RESPONSE CODES

HALL B

Moderator: PELİN KUT BELENLİ

HOUR	PEOPLE	TITLE
10:00 – 11:00	ABDERREZZAQ GHAFSI	THE GLOBALISATION OF CHARLES DICKENS IN THE MUSLIM WORLD
	ARZU YETİM, SEMİH YETİM	WAR AND WORDS: THE SHORT STORIES OF LUIGI PIRANDELLO AND HERNANDO TÉLLEZ
	ARZU YETİM, BERRİN DEMİR	ARCHETYPAL “NATURE” IMAGE IN THE WORKS OF MARIA LUISA BOMBAL
	FATMA DEMİREZEN	“ELSE LASKER-SCHÜLER-MOTIF” IN YOKO TAWADA AND EMINE SEVGİ ÖZDAMAR

HALL C

Moderator: MUSTAFA KEMAL ŞEN

HOUR	PEOPLE	TITLE
10:00 – 11:00	JELENA ŠAJINOVIĆ NOVAKOVIĆ, EMİR MUHIĆ, BOŽANA TOMIĆ	SURELY AND CERTAINLY, TWO TRUTH-ORIENTATED DISJUNCTS THAT EXPRESS CONVICTION
	ABDELFAHATTAH ABIDI	THE SPEECH ACT OF REQUEST: A CROSS-CULTURAL COMPARATIVE STUDY OF AMERICAN NATIVE SPEAKERS OF ENGLISH AND MOROCCAN EFL UNIVERSITY STUDENTS
	ŞEYMA TÜKENMEZ ŞAHİN, ÇİĞDEM KARATEPE	AN ANALYSIS OF COMPLAINTS IN NEGATIVE PRODUCT REVIEWS ON AMAZON.COM

HALL A

Moderator: AYHAN KAHRAMAN

HOUR	PEOPLE	TITLE
11:15 – 12:15	BELİZ ŞAHİN	A STUDY ON THE MOTIVATION OF MIDDLE SCHOOL EFL TEACHERS WORKING AT STATE SCHOOLS IN THE POST-LOCKDOWN ERA
	CEMRE ÖZKAN, YONCA ÖZKAN	ATTITUDINAL CHANGES OF PRIMARY, SECONDARY, AND HIGH SCHOOL STUDENTS TOWARDS NESTS AND NNESTS IN AN EFL CONTEXT
	AYHAN KAHRAMAN, MURAT HİŞMANOĞLU	VALIDATING A QUESTIONNAIRE ON GELOTOPHOBIA: FEAR OF NEGATIVE EVALUATION OF ELL STUDENTS
	MUSTAFA KEMAL ŞEN, AYHAN KAHRAMAN	A VALIDITY AND RELIABILITY STUDY OF THE PERCEIVED VALUE OF ENGLISH SCALE

HALL B

Moderator: ALİ BELENLİ

HOURL	PEOPLE	TITLE
11:15 – 12:15	HUSSEIN ZEIDANIN	SEARCH FOR IDENTITY IN FOR JOSHUA BY RICHARD WAGAMESE
	SUJIT MALICK	PANDEMIC MANIFESTATION IN DYSTOPIAN FICTION : A CRITICAL ASPECT OF STEPHEN KING'S STAND
	YEŞİM TÜRKER	RESTRUCTURING EDUCATION AS A REFLECTION OF PROPHECY IN THE SCARLET DEATH BY JACK LONDON
	GÜLŞAH MEYDAN	RISE OF POSTHUMANIST ANDROIDS IN DETROIT: BECOME HUMAN: AN EXAMPLE OF POST-CYBERPUNK FICTION

HALL C

Moderator: BURCU GÖKGÖZ KURT

HOURL	PEOPLE	TITLE
11:15 – 12:15	SAIMA FAISAL MUHAMMAD	CAN TRANSLANGUAGING HELP? OPPORTUNITIES AND CHALLENGES FOR EMI CONTEXT IN PAKISTAN TERTIARY LEVEL EDUCATION
	SAFİA SERAİ	TRANSLANGUAGING IN THE ALGERIAN EFL UNIVERSITY CLASSROOMS: TEACHERS' AND STUDENTS' PRACTICES
	GULNOZA NARİMONOVA	THE ROLE OF PSYCHOLINGUISTICS IN THE DEVELOPMENT OF LANGUAGE AND SPEECH
	BERİL ARIK	THE LANGUAGE OF THE JOBS IN THE MARKET

HOURL	PEOPLE	TITLE
13:30-14:30	PROF. DR. RATKO KNEZEVIC BIHAC UNIVERSITY	PLENARY SESSION II

HALL A

Moderator: GÜLŞAH MEYDAN

HOURL	PEOPLE	TITLE
14:45 – 15:45	GLORIA ROMERO, VICTOR PRADES, MANUEL LARA	RE-DIRECTING INITIAL ENGLISH TEACHER TRAINING: CHALLENGES AND OPPORTUNITIES DURING THE IMPLEMENTATION OF AN ELT METHODOLOGY COURSE COVID-19
	SUJIT MALICK	SOCIAL DISTANCING A PROBLEMATIC PANDEMIC REGISTER: AN INDIAN PERSPECTIVE
	ELSA SKENDERİ RAKIPLARI	STUDENTS OF COVID-19 (ERA): A CRITICAL ANALYSIS TO ITS DISCURSIVE CONSTRUCTION
	ARCHANA ARCHANA	RIGHT OF CHILDREN TO COMPULSORY EDUCATION IN INDIAN CONSTITUTION

HALL B

Moderator: PELİN KUT BELENLİ

HOUR	PEOPLE	TITLE
14:45 – 15:45	AAİSHA AL BALUSHİ	THE EFFECTIVENESS OF CONCEPT MAP LEARNING STRATEGIES ON CRITICAL THINKING AND LEARNING ACHIEVEMENT OF STUDENTS
	AYŞE KAMAN ERTÜRK	THE EFFECT OF INPUT TYPE ON INCIDENTAL VOCABULARY LEARNING
	SADIK ÇINAR	INTEGRATION OF VOCABULARY TECHNIQUES AND GRAMMAR STAGES OF CELTA TEACHING PROGRAM WITH TEACHING TURKISH AS A FOREIGN LANGUAGE
	BÜŞRA ANKIT	BELIEFS AND PRACTICES OF TURKISH INSTRUCTORS REGARDING PRONUNCIATION

HALL C

Moderator: ANSİ SEV ATEŞ

HOUR	PEOPLE	TITLE
14:45 – 15:45	JOSE BELDA-MEDİNA, POVEDA BALBUENA MİGUEL	ENHANCING PRE-SERVICE TEACHERS' DIGITAL AND PEDAGOGICAL SKILLS THROUGH ON-LINE PROJECT-BASED LEARNING
	AYSU BEGÜM KARAGÖL	THE EXAMINATION OF EFL DISCOURSE MARKERS IN TEACHER TALK
	CHAHRAZED HAMZAOUİ	TEACHERS' ATTITUDES TOWARDS THE BURGEONING RIVALRY BETWEEN ENGLISH AND FRENCH AT PRIMARY LEVEL

HALL A

Moderator: HALİL İBRAHİM KARABULUT

HOUR	PEOPLE	TITLE
16:00 – 17:00	MEHMET TUNAZ	THE EFFECT OF SPEAKING ANXIETY ON STUDENT TALKING TIME
	PRINCESS VALERİE REYES, ALYSSA JANE CABUÑAG, RONIÑA JANGELYN MONIQUE, GAMBA, CEFERİNO HERNANDEZ, HERMAINE CALALIN, JUSTINE SANÖY	STUDENTS' ENGLISH-SPEAKING ANXIETY AND ITS RELATIONSHIP TO ORAL CLASS PARTICIPATION IN DISTANCE LEARNING
	JUHAID H. ABBAS	LANGUAGE ANXIETY AMONG NON-ENGLISH MAJORS: THE CASE OF MERANAW UNIVERSITY STUDENTS IN SOUTHERN PHILIPPINES
	HALİL İBRAHİM KARABULUT	PSYCHOMETRIC EVALUATION OF THE SHORT FORM OF FOREIGN LANGUAGE ANXIETY CLASSROOM SCALE

HALL B

Moderator: BURCU GÖKGÖZ KURT

HOUR	PEOPLE	TITLE
16:00 – 17:00	RANDA BOU MEHDI	SHIFTING FROM HYBRID BACK TO “TRADITIONAL”: UNIVERSITY STUDENTS’ ATTITUDES TOWARDS THE DIFFERENT MODES OF TEACHING AND LEARNING
	JHANNA ILHAM A. ACRAMAN	LEARNING STRATEGIES USED IN ENGLISH BY MALE AND FEMALE STUDENTS IN MINDANAO STATE UNIVERSITY – MAIN CAMPUS
	XIN KUANG	RESEARCH ON INSTRUCTIONAL DESIGN OF BILINGUAL COURSE BASED ON CLIL
	MD ASİF KAMAL	RELEVANCE OF CONTENT AND LANGUAGE INTEGRATED LEARNING FOR TEACHING POETRY IN UNDERGRADUATE CLASSES

HALL C

Moderator: ALİ BELENLİ

HOUR	PEOPLE	TITLE
16:00 – 17:00	FERİT KILIÇKAYA	REVIEW OF FOREIGN LANGUAGE REQUIREMENTS IN UNIVERSITY ADMISSION TESTS IN EUROPEAN COUNTRIES AND TURKEY
	MICHAEL ESTREMER, SHERILL GILBAS	ENGLISH AS A SECOND LANGUAGE (L2) FUNCTIONS, PURPOSES AND DIDACTIC ENGLISH AS A SECOND LANGUAGE (L2) FUNCTIONS, PURPOSES AND DIDACTIC IMPLICATIONS: A GROUNDED THEORY ON CODE-SWITCHINGLINGUISTIC PHENOMENON
	YOLANDA JOY CALVO BENZİES	AN ANALYSIS OF TOURISM STUDENTS’ PROBLEMS WITH ENGLISH PRONUNCIATION DURING A SIMULATED JOB INTERVIEW
	ALİ TELLİ	TEACHING ENGLISH AS A SECOND/ FOREIGN LANGUAGE IN VOCATIONAL SCHOOLS PROBLEMS AND SOME SOLUTION SUGGESTIONS

HOUR	PEOPLE	TITLE
17:15-18:00	PROF. DR. KAAAN ERARSLAN LANG. INST. MUSTAFA KEMAL ŞEN (ORGANISING COMMITTEE CHAIR)	CLOSING SPEECH

ABSTRACTS

VALIDATING A QUESTIONNAIRE ON GELOTOPHOBIA: FEAR OF NEGATIVE EVALUATION OF ELL STUDENTS

PROF. DR. AYHAN KAHRAMAN, KÜTAHYA DÜMLÜPINAR UNIVERSITY, TÜRKİYE
PROF. DR. MURAT HİŞMANOĞLU, UŞAK UNIVERSITY, TÜRKİYE

At some point, all language learners might felt uncertainty and worry as a result of a fear of failing and disparagingly appraised by other learners, or the possibility of being mocked for their performance. This could be because learners see the language classroom as a microcosm of society as a whole, and some learners who experience shame responses see their linguistic inadequacy as absolute worthlessness. Gelatophobia or the fear of being laughed at is an issue that has attracted little attention in language learning research since the concept language learning anxiety falls short in explaining the construct. For that reason, the purpose of this study is to develop and use a self-reported instrument to determine the existence of the gelotophobia construct in foreign language learning and to find out the gelotophobia level of language students. In the construction of the statements the GELOPH <52> by Çelik were utilized. For the scale a set of 33 statements describing the gelotophobic phenomenology was generated. The necessary changes and rewording were made by examining the items in depth and after various statistical tests were conducted and the number of items was reduced to 19 in total. The scale development consists of two different Analyses EFA & CFA, therefore, for confirmation of the data CFA will be conducted later with a new data.

Keywords: Gelotophobia; fear of being laughed at; fear of negative evaluation; language learning anxiety.

CAN TRANSLANGUAGING HELP? OPPORTUNITIES AND CHALLENGES FOR EMI CONTEXT IN PAKISTAN TERTIARY LEVEL EDUCATION

SAIMA FAISAL MUHAMMAD

Unlike the western world, where the English language has just been cultivated after a deliberate decision to internationalize higher education, Pakistan inherited it long ago under British colonial rule. Although, Pakistan is a multilingual country with more than 62 indigenous languages, colonialism, and globalization induced English as a preferred second language for social, cultural and educational structures (Khan, 2013). In the context of English-Medium Instruction (EMI) education, while researchers agree on the effectiveness of translanguaging pedagogical practices empowering students' linguistic repertoire (Ramos, 2018; Li, 2018), the function of translanguaging as an indicator of exclusion and reinforcement of dominant language use has not received much attention. Drawing on the selected constructs from the Sociocultural Theory and Affective Filter hypothesis, this mixed-method study aims to address this gap by investigating the influence of translanguaging pedagogy on EMI implementation, teachers' roles and students' academic participation in EMI classroom. The preliminary findings reveal participants' lack of awareness of scaffolding and translanguaging strategies. There is minimal use of pedagogical strategies such as word-to-word translation and meaning-translation to teach different subjects. Students are more inclined towards L1 to scaffold their learning that may impact their target language proficiency negatively. Due to limited language exposure, students face challenges such as lecture comprehension and using appropriate vocabulary during class discussions and presentations. Additionally, favoritism ventilates affective challenges such as low motivation and anxiety impeding spontaneous student-teacher EMI classroom interaction. Furthermore, findings on the impact of translanguaging as transformative bilingual pedagogy; communication apprehension and significance of teachers' roles will be discussed. By highlighting such variations, the suggestions to create a classroom ecology to legitimize students' voice; teachers' training on developing translanguaging pedagogical strategies; and introducing a support system for successful EMI implementation will be presented. The findings may have implications for designing pedagogical strategies to cater to translingual classrooms internationally.

Keywords: *Anxiety, Teacher's roles, scaffolding, higher education, EMI, Translanguaging*

ENGLISH AS A SECOND LANGUAGE (L2) FUNCTIONS, PURPOSES AND DIDACTIC IMPLICATIONS: A GROUNDED THEORY ON CODE-SWITCHING LINGUISTIC PHENOMENON

MICHAEL ESTREMER, SORSOGON STATE UNIVERSITY, PHILIPPINES
SHERILL GILBAS, SORSOGON STATE UNIVERSITY, PHILIPPINES

This article fittingly considered the descriptive-correlational method of research to delineate the interplay between written and oral discourse of 80% purposively selected participants. The main instrument employed by the researcher was the transcribed/recorded oral recitation of the respondents and the written essays. The data gathering commenced October 8 to 12, 2018 two weeks prior to second quarter examinations. The quantitative analysis redounds to the formation philosophical data on the constructive aspects associated to code-switching occurrence in ESL classroom despite its adverse impression in the context of pedagogy. This article predominantly explores code-switching from L1 to L2 in a multi-faceted milieu as it has hidden purposes and functions along the channels of communication. For instance, code-switching for description and clarification (For me, ang mga hayop ay “mahalaga” sa environment uhhh, ... because they give food to eat). After careful scrutiny, the study emphasizes that the accentuated linguistic prevalence should uncover its positive aspects for communicative competence sake. The paramount goal must always be the understanding of the text and glitches along the channels of communication must be deemed secondary. This practice has functions and purposes in the context of the interlocutors of the language itself. They do such for clarity, emphasis, emotion expression, and equivalence for the most part. The role of the L2 teachers counts a lot to bring the students to a high level of communicative competence. First language shall serve as a bridge to reach L2 fluency.

Keywords: Code-Switching, Communicative Competence, ESL Functions, Grounded theory, 3Cs Theory

KRASHEN'S INPUT HYPOTHESIS (IH) BEHIND MORPHOSYNTAX ADEPTNESS INDEX: CASE OF L2 LEARNERS FROM APPLIED LINGUISTICS VIEW

**MICHAEL ESTREMER
SORSOOGON STATE UNIVERSITY, SORSOGON CITY, PHILIPPINES**

This paper offers scientific evidences on the influence of IH proposed by S. Krashen as one of the hypotheses on SLA through theoretical and empirical investigations from the view of applied linguistics. The purposively selected participants answered the instruments (0.8572 Cronbach Alpha) asynchronously. The first assumption of this study shows the varying morphosyntax adeptness index of L2 learners utilizing descriptive statistics such as frequency, percentage, mean and composite mean (Figure 4, 5 and 6) from slightly adept to highly adept index. The second assumption reveals the empirical data highlighting CI such as speaking activities, writing drills, listening and reading text as primary features of IH categorized into two (production and reception). Be that as it may, the empirical investigation (Extract from line 2Y2 to 2Y30) has resulted to an additional IH feature such as extension activities, reward system and viewing linguistic activities as contributory elements to the adeptness index of the L2 learners. The third assumption highlights the linguistics factors behind the morphosyntax adeptness of Filipino L2 learners which are more of learner-related issues such as attitude towards L2 functionality, reward system, extension and reinforcement language activities (see Extract line 2Y11 to 2Y30). From the lens of applied linguistics, it is recommended that other sampling technique may be used to distribute evenly future participants and achieve higher validity and reliability of findings. The reinforced version and evolution of IH offers a research gap for future researchers to better understand 21st century L2 learners due to dynamism aspect of language.

Keywords: applied linguistics; EFL/ESL teachers; input hypothesis; morphosyntax adeptness index; second language acquisition (SLA)

TEACHERS' ATTITUDES TOWARDS THE BURGEONING RIVALRY BETWEEN ENGLISH AND FRENCH AT PRIMARY LEVEL

CHAHRAZED HAMZAOU

In the Algerian educational sector, there is burgeoning tension as to which foreign language should be taught in primary schools and, today, the plea for teaching English has dramatically raised, especially that the world has become a global village. The study at hand aims at measuring the attitudes of teachers and educational inspectors towards the incorporation of English as another foreign language along with French at primary level. The Algerian government has recently proposed this new initiative, but its implementation is still in hold. To this end, this study relied on two research tools and a simple random sampling that covered 60 participants. A mixed questionnaire was administered to 50 teachers and a semi-structured interview was conducted with 10 educational inspectors at two distinct primary schools located in Tlemcen, Algeria. The findings disclosed that the majority of the participants display positive attitudes towards the inclusion of English as an additional school subject in parallel with French. These attitudes are governed by the status of English, being the world language and the language of technology. However, still a minority of the participants expressed their preference to keep the situation as it is, with French being the sole foreign language taught.

Keywords: Attitude; Educational inspectors; English; French; Teachers

STUDENTS' ENGLISH-SPEAKING ANXIETY AND ITS RELATIONSHIP TO ORAL CLASS PARTICIPATION IN DISTANCE LEARNING

**PRINCESS VALERIE REYES
ALYSSA JANE CABUÑAG
RONIÑA JANGELYN MONIQUE
GAMBA CEFERINO HERNANDEZ
HERMAINE CALALIN
JUSTINE SANJOY**

This study aimed to determine the level of students' English-speaking anxiety and its relationship with their oral class participation in distance learning. This study had 102 undergraduate students who are taking any communication courses in the SY 2020-2021 from different universities as respondents. The researchers of this study looked at the demographic profile of the respondents in terms of sex, age, academic discipline, and province of residence and test the difference with the target variables, the students' English-speaking anxiety (communication apprehension, fear of negative evaluation, test anxiety) and oral class participation. The result of this study showed no significant difference on the students' English-speaking anxiety and oral class participation according to the mentioned demographics of the respondents. Furthermore, the result of this study shows that university students are anxious when speaking the English language in their communication classes in distance learning. Consequently, the result of this study shows that the students in this study are anxious in terms of communication apprehension and fear of negative evaluation, while in terms of test anxiety, the students in this study are moderately anxious. Additionally, the result of this study shows that the students' level of oral class participation in their communication courses is low. Lastly, the result of this study revealed that the relationship between the two main variables (English-speaking anxiety and oral class participation) is significant negative. This means that the students' English-speaking anxiety affects the level of their oral class participation, whereas when the students' English-speaking anxiety is high, their oral class participation is low, and vice versa.

Keywords: English-speaking anxiety, communication apprehension, fear of negative evaluation by others, test anxiety, oral class participation, distance learning

THE ACQUISITION OF NOMINAL SYNTAGMATIC SETS AD TAMLAMASI BY L1-GREEK SPEAKING ADULT LEARNERS OF L2-TURKISH

VASILIKI MAVRIDOU

The term *ad tamlaması* is widely used in Turkish grammar literature as an umbrella-term to describe a phenomenon of the Turkish Noun Phrase (NP) which has been traditionally taught in a universal way and which generally refers to three forms of nominal syntagmatic sets (syntagmas), namely a) N-(n)In N-(s)I(n) (Form 1), b) N N-(s)I(n) (Form 2) and c) N N-(y) (Form 3). This paper is trying to examine whether the apparently formal similarity of these 3 categories in Turkish can be correlated with a respective degree of ease in their acquisition or not. The aim of this paper is dual. At first, we are trying to disambiguate and at the same time configurate the so far blurred dividing lines of these 3 nominal categories by testing them upon 12 morpho-syntactic criteria. The results will show the degree of compnoundedness and possessiveness each of these categories holds. At a second level, we seek to show the difficulties L1-Greek adult learners of L2-turkish meet during the acquisition of these syntagmatic sets. The method used is error analysis on written tests. The results will show that analytic and non-synthetic nominal syntagmas like the form N-(n)In N-(s)I(n) are a step ahead in the L2-acquisition process compared to others (such as N N-(s)I(n) and N N-(y)) which appear to be more synthetic and non-analytic. Moreover the results will reveal that the sequence of learning these 3 forms is the same irrespective of parametric characteristics such as the participants' language level in L2-turkish. From a didactic scope, we are trying to contradict the false positive theoretical assumptions of traditional approaches which give prominence to the interconnected teaching of the 3 forms. Instead we put forward an alternative approach, where each of these forms be taught separately and in relation to its underlying semantic and syntactic properties.

LEARNING ORIENTED ASSESSMENT IN APPROACHES TO TEACHING EFL WRITING

H. KÜBRA ER, ERZURUM TECHNICAL UNIVERSITY
EMEL KÜÇÜKALİ, DOKUZ EYLÜL UNIVERSITY

The aim of this presentation is to define learning-oriented assessment and evaluation, to give information about the practical application methods of using student-directed assessment and evaluation techniques in writing, and to talk about methods that increase and encourage effective learning while teaching writing. The term Learning-Focused Assessment is a widely used term in recent years. It proposes a form of assessment whose primary purpose is to promote learning, to move away from traditional assessment focused on reliability to a form of assessment with different priorities and values, and promoting formative assessment or Assessment for Learning. Cambridge Assessment approaches the concept of Learning-Based Assessment from an expert point of view and treats it as a systematic view that assessment operates at multiple levels and takes many forms. It encompasses both the framing of educational goals, the macro-level evaluation of outcomes, and all of the individual learning interactions that take place in or out of the classroom. The learning-focused assessment model seeks to define a complementary relationship to teaching based on a functional division between dimensions of quantitative measurement (the assessment expertise area) and the qualitative individualization of the approach to each student (the teaching expertise area). Learning-focused assessment therefore envisages a central role for teachers in creating a productive environment for learning that fully complements the role of formal assessment. This presentation includes some learning-oriented assessment methods (peer and group assessment, peer and group assessment, peer and group feedback, peer and group feedback, reflective diary, portfolio assessment, patchwork text assessment, computer and technology supported collaborative writing, computer mediated collaborative writing, etc.) and its applications.

Keywords: Learning Oriented Assessment, Writing, Peer, Group Assessment

HIGH VOWEL SYNCOPE FAILURE IN URBAN JORDANIAN ARABIC: A POSITIONAL FAITHFULNESS TREATMENT

AZİZ JABER

It has been established in the literature that high vowels are more susceptible to neutralization in world languages due to their phonetic weakness which renders them less audible and less perceptual (McCarthy 2007a). Although several studies have unraveled insightful accounts and analyses of places and environments where high vowel syncope is at play in different Arabic dialects (e.g., Abu- Mansour 1995; Abu-Salim 1987; Kiparsky 2003; McCarthy 2007a) they have not identified or accounted for circumstances in which high vowel syncope fails to apply. This paper, thus, aims to fill in this gap in the literature. It investigates the phonetics of high vowels and its ramification in phonology. To achieve this goal, the paper applies positional faithfulness theory to explain the uncharacteristic resisting behavior of certain prominent positions. We will show that the high vowel syncope process causes any weak high vowel to be deleted except when occurring in one of the prominent positions of the 1) stressed syllable (tableaux 1), 2) final syllable (tableaux 2), or 3) proper name subcategory (tableaux 2). However, weak positions like unstressed syllable and nonfinal syllable submit to high vowel neutralizing syncope in Jordanian Arabic. This shows that syncope targets only weak structures in weak positions.

- (1) *Ranking required preserving high vowels in stressed syllables
MAX-*(HV) >> *Wk-HV >> MAX-I.O

/fihim+u/ 'they understood'	MAX-*(HV)	*Wk-HV	MAX-I.O
a.# 'fi.hi.mu		***!W	L
b.ʔfi.hi.mu		*	*
c. 'fhi.mu	*!W	**W	*

Tableau (1) presents a scenario in which the correct ranking suggested successfully produces the optimal candidate entertained by the grammar of UJA. Candidate (b) wins over the other two for being the only one that satisfies the undominated strong-position constraint MAX-*(HV), though explicitly incurring two successive violations of both markedness and general faithfulness constraints. Candidate (c) loses for breaching the top-ranked MAX-*(HV), while candidate (a) incurs three violations to the second top-ranked *Wk-HV, and hence is excluded.

(2) *Ranking required preserving high vowels in final syllables

MAX-ʔ(HV), MAX-ʔ-F(HV) >> *Wk-HV >> MAX-I.O

/siliku/ 'his wire'	MAX-ʔ(HV)	MAX-ʔ-F(HV)	*Wk-HV	MAX-I.O
a. #ʔsi.li.ku			***!W	L
b. ʔsi.li.ku			*	*
c. ʔsi.lik		*!W	*	*
d. ʔsli.ku	*!W		**W	*

The competition among candidates to win is decided in favor of (b) for observing the two undominated positional faithfulness constraints MAX-ʔ(HV) and MAX-ʔ-F(HV), though it penalizes one low ranked markedness constraint, *Wk-HV, and another bottom-ranked faithfulness constraint, MAX-I.O. Candidates (c & d), however, are excluded for incurring fatal violations of the undominated MAX-ʔ-F(HV) and MAX-ʔ(HV), respectively. Candidate (a) could have won, hadn't it incurred three violations of the third top-ranked *Wk-HV, which is active and operative when it comes to a weak high vowel in a less-privileged weak syllable like the medial.

(3) Ranking for high vowel syncope in proper name subcategory

MAX-PN(HV) >> *Wk-HV >> MAX-I.O

/riha:b/	MAX-PN(HV)	*Wk-HV	MAX-I.O
a. ʔri.ʔha:b	W	*	W
b. ʔrha:b	*!	L	*

Incurring one violation of the second top-ranked constraint *Wk-HV notwithstanding, candidate (a) wins out for observing the top-ranked faithfulness MAX-PN(HV). Candidate (b), however, shows compliance to *Wk-HV but is excluded for penalizing the top-ranked MAX-PN(HV).

A GLANCE AT AN EARLY 18TH CENTURY TURKISH TRANSCRIPTIONTEXT WRITTEN IN ENGLISH AND ITS FOREIGN LANGUAGE TEACHING METHODS

ERASLAN CANDAN

Until today, Turkish was written in different alphabets. Arabic alphabet was one of them and the most long-lasting. It was used from 11th century to the early 20th century. In early periods with the adopted Arabic alphabet, the Turkish language's phonological features were almost apparent provided by the attempts of writers' phonetic representations with the available Arabic graphs. However, in time, while the language itself and the orthography became more conventional, the writing system turned into a more standardized form. Therefore the possible phonological changes that emerged in time couldn't be observable. Transcription, as it is often referred to, is the process of converting speech from an audio or video recording into text, Transcriptiontext is also an output in which an actual speech is converted from a speaker to a script and here it is a script that has more sufficient graphs for Turkish phonemes. The texts which were written by travelers, merchants or politicians in order to teach Turkish are considered to be invaluable supplies for their phonological records from the centuries they were written. In this paper, Thomas Vaughan's *A Grammar of The Turkish Language* will be evaluated in these terms and his language teaching methods will be tried to be examined. *

Keywords: Turkish, Phonology, Thomas Vaughan, Transcriptiontext, Foreign Language

GIFTED STUDENTS' PERCEPTION OF ONLINE PEER-ASSESSMENT IN EFL ORAL PRESENTATIONS IN TURKEY

SUZAN UYSAL YILDIRIM
Kaçan BÜYÜKKARCI

The purpose of this study is to investigate the effect of online peer-assessment on oral presentations of Turkish gifted students. Thirty-five 4th and 5th grade gifted students from Afyonkarahisar Dumlupınar Science and Art Centre were selected as participants. The peer-assessment was carried out to see perception and linguistic awareness of the students appeared in the end of the study which lasted for four weeks during the school-closures due to the pandemic outbreak. Both quantitative and qualitative research methods were conducted to address the research questions. The quantitative part included a 5 point Likert type rating scale. Quantitative data analysis was supported with the results from an open-ended question requiring the students' general comments about the presentation and discussion sessions made in the end of the lessons. The findings of the study show that peer assessment in online oral presentations had a positive impact on students' speaking skills and sense of responsibility by promoting cooperation and active participation in assessment process.

Keywords: peer-assessment, EFL, gifted students, oral presentation, online education

ENHANCING PRE-SERVICE TEACHERS' DIGITAL AND PEDAGOGICAL SKILLS THROUGH ON-LINE PROJECT-BASED LEARNING

JOSE BELDA-MEDINA
POVEDA BALBUENA MIGUEL

There is a rich body of literature about pre-service teachers' digital competence but most of the works to date focused on traditional face-to-face (F2F) settings (Instefjord & Munthe, 2016; List 2019). However, distance learning has become essential since the worldwide outbreak of the COVID-19 pandemic (Yuliansyah & Ayu, 2021). This paper analyzes the digital and pedagogical skills of teacher candidates in on-line education from a Project-Based Learning (PBL) approach. For this purpose, 91 undergraduate students were grouped in small teams to create three collaborative projects (digital mind maps, flashcards and interactive posters) aimed at teaching English (EFL) to children in the virtual classroom. This one-month project was based on a mixed method comprising five different stages: definition, production, presentation, discussion and evaluation. After presenting their digital projects the participants discussed the affordances and limitations about using technology in on-line education with children. Quantitative and qualitative data were gathered through a pre-post-test, based on the TPACK framework, class observation and discussion. The statistical data analysis revealed that the major problems were related with the intersections PCK (Pedagogical Content Knowledge) and TPK (Technological Pedagogical Knowledge) since the teacher candidates had been mainly trained as content recipients not as future educators. The findings evidenced the positive attitudes toward the use of technology in a transformative manner but they demanded better training in digital tools and modern pedagogies to shape good instructional practices in which content, technology and pedagogy are effectively embedded.

Keywords: Pre-service teachers, digital and pedagogical skills, project-based learning, on-line education.

NATURE VS. MAN IN *THE BIRDS* BY DAPHNE DU MAURIER: A CROSS-CULTURAL COMPARATIVE AND DESCRIPTIVE STUDY WITHIN ECOCRITICAL APPROACH

BERRİN DEMİR

Nature vs. Man has been a topic dealt with very often in world literature from the very beginning of history. It is also related to the dichotomy of nature and culture, in a way that nature is the one forming everything and man is symbolized by the culture which is obliged to be a part of nature. Those terms should be considered together as they affect each other in one way or another. The purpose of this study is to evaluate the Turkish translation of Daphne du Maurier's *The Birds* from the perspective of ecocriticism within a comparative and descriptive framework. As ecocritical studies are interrelated with cultural studies, and translation is the subdiscipline of Comparative Literature, it is predictable to make a connection between ecocriticism, translation and comparative studies. Therefore, target texts are very essential in order to raise ecological awareness among the readers. In *The Birds*, the inexplicable attack of the birds is questioned by society. Everyone tries to find a logical explanation for this action without taking into account the human being's relentless intervention against nature in ages. The ever-lasting winner is nature against man (culture). There are some words such as attack, assault, defeat, protect, battle, etc. used by the author to emphasize the cultural effect on nature in the source text. The way of transferring the words into the target text will be considered as well. Such a study on ecocriticism will pave the way for future comparative and descriptive studies within the translation.

Keywords: nature, culture, dichotomy, ecocriticism, translation

ANALYSING THE USE OF PREPOSITIONS IN ENGLISH AS A LINGUA FRANCA INTERACTIONS: WHAT ARE THE CHARACTERISTIC FEATURES OF THE ENGLISH USED BY TURKISH SPEAKERS?

KAROLY NAGY

This work deals with the research of English as a Lingua Franca. It addresses the differences between World English, Global English, English as a Foreign Language and English as a Lingua Franca as well as emphasizes the significance of Corpus Linguistics. The main aim is to analyse the language use of foreigners exploring the differences or errors that may arise in terms of language use. To explore how non-native speakers use English in an international setting, a group interview was conducted with Turkish speakers of English, in Pécs, Hungary. For the interview, a questionnaire was prepared and elaborated on with the interviewees. The participants were studying in International Relations at the University of Pécs. The reason for the choice of participants was that this field of study required strong competence of English. The analysis focuses on how their English differs from Standard English in terms of prepositions also how fluent and intelligible the conversation is. The interviews were transcribed, converted into analysable text format and put to a corpus analysis toolkit, called AntConc, in order to determine the most frequent prepositions, which were 'in', 'to' and 'of'. The differences were explained in terms of various types of grammatical errors. In the light of the findings, the study reveals that the participants of the study, used the target language in a different way compared to Standard English with respect to prepositions. The identified errors are overgeneralization, interference errors and transfer errors. The results showed that the use of the target language by the participants is highly affected by their native language. However, since there is no break in the flow of communication and mutual intelligibility is reached, the deviations from Standard English can be considered as EFL variant rather than errors.

Keywords: ELF, EFL, ENL, Standard English, Turkey, prepositions

THE USE OF LINGUISTIC LANDSCAPE BASED TRAINING MATERIALS FOR DEVELOPING STUDENT TRANSLATORS' TRANSLATION COMPETENCE

ALI ALGRYANI, DHOFAR UNIVERSITY

This study is an attempt to investigate the efficacy of using linguistic landscape scripts as a training material to develop student translators' translation competence. Focusing on the sub-competences stated in PACTE's model of translation competence, namely the bilingual, extra-linguistic, strategic and knowledge about translation sub-competences, the study, based on the participants' reflective feedback and instructor's observations, aims to determine whether the use of bilingual public signs with translational content can help translation students develop their translation competence. The qualitative data used in the study were collected via focus group discussions, instructor's observations and a survey to obtain students' perspectives. The study found out that through discussion, evaluation and reflection on authentic materials taken from students' environment, students can raise their bilingual, procedural and strategic awareness, which contributes to development of self-confidence in decision-making and problem-solving skills involved in the translation process. Furthermore, the study revealed that the use of such authentic experiential materials can provide students with a range of practices, actors and factors related to the process of translation, which enhances their extra-linguistic competence and knowledge about translation, which eventually enables them produce translations that conform the standards of meaningfulness, appropriateness and correctness required by the target audience.

Keywords: linguistic landscape, translation competence, translation pedagogy, translator training.

FOSTERING L2 WRITING INSTRUCTION THROUGH QUICK RESPONSE CODES

SİBEL SÖĞÜT
SERAP ATASEVER BELLİ

With the increasing use of mobile devices, the learning environment has been in the process of being reshaped through the integration of Quick Response (QR) codes. These codes serve as innovative pedagogical tools via facilitating the active participation of the learners and enriching the educational content. This study outlines the implementation of QR codes as pedagogical tools in an L2 educational context with a specific focus on the process genre-based writing instruction and sketches an overall picture of the lived experiences of the L2 learners in terms of their challenges and affordances with an aim to enrich their active participation in the writing skills classes through QR codes. The current study employed a phenomenological research design based on which, with an insider perspective, online interviews with the learners were carried out and qualitative documents (e.g. learners' written reflections) were used as supplementary materials. Drawing on the phenomenological data analysis approach, we highlighted a composite description of the learner experiences with an emic perspective. The analysis of the elicited data revealed that the QR code use had a facilitative impact on learners' experiences in various phases of their writing processes. All learners expressed their positive attitudes towards QR code use in writing instruction and the most profitable part was reported to be the idea generation step. They described these experiences as helpful, useful, beneficial, enjoyable, encouraging, easy, quick, unusual, time-saving, free from anxiety, and functional among others. Most of the participants stated that they benefited from the use of QR codes in many aspects considering their motivation, participation in writing tasks and interaction with classmates. Despite acknowledging the benefits, few technical problems were reported such as internet connection problems and scanning the QR code. Overall, highlighting the potential educational gains of integrating QR codes into teaching through lived experiences, the reflections of the learners unfold how certain practices and activities involving the use of QR codes and mobile learning may be enhanced in the writing instruction to foster a learner-centered active learning environment.

Keywords: mobile learning, QR codes, writing instruction, L2 learners.

YABANCILARA TÜRKÇE ÖĞRETİMİNDE KAFİYE TABLOSU UYGULAMASIYLA ŞİİR YAZMA

MAHmut TORAMAN

Kürşad YANGİL

AHmet SEVER

Bildirinin amacı; yabancılara Türkçe öğretiminde şiir yazdırırken öğrencilerin yazma becerilerini geliştirmek, kelime öğrenmelerini, cümle kurmalarını, Türk kültür öğelerini ve Türk değerlerini anlamalarını sağlamaktır. Öğrenciler için şiir yazmak diğer türlere göre daha zor gelmektedir. Kafiye tablosu uygulaması bu ön yargıyı ortadan kaldırmak için geliştirilmiştir. Basit ve kullanışlıdır. Bunun yanında şiir bir ulusun kültürünü yansıtmaktadır. Kısa ve özlü olması da dil öğretiminde pratik yapmaya elverişli bir türdür. Kafiye tablosu uygulamasını kullanarak şiir yazmak Türkçeyi yabancı dil olarak öğrenenlerin kafiyeli kelimeleri ararken sözcük dağarcıklarını zenginleştirmelerine olanak sağlamaktadır. Cümle oluşturma basamağı da dil öğretiminde cümle kurmalarına yardımcı olmaktadır. 7 basamaktan oluşan bu uygulamanın yabancılara Türkçe öğretirken 4 basamağı kullanılacaktır.

REPRESENTATION OF 'WOMAN': A CORPUS ASSISTED DISCOURSE ANALYSIS OF SELECTED PAKISTANI FICTION

SHAZIA DAR, GIFT UNIVERSITY, PAKISTAN

FARZANA MASROOR, AIR UNIVERSITY, PAKISTAN

Language significantly shapes social reality and is exploited by the ruling groups to exercise dominion over other groups. The powerful class, being at a vantage position, ideologically taints the marginalized groups in their own favorite hues. This practice is prevalent in all spheres of life and hence applicable to gendered discourses as well as practices through which the identities are constituted and sustained. This work is an effort to highlight the ways in which shows that language is instrumental in shaping and perpetuating the gendered identities. It aims at investigating how women are represented through language and discursive practices in a patriarchal system of Pakistani society. For this investigation, three works of fiction are selected as fiction reflects the society in which it is born and flourishes. The mixed method approach is favored for this study and a specialized corpus has been designed, based on three representative novels from the English fiction of Pakistan, i.e. *Ice Candy Man*, *The Holy Woman* and *Exit West* by Bapsi Sidhwa, Qaisra Shehraz and Mohsin Hamid respectively. The size of the corpus is 293,053 words. At a quantitative level, the methodological strategies of Corpus Linguistics (CL) have provided the basis for processing and analyzing the data. The version 5 of Wordsmith tools has been employed to explicate the clusters and collocation patterns for the word 'woman' in the selected corpus. Furthermore, the ideological representation of gendered reality to unveil hidden practices of language use is explicated through a qualitative analysis by triangulating key premises of Critical Discourse Analysis (CDA), Feminist Critical Discourse Analysis (FCDA) and feminism movement. The analysis of the selected texts has been done by employing three dimensional frameworks by Norman Fairclough (2015). The study attempted to do advances in the textual analysis of literary works through corpus-based tools which is limited in Pakistani context and study revealed interesting linguistic patterns with respect to ideological representation of women as submissive, suppressive and docile gender of Pakistani society.

Keywords: Corpus linguistics, FCDA, identity, power relations, women representation

HOW DID THE FOREIGNERS LEARN TURKISH?

SUAT ÖZER

There is a lot of data on this subject in the texts that are counted among the historical texts and referred to as *translated texts*, *transcription texts*, *mediator texts* etc. We can reach the first information about the vocabulary of Turkish through various chronicles that are not counted among the translated texts but include the existence of Turkish words, too. It can be assumed that such sketches reflect various phonetic features, especially in terms of the pronunciation of the word, especially its writing in Latin letters. The main texts in which the mentioned words are embedded are in Western languages, so the way Turkish words are used is open to criticism. However, increasingly commercial, political, religious, etc. For reasons, it was inevitable that more qualified and voluminous samples would come. According to this, for example, which were used instead of “Selçuk” in the same work at the beginning, the words *Selzuccius*, *Selducis*, *Selzucis*, *Selzuccia*, *Selzuccia* (Historia Musulmana Turcorum de Monumenti - 1591: 4) have changed into a single form in: *Seldjoukides* (Turquie, M. Jouannin, 1840: 20). In addition to the word lists that include the words that can be used in the most necessary situations, the speech examples that can currently provide communication seem to have left their place to the texts that are more professional and prepared by the experts of the subject. Voluminous dictionaries, vulgar and intellectual conversations, dialogues based on difference, grammar etc. More qualified works on the subject seem to have come to the fore. Related texts will be discussed comparatively in terms of *Grammar - Translation Method*, *Direct Method* and *Natural Method*, which are among the foreign language teaching methods. In our submission, relevant examples will be included in a way to reflect the development process of learning Turkish by foreigners, so that a holistic perspective on the subject will be tried to be put forward.

Keywords: *Foreigners and Turkish, language learning, transcription texts.*

THE SIGNIFICANCE OF FEMINIST TRANSLATION STUDIES AND GENDER-SENSITIVE LANGUAGE TO ELIMINATE *MEN'S* VIOLENCE AGAINST WOMEN

MUZAFFER DERYA NAZLIPINAR SUBAŞI, KÜTAHYA DUMLUPINAR UNIVERSITY
HANIMNUR MERCAN, KÜTAHYA DUMLUPINAR UNIVERSITY
YAŞAR AKGÜN, KÜTAHYA DUMLUPINAR UNIVERSITY

According to World Health statistics 2013, one in three women worldwide have experienced physical and/or sexual violence in their lifetimes. Despite the progress and commitments to end all forms of violence, the most significant challenge has remained: the persistence of patriarchal norms and constraints that perpetuate negative stereotypes and *men's* violence against women. It is a vicious cycle that reinforces itself through the generations as they learn from their past experiences. That is, the use of violence is internalized and legitimized through language. It does not just reflect reality, but it also shapes and contributes to it. As feminist criticism and translation studies have justified, the language used within the society constraints one's interpretation of the world through the ideologies of the privileged groups and ultimately, constructs oppressive situations for the others. Thus, the voices women subjected to femicide and men's violence remain muted by the phallogentric language. Considering the issues about the entangled relations between language, gender and violence, this study, initially justifies that the shaping power of language can also be used to implement a new consciousness and an egalitarian basis to eliminate *men's* violence against women. Then, grounding its argument in feminist criticism and feminist translation that redefines 'realities' by gender-sensitive language, it de(con)structs the man-made language and provides all-encompassing alternatives for the sexist and violent expressions both in Turkish and English.

Keywords: *men's* violence against women, gender-sensitive language, feminist translation studies, de(con)struction, sexist and violent expressions, patriarchally constructed gender roles

“ELSE LASKER-SCHÜLER-MOTIF” IN YOKO TAWADA AND EMINE SEVGİ ÖZDAMAR

FATMA DEMİREZEN, KÜTAHYA DÜMLUPINAR UNIVERSITY

“Else Lasker-Schüler-Motif” in Yoko Tawada and Emine Sevgi Özdamar Yoko Tawada (1960-), a Japanese-German author, and Emine Sevgi Özdamar (1946-), a Turkish-German author and actress, write and publish works both in their native language and in German, although they come from different origins. These two writers are among the most important “foreign” writers in Germany today. Each of them has migrated to another country due to different reasons and has become a part of that cult. Even if they adapt to the place they immigrated over time, they have always lived somewhere in the depths homesickness. In this study, traces of the German-Jewish poet Else Lasker-Schüler (1869-1945), which belongs to a different period in German history, will be discussed in the context of the concepts of “migration” and “foreignness”. Else Lasker-Schüler’s poem “Mein blaues Klavier” (My blue piano) will be analyzed; and the similarities and differences between Yoko Tawada and Emine Sevgi Özdamar are aimed to be investigated.

Keywords: Origin, foreign, culture, migration, foreignness.

TUPI-GUARANI REFLEXIVE/PASSIVE SYNCRETISM AND THE EMERGENCE OF A MIDDLE VOICE IN PARAGUAYAN GUARANI

BRUNO ESTIGARRIBIA

The Paraguayan Guarani prefix *je-/ñe-* is variously described as a reflexive (Canese & Acosta Alcaraz 2007), a passive (*ibid.*), a middle (Velazquez-Castillo 2008), and an agent-demoting voice (Estigarribia 2020) because of its range of uses: passive or reflexive with transitives (1), impersonal or generic with intransitives (2,3), anticausative (4), and self-benefactive uses often with a sense of pretension or deception (5). For this reason, we adopt here the label middle for this marker.

1. *re-je-japi*
2SG.ACTIVE-MIDDLE-injure.by.shooting
'you were shot' / 'you shot yourself' (Estigarribia 2020: 210)
2. *Kanada=pe o-je-jeroky*
Kanada=in 3.ACTIVE-MIDDLE-dance
'In Kanada there is dancing' (Velazquez-Castillo 2008: 393)
3. *Heta gueteri o-ne-mano-ve-ta...*
much even 3.ACTIVE-MIDDLE-die-more-FUTURE
'Even more dying will occur...' (Velazquez-Castillo 2008: 393)
4. *o-ne-mo-pẽ*
3. ACTIVE-MIDDLE-CAUSATIVE-fracture
'to break (by itself)' (own unpublished data)
5. *o-ne-mbo anti Cartes*
3. ACTIVE-MIDDLE-CAUSATIVE-anti-Cartes
'they feign to be anti-Cartes' (own unpublished data)

This heavy syncretism of functions for this marker is not documented for other languages in the Tupi-Guarani family. We provide evidence that, of all 8 branches in the family (Rodrigues & Cabral 2012), only some of the Guaranian languages in Branch 1 show it, with Paraguayan Guarani displaying it to the largest extent. *Lingua/Geral* Old Tupi in Branch 3 has documented extensive reflexive/passive syncretism, but not the other uses (Anchieta 1595). *Tembe* and *Tapirape* in Branch 4 have reflexive uses, and also passive uses, but only for morphologically causativized bases similar to (5) above (Rice 1934, Neiva Praca 2007).

Languages in branches 2 and 5 to 8 only have reflexive uses. For these languages, there is no general agent demotion mechanism and patient promotion is accomplished by the personsensitive inverse morphology common in Tupi-Guarani. Given this, we propose that Proto-Tupi-Guarani **je-* was a reflexive marker that acquired passive interpretations first in combination with a causativizing prefix (as shown in Branch

4). Subsequently, *je-* extended first its range of passive uses (as in Branch 3 languages), and then in Branch 1 (Guaranian) acquired more syncretisms typical of middle and mediopassive voices cross-linguistically, perhaps favored by the extensive contact with Spanish and Portuguese.

ARCHETYPAL “NATURE” IMAGE IN THE WORKS OF MARIA LUISA BOMBAL

ARZU YETİM
BERRİN DEMİR

Archetype is a prototype of patterns or behaviors recurring during the history. Those images transmit the cultural phenomenon from one generation to another. And the archetypal relation between nature and woman goes back to the very early days of the universe, and is interrelated to the myth of “The Great Mother” as shown by Erich Neumann. Nature has opposite functions: life-giving and devastating. Those characteristics of nature are detailed and exemplified by Camille Paglia in *Sexual Personae, Art and Decadence from Nefertiti to Emily Dickinson* as well. That interrelatedness can be traced in the elements of the literature such as character, theme, place or space. The aim of the study is to discuss the archetypal “Nature” image in the short stories of Maria Luisa Bombal, one of the distinguished Chilean authors of XX. century, within Pagliaesk approach. The dual structure of nature is strongly stressed in the works of the writer, particularly with a “tree” and a “female character”. Those characters are alive with nature and stick to life, but they cannot breathe (both literally and really) when nature fades away.

Keywords: Archetype, myth, nature, woman, tree

WAR AND WORDS: THE SHORT STORIES OF LUIGI PIRANDELLO AND HERNANDO TÉLLEZ

**ARZU YETİM
SEMİH YETİM**

Literary works on war has existed since the earliest cultures. The very early examples of war literature can be named as Sumerian epic Gilgamesh and Homer's The Iliad and The Odyssey. Literary works on war that span the centuries since the classical era shows that war is a constant topic that will continue to ensure critical debate. The aim of the study is to discuss the concept of war in the short stories of the distinguished Italian author Luigi Pirandello and the Columbian journalist and author Hernando Téllez in a comparative approach. Both authors take small instance of life to project the effects of war on civilians. Neither of the short stories takes place in the battlefield and the characters are not soldiers. Pirandello's "War" and Téllez's "Just Lather, That's All" are short stories that gives voice to ordinary people suffering because of war. Thus the study aims to reveal the criticism made by the authors through a socio-historical perspective.

Keywords: War, short story, Luigi Pirandello, Hernando Téllez

REVIEW OF FOREIGN LANGUAGE REQUIREMENTS IN UNIVERSITY ADMISSION TESTS IN EUROPEAN COUNTRIES AND TURKEY

FERİT KILIÇKAYA, PH.D., ADAM MICKIEWICZ UNIVERSITY IN POZNAN, POLAND

With the increasing demand for high education, importance of selection of students and requirements for university admissions have also gained recognition, especially for undergraduate studies. The majority of the universities, if not all, have started to use standardized tests that students have to take for admissions to various programs. These tests included several sections and subjects from Mathematics, Geography to a foreign language, and several countries require achieving a minimum score in a selected foreign language past before admission to a program. Moreover, these exams play an important role not only for teachers but also for students as they seem to determine how learning and assessment activities are conducted in classrooms. This presentation analyzes university admission tests and provides a review of foreign language requirements for university admissions across several countries in Europe and Turkey. The university admission requirements in these countries are compared on one axe: Foreign language test. Based on this analysis and review, several recommendations will be highlighted.

Keywords: Foreign Language, university admission, tests, exams

ATTITUDINAL CHANGES OF PRIMARY, SECONDARY, AND HIGH SCHOOL STUDENTS TOWARDS NESTS AND NNESTS IN AN EFL CONTEXT

CEMRE ÖZKAN

YONCA ÖZKAN

Considering today's language context, NNEs have overtaken and exceeded NES in the number of users in 50 years (Graddol, 1999). The debate over native speaker standards and the native speaker model transformed due to the increasing importance of English and its educational consequences, and the argument of whether NESTs (native English speaking teachers) are better than NNESTs (non-native English speaking teachers) has become quite controversial. Within this frame, the abridged version of the MA study (2022), by applying an adapted questionnaire, tries to reveal the perceptions of Turkish EFL primary, secondary, and high school students towards native and non-native English-speaking teachers in a private institution in Turkey. The data also involved semi-structured interviews from randomly selected participants. The participants of the study had different points of view towards NESTs and NNESTs concerning English language teaching and learning process. Emotional factors appeared to play a significant role in the perceptions of participants. This study has implications for curriculum designers, language teachers, and students.

Keywords: English language teaching (ELT), Native English Speaking Teachers (NESTs), Non-native English Speaking Teachers (NNESTs)

TÜRKÇENİN YABANCI DİL OLARAK ÖĞRETİMİ PROGRAMI'NIN TOPLUMDİLBİLİMSEL YETİ BAĞLAMINDA İNCELENMESİ

Yunus Emre ÇEKİCİ, ADANA ALPARSLAN TÜRKİŞ SCIENCE AND TECHNOLOGY UNIVERSITY

Günümüz yabancı dil öğretiminin temel amacı, öğrencilerin iletişimsel dil yetisini geliştirmektedir. Diller İçin Avrupa Ortak Başvuru Metni'ne göre iletişimsel dil yetisi; “dilsel yeti”, “toplumdilbilimsel yeti” ve “edimsel yeti” alt boyutlarından oluşur. Dilsel yeti, dile ilişkin yapısal kuralların ve söz varlığının bilinmesini ve kullanılmasını kapsarken edimsel yeti, dilin işlevsel olarak kullanımıyla ilgilidir. Toplumdilbilimsel yeti ise dilin toplumsal ve kültürel bağlamlara uygun bir biçimde kullanılmasını içerir. Dil öğrenimi ile sosyalleşme arasındaki diyalektik ilişki, yabancı dil öğretiminde toplumdilbilimsel yetiyi merkeze almayı kaçınılmaz kılar. Toplumdilbilimsel yetiyi geliştirmek, başka bir deyişle dil kullanımının sosyal boyutuyla başa çıkabilmek için nezaket yapılarını, bağlama göre farklılaşan üslubu, ağız/söyleyiş farklılıklarını, açık/örtük kültürel gönderimleri anlamak ve yeri geldiğinde kullanmak gerekir.

Dolayısıyla toplumdilbilimsel yetiyi geliştirmeyi amaçlayan yabancı dil öğretimi, sosyalleşmek için öğrenme ve öğrenmek için sosyalleşme etkileşiminden beslenir. Bu bağlamda son yıllarda önemli bir ivme kazanan Türkçenin yabancı dil olarak öğretiminde toplumdilbilimsel yetinin ne ölçüde göz önünde bulundurulduğu, incelemeye değer bir konudur. Bu çalışmanın amacı, 2020 yılında Türkiye Maarif Vakfı tarafından hazırlanan ve MEB Talim Terbiye Kurulu tarafından onaylanan “Türkçenin Yabancı Dil Olarak Öğretimi Programı”nı toplumdilbilimsel yeti bağlamında incelemektir. Programda yer alan kazanımlar, iletişimsel işlevler, söz varlığı öğeleri ve dil ifadeleri; toplumdilbilimsel yetinin alt boyutları olan “nezaket yapılarını anlama ve kullanma”, “dil işlevlerini anlama ve kullanma”, “duruma uygun üslubu belirleme”, “açık/örtük kültürel gönderimleri anlama ve kullanma” ve “ağız/söyleyiş farklılıklarıyla başa çıkma” kapsamında incelenmiştir. Nitel durum modelindeki bu çalışmada doküman analizi yöntemi kullanılmıştır. Veriler, betimsel analiz tekniğiyle çözümlenmiştir. Çalışmanın Türkçenin yabancı dil olarak öğretiminde program geliştirme çalışmalarına yeni bakış açıları sunması beklenmektedir.

Anahtar Sözcükler: Türkçenin yabancı dil olarak öğretimi, program geliştirme, toplumdilbilimsel yeti, dil sosyalleşmesi.

THE GLOBALISATION OF CHARLES DICKENS IN THE MUSLIM WORLD

ABDERREZZAQ GHAFSI, MOHAMMED BOUDIAF UNIVERSITY OF M'SILA, ALGERIA

The study of the globalisation of Charles Dickens's novels began in landmark works by Ada Blanche Nisbet, John O. Jordan, Regenia Gagnier and Michael Hollington. Following these international scholars, this primary ground paper tells the story of how Dickens and his works have travelled the Muslim world. In the Muslim world, Dickens is read in English, Arabic and French. The languages in which Dickens's works were translated into are often impacted by colonialism, particularly in northern Africa and the Middle East. As for the circulation of Dickens, it was based on original and translated works as well as dramatic adaptations which were politically and culturally driven. The reception of Dickens is also another factor why Dickens became global figure. Dickens is taught in the academe, while his use of language, dialect and the similarities between Victorian Britain and the Muslim and Arabic world are what motivated positive reception. The influence that Dickens had on Arab and Muslim writers goes beyond aesthetic literary reasons. Dickens inspired the Francophone Algerian writer Mouloud Feraoun (1913-1962) due to the gift of social criticism which Feraoun used in his *The Poor Man's Son* (1950) in criticising the French colonial practices in Algeria. The globalisation of Dickens is often attributed to his ability to speak to 'every nation upon earth'. Although many monographs, conferences and events dealt with the global perspective of Dickens in the west, the findings of this paper aims at encouraging writers from several countries, especially in the Middle East and Africa to write about Dickens and their own literatures and cultures.

Keywords: Global Dickens, the Muslim World, Circulation, Reception, Influence, Memory.

LEARNING STRATEGIES USED IN ENGLISH BY MALE AND FEMALE STUDENTS IN MINDANAO STATE UNIVERSITY – MAIN CAMPUS

ACRAMAN, JHANNA ILHAM A.

Language allows members of a society to communicate and express themselves to others because of its role. English is a universal or international language as spoken by people all over the world. A differentiation between the use of learning strategies in English among male and female students at MSU – Main Campus was used to compare in this study. This study consists of 72 participants with 36 males and 36 females. The Strategy Inventory for Language Learning (SILL) was allotted to the participants. An interview was also done in order to analyze and determine their different learning strategies. This study proposed a qualitative research design to identify and analyse how male and female students employ the different learning strategies. More so, this study indicates that different usage of learning strategies such as the memory, cognitive, compensation, metacognitive, affective, and social strategy. Therefore, this determines that gender differences are an important aspect in English language learning in MSU – Main Campus. The students in the university are diverse and come from various backgrounds, therefore they have differences. Male and female's communication characteristics can also have an impact on the MSU - Main campus students' ability to learn English. As a result, it's critical for language learners to use suitable strategies. If the gender aspect is taken into consideration when selecting appropriate learning strategies, good learning results may be achieved.

Keywords: Learning strategies, Strategy Inventory for Language Learning (SILL), Gender Differences

THE SPEECH ACT OF REQUEST: A CROSS-CULTURAL COMPARATIVE STUDY OF AMERICAN NATIVE SPEAKERS OF ENGLISH AND MOROCCAN EFL UNIVERSITY STUDENTS

ABDELFATTAH ABIDI

The purpose of this study was to investigate the use of request strategies, request sub-strategies, and request orientations by Moroccan EFL learners (MEFLs) and American native speakers of English (ANSE). To achieve this objective, the researcher adopted a mixed approach by collecting data through a semi-structured interview and a discourse completion test. The latter, which was the main research instrument, is composed of ten situations that were adopted from Blum-Kulka et al.'s (1989) Cross Cultural Speech Act Realization Patterns project and modified by Khamam (2012). Thirty MEFLs and thirty ANSE responded to the discourse completion test, while four MEFLs and three ANSE were interviewed. Furthermore, to analyse both said and unsaid requests, this study relied on Blum-Kulka et al.'s (1989) coding scheme and Marti's (2006) model. The results showed that MEFLs differed from ANSE in several ways. First, MEFLs were more direct than ANSE, as they used direct request strategies and hearer-oriented requests more than ANSE.

Keywords: request strategies, request sub-strategies, request orientations, discourse completion test, semi-structured interview

TEACHING ENGLISH AS A SECOND/FOREIGN LANGUAGE IN VOCATIONAL SCHOOLS: PROBLEMS AND SOME SOLUTION SUGGESTIONS

ALİ TELLİ

Vocational Schools which have undertaken various missions throughout history were established in order to train intermediate staffs with sufficient knowledge and skills in their fields, in accordance with the requirements of trade, industry and services sectors and they are the most important components of ‘vocational and technical education system’ today. Analyzing the education given in the vocational schools in accordance with the national and international requirements, developing technologies and the needs of business world and making the necessary arrangements in line with these will contribute to the employability and preferability of graduates of these schools in an efficient way. Many industrialists/ businessmen in our country stated that they experienced serious problems in the supply of qualified staff with sufficient knowledge and skills needed in sectors. Although much progress has been achieved in this subject, it is a fact that there are still a lot of work to be done. In this study, teaching English as a second/foreign language to vocational school students and their main problems are discussed in the light of the experiences in Dumlupınar University Kütahya Vocational School of Technical Sciences, which was established in 1975 in Kütahya and is among the first vocational schools established in Turkey. Some solutions were tried to be given.

Keywords: Vocational school, Teaching English as a second/foreign language.

CLASSIC FAIRY TALES IN CONTEMPORARY CLOTHES: A COLLABORATIVE GENRE-BASED APPROACH TO CREATIVE WRITING

ISABELLE SOPHIE THALER, LUDWIG-MAXIMILIANS-UNIVERSITY OF MUNICH, GERMANY

Once upon a time... When this phrase casts its spell, “students enter the world of magic and wonder” (Koushki, 2019, p. 140). What would happen if classic fairy tales took place in the 21st century? Designer and illustrator Elizabeth Howlett drew scenes from classic fairy tales to show how they could be re-framed and re-told to adapt to the modern world. These new interpretations included Cinderella ordering an Uber, Goldilocks writing a negative Bearbnb (pun intended) review or the Evil Queen from Snow White being obsessed with her Amazon Echo.

Since technology and digitalisation seem to play a significant role in fairy tales made modern, this presentation will suggest how teachers can employ various digital tools for a collaborative genre-based approach to creative writing in the EFL classroom. According to Thaler (2012), approaches to writing are considered creative if texts are re-framed, re-purposed or transferred to other media. A genre-based approach, which is a blend between process and product approaches (Dirgeyasa, 2016), necessitates pupils to “understand, analyze, reproduce...those genres” (Hedgcock, 2005, p. 601). Therefore, to scaffold this collaborative approach to re-creating fairy tales, an adaptation of the teaching and learning cycle (Derewianka & Jones, 2016) is employed. It embraces phases of building the context and genre-specific background knowledge of fairy tales, modelling and deconstruction of fairy tales and two stages of joint re-construction of classic fairy tales in contemporary clothes. The illustrations by Howlett serve as a motivating stimulus for learners to become inventive and imaginative whilst simultaneously enhancing their writing skills and digital skills cooperatively. The pupils’ final product will be a modern, digital and multimodal fairy tale.

COLLABORATIVE WRITING ON GOOGLE DOCS: EFFECTS ON EFL LEARNERS' DESCRIPTIVE PARAGRAPHS

MOHAMMADREZA VALIZADEH, CAPPADOCIA UNIVERSITY, TURKEY

This experimental quantitative study, including pretest-treatment-posttest design, compared the effects of collaborative writing on Google Docs and individual writing practice on EFL learners' descriptive paragraphs. The study was conducted during the covid-19 crisis. The participants were 48 Turkish EFL learners at pre-intermediate level of proficiency. The participants were assigned to two groups. One group, including 24 participants, experienced collaborative writing on Google Docs plus researchers' comments as feedback (CWGD group). The other group, including 24 participants, experienced individual writing practice plus researcher's direct corrective feedback (IWP group). The results of the independent samples t-test indicated that the CWGD group significantly outperformed the IWP group.

Key Words: collaborative writing, Google Docs, descriptive paragraphs, EFL learners

THE ROLE OF PSYCHOLINGUISTICS IN THE DEVELOPMENT OF LANGUAGE AND SPEECH

G. N. NARIMONOVA

NAMANGAN STATE UNIVERSITY, 160119, NAMANGAN, UZBEKISTAN

Psycholinguistics, a field of linguistics that studies language primarily as a phenomenon of the psyche. From the point of view of psycholinguistics, language exists to the extent that there is an inner world of the speaker and the listener, writing and reading. Therefore, psycholinguistics does not study “dead” languages– such as Old Slavonic or Greek, where only texts are available to us, but not the psychic worlds of their creators.. Psycholinguistics should not be regarded as partly linguistics and partly psychology. This is a complex science that relates to linguistic disciplines, since it studies language, and to psychological disciplines, since it studies it in a certain aspect - as a mental phenomenon. And since language is a sign system serving society, psycholinguistics is also included in the range of disciplines studying social communication, including the design and transfer of knowledge.

Keywords: language problems, linguistics, psycholinguistics, psychology, science.

A STUDY ON THE MOTIVATION OF MIDDLE SCHOOL EFL TEACHERS WORKING AT STATE SCHOOLS IN THE POST-LOCKDOWN ERA

BELİZ ŞAHİN, İSTANBUL MEDİPOL UNIVERSITY

This qualitative study aims to explore Turkish EFL teachers' motivation and motivational sources in the post-lockdown period. The participants were 20 teachers selected through purposeful sampling. Semi-structured interviews were conducted with 5 of 20 participant teachers to gather further insight. The data was analyzed with open, axial and selective coding. Findings revealed that giving lessons in a face-to-face environment is the main source of motivation for teachers, while the missing parts from online education are the most mentioned demotivating factor.

Keywords: Motivation, EFL Teachers, Post-Lockdown Era

TRANSLANGUAGING IN THE ALGERIAN EFL UNIVERSITY CLASSROOMS: TEACHERS' AND STUDENTS' PRACTICES

SAFIA SERAI, PORTSMOUTH UNIVERSITY, UNITED KINGDOM

The beginning of the post-multilingual era, especially within applied linguistics, has led to challenging and questioning the monolingual assumptions in the English language classroom through acknowledging the dynamic practices, social justice, and differences of multilinguals. Therefore, the recent publication of Garcia and Wei (2014) about translanguaging, bilingualism, and education, translanguaging has increasingly received attention from different scholars around the world, especially in the educational context. Having consulted the scholarship on translanguaging, however, there is scarce research about the teachers' and students' translanguaging practices and their perceptions in English as a foreign language (EFL) university classrooms, especially in contexts that are characterized by their sociolinguistic diversity. Therefore, this paper discusses the translanguaging practices that EFL teachers and students deployed when they engaged in classroom talk and the functions achieved behind these fluid practices. To achieve the research aims, I conducted an exploratory case study at the department of English at Mohamed Lamine Debaghine University, Setif 2 University, in Algeria. The data was collected qualitatively through recorded classroom observations with field notes. The findings showed that translanguaging is an investable practice in the EFL classroom talk; however, there were differences between the teachers' and students' practices. While on the one hand, the teachers used their languages at the word level mainly for explanatory and expressive functions, the students deployed their own languages at the sentence level for eliciting information and explanation, feedback and correction, and expressive functions. Consequently, it seems that translanguaging has a role in a specific situation in the EFL university classes which may lead to understanding these dynamic practices and questioning the potential challenges and benefits of the teachers' and students' translanguaging practices in multilingual contexts like the Algerian one.

Keywords: Algerian context, classroom talk, functions, multilinguals, practices, teachers and students, translanguaging, university EFL classrooms.

IDENTIFYING TECHNOLOGICAL KNOWLEDGE LEVELS OF PRE-SERVICE ENGLISH LANGUAGE TEACHERS IN TURKISH CONTEXT

SAMET TAŞCI, NEVŞEHİR HACI BEKTAŞ VELİ UNIVERSITY

Rapid scientific and technological improvements have a significant impact on every part of our lives. These improvements have also affected the way how we teach and learn. Therefore, teachers should find the ways to integrate information and communication technologies into language teaching. In this regard, Turkey made lots of investment and launched FATİH project to provide interactive whiteboards, tablets and internet infrastructure to all schools with the purpose of providing equal opportunities and improving the technology in schools. However, the availability of technology in schools does not guarantee the better and effective use of it in language teaching. Accordingly, it is necessary to measure technological knowledge level of pre-service English language teachers and to reveal how teachers use technology in their classes. In this context, the current study aims to investigate technological knowledge level of pre-service English language teachers. In line with the aims of the current study, 150 pre-service English Language Teachers studying at a state university will be chosen as the participants of the study. “Survey of Pre-service Teachers’ Knowledge of Teaching and Technology” (Schmidt et al., 2009) will be applied to the participants to collect data. In addition to the survey, interview will be held with 15 participants to get in depth information about the issues. Content analysis will be employed to be able to analyze qualitative data. The results will be presented and discussed considering related literature. Pedagogical implications will be offered.

Keywords: Technology, technological knowledge, pre-service teachers, ELT students

THE EFFECT OF SPEAKING ANXIETY ON STUDENT TALKING TIME

MEHMET TUNAZ

Speaking anxiety has been a significant research matter due to the relatively current trend of learner-centered teaching in language teaching methodology. Research investigating the factors that have direct influence on speaking anxiety in foreign language classes has been an essential research area. Some previous research focused on the negative impact of anxiety on speaking competence whereas others suggested the positive influence of a desirable amount of anxiety in language learning. Therefore, the aim of this study is to determine speaking anxiety level of the students and its effects on student talking time. Moreover, this study aims to investigate whether gender affects students' anxiety or their talking time. Initially, 120 prep class students (60 males, 60 females) were given the *Foreign Language Classroom Anxiety Scale* (Horwitz, 1986) to measure their anxiety levels. After determining the anxiety level of learners through the scale, structured in-class observation procedure was applied to obtain data about the speaking amounts of the participants. The observation process was designed as a low-inference procedure, which enabled the researcher to observe the participants speaking without any interruption and interpretation. Descriptive findings indicated that students' talking time of female students with low anxiety was higher than that of both female students with high anxiety and all male students. On the other hand, male anxious students' speaking amount was found to be a little higher than female anxious students. On average, anxiety was found to be a predictive factor in determining students' talking time depending on students' gender.

Keywords: Anxiety, Language Learning, Observation, Talking time

THE ANALYSIS OF APPOSITIVE RELATIVE CLAUSES IN POLISH AND TURKISH: A COMPARATIVE STUDY

**ZEKIYE SEİS
MAGDALENA KESKİN**

Relative clauses are one of the most thoroughly and extensively studied domains in linguistics due to the fact that they are one of the most used techniques for combining two bits of data at the same time. Even though the significance of relative clauses, familiarity does not necessarily translate into a deeper understanding since the relationship between restrictive and nonrestrictive clauses continues to be a mystery. To reveal this, appositive relative clauses (ARCs) (also referred to as non-restrictive or supplemental) in particular need to be focused. Cinque suggests a subclassification of ARCs into two distinct groups, which may be determined using a set of syntactic diagnostics, in contrast to the traditionally accepted view of ARCs as an unitary and coalescent category (Cinque, 2008). The first is made up of integrated ARCs, whereas the second is made up of non-integrated ARCs (Cinque, 2008). Cinque claims that some languages, like as Italian, which he used as a starting point for his research, have both sorts of ARCs while others only have one. In his syntactic examination, Cinque used to determine the types as integrated or non-integrated ARCs via tests like heavy pied-piping , independent illocutionary force, adjacency to the head , split antecedents and internal heads (Cinque, 2008). Based on this situation, the position of ARCs in Polish and Turkish has been searched and formed the aim of this study. The subject of ARCs in two different languages (Polish and Turkish) is analyzed and compared by applying Cinque’s tests, and hence, a comparative study has been carried out.

PSYCHOMETRIC EVALUATION OF THE SHORT FORM OF FOREIGN LANGUAGE ANXIETY CLASSROOM SCALE

HALİL İBRAHİM KARABULUT, KÜTAHYA DÜMLÜPINAR UNIVERSITY

Foreign Language Classroom Anxiety Scale (FLCAS) has been extensively used as a tool for the measurement of anxiety induced by foreign language learning. Numerous studies employed the scale in different contexts including different target languages, age groups, and national or international samples of varying sizes. FLCAS has also been a topic of interest in studies which investigated its psychometric characteristics, with varying results reported over the years regarding dimensionality, construct validity, and differential item functioning. The inconsistent results in the literature has recently directed efforts towards either developing a new scale or forming a short form to be utilized in language anxiety research. This study aims at contributing to the latter efforts, rather than adding another factor analysis to the existing body of work, through a psychometric evaluation of a shorter form of the scale (S-FLCAS) as used by Dewaele and MacIntyre (2014) through the implementation of its Turkish translation on a sample of university students in Turkey (258 females and 196 males). S-FLCAS, which is formed by eight items from the original 33-item scale, was evaluated based on techniques from both classical and modern test theory. The results of this study lend strong support to the efficacious use of S-FLCAS in future studies as a psychometrically valid and reliable tool to measure anxiety caused by foreign language learning.

Keywords: Language anxiety, Foreign Language Classroom Anxiety Scale, Psychometric Evaluation

AN ANALYSIS OF TOURISM STUDENTS' PROBLEMS WITH ENGLISH PRONUNCIATION DURING A SIMULATED JOB INTERVIEW

YOLANDA JOY CALVO BENZIES

In broad terms, language teachers in practical degrees like Tourism should give their students opportunities to practise the foreign language in authentic-like contexts which they may face again in their personal, academic and/or professional lives (Medrea and Rus, 2012; González-Ramírez, 2015). In addition, they should help them develop their speaking skills to be able to orally communicate and interact with other people, which also entails pronouncing intelligibly enough to be understood by different listeners. Moreover, it is important that Tourism students become familiar with several words that will be essential for them in their field of expertise. One real-life situation graduates in Tourism will have to overcome is a job interview, which, in the case of the island of Majorca, may be conducted partially or totally in English due to the high influence of tourism. For this reason, one of the speaking exams Tourism students enrolled in the subject English 3 at the University of the Balearic Islands must face is the simulation of a job interview in which their teacher acts as the interviewer. More specifically, they apply for a job as a Front Office Manager in an important Spanish chain of Hotels (Accor). In this study we will analyse in detail the job interview exam of 20 undergraduates to identify the pronunciation mistakes made. We will begin by explaining the job interview exam in detail (questions asked, assessment criteria). Afterwards, we will exhaustively analyse the language used from a phonological point of view and classify the pronunciation mistakes made. Attention will be paid to segmental aspects, together with incorrect word stress patterns; the mistakes hence will be classified into four different categories: a) vowels, b) consonants, c) diphthongs and d) word stress. More than 150 mistakes have been identified so far, especially regarding vowels and word stress patterns. The results also indicate that quite a few pronunciation problems these students have are: a) on words which are specifically related to the tourism and business fields such as *hotel, culture, manager, island, job, customer, restaurant, luxury...* and, b) due to the influence of their native languages, Spanish and/or Catalan.

Keywords: English for Tourism, interviews, pronunciation, simulations, specific vocabulary.

RESTRUCTURING EDUCATION AS A REFLECTION OF PROPHECY IN THE SCARLET DEATH BY JACK LONDON

YEŞİM TÜRKER, CAPPADOCIA UNIVERSITY, TURKEY

The Scarlet Plague by Jack London speaks 110 years later, prophesying the challenge to survive in the event of an epidemic and distinguishing between old and new information in the subject of education to discuss its impact on human life. It emphasizes the importance of knowledge selection and change to survive. The author's prophecy and point of view regarding the re-questioning and restructuring of knowledge during and after the Covid outbreak, a 21st-century reality, is a foreshadowing. This study emphasizes the relevance of restructuring education and knowledge as a result of life struggles and the significance of restructuring education as a reflection of prophecy's vision.

Keywords: knowledge, education, prophecy, Covid 19, restructuring

AN ANALYSIS OF COMPLAINTS IN NEGATIVE PRODUCT REVIEWS ON AMAZON.COM

ŞEYMA TÜKENMEZ ŞAHİN, NATIONAL DEFENSE UNIVERSITY, TURKEY
ÇİĞDEM KARATEPE, ULUDAĞ UNIVERSITY, TURKEY

Computer-Mediated Communication (CMC) and e-commerce have attained important places in life in the 21st century. Online shoppers read reviews which have been written by other shoppers to learn more about the products they are interested in. Consequently, as a text type, online shopping reviews have attracted the attention of discourse analysts (Ho 2017; Kılıç & Karatepe 2021; Vasques 2011& 2014). The aim of this study was to investigate online complaints and to whom the reviewers had addressed their complaints. The study also focused on other speech acts that had co-occurred with the complaints alongside any other means the writers had used to better express themselves. The data was collected from the e-commerce platform Amazon.com. Only negative reviews written by NSs of English who had bought a tablet that was produced and sold by the e-commerce platform were included in the corpus. The findings showed that when reviewers were directing their complaints at the retail company, they were holding it responsible for the perceived issue. However, some of the reviewers addressed potential customers rather than directly addressing the retailer. The writers also used warnings, recommendations, accusations, requests and statements of regret in the complaints section. Furthermore, review writers made use of other means to express their evaluation of the services they had been provided with. The most frequently used ones were repeated use of punctuation marks, including exclamation marks, question marks and three full stops at the end of the message. In addition to punctuation marks, the use of capital letters, repeated letters and emoticons were frequently found to express attitudes. All these strategies were used to enhance the impact of their evaluation. Moreover, exclamation marks, capitalization, repetition of letters and emoticons were used to demonstrate their disappointment and sometimes anger. By using these keyboard tools, the reviewers attempted to simulate the effects of spoken language, as the letters and words alone were not enough to express how they felt. The emerging text-type found in e-commerce reviews is often regarded as a part of online shopping in the 21st century and it is an area that definitely deserves more attention from discourse analysts.

Keywords: Speech acts, complaints, negative online reviews, consumer review features

BANGLA-ENGLISH INTRA-SENTENTIAL CODE MATRIX: THE STUDY OF GRAMMATICAL WELL-FORMEDNESS

SYED SHAHRIER RAHMAN, UNIVERSITY OF DHAKA

The purpose of this study is to examine the grammatical well-formedness of intra-sentential code matrix supplied by the Bangla-English bilingual speakers living in Bangladesh. Linguistic codes are continually intertwined, interchanged, and connected throughout a speech community's language use. As a whole, these codes of linguistic usage are known as the codematrix (CM) of the language community, and this process is referred to as code-mixing and code switching. The paper focuses on to explain grammatical constraints in the intra-clausal CM in light of the Matrix Language Frame Model (MLF) (Myers-Scotton 1993b, 2002) for bilingual discourse. The context of intra-clausal CM, when two grammars are in use, is ideal for examining CM grammar. Natural data of Bangla-English code-switched discourse collated for this study provide with empirical support required to test the well-formed and ill-formed structures of Bangla-English bilingual discourse (Boztepe, 2005). A few examples are given below:

1. *ami **friends-der-ke** nimontron korechilam

I friends.PL.ACC invitation did.PST.1

I invited my friends.

2. Ritu tar ghor **clean korlo**

Ritu her.GEN room clean did.PST.3

Ritu cleaned her room.

In the example 1, Bangla plural marker [-der] is attached with the pluralised form of friends, which has produced an ill-formed structure. This over pluralised component has made the English plural marker redundant. However, the example 2, shows a well-formed code switching, popularly available in Bangla language. Such natural switching is highly regularized and syntactic features are maintained through normal grammatical constraints as will be detailed. The study applies random sampling technique to select informants from a reputed public university of Dhaka, the capital city of Bangladesh. The conversations were recorded through several focus group discussions in order to establish the extent of CM amongst educated bilinguals. Criteria for the selection of the informants were the Bangla native speakers with proficient skills in English language. The well-formedness of Bangla grammar will work as the analytical framework for validating the bilingual discourse. This paper concludes with an evaluation of the data collated together with an examination of the suitability of the Matrix Language Frame Model and suggestions for further research.

THE EFFECTIVENESS OF CONCEPT MAP LEARNING STRATEGIES ON CRITICAL THINKING AND LEARNING ACHIEVEMENT OF STUDENTS

**AAISHA ABDUL RAHIM AL BALUSHI, UNIVERSITY OF TECHNOLOGY AND
APPLIED SCIENCES-AL RUSTAQ, OMAN**

A concept map learning strategy is often used to improve students' learning achievement. In addition, fostering critical thinking (CT) is one of the most important missions in teacher education. Concept mapping as a general method can be used to improve CT skills in English Language Teaching major (ELT) students. This study aimed to find out to what extent concept mapping learning strategy affects learning achievement and critical thinking skills (CT) between students who studied with a concept map learning strategy and those who didn't use, as well as the students' perceptions toward the concept learning learning strategy applied. This type of study was a quasi-experiment with a pretest-posttest control group design. The methods used in this study were a test and a questionnaire. Data of students' learning achievement were analyzed using inferential statistics of covariance analysis, while data of students' responses were analyzed by descriptive statistics. The results of the study indicated that there were significant differences in the learning achievement between students who used the concept learning strategy and those who didn't. Those who used the concept map learning strategy had better achievements than those who didn't. In addition, the students' responses were more positive toward the concept map learning strategy. In addition, the results revealed that students who were taught through concept mapping showed an increase in CT scores, compared with those in the control group. ELT students require effective CT skills in order to make sound knowledge-based assessment. Therefore, instructors and planners of teacher education are expected to apply this educational strategy for developing CT skills in ELT students.

Keywords: concept maps, learning achievement, learning strategy, critical thinking Skills

RIGHT OF CHILDREN TO COMPULSORY EDUCATION IN INDIAN CONSTITUTION

ARCHANA, BANARAS HINDU UNIVERSITY, INDIA

Education is a fundamental human right and it assists to promote individual freedom and propagates significant advantages. The 86th amendment of the constitution in India in 2002 got inserted Article 21 - A which is free and necessary education for all children between 6 to 14 years old. This article created education a fundamental right for every child. The right to education act 2009 under article 21- A means that every child has the right to study in the school in an appropriate manner such that it must satisfy important rules. Article 21- A and RTE Act came into existence on 1 April 2009. The RTE Act chiefly assists and motivates free and compulsory education. Free education means that none of the child is permitted to pay any fee or any type of money for getting education except for the child whose parents are there who pay fee for their children related to studies. And compulsory education means that it is the responsibility of the government and thinking of local authorities to survey for definite attendance of the students to confirm admissions and also to see for the fulfillment of fundamental education of every child.

Keywords: Education, Right, Children, Indian, Constitution

POLITICS OF MARGINALISATION: A COMPARATIVE STUDY OF CHARACTERISATION IN ANAND'S *UNTOUCHABLE* AND M. HANIF'S *OUR LADY OF ALICE BHATTI*

TAIMUR KAYANI, GIFT UNIVERSITY, GUJRANWALA

This research article contends that the characterisation in *Our Lady of Alice Bhatti* by postpartition Pakistani novelist Mohammad Hanif echoes the characterisation in *Untouchable* by pre-partition novelist Mulk Raj Anand. It further states that the socio-economic conditions of the untouchables in India and the Christian sweepers in Pakistan have not improved much with the passage of time. This study compares the portrayal of sweepers living in abject poverty and facing adverse social and economic circumstances in both countries and inspires a humanistic appeal for them. It emphasizes through intertextuality that both primary texts bear striking similarities in characterisation. The comparative study of these two novels leads to the proposition that the pre-partition representation of the Indian sweepers in Anand's *Untouchable* is quite similar to the representation of post-partition Pakistani sweepers in Hanif's *Our Lady of Alice Bhatti*. In this way both novels correspond to and complement each other. The comparative study of the two novels finds out caste system, religious bias, social traditions, and vested interests of the hegemonic groups and individuals has been nurturing the marginality of the sweeper class in pre-partition India and post-partition Pakistan. Furthermore, the victimization of the sweeper class is still in practice as shown in the characterisation in both novels. These deep-rooted social, cultural and religious factors help the Muslim majority in Pakistan and the Hindu majority in India to exploit the sweeper class minority in both countries.

Keywords: characterisation, intertextuality, marginalisation, untouchable.

A VALIDITY AND RELIABILITY STUDY OF THE PERCEIVED VALUE OF ENGLISH SCALE

MUSTAFA KEMAL ŞEN, KÜTAHYA DÜMLÜPINAR UNIVERSITY
AYHAN KAHRAMAN, KÜTAHYA DÜMLÜPINAR UNIVERSITY

Perceived value of English could be defined as learners' assessment and perception regarding the benefits that they will gain and the challenges they must endure for achievement. Gaining an insight about what learners perceive might help English language instructors while designing their courses. In this study, a scale was developed to determine university students' perceived value of English. The scale is composed of 18 five-point Likert type items under three factors: personal, social, and occupational benefits. The study group consisted of 406 students from various faculties including prep-class at a public university in Türkiye. The validity and reliability of the scale was tested conducting exploratory factor analysis, confirmatory factor analysis, and reliability analysis. As a result of the analyses, it was concluded that the scale is a valid and reliable tool to measure university students' perceived value of English.

ONLINE USE OF THE ENGLISH LANGUAGE OUTSIDE THE CLASSROOM

ASSOC. PROF. DR. ABDULLAH COŞKUN, BOLU ABANT İZZET BAYSAL UNIVERSITY

By drawing attention to the limited exposure to English outside the classroom in some English as a foreign language context, this paper aims to present the theoretical framework and the historical background of using the English language online outside the classroom. After a brief introduction to the place of being engaged in online out-of-class activities in the process of learning English, the theoretical framework focusing on how it is related to certain second language acquisition and educational learning theories is presented. Then, the paper summarizes both the historical background of the terms emerging in the literature pertaining to the use of English online outside the classroom and the studies related to the effects of online out-of-class activities on the language proficiency as well as language learning motivation of learners. Finally, some recommendations are made for teachers, coursebook writers, curriculum designers and parents on ways of encouraging the use of English online outside the classroom.

Keywords: English, online, outside

THE EFFECT OF PERFECTIONISM ON WRITING PERFORMANCE OF TURKISH HIGH SCHOOL LEARNERS

ÇAĞLA İÇÖZ, KÜTAHYA DÜMLÜPINAR UNIVERSITY
DİLŞAH KALAY, KÜTAHYA DÜMLÜPINAR UNIVERSITY

The effects of socio-affective factors on second language writing performance have been researchers' great interest throughout the years. However, up to now, far too little attention has been paid to examining the effects of perfectionism, a psychological trait, on L2 learning and performance. Although some research has been carried out on perfectionism level and L2 writing performance, no studies have been found in Turkish context. Thus, this study aims to fill in the gap by exploring the relationship between the level of perfectionism and L2 performance among Turkish EFL high school learners. There are two primary aims of this study: to investigate the relationship between perfectionism and L2 writing performance in regard to linguistic complexity, accuracy, and fluency; to investigate the relationship between the six dimensions of perfectionism (concern over mistakes, personal standards, parental expectations, parental criticism, doubts about actions, organization) and L2 performance.

To achieve the aims of the current study, twenty-eight 10th-grade high school students from a private school in Turkey participated. The participants wrote a piece of English argumentative paragraph and filled out a 35-item Multidimensional Perfectionism Scale afterward. The collected data were analyzed using SPSS (v. 26). For this study, it is expected to find a negative relationship between perfectionism and writing performance.

Keywords: Turkish High School Learners, L2 Writing Performance, Perfectionism

BELIEFS AND PRACTICES OF TURKISH INSTRUCTORS REGARDING PRONUNCIATION

BÜŞRA ANKIT, KÜTAHYA DÜMLUPINAR UNIVERSITY

In recent years, there has been a substantial development in learning and teaching pronunciation. Although there have been various studies and materials published in this area, it is crucial to determine whether they have influenced instructors. The aim of this study was to look into Turkish instructors' teaching beliefs and classroom practices regarding pronunciation. An online survey was distributed to Turkish instructors through Google form which is a Web-based survey management platform. The online questionnaire was shared with instructors in private and public universities. The survey items were analyzed using descriptive statistics. Because only three people answered open-ended questions, their datas were left out of the analysis. It is expected to find that instructors have positive opinions and attitudes toward teaching pronunciation. Furthermore, the findings are anticipated to reveal instructors have little knowledge about how to practice pronunciation in language classrooms.

Keywords: teaching beliefs, classroom practices, instructors

THE EFFECT OF INPUT TYPE ON INCIDENTAL VOCABULARY LEARNING

AYŞE KAMAN ERTÜRK, KÜTAHYA DÜMLUPINAR UNIVERSITY

Vocabulary learning constitutes an essential component of language learning and teaching. There are various factors which affect the pace and range of this learning, one of which is the type of input students receive. In incidental vocabulary learning, learners are expected to acquire vocabulary they are exposed to in different forms of input. The present paper investigates the effects of three different input types in improving learners' incidental vocabulary learning. One hundred and three 5th grade students having compulsory English lessons in a state school in Turkey are assigned to three experimental groups (reading only video transcript, viewing video while reading transcript, viewing video only) and a no-treatment control group. The experimental groups encounter 10 target words in the video and/or in the transcript. Learning is measured on a pre-, post- and delayed post-test design. The results indicate that the most effective way of vocabulary learning is viewing video with a transcript followed by reading the transcript and viewing the video alone.

Keywords: Incidental vocabulary learning, secondary school, ELT

PEER-ASSESSMENT: TOWARDS STUDENTS' ACTIVE ENGAGEMENT IN THE ASSESSMENT PROCESS

**SHARİFA ALADAWİ, UNIVERSITY OF TECHNOLOGY AND APPLIED SCIENCES- ALRUSTAQ,
OMAN**

**MUNİRA ALSİYABİ, UNIVERSITY OF TECHNOLOGY AND APPLIED SCIENCES- ALRUSTAQ,
OMAN**

**DALAL ALSHEKAILİ, UNIVERSITY OF TECHNOLOGY AND APPLIED SCIENCES- ALRUSTAQ,
OMAN**

Considering the gap between theory and practice of peer-assessment (PA) and the challenges surrounding its implementation in online environments in HE e.g., students' learning histories, long-established assessment practices, students' competency in grading their peers, and the reliability of such outputs, this paper reports the implementation of PA in an HE institution in three English Language Teaching courses. Employing a quantitative and a qualitative action research approach provided insights from the classroom highlighting teachers' and students' perspectives, and the opportunities, challenges and limitations to such implementations. Considering that this study focuses on the reliability of students' grades in comparison to teacher's and knowing that this study implements PA as both substitutional and supplementary to the teacher's assessment. Findings were analyzed using Paired sample t-test and thematic analysis to provide insights about the effects of implementing PA in ELT classrooms. Findings indicated that students' assessment can be as reliable as the teacher's if assessment criteria and rubrics are communicated and explained well. A model of good assessment and sufficient training is mandatory to the success of PA especially if students are experiencing PA as an assessment element that is allocated some weight and is mandatory for their success in the course/ subject.

Keywords: peer-assessment, students' engagement, training, reliability of scores, action research, comparative study, students & teachers' Grades

ASSESSING AESTHETIC, MULTIMODAL, AND LITERARY COMPETENCE IN THE EFL CLASSROOM AT THE TERTIARY LEVEL

RAEES CALAFATO, UNIVERSITY OF SOUTH-EASTERN NORWAY

KEVIN SIMMONDS, UNIVERSITÉ DE TOURS, FRANCE

The importance of developing intercultural competence via authentic texts, especially literature, has become an important part of language curricula globally. At the tertiary level, English courses generally contain literary, and even multimodal, elements with which students must work. Multimodal texts enhance students' ability to synthesize and analyze information from multiple sources and media. The presentation will cover the findings from a questionnaire-based study involving 265 university students from France, who were studying English and pursuing degrees in various disciplines. The study explored their enjoyment of literary texts, evaluated their literary competence concerning both traditional and multimodal literary content (i.e., graphic novels in the latter case) via an online assessment, and investigated the extent to which their general aesthetic competence and enjoyment of literature predicted their competence scores. The findings indicated that the participants' enjoyment of literature drew strongly from story-driven elements and that their literary competence was significantly lower for traditional texts than for multimodal ones. Moreover, their literary competence was significantly predicted by their aesthetic competence and certain aspects of their enjoyment of literary texts. The implications of the study regarding the use of literature and multimodal texts in English language courses will conclude the presentation.

Keywords: literature, literary competence, aesthetic competence, multimodality, graphic novels, English as a foreign language, assessment

VICTORIAN AT THE BOTTOM, POSTMODERN AT THE TOP: JOHN FOWLES'S THE FRENCH LIEUTENANT'S WOMAN

AYTAÇ ÖREN, UNIVERSITY OF HEALTH SCIENCES, TÜRKİYE

The 19th century is a time when scientific studies quickly settled in social areas and increased its impact on society so quickly. On the other hand, the Victorian Era is a period when traditional structures were still dominant and ideals such as “nobility”, “duty” and “responsibility” were drawn in most human endeavors, including art, but, under these ideals, opposite lives increased even more. There were also indispensable assumptions, rules and frameworks for the art of the novel. John Fowles mainly points to the change with the epigraphs from various scientific works, especially from Darwin's ones, in his French Lieutenant's Woman and shows with the example of a novel in the novel that a species undergoing a change can only survive when it transforms this change into a power in its favor in the fight against its rivals. The novel, which starts with the style used a hundred years ago, takes on a style used a hundred years later. After the Victorian novel example in the first thirteen chapters, a break begins. The novel moves on to the features of the novel a century later. The story gains a new integrity, the narrator sometimes turns clearly into an author, even he enters the fiction as a character, its ending becomes obscured with three different endings, some concepts belonging to the following period, such as the new novel, are mentioned... Fowles, who produces a novel whose bottom is Victorian and whose top is postmodern, actually gives an example of a novel that contains the novel's adventure of change in a century in a novel. The two novel approaches are side by side in the novel structure. Therefore, seeing the change of the novel, that is, the old and the new together, within the fiction gives an extremely different perspective to Fowles's work.

Keywords: John Fowles, French Lieutenant's Woman, novel, Victorian Era, postmodern, Darwin, change

IMAGE OF MOTHER – DAUGHTER RELATIONSHIP IN ALIFA RIFAAT’S ‘THURSDAY LUNCH’ AND ‘ALICE MUNRO’S ‘BOYS AND GIRLS’

MOHAMMAD ALMATARNEH, TAFILA TECHNICAL UNIVERSITY, JORDAN

The study aims at investigating the image of mother in two selected short stories writers by Alifa Rifaat’s ‘Thursday Lunch’ (1983), and Alice Munro’s ‘Boys and Girls’ (1964). The undesirable distorted image of mother in mother-daughter relationship, as both a caregiver and a victim of the patriarchal norms, turn out to be an essential part of both the literary and the sociocultural contexts of humanity. This study attempts to show that the patriarchal belief still plays a main role at the socio-cultural level to reinforce the mother’s unfair image across borders of time and space. Patriarchy insists on damaging the image of mother in her daughter’s eyes and continues to act as a primary reason for the estrangement and hostility between them in the name of different concepts such as family honor, female traditional role, over protectiveness, and the concept of good mother. The significance of the study lies in its purpose to introduce a comparison between two different short stories writers whose cultural backgrounds, traditions and societies are different. These two writers bestow the same issue with some competing claims of representing mothers and giving it a universal appeal.

The chosen analyzed stories center on the antagonistic vibe and the offense between mother and daughter by uncovering a few pictures of mother who sets her girl in a way to meet the society’s desires, who raises her girl as a propagation of herself, who organizes her girl to marriage and to be a great future housewife. On the other side, she ignores her daughter’s needs and desires, and refuses to provide her with a role model. Despite social and cultural developments, patriarchal rules still dominate mothering in the postmodernist era; the malformed mother-daughter connection, which is bolstered by patriarchal ideas.

Keywords: Patriarchy, ideology, image, mother, daughter, short stories, postmodern

THERE'S REASONS TO CHOOSE "THERE'S": A CORPUS-BASED ANALYSIS OF "THERE"-EXISTENTIALS IN SPOKEN AMERICAN ENGLISH

SHIE SATO, WASEDA UNIVERSITY, JAPAN

This paper reports findings of the interactional functions of the construction “there’s” in spoken American English. In present-day English, “there’s” exhibits cases where it takes both a singular and a plural noun phrase (e.g., there’s people). The phenomenon of non-agreement is widely observed in many varieties of English, and the word “there’s” has been examined in light of various theoretical frameworks in the past. The present study is grounded in the need to examine the pragmatic dimensions of “there’s” using a type of data relatively under-represented in the literature: spoken discourse in varying degrees of interactiveness. The study specifically investigates pragmatic motivations for selecting “there’s” over its full-form counterparts— “there is” and “there are”. The results suggest that “there’s” tends to be used when the speaker seeks to present the information as involving personal evaluation and/or keep the direction of talk in hand. The findings confirm that “there’s” is not merely a contracted form of “there” and “is”, but rather is a distinct form of speaker subjectivity serving as a stance-taking device.

Keywords: there’s, existential construction, corpus analysis, subjectivity, stance, stance-taking

TURKISH LOANWORDS PRESENT IN S. E. MANN'S HISTORICAL ALBANIAN-ENGLISH DICTIONARY (1948)

IRDA DERVISHI NESİMİ, ALBANIA

The aim of this paper is to investigate Turkish loanwords present in the dictionary of Stuart Edward Mann *A Historical Albanian-English Dictionary* (1948). Stuart Edward Mann is a well-known English albanologist, who has contributed in both Albanian literary studies and in Albanian linguistics. Mann's dictionary is the richest dictionary published in those years and it has a great twofold importance for Albanian lexicography and for the Albanian language history. The paper examines and presents numerous sources that Mann exploited to compile his historical bilingual dictionary. Then Turkish loanwords of Mann's dictionary are classified according to the most significant semantic fields. Next, the Turkish loanwords present in Mann's bilingual dictionary are compared and contrasted to those present in two successive monolingual Albanian language dictionaries *Fjalori i gjuhës shqipe* (1954) and *Fjalori i gjuhës së sotme shqipe* (1980). Finally, the paper determines whether the number of Turkish loanwords entries has been increased or decreased in the Albanian language dictionaries and seeks to interpret the factors that might have influenced their presence or absence in the forementioned dictionaries.

Keywords: Albanian language, dictionary, Stuart Edward Mann, semantic field, Turkish loanwords

NET-FOLIO AND THE AGE OF E`S IN WRITING CLASSES

BERRA ABBASOĞLU

Due to technological developments, particularly in English language Teaching, in the domain of education, it has become necessary to integrate these innovations into the teaching process. This study aimed to investigate the effect of net-folio on ELT students' writing. The study was conducted with 38 first year ELT students, an experimental group and a control group at a foundation university. Students in the experimental group received treatment on how to use net-folio in their writing and how to give and receive feedback. The students in the control group had their writing lessons without this treatment as part of their regular lessons. At the end of the semester, a post-test was designed to express the extent of improved writing performance of students in the experimental group. After the treatment and at the end of the semester, students in the experimental group were also given an attitude questionnaire to evoke their reflections on the effectiveness of using net-folio in written lessons. Also for detailed information, the researcher conducted a structured interview with the experimental group at the end of the semester to express his attitude towards the use of net-folio in written lessons. The comparison of the post-test means of the experimental and control groups by the statistical method of the independent t-test showed that there is no remarkable difference between the writing performance of the two groups; thus the proposed null hypothesis was confirmed. However, there was a significant increase in students' attitude toward writing in the experimental group. An analysis of chi-square was carried out to investigate if Net-folio motivated students to write, rewrite, use teachers' feedback, use peer feedback, use Net-folio. From the ideas expressed by the questionnaire results, it was revealed that a Net-folio motivated them to write, to use teacher feedback, to use the peer feedback, to use Netfolio. Finally, the analysis of the data collected during the structured interview showed that most of the students in the experimental group found the treatment effective and that their attitudes towards the use of Net-folio in writing courses were generally positive. Overall, it appears that writing teachers could benefit from the results of the current study, as it provided encouraging results for student participation in the use of Net-folios in writing lessons.

DEVELOPING 3-D GAMES FOR FOREIGN LANGUAGE EDUCATION: P-HUNT (PHONETICS HUNT)

DİLŞAH KALAY, KÜTAHYA DÜMLUPINAR UNIVERSITY
MUSTAFA KEMAL ŞEN, KÜTAHYA DÜMLUPINAR UNIVERSITY
KAAN ERARSLAN, KÜTAHYA DÜMLUPINAR UNIVERSITY

With the sudden outbreak of the COVID-19 pandemic, computers have become an indispensable gadget for sustaining teaching/learning. However, people are not knowledgeable about the benefits of computer skills within the educational process. It seems urgently required that not only students but also teachers should gain experience in the use of computers effectively for educational purposes. Online computer games, specifically developed for educational purposes, may be good examples that present learners and teachers with such opportunities. P-Hunt (Phonetics Hunt) is an online computer game designed for revising the sound representations in the International Phonetic Alphabet (IPA), an alphabetical system of phonetic notation developed primarily based on the Latin script. P-Hunt is created as a first-person shooter (FPS) online game using the UNITY 3D. The gameplay is as follows: The students start the game in a 3D simulation model of a school. The questions appear in different classrooms in that school and the students are expected to answer those questions. As the students give correct answers to the questions, they get points. The other crucial element in the game is time. Since the game keeps time, whoever finishes the path sooner gets more points. Concerning the questions, they are generated in different forms such as multiple-choice and matching. In addition to these question types, a production activity is also presented to the students as the final task. Overall, the purpose of the current study is to investigate and compare the perceptions of students and teachers about the use of “P-Hunt” in speaking courses.

ACCULTURATION ORIENTATIONS OF IMMIGRANTS PORTRAYED IN LITTLE AMERICA: A CROSS-CULTURAL ANALYSIS

İBRAHİM HALİL TOPAL, GAZİ UNIVERSITY, TÜRKİYE

Many people from around the world are yearning to go to the United States and live the ‘American dream’. For that reason, “the United States has probably always been a country of immigrants and migrants” Sporakowski (1993, p.299). In this sense, the U.S. can be considered home to a kaleidoscope of cultures, offering a lot for cultural analysis. Accordingly, this study explores the Apple TV Plus series called Little America, which is “an anthology of funny, romantic, heartfelt, inspiring, and surprising stories about the lives of immigrants in the United States” (<https://tv.apple.com/us/show/little-america/>). The series comprise eight episodes, each depicting the profiles of different cultures centered around a main character. Using Berry’s fourfold acculturation model (1997), the present study analyzes the cultural orientations of eight main characters of Indian, Mexican, Nigerian, French, Ugandan, Chinese, Iranian, and Syrian backgrounds. Given the relatively meager studies examining the cultural orientations of minority groups and the perceived influence of media, this study aims to contribute to the relevant literature.

Keywords: acculturation, cross-cultural analysis, minority groups, pictorial depiction, movie analysis

THE INTERFUSION OF VIRTUAL LITERATURE CURRICULUM DURING THE POST COVID-19 PANDAMIC ERA

WAFAA FALI, UNIVERSITY OF ORAN 2, ALGERIA

The emergence of Covid-19 pandemic in the wake of 2020 and the subsequent call for human distancing necessitated the use of technological tools in an attempt to replace the in-class courses. Hybrid education has come to the fore as a makeshift to overcome the shortcomings of this period. the present papers aims to gauge the change in literature curriculum before and after the instillment of hybrid education in Algerian universities for the long term . This shift in literature teaching strategies leads to think about hybrid education as a virtual « reality » that urges a re-thinking over the current literature curriculum in such a way that makes it adapted to technology-based learning such as platforms (moodle and menti). Eventually, hybrid education (in-class and online) serves in relying on new innovative approaches in teaching as well as new assessment techniques during post-covid 19 pandemic.

Keywords: literature curriculum, in-class courses, assessment, online platforms, post-pandemic era.

A STUDY ON COURSE DELIVERY METHODS AND EFL LEARNERS' SHIFTS AND PREFERENCES IN LANGUAGE LEARNING STRATEGIES

NICHOLAS DUVERNAY, HANKUK UNIVERSITY OF FOREIGN STUDIES, SOUTH KOREA

This study combines data from two years of distance and face-to-face EFL learning sessions for Korean university students in an attempt to make connections between shifts in language learning strategies (LLSs; Oxford, 1990) based on course delivery methods, as well as preferences. Using the Strategy Inventory for Language Learning (SILL; Oxford, 1990)—a fifty-item survey investigating frequencies in usage for six LLS types, including memory, cognitive, compensation, metacognitive, affective, and social strategies—a total of 242 participants were measured on the frequencies of their LLS usage, along with their course method preferences, leading to results which corroborated connections between metacognitive strategy usage and those who were either forced to switch to or favored distance learning methods. Those who were forced to shift from face-to-face to distance learning classes developed higher frequencies of usage for metacognitive strategy items in the overall management of the language learning process, in contrast to those who preferred distance learning classes, who did not employ as many metacognitive strategies as their peers. The results further emphasized the importance of cultivating the usage of LLSs in both distance and face-to-face classes, with further focus given to the higher-level LLS categories—such as metacognitive strategy types—which will aid in an autonomous and critical language learning process.

Keywords: language learning strategies, strategy Inventory for Language Learning, metacognitive strategies, distance learning, EFL classroom

YABANCILARA TÜRKÇE ÖĞRETİMİNDE YAZMA BECERİLERİNDE KULLANILAN YÖNTEM VE TEKNİKLER

AHMET SEVER, KÜTAHYA DUMLUPINAR UNIVERSITY
MUHARREM KÜRŞAT YANGİL, KÜTAHYA DUMLUPINAR UNIVERSITY
MAHMUT TORAMAN, KÜTAHYA DUMLUPINAR UNIVERSITY

Bireyler içinde bulunduğu toplumun kültürünü ana diliyle öğrenirken farklı bir kültürü öğrenmesi için de o dili öğrenmelidirler. Kişiler farklı toplumlarla iletişim kurabilmek için o dilin konuşma, yazma, okuma ve dinleme becerilerini de öğrenmelidirler. Bir dilde yeterlilik; bireyin anlama ve anlatmaya dayalı temel dil becerilerini ne kadar etkin kullanabildiği ile belirlenebilmektedir. Yazma becerisi de anlatmaya dayalı bir dil beceridir. Yabancı dil öğretiminde en son ve en zor geliştirilen becerilerden birisi de yazma becerisidir. Öğrencilerin kendilerini yazılı olarak ifade edebilmeleri Yabancılar Türkçe Öğretiminde genel ilkelerdendir. Yabancılar Türkçe Öğretiminde yazma etkinliklerine diğer dil becerileri kadar yer ayrılmaktadır. Başlıca yazma yöntemleri şunlardır: Eleştirel yazma, güdümlü yazma, yaratıcı yazma, kontrollü yazma, metin tamamlama, kavram havuzundan seçerek yazma, özet çıkararak yazma. Yazma çalışmalarındaki etkinlikler hem yazmanın doğası hem de içeriğinden dolayı uzun zaman alabilmektedir. Bu yüzden yazma çalışmalarında etkinliklerin sayısından çok içeriğin nitelikli olması gerekmektedir. Yabancılar Türkçe Öğretiminde yazma becerisi dil öğretimini en temelden etkilediğinden her üniteye yazma çalışmalarının yapılması gerekmektedir. Öğrenciler, yazma becerisinde diğer temel dil becerilerine (okuma, konuşma, dinleme) oranla daha fazla zorlandığı için yazma çalışmalarında farklı yöntem ve teknikler kullanılarak tekdüzelik ortadan kaldırılmalı ve çalışmalar daha nitelikli hale getirilmelidir.

Anahtar kelimeler: yazma, yabancılar Türkçe Öğretimi, yöntem, teknik

USING CORPUS TOOLS FOR ACADEMIC WRITING IN EFL SETTINGS: TEACHING AND ASSESSMENT

HAKAN CANGIR, ANKARA UNIVERSITY

KUTAY UZUN, TRAKYA UNIVERSITY

TANER CAN, TED UNIVERSITY

Previous research studies indicate that developing writing skills is a challenging process particularly for EFL learners. Academic writing puts an additional burden on the learners' shoulders as it requires some further advanced skills, such as genre awareness, lexical flexibility, and complex syntactic knowledge, to name but a few. Corpus Linguistic Approaches to language analysis has the potential to guide L2 writers in their attempt to follow the academic genre and learn the required writing skills inductively. Corpora can be exploited in three stages: observation of concordance evidence, classification of salient features and generalization of rules. Learners as the discoverers of language in this approach can benefit from the versatile features of corpora and learn from the patterns they observe through the concordance lines. In the light of the given approach and its potential to create more autonomous EFL learners and more reliable assessment opportunities for instructors, this study attempts to (a) explain what data-driven learning is and how it may shape the learning experience in an EFL context, (b) elaborate on how corpora can guide EFL learners in academic writing, and (c) provide some hands-on uses of corpora in teaching and assessing (academic) writing.

Keywords: Academic Writing, data-driven Learning, Corpus Linguistics, learner corpus, Corpus-assisted Writing Assessment

SURELY AND CERTAINLY, TWO TRUTH-ORIENTATED DISJUNCTS THAT EXPRESS CONVICTION

JELENA ŠAJINOVIĆ NOVAKOVIĆ, UNIVERSITY OF BANJA LUKA
BOŽANA TOMIĆ, SLOBOMIR P UNIVERSITY
EMIR MUHIĆ, UNIVERSITY OF BANJA LUKA

The aim of this paper is to analyse surely and certainly as two modal adverbs which express conviction. The idea is to compare and contrast them in regard to their semantics, syntactic environment in which they occur and equivalents they have in translation. Even though they have different speaker hearer orientation and express different degrees of certainty, their uses seem to overlap sometimes. The corpus used for the analysis comprises short stories and spoken language.

Keywords: surely, certainly, truth, conviction

SEARCH FOR IDENTITY IN FOR JOSHUA BY RICHARD WAGAMESE

HUSSEIN ZEIDANIN, TAFILA TECHNICAL UNIVERSITY, JORDAN

The paper examines *For Joshua* by Richard Wagamese, which addresses his perspective on the roles of father and mentor figures in Native Americans' quest for identity and meaning in their lives. The native children placed in foster homes usually have no idea where they came from or who they will become as adults. Hence they feel like aliens or outsiders in their stolen homeland. The native characters find themselves in a situation where they have to assimilate to their new living condition, or search for cultural and historical roots either by communicating with the original tribe/family, or seeking a mentor to teach them the old ways of the Native people. In *For Joshua*, Wagamese promotes the notion that historical practices and beliefs do not need to be updated for today's living, but that remembering them might help people change their perspective and value of life. Richard Wagamese shares a poignant story about much of his life and his worst blunders in an attempt to teach his son the importance of learning about Native American culture and beliefs. He discusses what it means to be an Indian in today's world, as well as how to deal with misconceptions about the culture and history of Native Americans. Wagamese seeks to follow the Ojibway tradition of a father pouring out his own life for his children, hoping that his son will not make the same mistakes after reading about his father's worst choices in life. He accomplishes this by allowing his son to witness his biggest hardships, his greatest foe, alcohol, and his route in life. The search for identity is always stated as first and foremost a journey within oneself that is guided by mentors and fathers who help Indians get immersed in the cultures of their Native communities. Richard gives his entire life, including the parts he is not proud of, to his son, Joshua, so that he can learn from it. The entire novel serves as a testimonial, and the narrator hopes Joshua would always read and learn from it. Given that this is an autobiographical narrative, Richard dedicates his entire life to assisting his son in finding his place in the world.

Keywords: Father, Identity, Mentor, Native Americans, Search, Wagamese

PANDEMIC MANIFESTATION IN DYSTOPIAN FICTION: A CRITICAL ASPECT OF STEPHEN KING'S STAND

SUJIT MALICK, TRIVENI DEVI BHALOTIA COLLEGE, KAZI NAZRUL UNIVERSITY, INDIA

Dystopian novel became popular with the publication of the work *Brave New World* of Aldus Huxley, published in 1932. It opposes the idea of Utopia, hinting a place of ideal place for humanity but dystopian novel serves a caveat to the humanity about ensuing danger of ongoing social, political and technological era. It is often observed that out of four subtype of dystopian genre, technological control transcends fantasy of horror. In my proposal I would like to search out the correlation between technological rationality and regress of humanity. Here I would make an endeavour to show that a desperate bid of scientific pursuit often leads to degeneration. In my research, I would try to explore literary elements as pandemic which often is being manifested through the extreme quest of scientific research. It can also be observed that the so called belief of enlightenment may be false enlightenment and it human values salves civilization in crisis. *The Stand* is a dystopian fiction by American novelist Stephen King in 1978, which describes a lethal stain of influenza developed as a biological weapon of mass destruction by US Department of Defense in laboratory. Charles Champion a secret agent of US Army escaped by breaching the security and contaminated rest of US. Therefore, Here it would be found technological pursuit often led to the state of hurried dream and it is mere false enlightenment.

Keywords: pandemic, quest, stain, enlightenment, technological

RISE OF POSTHUMANIST ANDROIDS IN DETROIT: BECOME HUMAN: AN EXAMPLE OF POST-CYBERPUNK FICTION

GÜLŞAH MEYDAN, KÜTAHYA DÜMLÜPINAR UNIVERSITY

This paper aims to discuss the deconstruction of human and nonhuman distinction as a grand narrative in the post-cyberpunk and posthumanist context through the characters of the console game Detroit: Become Human. Detroit: Become Human, which was released in 2018, is a game with a multi-layered storyline played through the eyes of three android characters, Conner, Kara and Marcus. The dystopic story takes place in the near future in which the androids that have been created and marketed by the corporation CyberLife to do low-skilled labours are rising against humans and corporations due to discrimination and abuse. As a post-cyberpunk fiction, the game employs a future where the technology is not portrayed as a sole evil invasion of human life, but a means of infusion of human and android lives with unanticipated outcomes of discrimination against nonhuman beings. In this paper, post-cyberpunk elements of the game are discussed with references to the human characters' perception of androids and the interaction between each other with the background of the subgenre of science fiction and its stance in posthumanist thought. The posthumanist idea deconstructs the Enlightenment philosophy of humanism which promotes the Western ideologies of human centrality and meaning. The awakening of androids and their rebellion against capitalist corporations and systemization is built upon this challenge against the traditional perception of human and nonhuman. Within this framework, this paper discusses the posthumanist idea of human/nonhuman distinction that Detroit: Become Human presents through the human and android characters as an example of post-cyberpunk science fiction.

Keywords: Posthumanism, Post-cyberpunk, Detroit: Become Human, Science Fiction

THE LANGUAGE OF THE JOBS IN THE MARKET

BERİL ARIK, NUH NACİ YAZGAN UNIVERSITY

English as a foreign/second language users have been gaining prominence all over the world not only in Outer Circle countries but also Expanding Circle countries per Kachru's Concentric Circles Model. Even though the speakers in the Expanding Circle countries are more than those in Inner and Outer Circle countries, the research is limited to what extent and how English affects everyday life in the Expanding Circle countries such as Turkey. For this, we examine how English is used in the job advertisements in Turkey. Since 2014, using API and RSS codes, we have automatically collected all of the data from two prominent human resources websites: kariyer.net and secretcv.com. We now have more than 400,000 job ads. We then exported these ads and coded the titles and the contents according to the language they are written: Turkish (Yönetici Sekreteri, Eng. 'executive assistant'), English (Sales and Marketing Manager (Tr. 'satış ve pazarlama yöneticisi'), Turkish-English mixed (Trademark Attorney - Marka Vekili), and another language such as German (Betriebsingenieur für den Montagebereich, Eng. 'Production engineer for the assembly area'; Tr. 'Montaj alanı için üretim mühendisi'). We found that there were 51.659 ads: 92.16% Turkish, 5.72% English, 2.31% mixed, and 0.06% another language. The English ads included all kinds of jobs with varying frequencies: Engineering (15%), information technology (8%), accounting (9%), sales (8%), service sectors (6%), call/customer service (3%), internships (1%), and secretarial jobs (1%). These results indicated that compared to other foreign languages, English is a prominent foreign language in the Turkish workplace.

Keywords: Concentric Circles Model, English, Foreign Language, Corpus, Business

RE-DIRECTING INITIAL ENGLISH TEACHER TRAINING: CHALLENGES AND OPPORTUNITIES DURING THE IMPLEMENTATION OF AN ELT METHODOLOGY COURSE COVID-19

GLORIA ROMERO, UNIVERSIDAD DE SANTIAGO DE CHILE

VICTOR PRADES, UNIVERSIDAD DE SANTIAGO DE CHILE

MANUEL LARA, UNIVERSIDAD DE SANTIAGO DE CHILE

COVID-19 has presented unprecedented challenges to all the fibers of our society. Undoubtedly, teachers have seen the need to develop and update their digital knowledge. This has meant that teachers and educators all over the world have had to debunk their beliefs about teaching or modify their classroom practices to continue to promote significant learning in their students. This presentation's aims are twofold: (a) present the re-learning and language teacher education trajectories of a group of teacher educators when transitioning from face-to-face to virtual teaching during the pandemic at Universidad de Santiago de Chile, and (b) share the impact of the implementation of Maker Movement Pedagogies that prioritize the creation of knowledge, rather than the consumption of knowledge in the design and implementation of the online ELT Methodology course and the co-participation of students. This presentation will incorporate the voices of the educators and the participating pre-service teachers who distinguished this online course as one of the best ones in their curriculum. They also offered advice and concrete suggestions on how to make the course and the whole online learning experience much more valuable and richer.

Keywords: Initial English teacher education, ELT methodology course design, Maker Movement Pedagogies

SOCIAL DISTANCING A PROBLEMATIC PANDEMIC REGISTER: AN INDIAN PERSPECTIVE

SUJIT MALICK, TRIVENI DEVI BHALOTIA COLLEGE, KAZI NAZRUL UNIVERSITY, INDIA

In sociolinguistic, register is a set of specialized vocabulary and syntactic device used in socio-professional context . The World Health Organization declared the outbreak of Covid- 19 as pandemic on 30th January 2020, and the entire globe has been witnessing unprecedented upheaval of life since its beginning . A set of specialized vocabulary and syntactic devices such as – lockdown , quarantine , vaccine , containment zone , sanitizer and social distancing become the buzz words in our life . It can be termed as the register of pandemic. In this paper , I would like to explore the problematic use of , `social distancing` from the perspective of sociolinguistic in Indian context . When after the announcement of Country -wide lockdown, the Health Ministry served a notification which mentioned `social distancing` as one of the non- medicinal effective measure to fight against the menace of Covid – 19 . and it means a gap of 1metre between two individual while they meet each other in public place. The jargon `social distancing` resembles to the idea of social exclusion which dates back to ancient practice of `untouchability` . Untouchability, a social stigma , where people of so called higher caste discriminated the people of marginal section of Indian Society and The Indian Constitution banned in any form untouchability as per the provision of article -17 . The syntactic analyses markedly shows the phrase `social distancing` as a social cleavage or stigma which may result in fear of being ostracized. we could or may use the phrase `physical distancing` in place of `social distancing` as one of the prominent registers of pandemic in Indian context. Therefore it will not evoke a sense of ostracization in the society.

Keywords: vocabulary, pandemic, register, stigma, syntactic

STUDENTS OF COVID-19 (ERA): A CRITICAL ANALYSIS TO ITS DISCURSIVE CONSTRUCTION

ELSA SKENDERI RAKIPLLARI, UNIVERSITY OF TIRANA, ALBANIA

The present paper aims to analyze the discursive construction students of COVID-19 (era), which has been broadly used as a label to refer to all the students, who were shifted to online education due to the COVID-19 pandemic situation. Following the critical discourse analysis theoretical approach, we examine the discursive planes that have built and reinforced this discursive construction. The paper focuses on three main planes that have reinforced this discourse construction: the science (s) plane, (online) media plane, education/ everyday life plane. The scientific discourse on education has emphasized the detrimental effects the pandemic has had and is expected to have on learners. Moreover, traditional, online, and social media have continuously pointed at the negative impact of the pandemic on the academic performance of students. Especially social media has been using a very powerful tool to convey this kind of discursive stance, i.e., memes. The everyday life plane has also played a role in the discursive construction of students of the COVID-19 era by, bringing up and building upon the real-life experiences of the learning loss that students have been facing. The paper analyses representative discursive fragments from all the abovementioned discourse planes, to shed more light on the students of COVID-19 discursive construction, as a pathologizing label used for a whole generation of learners affected by the COVID-19 pandemic.

Keywords: COVID-19, discourse, discursive construction, learning loss, students

INTEGRATION OF VOCABULARY TECHNIQUES AND GRAMMAR STAGES OF CELTA TEACHING PROGRAM WITH TEACHING TURKISH AS A FOREIGN LANGUAGE

SADIK ÇINAR, İSTANBUL AYDIN UNIVERSITY

Today, Turkish as a foreign language education has gained importance with the increase in the number of foreign students studying in our country. For this reason, certificates within the scope of “Turkish Education Certificate for Foreigners” programs were given to those who graduated from Turkish, Turkish language and literature departments and other departments within the scope of universities or private education institutions. It is likely that a large number of certificate programs will be organized in order to meet the shortage of “Turkish teachers for foreigners” that may occur in the Turkish Language Teaching Center (TÖMER) units of universities in the near future. There is no standard in terms of international validity in the recruitment process of Turkish teachers for foreigners, regarding the acceptance of the aforementioned certificates obtained as a result of the training programs of the institutions by the education institutions abroad. However, the fact that universities made agreements with foreign universities in line with bilateral agreements or that private/semi-private institutions issued certificates valid in their branches abroad paved the way for an international step. Therefore, the need to establish a standard education system in Turkish teaching certificate programs for foreigners has arisen. In this study, it will be examined how the CELTA certificate program offered by Cambridge University, which is an internationally recognized proficiency program that first comes to mind about teaching English in different countries around the world, can be used in teaching Turkish to foreigners with ECDW (elicit, concept check, drill, write) technique and MFP (meaning, form, pronunciation) features to teach vocabulary and grammar in target language. It has been observed that these techniques are applicable in vocabulary and grammar lessons in Turkish education for foreigners.

Keywords: Turkish as a foreign language, CELTA techniques, teaching vocabulary, teaching grammar, ECDW Technique, MPF Stages

THE EXAMINATION OF EFL DISCOURSE MARKERS IN TEACHER TALK

AYSU BEGÜM KARAGÖL, ISTANBUL MEDENİYET UNIVERSITY

The present study aims to examine discourse markers used within teacher talk in a 40-minute session of a preparatory EFL class in Turkey, and further analyze the discourse marker functions in the data. Besides, the diversity in using specific discourse markers in certain positions within the utterances was presented and relations with the literature were formed. The data is collected by Zoom recording, and transcribed following DuBois (1994) guidelines. The transcription was analyzed in terms of types of discourse markers (DM) and functions were determined following Schiffrin (1987), Stenström (1994), Özer (2018), and Chapeton Castor (2009) categorizations for discourse functions. The findings were visualized in the tables and graphs with raw numbers (r) and percentages aside. The findings revealed that 14 different discourse markers were used out of total 67 occurrences in which “so” was the most frequent and “yeah” was the least frequent discourse marker. Surprisingly, one discourse marker in native language was determined and used to compare target language equivalent in term of function. What’s more, the position of two discourse markers caused change for the marker function and some functions were overlapping within utterances. Finally, implications for language teachers and recommendations for future study were presented in the related sections of the paper.

Keywords: code-switching, discourse, discourse markers, linguistics, spoken language

LANGUAGE ANXIETY AMONG NON-ENGLISH MAJORS: THE CASE OF MERANAW UNIVERSITY STUDENTS IN SOUTHERN PHILIPPINES

JUHAID H. ABBAS, MINDANAO STATE UNIVERSITY, PHILIPPINES

It is a prevailing notion that learning a second language can cause an experience of anxiety, trepidation, and nervousness to learners. So, in this proposed investigation, the researcher aims to discern and illustrate the language anxiety of Meranaw non-English major students at the Mindanao State University in Southern Philippines. It specifically seeks to peruse the causes that trigger language anxiety of the participants and to demonstrate the strategies employ by the participants in reducing their levels of language anxiety. This study will be carried out with a descriptive qualitative design using a survey methodology and one-on-one interviews. The sample of the study will be based on the result of the to-be-conducted survey framed with the language anxiety scale of Zgutowicz (2009) which will be drawn through convenience sampling. Moreover, the number of the participants who will be interviewed and who would answer the survey questionnaire will be confined to six respondents anchored on the claims of Kuzel (1992) and Morse (1994). Lastly, the study will primarily use the theoretical lenses of Horwitz, Horwitz and Cope (1986), Pintrich (2003), and Gardner and Lambert (1959) in analyzing and substantiating the results of the data and in drawing findings and conclusions.

Keywords: Language anxiety, nervousness, non-English majors, Meranaw, Southern Philippines

SHIFTING FROM HYBRID BACK TO “TRADITIONAL”: UNIVERSITY STUDENTS’ ATTITUDES TOWARDS THE DIFFERENT MODES OF TEACHING AND LEARNING

RANDA BOU MEHDI, AMERICAN UNIVERSITY OF SHARJAH, UAE

With the sudden shift to online learning in March 2020 due to the outbreak of COVID-19, many teachers found themselves thrown into the realm of online teaching with minimal experience and almost no knowledge of how to make the best out of this change for students. The recent developments have led students to experience online lessons, hybrid lessons, and then return back to the “traditional” mode of teaching and learning within a relatively short period of time. This paper shares the results of a survey that investigates the attitudes of 100 freshmen and junior level students towards the different modes of teaching and learning that were offered by the courses that they were enrolled in at an American institution in the United Arab Emirates. The survey reveals the challenges faced by students in online and hybrid classes, and highlights the perceived advantages and lessons learned from their limitations.

Keywords: hybrid teaching, online learning, online teaching

RESEARCH ON INSTRUCTIONAL DESIGN OF BILINGUAL COURSE BASED ON CLIL

XIN KUANG, BEIJING SPORT UNIVERSITY, CHINA

Bilingual courses in China refer to courses that use foreign languages, mostly English, to teach science, geography, history, art and other subjects. Bilingual course covers both language and subject knowledge, and its purpose is to develop students' foreign language ability and master subject knowledge. Through the investigation of students' feedback and teachers' reflection on bilingual teaching, this paper analyzes and discusses the key and difficult points of bilingual teaching in China. Then based on the teaching feedback data, this research follows constructivist learning theory and the zone of proximal development theory of "Vygotsky", designs a bilingual teaching model and discusses the teaching application of CLIL.

Keywords: bilingual course, teaching model, teaching design, CLIL

RELEVANCE OF CONTENT AND LANGUAGE INTEGRATED LEARNING FOR TEACHING POETRY IN UNDERGRADUATE CLASSES

MD ASIF KAMAL, AMERICAN INTERNATIONAL UNIVERSITY-BANGLADESH (AIUB)

Content and Language Integrated Learning (CLIL) emerged with an intention of scaffolding both content and language learning which appears to be very relevant in the ESL and ELF contexts of higher education in different countries including Bangladesh. Since the majority of Bangladeshi learners' linguistic competence in the tertiary level English literature classes in ESL context seems to be inadequate for learning literary contents (Alam, 2018; Hasan, 2016; Mortuza, 2021; Shahriar, 2012; Yeasmin, 2011), adapting CLIL, which puts equal emphasis on subject teaching and language teaching for enhancing both the skill of communicating and transferring the content knowledge (Do Coyle, 2007), appears to be more effective than just conducting lecture-based content teaching. Therefore, the research intended to explore whether adapting task-oriented use of poetry integrating literary content and language teaching is more effective in developing students' literary comprehension as well as enhancing their English skills simultaneously. A group of 1st year undergraduate students of English literature in a private university in Dhaka participated in this research. A mixed-method approach (Fielding & Fielding, 1986; Steckler, McLeroy, Goodman, Bird, & McCormick, 1992) to research was adapted which included classroom observations on implementation of CLIL and questionnaire surveys as research instruments. Based on the findings the research identified that CLIL is effective in poetry classes in developing cognition of content as well as enhancing linguistic competence only for those who lack linguistic proficiency and are traditionally majority in number in a class; but for those with sufficient linguistic competence CLIL did not help much in developing their language skills rather distracted them from proper comprehension of literary contents of poetry.

Keywords: CLIL, English, Poetry, Literature, Tertiary Level Education, Bangladesh



ICLELL 2022