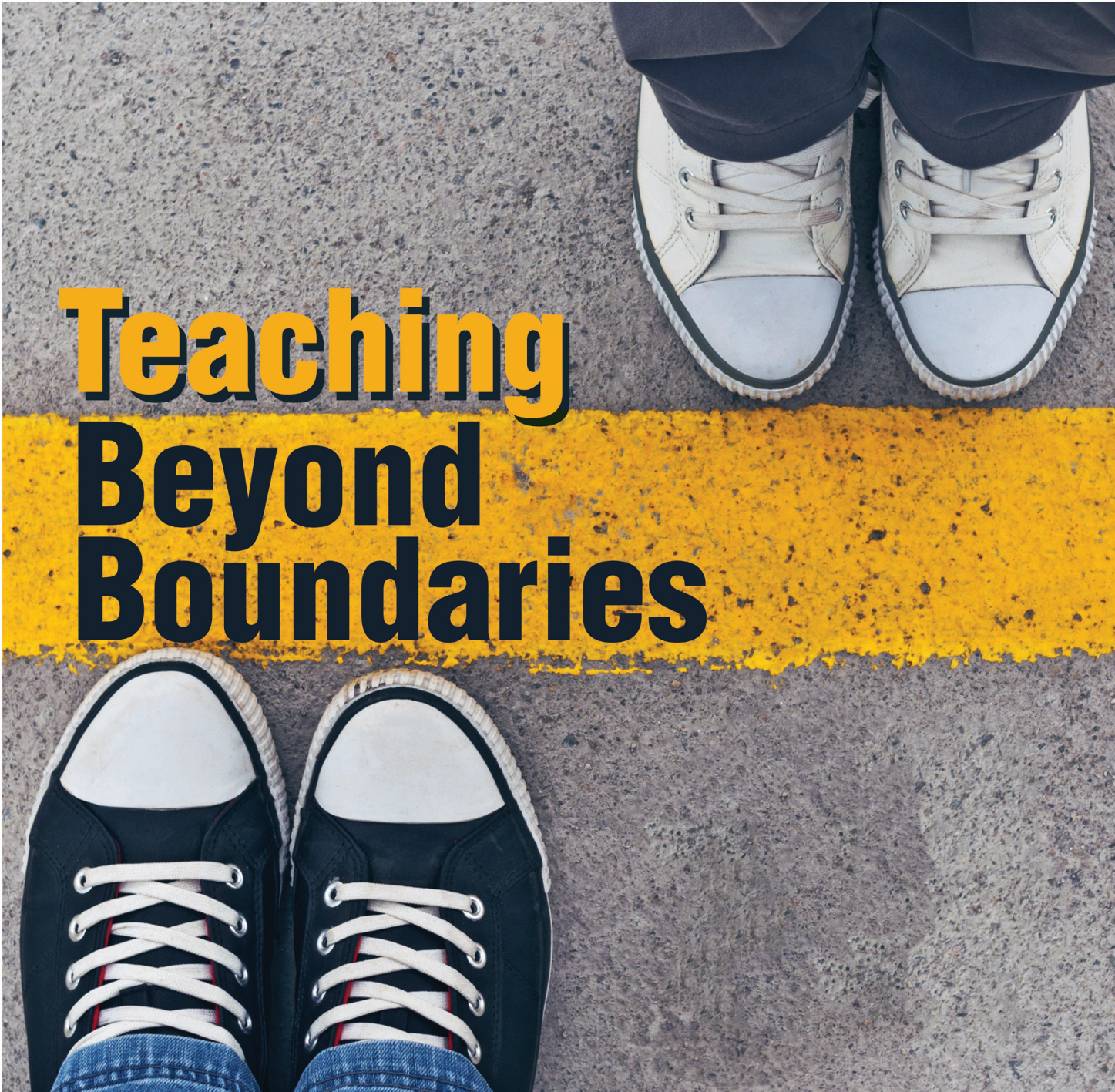


13th METU International ELT Convention

ANKARA • TURKEY

3-4 May, 2018



Teaching Beyond Boundaries

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**13th METU International
ELT Convention**

**3-4 May,
2018**

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**Teaching
Beyond
Boundaries**



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Convention Theme



For most people, the word ‘boundary’ brings to mind concepts like limits, restrictions and divisions, especially when there are still many walls and border fences that continue to separate nations and thoughts. However, with the changing views of mobility and the increasing number of opportunities available across the globe, boundaries have started to fade, affecting many professions along the way.

The field of ELT encompasses many such changes. Following the new trends, we as English teachers dedicate ourselves not only to developing our students’ language skills, but also to fostering a sense of awareness in learners to help them become more responsible global citizens.

Considering the changing perspectives and needs in the context of English language education, we can also talk about many other boundaries that we come across in our professional life, from the curriculum that may make us feel restricted, to the materials, tests or deadlines. On the other hand, we, as teachers, sometimes prefer to set boundaries in order to create a more peaceful and effective classroom environment.

Despite variations in practice, we mostly share the same goal: to welcome all these challenges and provide the best opportunities for our learners to become competent language users who can think critically and use their communication skills effectively. In this respect, the 13th METU International ELT Convention aims to cover any issues implying boundaries for us to go beyond in teaching, learning and researching.

We would like to welcome you all to the 13th METU International ELT Convention to define our boundaries and offer solutions to go beyond them by sharing different perspectives, implementations and practices in English language education.

Program Committee

Chair: Aliye Hale Bingöl

Convention Organizers: Burçin Kağıtçı Yıldız & Gülçin Özlü Ertan

Scientific Committee (in alphabetical order):

Asst. Prof. Dr.	Ali Fuad Selvi	METU NCC
Prof. Dr.	Ayşe Gürel	Boğaziçi University
Assoc. Prof. Dr.	Ayşegül Amanda Yeşilbursa	Uludağ University
Prof. Dr.	Ayşegül Daloğlu	METU
Assoc. Prof. Dr.	Bena Gül Peker	Gazi University
Assoc. Prof. Dr.	Betil Eröz Tuğa	METU
Assoc. Prof. Dr.	Bilal Kırkıcı	METU
Assoc. Prof. Dr.	Cem Balçıkanlı	Gazi University
Asst. Prof. Dr.	Danyal Öztaş Tüm	METU NCC
Prof. Dr.	Deena Boraie	The American University in Cairo
Dr.	Deniz Şallı Çopur	METU
Prof. Dr.	Derin Atay	Bahçeşehir University
Dr.	Duygu Taşer	METU
Dr.	Ece Selva Küçüköğlu	METU
Assoc. Prof. Dr.	Esim Gürsoy	Uludağ University
Prof. Dr.	Gölge Seferoğlu	METU
Assoc. Prof. Dr.	Gülcan Erçetin	Boğaziçi University
Prof. Dr.	Handan Yavuz	Anadolu University
Prof. Dr.	Hüsnü Enginarlar	METU
Dr.	Işıl Günseli Kaçar	METU
Assoc. Prof. Dr.	Joshua Bear	METU
Assoc. Prof. Dr.	Leyla Martı	Boğaziçi University
Prof. Dr.	Michael Byram	Durham University
Dr.	Neophytos Mitsigkas	University of Essex
Assoc. Prof. Dr.	Nuray Alagözlü	Hacettepe University
Assoc. Prof. Dr.	Nurdan Özbek Gürbüz	METU
Asst. Prof. Dr.	Olçay Sert	Hacettepe University
Prof. Dr.	Paşa Tefik Cephe	Gazi University
Prof. Dr.	Paul Kei Matsuda	Arizona State University
Dr.	Piotr Nagorka	University of Warsaw
Asst. Prof. Dr.	Saule Abdramanova	KIMEP University
Assoc. Prof. Dr.	Sumru Akcan	Boğaziçi University
Asst. Prof. Dr.	Tijen Akşit	Bilkent University
Prof. Dr.	Ümit Deniz Turan	Anadolu University
Dr.	Yasemin Tezgiden Çakçak	METU

Welcome Message from the Department Chair



The physical world that we live in is composed of boundaries of different kinds. Throughout our physical and intellectual development we cross over these boundaries one by one. During this process we develop and broaden our horizons. Boundaries are there to challenge us. They are there so that once we have tackled with them we can use them as milestones to gauge how much we have improved. However, we cannot make this journey alone. We need the support, encouragement and trust of our colleagues. In our 13th International ELT Convention, it is our intention to make use of all the practical and theoretical knowhow in teaching and learning, brought together by instructors and researchers coming from all over the world, which will help us soar beyond our boundaries.

The first METU ELT Convention was organized in 1991. Bringing people together under the roof of one of the most prestigious language schools in Turkey became so meaningful that this year we are meeting again for the 13th time. Each convention has had a different theme, and thus the idea of holding an international convention by itself has been a manifestation of sharing and learning together.

Organizing and convening an international conference is a demanding work. All of this would not have become a reality if it were not for the dedicated work of our convention conveners, Burçin Kağıtçı Yıldız and Gülçin Özlü Ertan. I would like to express my deepest thanks to them. I would also like to thank Özlem Atalay, Director of the School of Foreign Languages, for her support.

On behalf of my department, the Department of Basic English, I would like to express my thanks to Prof. Dr. Mustafa Verşan Kök, the President of the Middle East Technical University, for making the facilities at our university available for this event.

Finally, I thank and welcome all our presenters and participants whose invaluable contributions to our Convention help bring the esteemed members of the ELT world and pave the ways for future conventions.

Let's celebrate our diversities and make up a beautiful whole by sharing them in the 13th METU International ELT Convention. I hope, as always, this convention can be a platform for invaluable information exchange.

Aliye Hale Bingöl

A Message from the Convention Organizers



*“Once we accept our limits,
we go beyond them.”
Einstein*



Dear Colleagues,

The purpose of the 13th METU International ELT Convention is to bring together scholars, teachers and prospective teachers together from different countries, cultures and backgrounds in order to interact, share experience and exchange views with each other to cross boundaries. We would like to thank you all for accompanying us on this journey of professional development.

We would like to thank our Department Chair, A. Hale Bingöl, the Director of School of Foreign Languages, Özlem Atalay, the scientific committee, all our dearest colleagues and student assistants for their support throughout the process. We would also like to thank all the participants, presenters and plenary speakers who take part in this event for their genuine interest.

We hope this convention will be a unique experience for all of us and you will find it personally and professionally rewarding.

Burçin Kağıtçı Yıldız & Gülçin Özlü Ertan

General Information

Welcome!

Welcome to the 13th METU International ELT Convention!

Our traditional ELT convention brings together ELT professionals from different parts of the world to discuss and develop their ideas.

This year you will enjoy four plenary sessions and over 60 concurrent sessions consisting of oral presentations, workshops, posters, PhD workshop and e-sessions.

Plenary Speakers

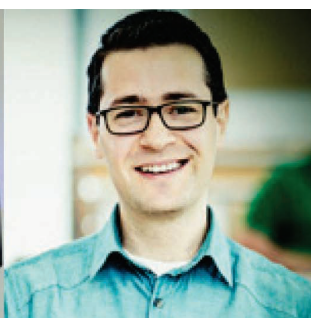
At this year's convention there will be four inspiring plenary sessions. All the plenary sessions will take place in Kemal Kurdas Hall. These sessions will be presented by the following speakers:



Michael Byram



Paul Kei Matsuda



Ali Fuad Selvi



JJ Wilson

Registration and Exhibition

Registration:

When you reach the convention venue, you will see four different registration desks:

- Registration desk for presenters
- Registration desk for pre-paid participants
- Registration desk for METU staff and students
- On-site registration desk



Please go to the registration desk that applies to you. At the registration desk, you will be given your conference bag and your name badge, which entitles you to access all plenary and concurrent sessions as well as the ELT resources exhibition.

On-site Registration:

You may register for the convention on your arrival at the venue. The registration fee for the two-day event is 250 TL (except for BA / MA / PhD students, who are entitled to pay 150 TL).

Registration times	Exhibition times
3 May, Thursday 08.00 – 16.00	3 May, Thursday 09.00 – 16.30
4 May, Friday 08.15 – 12.00	4 May, Friday 09.15 – 18.30

Please note that there are no session tickets; access is on a first-come-first-served basis.

Please observe warnings by the hall responsables.

Catering

A complimentary tea/coffee and cookies will be served in the main hall during the coffee breaks.

The lunch will be served for free at the main cafeteria between 13.15 – 14.30 on Thursday and Friday. The main cafeteria is located 5-7 minutes' walk from the convention venue, and student assistants will be around to help you find your way. A hall has been reserved for the convention participants, so you can still share ideas with the participants while enjoying your lunch. Please remember to take your lunch tickets with you, which you will find in your conference bag.

There are also various cafes and restaurants around the campus serving to different tastes. Within the convention venue there is a bistro, *Uptown*, upstairs the main foyer. Other restaurants on the campus are situated in the shopping area (Çarşı), which is a 5-minute walk from the convention venue. Credit card and cash payment is accepted in most restaurants.

Internet access

There is a laptop in each hall at the convention venue for the presenters' use. Wi-Fi is available within the convention venue for all participants, but first you need to register by filling in the form in your conference bag.

Cloakroom

The cloakroom facility is located in the main foyer and is open during registration times.

Message boards

There are two message boards in the main hall: One of them is for the delegates to leave messages for other participants (and convention organizers). The second message board (i.e. the presentation message board) is for announcing changes and cancellations in the program. Please check the boards regularly in order to avoid any inconvenience.

Convention Online

Thanks to the sponsorship of the Presidency of METU, the plenary sessions will be broadcasted at ODTÜ TV live so as to make the convention accessible to many other people not present at the convention.

The **Facebook** and **Twitter** accounts for the convention will be active during the convention. You are invited to add photos, make comments and open discussions in the social media accounts, so that we can create an electronic medium for interested professionals in other locations.

Certificates of Attendance

Certificates of Attendance for the participants will be delivered at the registration desk on the last day of the convention. Presenters, however, will receive their certificates as soon as they have finished their presentations.

Raffle

You will get your raffle number at the registration desk when you arrive at the convention venue. The raffle will take place on Friday, May 4 during the closing ceremony. Do not miss the chance to win amazing gifts!

Your Feedback

Your feedback on this convention will be of great help in organizing the next METU ELT Convention. We would be grateful if you could take the time to complete a short survey to let us know what to keep and what to change. You can find your feedback forms in your conference bag. Please drop your form into the "FEEDBACK BOX" at the registration desk.

- Please turn your mobile phone to silent mode during all sessions.
- Smoking is prohibited inside the conference venue.
- Speakers and delegates are kindly requested to leave the session rooms immediately once the session has ended. This is very important for the smooth running of the conference and prompt start times of all sessions.

See something you like? Tweet or post it on Facebook!

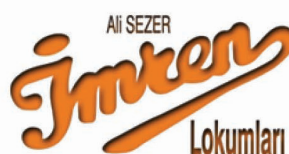
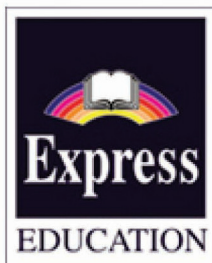
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<https://www.facebook.com/metuel2018>

Sponsors

We thank the following sponsors for their generous contribution to the Convention and helping us to make the convention a success.



Social Events

Welcome Cocktail Reception

2 May, 2018, Wednesday – 6 pm to 8 pm

@ ODTÜ Mezunları Derneği Vişnelik Tesisi,
ANKARA

Join us at our Welcome Cocktail Reception to kick off on Wednesday. Enjoy complimentary drinks, hors d'oeuvres, live music and entertainment while mingling with other participants.



Historical Ankara Tour

3 May, 2018, Thursday – 5 pm to 7.30 pm

@ Ulus, ANKARA

Join us to enjoy the historical atmosphere of one of the oldest parts of Ankara.



Gala Dinner

3 May, 2018, Thursday – 8.00 pm to 11.00 pm

@ Kalender Zebra Restaurant, ANKARA

Join us at our Gala Dinner to enjoy specialties from traditional Turkish cuisine and to dance the night away with live Turkish and international music.

Price: 50 TL



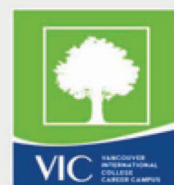
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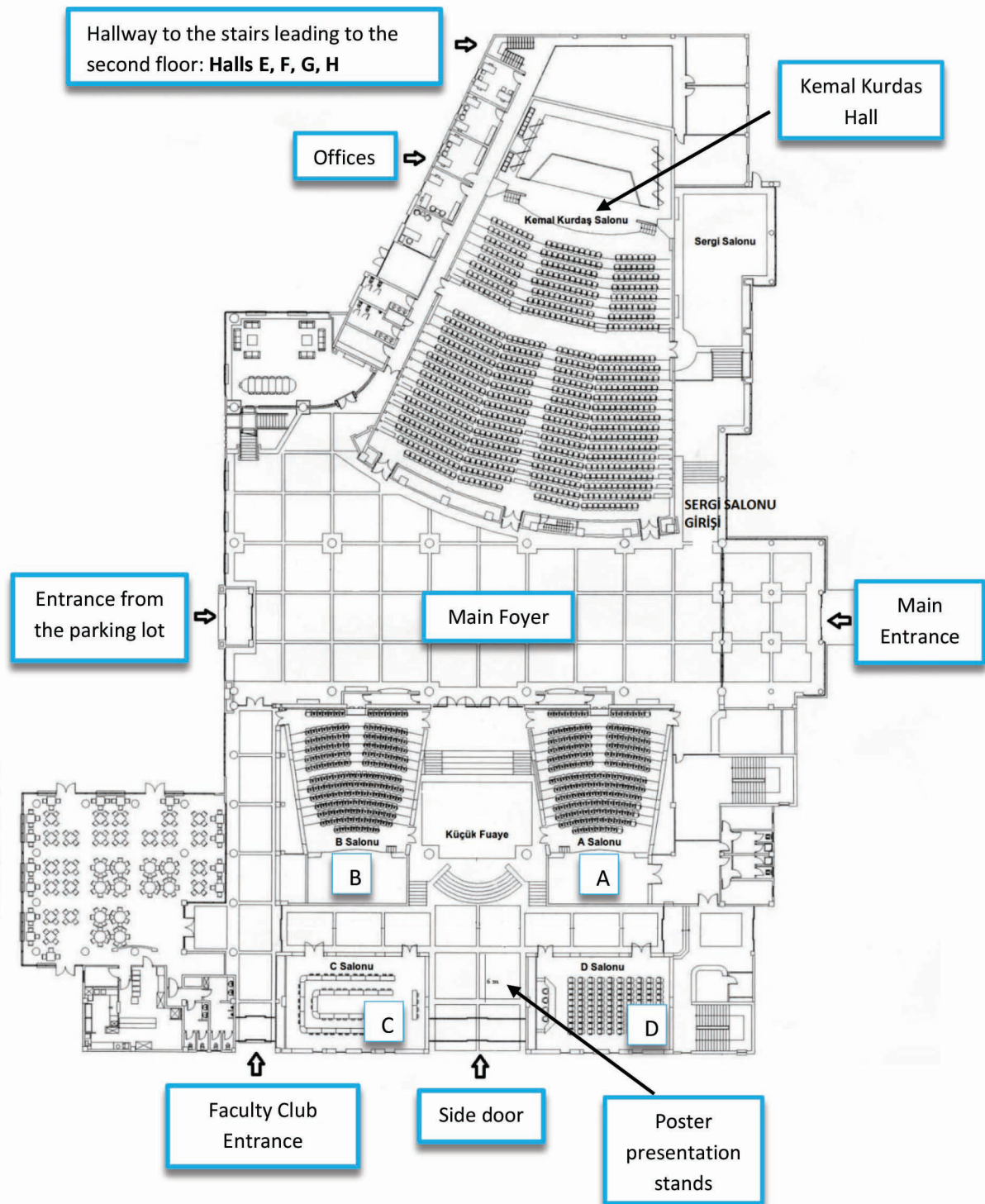


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Venue Floor Plan



Plenary Talks

Michael Byram

“Foreign Language Teaching in ‘Interesting Times’”

Thursday, 3 May, 2018; 09.15-10.15



Paul Kei Matsuda

“Teaching beyond: Developing transferable writing proficiency”

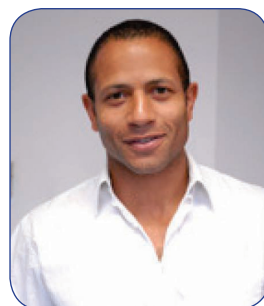
Thursday, 3 May, 2018; 15.30-16.30



JJ Amaworo Wilson

“ELT and Social Justice: Opportunities in a Time of Chaos”

Friday, 4 May, 2018; 09.15-10.15



Ali Fuad Selvi

“Being an English Language Teacher: Beyond Labels and Boundaries?”

Friday, 4 May, 2018; 16.55-17.55



Panel Discussion

“Maximizing Student Engagement and Motivation”

It is our pleasure to invite you to our panel on Teacher Development! It aims to push our boundaries as teachers, and to help us leave our comfort zone by adding some variety to our classrooms with some practical ideas to maximize student involvement.

10-minute slots are allocated for each speaker to make their speech, and the last 30 minutes will be allocated to the questions raised by the moderator and the audience.

If you have any questions about these issues, you are more than welcome to pick our speakers' brain!

Prepare your questions for the panelists beforehand and drop them into the ‘PANEL BOX’ at the registration desk by 12 pm on Friday, May 4.



Işıl Boy Ergül

“AR”e you using technology in the right way, at the right time?”

Tom Godfrey

“Drama in ELT: Developing language skills with a focus on creativity and ‘whole person learning’”



Emma Walton

“Teaching and Learning in the 21st Century”

Tony Gurr

A popular presenter, trainer – and the moderator!



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- Program/Curriculum Consultancy
- Learning Resources
- Assessment
- Professional Development

3 MAY 2018, THURSDAY								
Time	Event	Kemal Kurdaş	Hall A	Hall B	Hall C	Hall D	Hall E	Hall F
08.00-09.00	Registration							
09.00-09.15	Opening	Welcoming remarks						
09.15-10.15	Plenary talk	"Foreign Language Teaching in 'Interesting Times'" <i>Michael Byram</i>						
10.15-10.45	Coffee break							
10.45-11.15 11.20-11.50 (For oral presentations)	Concurrent sessions		"SFL students' attitudes towards blended learning: Critical considerations" <i>H. Karaaslan, M.A. Can, M. Şen, N. Kılıç & A. Güllü</i> (10.45-11.15)	"Preparing teachers for multicultural education: A virtual intercultural exchange study" <i>S. Akayöğlü, B. Yazan & B. Üzümlü</i> (10.45-11.15)	"Evaluation of an English preparatory program by learners and teachers" I. Bayram & Ö. Canaran (10.45-11.15)	"Corpus-based comparison of hedging strategies of native and non-native researchers" <i>E. Tokdemir</i> (10.45-11.15)	"How to transform your classroom with technology" <i>S. Saygi & D. Saydam</i> (e-session)	"Ten strategies to keep learners learning" <i>J.J. Wilson</i> (workshop)
10.45-11.30 (For workshops and e-sessions)			"Understanding Factors Affecting Students' Performance on Speaking Assessment" <i>I. Gedil</i> (11.20-11.50)	"Innovative practices in ELF pedagogy: Integrating ELF into English lessons" <i>E. Kemalöğlü-Er</i> (11.20-11.50)	"ELT in primary schools of the Netherlands and Turkey" <i>P. Onar Valk & S. Onar Özyatar</i> (11.20-11.50)	"EFL students' attitudes toward corpus use for lexical development" <i>A. Şarlanoglu Vural & K. Dilek Bacanak</i> (11.20-11.50)	(10.45-11.30)	"Role of script in bilingual lexical organization: Evidence from switching costs" <i>M. Kandil</i> (10.45-11.15)
								"Diversity, otherness and interdependence in the ESOL classroom" <i>C. Kocaman & R. Webb</i> (workshop) (10.45-11.30)
11.50-12.10	Coffee break							
12.10-12.40 12.45-13.15 (For oral presentations)	Concurrent sessions		"Senior pre-service EFL teachers reflecting on their freshman selves" <i>A. Özbilgin Gezin & B. Eröz Tuğra</i> (12.10-12.40)	"A metadiscursive investigation of English and Persian architecture articles" <i>A. Ariennejad</i> (12.10-12.40)	"Intercultural and values-based approaches to teaching English" <i>N. Mukhina</i> (12.10-12.40)	"Noticing and learning vocabulary through incidental focus on form" <i>A. Pourasmaeil & J. Gholami</i> (12.10-12.40)	"Introducing four promising online dictionaries that go way beyond boundaries" <i>I. Yaman</i> (e-session) (12.10-12.55)	"Drama techniques in ELT: Developing language skills with a focus on creativity" <i>T. Godfrey</i> (workshop) (12.10-12.55)
12.10-12.55 (For workshops and e-sessions)			"Effects of Task Complexity on Video-based L2 Written Narratives" <i>S. Bektaş & Ş. Yalçın</i> (12.45-13.15)	"Comparisons of lexical features of native and non-native academic writing" <i>X. Yu</i> (12.45-13.15)	"Collaborative online teaching to bridge East with West" <i>S. Makhoul</i> (12.45-13.15)	"Beyond the classroom walls: Extracurricular factors predicting Turkish EFL spelling" <i>M. Ünal Gezer</i> (12.45-13.15)		"Digging into the text aka the JB method" <i>S. Balbay</i> (workshop) (12.10-12.55)
								"WTC in autonomy supportive EFL settings: A Turkish university context" <i>A. Eyerci</i> (PhD workshop) (12.10-12.30)

13.15-14.30	Lunch									
14.30-15.00 (For oral presentations)	Concurrent sessions		“Queering EFL classrooms in Turkey” Ö.Güneş & N.Sahillioglu (14.30-15.00)	“Transfer of L1 processing strategies while L2 reading: Evidence from Eye-tracking” O.Uludağ (14.30-15.00)	“A CPD Practice: An online bulletin board” E.Şeşen (14.30-15.00)	“Teaching research skills in pre-service teacher education” R.Aslan & G.Seferoğlu (14.30-15.00)	“21st century skills with Padlet” M.Oflaz (e-session) (14.30-15.15)	“Activating 21st century skills in the English Language Classroom” E.Walton (workshop) (14.30-15.15)	“Only a little morpheme but can make a huge difference” E.Şen (workshop) (14.30-15.15)	“Maximizing Student Talk Time” A.Ünlü (workshop) (14.30-15.15)
14.30-15.15 (For workshops and e-sessions)										
15.15-15.30	Coffee break									
15.30-16.30	Plenary talk	“Teaching beyond: Developing transferable writing proficiency” Paul Kei Matsuda								
The buses will leave at 5 pm for the historical Ankara tour and the gala dinner. Meeting point: Registration desk in the main hall.										

4 MAY 2018, FRIDAY

4 MAY 2018, FRIDAY										
Time	Event	Kemal Kurdaş	Hall A	Hall B	Hall C	Hall D	Hall E	Hall F	Hall G	Hall H
08. 15-09.15	Registration									
09. 15-10.15	Plenary talk	"ELT And Social Justice: Opportunities in a Time of Chaos" JJ Wilson								
10. 15-10.45	Coffee break									
10. 45-11.15 11. 20-11.50 (For oral presentations)	Concurrent sessions		"Using thematic muted-video enactments to develop sociolinguistic awareness" S.Balhay & G. Vanlı (10. 45-11.15)	"The Effect of Self-Efficacy Beliefs on Foreign Language Learning Anxiety" E.Gürsoy & A. Tohumat (10. 45-11.15)	"Implementation of Reader-Response Theory in Teaching Short Story" D.İnan & M.N.Buldan (10. 45-11.15)	"Diversity and variety in English Language Teaching Practicum" G.Taner & U.Ataş (10. 45-11.15)	"QR Codes in the EFL Classroom: Some Practical Ideas" N.Karakuş (e-session) (10. 45-11. 30)	"Academic Reading Skills: Going Beyond Basic Comprehension" Y.Arşın (workshop) (10. 45-11. 30)	"Written Corrective Feedback in A Collaborative Writing Task" B.Selvi, H.H. Dıysal & K.Okumuş (10. 45-11.15)	"Academic mindsets: The key to growth" B.Hasanbaşoğlu (workshop) (10. 45-11.30)
10. 45-11.30 (For workshops and e-sessions)			"Promoting EFL learners' intercultural communication effectiveness: A focus on Facebook" E.Özdemir (11. 20-11.50)	"Teaching experience and non-native teachers' foreign language anxiety" S.Turan (11. 20-11.50)	"Cross linguistic influence in learning English as a third language" M.Saraç & D.Atay (11. 20-11. 50)	"First school experience from the perspectives of all stakeholders" A.Tekiner Tolu (11. 20-11.50)			"Use of cohesive devices in Turkish EFL learners' argumentative writing" A.E.Yörüdü & E.S.Küçükoğlu (11. 20-11.50)	
11. 50-12.10	Coffee break									
12. 10-12.40 12. 45-13.15 (For oral presentations)	Concurrent sessions		"Listening beyond boundaries: Teaching listening summary in an EFL context" Y.Salah El-Din (12. 10-12.40)	"Insights into flipped learning: Prospective EFL teachers' and students' perspectives" I.Günseli Kaçar (12. 10-12.40)	"Conundrum: The effect of explicit and implicit written corrective feedback" P.Demirci (12. 10-12.40)	"Techniques of evaluating learners out of tests and exams" W.Lansari (12. 10-12.40)	"Writing stories using art" A.Babahan (e-session) (12. 10-12.55)	"Keeping It Simple: Strategies for Effective and Efficient Classroom Writing Assessment" P.K.Matsuda (workshop) (12. 10-12. 55)	"Exploring Novice Teachers' Critical Incidents to Understand their Professional Development" M.N.Güngör & S.Akcan (12. 10-12.40)	"A Foray into Flipped Learning: Lessons Learned after Four Years" J.Compton (workshop) (12. 10-12.55)
12. 10-12.55 (For workshops and e-sessions)			"Language Learning Experience: Turning Theory to Practice with Esperanto" B.Bal Gezeğin (12. 45-13.15)	"Challenges Facing Teachers in Technology Implementation: A Case Study" J.Čorbić & M.Zouaoui (12. 45-13.15)	"Make' and 'do' in native and non-native argumentative essays" S.Atasever Belli & i.Keçik (12. 45-13.15)	"Perceived Effectiveness of English Medium Instruction at Tertiary Level" M.Yeltekin Karaman (12. 45-13.15)				

POSTER PRESENTATIONS

3 MAY 2018, THURSDAY		
Time	Presenters	Title
11.30 - 12.00	Ayesha Bibi & Zafeer Hussain Kiani	"Vocabulary Enhancement through Extensive Reading: An Experimental Study"
11.30 - 12.00	Afaa Mishriki & Amani Demian	"Plagiarism: A More Tolerant Outlook"
11.30 - 12.00	Suna Altun	"Does Norm-based EFL Teaching Meet Students' Global Communication Needs?"
12.50 - 13.20	Gözdenur Çetin & Emel Nur Er	"Dyslexia Awareness among Prospective English Teachers at METU, FLE Department"
12.50 - 13.20	Ahmed Fahad	"Political Correctness as Positive Third Space for L2 learners"
12.50 - 13.20	Arum Perwitasari	"Hand Movements Reveal L2 Learners' Confusion in Listening L2 Sounds"

4 MAY 2018, FRIDAY		
Time	Presenters	Title
11.30 - 12.00	Anna Stavicka & Servet Çelik	"Higher Education Internationalisation Initiatives: the Cases of Turkey and Latvia"
11.30 - 12.00	Maryam Yousefi & Mohammad Zohrabi	"Relationship between reflective teaching and overall language proficiency of Iranian-learners"
12.50 - 13.20	Bochra Kouraichi	"Foreign language learners' motivation: using the ARCS model"
12.50 - 13.20	Norma Constanza Basto Salas	"Growing Up Together!"
12.50 - 13.20	İrem Oruç & Merve Söğüt	"The Challenges that Visually Impaired Students face in Learning English"

Poster Presentations

3 May 2018, Thursday		
11.30-12.00	Vocabulary Enhancement through Extensive Reading: An Experimental Study Ayesha Bibi, Zafeer Hussain Kiani	Poster Presentation
	<p>This study examines the enhancement of vocabulary through extensive reading at graduate level. Sixty students were examined as experimental group and control group during six week extensive reading program through pre test and post test. The paired samples t-test showed improvement of experimental group in vocabulary learning after the experiment. The findings suggest positive effects of ER on vocabulary enhancement.</p> <p><i>Ayesha Bibi is a PhD scholar at the Department of English, University of Azad Jammu & Kashmir. Her area of interest is SLA.</i></p> <p><i>Zafeer Hussain Kiani is lecturer and PhD scholar at the Department of English, University of AJ&K, Pakistan.</i></p>	<p>Topic Skills: Reading Skills: Vocabulary Teaching Young Learners</p> <p>Audience EFL / ESL teachers Teachers of young learners Applied linguists</p> <p>Audience Type Experienced Inexperienced</p>
11.30-12.00	Plagiarism: A More Tolerant Outlook Afaf Mishriki, Amani Demian	Poster Presentation
	<p>The purpose of this study is to investigate through a questionnaire how Egyptian Freshman students in an English-medium, intercultural institution understand plagiarism, perceive its gravity, and also investigate the reasons why they plagiarize, in an attempt to enlighten teachers and the administration on how to help them acquire academic integrity principles.</p> <p><i>Afaf Mishriki is a senior instructor at the Department of English Language Instruction at the American University in Cairo. Has been teaching EAP for 28 years, with special interest in assessment and material development.</i></p> <p><i>Amani Demian is a senior instructor at the Department of English Language Instruction at the American University in Cairo. She has 30 years of experience teaching Intensive and Academic English, material development, and assessment.</i></p>	<p>Topic Cultural Studies in ELT EAP Learning Strategies</p> <p>Audience EFL / ESL teachers Test writers</p> <p>Audience Type Experienced Inexperienced</p>
11.30-12.00	Does Norm-based EFL Teaching Meet Students' Global Communication Needs? Suna Altun	Poster Presentation
	<p>This study aimed to analyse the attitudes of ELT students' perceptions towards norm-based English language education and whether norm-based ELT was responsive to their global communication needs (GCN) using focus group qualitative method. Findings showed that while some students thought norm-based English was prestigious, the others stated the irrelevance of it to GCS. Participants gave suggestions for syllabus and curriculum.</p> <p><i>Suna Altun is a PhD student in English Language Teaching at Yeditepe University. Her research interest is English as a Lingua Franca.</i></p>	<p>Topic ELF / EIL</p> <p>Audience EFL / ESL teachers Program administrators Applied linguists</p> <p>Audience Type Experienced Inexperienced</p>
12.50-13.20	Dyslexia Awareness among Prospective English Teachers at METU, FLE Department Gözdenur Çetin, Emel Nur Er	Poster Presentation
	<p>This study investigates whether prospective teachers of English are knowledgeable about students with dyslexia and whether they perceive themselves capable of teaching reading, writing and vocabulary to dyslexic students. The findings of the study show that they don't have enough knowledge and extra courses related to special education are needed in the curriculum.</p> <p><i>Gözdenur Çetin is a 3rd year student at METU FLE Department.</i></p> <p><i>Emel Nur Er is a 3rd year student at METU FLE Department.</i></p>	<p>Topic Professional Development Teacher Education</p> <p>Audience EFL / ESL teachers Teacher educators</p> <p>Audience Type Experienced Inexperienced</p>

12.50-13.20	Political Correctness as Positive Third Space for L2 Learners Ahmed Fahad	Poster Presentation
	<p>This study examines and explore the Native Speakers (NSs) and Non-native speakers (NNSs) communication in an exchange programs. Interaction was hyprid (both face-to-face and online) over a period of two years.</p> <p>Ahmed Fahad is Assistant Professor in the English department at Thi-Qar University, where he has taught courses in Second Language Acquisition, TESOL Methods, discourse analysis, linguistics and Intercultural Communication.</p>	<p>Topic Applied Linguistics Cultural Studies in ELT Learner Motivation</p> <p>Audience EFL / ESL teachers Teachers of adult learners Applied linguists</p> <p>Audience Type Experienced Inexperienced</p>
12.50-13.20	Hand Movements Reveal L2 Learners' Confusion in Listening L2 Sounds Arum Perwitasari	Poster Presentation
	<p>The study aims at examining how second language (L2) learners listen to L2 sounds. Using mouse tracking, participants were instructed to respond to English vowels by clicking on a word string on the screen. The study reveals participants' initiation and reaction times. Interestingly, L2 learners outperformed native speakers in initiating a response, but were perceptually confused over conflicting L2 sounds.</p> <p>Arum Perwitasari is a PhD candidate at the Leiden University Center for Linguistics (LUCL), the Netherlands. Her research interests include: bilingualism, second language acquisition, language development.</p>	<p>Topic Applied Linguistics Language Acquisition Skills: Listening</p> <p>Audience EFL / ESL teachers Teachers of adult learners Applied linguists</p> <p>Audience Type Experienced Inexperienced</p>

4 May 2018, Friday

11.30-12.00	Higher Education Internationalisation Initiatives: The Cases of Turkey and Latvia <i>Dr. Anna Stavicka, Asst. Prof. Servet Çelik</i>	Poster Presentation
	<p>The report introduces preparation service for study abroad at the higher education level. This service is designed as an e-learning platform that draws on modern technologies to p distribute cultural content through innovative teaching methods.</p> <p>The research is conducted in the framework of the project "Multilingual and Multicultural University: Preparation Platform for Prospective International Students" (Nr. 1.1.1.2/VIAA/1/16/019) co-funded by ERDF.</p> <p>Anna Stavicka is a senior researcher and assistant professor at the University of Latvia, the Faculty of Education, Psychology and Art. Her key professional interests are higher education internationalisation, cultural studies, languages.</p> <p>Servet Çelik is an assistant professor and chair of the Department of Foreign Language Education at Karadeniz Technical University, Turkey. He holds a bachelor's degree in ELT from Gazi University, Turkey; a master of education degree in TESOL from the University of Pennsylvania, USA, and a doctoral degree in Literacy, Culture, and Language Education from Indiana University-Bloomington, USA.</p>	<p>Topic Cultural Studies in ELT Global Issues Learning Technologies</p> <p>Audience EFL / ESL teachers Program administrators Teacher educators</p> <p>Audience Type Experienced Inexperienced</p>
11.30-12.00	Relationship between Reflective Teaching and Overall Language Proficiency of Iranian-Learners <i>Maryam Yousefi, Dr. Mohammad Zohrabi</i>	Poster Presentation
	<p>This study sought to explore the effect of reflective teaching on the proficiency level of the male Iranian EFL intermediate learners. The results of this research make both students and teachers aware of the benefits of reflective teaching. Teacher educators can draw on the finding of this study to have more support in terms of the effectiveness of reflective teaching.</p> <p>Maryam Yousefi has an M.Sc. in English Language Teaching. She is teaching non-English major students in different levels of proficiency. I have published two papers in international journals.</p> <p>Mohammad Zohrabi is an assistant professor and has taught various courses both at undergraduate and graduate level at University of Tabriz, Iran. He has published various articles in both national and international journals and has produced 8 books. His research interests include: discourse analysis, classroom interaction, syllabus design, program evaluation, materials writing and evaluation, L1 and L2 acquisition, teaching skills, English for academic purposes, English for general purposes, and English for specific purposes.</p>	<p>Topic Learner Motivation Learning Technologies Teaching Young Learners</p> <p>Audience EFL / ESL teachers Teachers of adult learners Teachers of young learners</p> <p>Audience Type Experienced Inexperienced</p>
12.50-13.20	Foreign Language Learners' Motivation: Using the ARCS Model <i>Prof. Bochra Kouraichi</i>	Poster Presentation
	<p>While beginners show reluctance against writing, many teachers neglect the fact that motivation is of paramount importance to engage students. Keller's (2010) model of motivation could enhance learners' motivation for a writing task.</p> <p>The following paper presents a case study on a group of Tunisian middle school students following the ARCS (Attention – Relevance – Confidence – Satisfaction) model.</p> <p>Bochra Kouraichi is a professeur agrégée in Tunisia. She received her Masters degree in Linguistics in 2014. She was awarded the Fulbright FLTA scholarship in 2014 at SUNY Binghamton.</p>	<p>Topic Skills: Writing Teaching Young Learners</p> <p>Audience EFL / ESL teachers Teachers of young learners Teacher educators</p> <p>Audience Type Experienced Inexperienced</p>

12.50-13.20	Growing Up Together! Norma Constanza Basto Salas	Poster Presentation
	<p>The project "Growing up together" is an initiative that seeks the direct participation of eleventh graders in different projects with social projection. It consists of three parts: Social service; strategy to involve parents in the learning process of their daughters; using recyclable material, students invented artifacts that could make the world a better place to live in.</p> <p>Norma Constanza Basto Salas. Bachelor of Modern Languages of Universidad Surcolombiana, Diploma in University Teaching of Universidad Surcolombiana, Mg. in English Didactic of Universidad de Caldas. 15 years of experience in teaching English in private and official schools of Neiva. Mentor of fellows at Liceo de Santa Librada School 2017. Coordinator of the English area in the afternoon shift at Liceo de Santa Librada School. Professor at Universidad Surcolombiana.</p>	<p>Topic Learner Motivation Teaching Young Learners Teaching and learning practices</p> <p>Audience EFL / ESL teachers</p> <p>Audience Type Experienced Inexperienced</p>
12.50-13.20	The Challenges that Visually Impaired Students Face in Learning English İrem Oruç, Merve Söğüt	Poster Presentation
	<p>The basis of this project is to investigate the difficulties, material usage, and techniques used in the process of teaching English to visually impaired students. Eight visually impaired students were observed, and two English teachers studying in a state school for visually impaired students were interviewed to gain their views about difficulties on the process of English teaching.</p> <p>İrem Oruç is a third year student in the department of Foreign Language Education. She is interested in English language teaching and teacher education programs.</p> <p>Merve Söğüt is a third year student in the department of Foreign Language Education. She is interested in English language teaching and teacher education programs.</p>	<p>Topic Approaches and Methodologies Teacher Education Teaching Young Learners</p> <p>Audience EFL / ESL teachers Teachers of young learners Teacher educators</p> <p>Audience Type Experienced Inexperienced</p>

Thursday, 3 May 2018		
09.15-10.15 Kemal Kurdaş Hall	Foreign Language Teaching in 'Interesting Times' Prof. Dr. Michael Byram	Plenary Talk
	<p>In the last two decades, the aims of language teaching have been extended to include 'intercultural communicative competence' (ICC). ICC includes the notion that learners become 'critical' of their own and other cultures, and has been enriched by experimenting with 'intercultural citizenship'. Language learners are encouraged to become 'political' with an internationalist perspective i.e. to think critically about the world and their own society and to become engaged in 'action in the community'. As the times become ever more 'interesting', this perspective on language teaching becomes more significant, as do the responsibilities of language teachers. The task is to help learners to live in societies which are 'multi': cultural, lingual, ethnic, faith etc. I illustrate these developments with experiments in intercultural citizenship education, and discuss links to the Council of Europe's new Reference Framework of Competences for Democratic Culture.</p> <p>Michael Byram is Professor Emeritus at Durham University (UK) and Guest Professor at Luxembourg University. He 'read' Languages at King's College, Cambridge (UK), completed a PhD in Danish literature, and taught French and German in secondary education. At Durham since 1980, he has been engaged in teacher training and research on languages and education. His monographs include <i>From Foreign Language Education to Education for Intercultural Citizenship</i> (2008) and he has edited <i>Routledge Encyclopedia of Language Teaching and Learning</i>. He has been Adviser to the Council of Europe Language Policy Division and is now working on 'Competences for Democratic Culture' at the Council of Europe.</p>	
10.45-11.15 Hall A	SFL Students' Attitudes towards Blended Learning: Critical Considerations Dr. Hatice Karaaslan, Müge Akgedik-Can, Mümin Şen, Nurseven Kılıç, Abdulkadir Güllü	Oral Presentation
	<p>With the new means and platforms for delivering instruction outside the classroom, blended learning has gained popularity as a promising option. This study on a group of English language learners investigated their attitudes towards blended learning and the findings were discussed with respect to the possible links among such variables as language proficiency, learner autonomy and readiness for blended learning.</p> <p>Hatice Karaaslan, Ph.D. from CogSci-METU, works as blended learning (BL) coordinator and learning advisor at AYBU-SFL. Her interests include corpus linguistics, critical thinking, advising in language learning and BL.</p> <p>Müge Akgedik-Can works as the assistant director and learning advisor at AYBU-SFL. Her interests include learning technologies, professional development, management, advising in language learning.</p> <p>Mümin Şen is the acting director of AYBU-SFL. As a Ph.D candidate in the field of Special Education, he is interested in disability research, IEP, advising, self-determined learning and learner autonomy.</p> <p>Nurseven Kılıç is an English language instructor at AYBU-SFL and a Ph.D candidate in the field of Guidance and Psychological Counseling. Her interests include well-being and advising in language learning.</p> <p>Abdulkadir Güllü works as IT coordinator and learning advisor at AYBU-SFL. His research interests are educational technologies, advising in language learning, and blended learning.</p>	<p>Topic Curriculum Development Learner Autonomy Learning Technologies</p> <p>Audience EFL / ESL teachers Teachers of adult learners Program administrators</p> <p>Audience Type Experienced Inexperienced</p>

11.20-11.50 Hall A	Understanding Factors Affecting Students' Performance on Speaking Assessment İrem Gedil	Oral Presentation
	<p>Assessment of speaking is a great challenge for many parties in terms of many aspects such as test production, assessment and logistics. Besides, it also involves complex human issues. This presentation aims to analyze these issues and come up with solutions to reach the most accurate results on test takers' oral production skills at İstanbul Şehir University context.</p> <p><i>İrem Gedil received her BA from Middle East Technical University, ELT Department in 2008. She finished ICALT in 2010 and DELTA in 2012. She is working at İstanbul Şehir University.</i></p>	<p>Topic Assessment and Evaluation EAP Skills: Speaking</p> <p>Audience EFL / ESL teachers Program administrators Test writers</p> <p>Audience Type Experienced Inexperienced</p>
10.45-11.15 Hall B	Preparing Teachers for Multicultural Education: A Virtual Intercultural Exchange Study Asst. Prof. Sedat Akayoğlu, Asst. Prof. Babürhan Üzüm, Asst. Prof. Bedrettin Yazan	Oral Presentation
	<p>The present study explored how preservice teachers develop intercultural competence through an online exchange program that focuses on cultural and educational topics in the US and Turkish educational contexts. Drawing from Byram's (2008) framework, pedagogical implications are suggested to replicate similar instructional designs in order to promote teacher intercultural competence.</p> <p><i>Sedat Akayoğlu's main interests include computer assisted language learning, teacher education and discourse analysis. He is teaching methodology, linguistics and literature courses for pre-service teachers of English.</i></p> <p><i>Babürhan Üzüm's research interests include computer assisted language learning, second language assessment, language teacher education, and second language acquisition. In addition to his current position at Sam Houston State University, he serves as the Co-Editor of the Nonnative English Speakers in TESOL (NNEST) Interest Section Newsletter at TESOL International Association. He is an active member in TESOL and AAAL. His publications have appeared in high-profile venues like Language Teaching Research, Teaching and Teacher Education, CALICO, and TESL-EJ, among others.</i></p> <p><i>Bedrettin Yazan currently works as Assistant Professor of Second Language Acquisition and Teaching at the Department of Curriculum and Instruction at the University of Alabama. He has experience in teaching English as a foreign language in Turkey and educating foreign language, English as a second language, and content area teacher candidates at University of Maryland and University of Alabama. His research interests include language teacher learning and identity, language policy and planning, World Englishes, and collaboration between ESL and mainstream teachers. He has served TESOL International in various roles and now he is the current Chair of TESOL NNEST Interest Section.</i></p>	<p>Topic Cultural Studies in ELT Professional Development Teacher Education</p> <p>Audience EFL / ESL teachers Teacher educators Prospective teachers</p> <p>Audience Type Experienced Inexperienced</p>

11.20-11.50 Hall B	Innovative Practices in ELF Pedagogy: Integrating ELF into English Lessons Dr. Elif Kemaloglu-Er	Oral Presentation
	<p>In this presentation, explicit and implicit ways of integrating ELF into English lessons will be introduced in detail. Also how they were employed innovatively by different pre-service teachers in their microteaching and practicum lessons will be displayed with concrete examples along with pedagogical implications and suggestions for further practice.</p> <p><i>Elif Kemaloglu-Er is an instructor of English at Boğazici University. She received her PhD degree in English Language Education at Bogazici University. Her research interests include ELF & Applied Linguistics.</i></p>	<p>Topic Applied Linguistics Approaches and Methodologies ELF / EIL</p> <p>Audience EFL / ESL teachers Teacher educators Applied linguists</p> <p>Audience Type Experienced Inexperienced</p>
10.45-11.15 Hall C	Evaluation of an English Preparatory Program by Learners and Teachers Dr. İlknur Bayram, Özlem Canaran	Oral Presentation
	<p>This presentation shares the findings of a curriculum evaluation study of an English Preparatory Program (EPP) at a Turkish foundation university from the perspectives of students and teachers. The results propose the strengths of the EPP are the coursebooks and supplementary booklets as well as exams and assignments while it needs improvement regarding extracurricular activities and learning management systems.</p> <p><i>İlknur Bayram graduated from Hacettepe Uni., Dep. of Translation and Interpretation, and she holds an MA and Phd in Curriculum and Instruction. Her main interests are curriculum studies and professional development.</i></p> <p><i>Özlem Canaran graduated from Hacettepe University, American Culture and Literature in 2004. She completed her MA and PhD in English Language Teaching. Her professional interests are teacher professional development and curriculum development.</i></p>	<p>Topic Assessment and Evaluation Curriculum Development Research</p> <p>Audience EFL / ESL teachers Program administrators Teacher educators</p> <p>Audience Type Experienced Inexperienced</p>
11.20-11.50 Hall C	ELT in Primary Schools of the Netherlands and Turkey Dr. Pelin Onar Valk, Selin Onar Özyarar	Oral Presentation
	<p>This talk will first compare the language education systems in primary schools in Turkey and the Netherlands. Finally, the author(s) will comment and evaluate the systems checking how much theory (namely language teaching techniques and principles, we as teachers study at the universities) is reflected in the language education systems of Turkey and in the Netherlands.</p> <p><i>Pelin Onar Valk, with a BA-degree in ELT from METU; MA-degree in Linguistics from Utrecht-University, PhD-degree from Tilburg-University, has been working at iPabo- University of Applied-Sciences in the-Netherlands since 2006.</i></p> <p><i>Selin Onar Özyarar obtained her BA degree in ELT from Gazi University. She has been teaching English at private colleges since she graduated in 2007. Currently, she is the head of the department of the foreign languages at Vega Schools.</i></p>	<p>Topic Approaches and Methodologies Teacher Education Teaching Young Learners</p> <p>Audience EFL / ESL teachers Teachers of young learners Teacher educators</p> <p>Audience Type Experienced Inexperienced</p>

10.45-11.15 Hall D	Corpus-based Comparison of Hedging Strategies of Native and Non-native Researchers Asst. Prof. Elif Tokdemir-Demirel	Oral Presentation
	<p>This study aims at comparing the used of hedging strategies by native and non-native speakers of English using a corpus-based approach. The data for the study is going to be obtained from two parallel corpora: AAC and TAC, consisting of social sciences research articles compiled by the researcher. The use of hedging is going to be compared quantitatively and qualitatively.</p> <p><i>Elif Tokdemir-Demirel is an Assistant Professor at Ufuk University. She completed her PhD at METU on academic writing and feedback in 2009. She currently researches corpus linguistics and classroom discourse.</i></p>	<p>Topic Applied Linguistics Corpus Studies EAP</p> <p>Audience EFL / ESL teachers Applied linguists</p> <p>Audience Type Experienced Inexperienced</p>
11.20-11.50 Hall D	EFL Students' Attitudes toward Corpus Use for Lexical Development Dr. Asuman Aşık, Dr. Arzu Şarlanoğlu Vural, Kadriye Dilek Bacanak	Oral Presentation
	<p>The study investigates EFL learners' attitudes about the use of online corpora in terms of lexical development. The results of quantitative analysis showed that students mostly had positive attitudes towards corpora use in terms of raising lexical awareness. The research might be of interest to researchers and language teachers to integrate the use of online corpora in language classrooms.</p> <p><i>Asuman Aşık is a lecturer in the ELT Department at Gazi University. Her research interests are corpus studies, technology and language teaching and language teacher education.</i></p> <p><i>Arzu Şarlanoğlu Vural is an instructor in the Department of English Language Teaching at Gazi University. Her research interests are lexical competence, materials development and teacher training.</i></p> <p><i>Kadriye Dilek Bacanak is an associate professor working in the Department of English Language Teaching at Gazi University, Turkey. Her research interests include lexical competence, discourse analysis and sociolinguistics.</i></p>	<p>Topic Corpus Studies Skills: Vocabulary</p> <p>Audience EFL / ESL teachers Experienced teachers Applied linguists</p> <p>Audience Type Experienced Inexperienced</p>
10.45-11.30 Hall E	How to Transform Your Classroom with Technology Şükran Saygı, Deniz Saydam	E-Session
	<p>This e-session will provide participants with the opportunity to gain hands-on experience of some useful technological apps that could transform language classrooms. Participants will be demonstrated how to use Jing to provide spoken feedback on written assignments, polleverywhere.com for interactive classroom activities and to teach vocabulary, and Aurasma to make lessons come alive for students.</p> <p><i>Şükran Saygı has been working as an English teacher in the Department of Basic English, Middle East Technical University for seven years. Her academic interests are technology, curriculum and assessment.</i></p> <p><i>Deniz Saydam has been teaching English in the Department of Basic English at Middle East Technical University for fifteen years. Her academic interests are teaching academic writing and language teacher education.</i></p>	<p>Topic Learning Technologies</p> <p>Audience EFL / ESL teachers</p> <p>Audience Type Experienced Inexperienced</p>

10.45-11.30 Hall F	Ten Strategies to Keep Learners Learning JJ Amaworo Wilson	Workshop
	<p>Some students are naturally good language learners. They take risks; they are organized and motivated. Many others hope the teacher will magically open up a hole in their head and pour the English language into their brain. If you have ever taught any of these, then this workshop is for you. We will first look at several areas of language learning, such as recording new language, remembering vocabulary, dealing with communication breakdowns and getting ideas. We will then examine a number of corresponding tasks and strategies to get students working independently and effectively.</p> <p><i>JJ Amaworo Wilson has taught in Egypt, Lesotho, Colombia, England, Italy, and the United States, and trained teachers in 30 countries. He is the writer-in-residence at Western New Mexico University, where he teaches ESL Methods, Linguistics, Publication, and Creative Writing. He has co-authored several ELT courses, including Total English and Speakout, which won the English Speaking Union prize for the Best Book of 2011. His methodology book, How to Teach Listening, won the same award in 2008. JJ writes fiction under the name JJ Amaworo Wilson. He is widely published in the U.S. and the U.K, and his award-winning novel, Damnificados, came out in January 2016.</i></p>	<p>Topic Approaches and Methodologies</p> <p>Audience EFL / ESL teachers</p> <p>Audience Type Experienced Inexperienced</p>
10.45-11.15 Hall G	Role of Script in Bilingual Lexical Organization: Evidence from Switching Costs Dr. Magdi Kandil	Oral Presentation
	<p>This study investigated the role of script in visual word recognition using lexical decision tasks with Arabic-English and English-French bilinguals. Findings indicate that difference in script plays a role in lexical organization different from that of other orthographic cues. The findings also indicate that L1 script could have a significant impact on L2 reading speed.</p> <p><i>Dr. Magdi Kandil has a PhD in Applied Linguistics from Georgia State University and over twenty years of teaching experience in the US and Qatar.</i></p>	<p>Topic Applied Linguistics Research Skills: Reading</p> <p>Audience Applied linguists</p> <p>Audience Type Experienced Inexperienced</p>
11.20-11.50 Hall G	Assessment and Culture through Literature in English Language Teaching Yasmina Hassaine Bensenane	Oral Presentation
	<p>Literature refers to a written material on a subject, or to a studied school discipline. It serves a dual purpose, it informs and delights at the same time. However, the problem of EFL classes is lack of assessment of the cultural components of the literary text which may lead to the development of a negative attitude towards foreign cultural values.</p> <p><i>Yasmina Hassaine Bensenane has a magister degree specialized in "Assessment and Testing in English Language Education". She is a PHD student (first year) and a part time teacher at the university.</i></p>	<p>Topic Assessment and Evaluation Cultural Studies in ELT Literature in ELT</p> <p>Audience EFL / ESL teachers</p> <p>Audience Type Experienced Inexperienced</p>

10.45-11.30 Hall H	Diversity, Otherness and Interdependence in the ESOL Classroom Ceren Kocaman, Rhian Webb	Workshop
	<p>We invite members to explore their understanding of 'diversity, otherness and interdependence' in order to see how it transcends cultural and linguistic references and moves beyond boundaries of race, ethnicity, gender, sexuality and ability. The workshop introduces participants to "talk around the text" and provides them with opportunities to incorporate 'discourse enquiry' and 'exploratory language' into their ESOL educational practices.</p> <p>Ceren Kocaman is an instructor of academic English. She has worked with feminist and LGBTQ+ CSOs in Turkey. She is interested in the intersections of feminist/queer pedagogies and language teaching.</p> <p>Rhian Webb is a teacher-trainer and practitioner-researcher in areas relating to in-service professional training for EFL and ESOL teachers. She is particularly active in running training courses for education professionals in Education for Democracy and Human Rights. She has taught on a variety of EAP, ESOL and ESP courses and has acted as Learning Adviser to university students and faculty members at various institutes.</p>	<p>Topic Materials Development Professional Development Teacher Education</p> <p>Audience EFL / ESL teachers Materials writers Teacher educators</p> <p>Audience Type Experienced Inexperienced</p>
12.10-12.40 Hall A	Senior Pre-service EFL Teachers Reflecting on their Freshman Selves Dr. Alev Özbilgin Gezgin, Assoc. Prof. Betil Eröz-Tuğa	Oral Presentation
	<p>This longitudinal case study investigates the reactions of senior students who reflect on their responses from their freshman year about what it means to be a teacher. This study explores the extent to which their perceptions about their teacher identity has evolved through the course of their pre-service teacher education.</p> <p>Alev Özbilgin Gezgin has been an instructor, teacher educator and researcher. Currently she works at METU Northern Cyprus Campus. Some of her interests are: teacher education and second language writing.</p> <p>Betil Eröz is Associate Professor at the Department of Foreign Language Education in Middle East Technical University, Ankara, Turkey. Her research focuses on teacher education in ELT and sociolinguistics.</p>	<p>Topic Professional Development Teacher Education</p> <p>Audience EFL / ESL teachers Teacher educators Prospective teachers</p> <p>Audience Type Experienced Inexperienced</p>
12.45-13.15 Hall A	Effects of Task Complexity on Video-based L2 Written Narratives Sezen Bektaş, Asst. Prof. Şebnem Yalçın	Oral Presentation
	<p>The present study investigated the issue of how the structural complexity and accuracy of L2 written output would be affected by the increasing cognitive complexity of a video-based task. The findings revealed that the complex version of the task generated more structural complexity in the written narratives of L2 learners. Accuracy, however, was marginally affected by increasing task complexity.</p> <p>Sezen Bektaş completed her bachelor's and master's degree in Boğaziçi University, Foreign Language Education Department. She is studying her PhD in the same program, and working as a research assistant.</p> <p>Şebnem Yalçın got her PhD in University of Toronto, Department of Curriculum, Teaching and Learning after completing her bachelor's and master's degree in Boğaziçi University, Foreign Language Education Department (FLED). Currently, she is a full-time instructor in Boğaziçi University, FLED.</p>	<p>Topic Applied Linguistics Language Acquisition Skills: Writing</p> <p>Audience EFL / ESL teachers Teachers of adult learners Applied linguists</p> <p>Audience Type Experienced</p>

12.10-12.40 Hall B	A Metadiscursive Investigation of English and Persian Architecture Articles Aida Ariannejad	Oral Presentation
	<p>This study investigates the employment of interactional metadiscourse markers in English and Persian architectural research articles. The corpus comprises the post-method sections of 100 research articles (50 English and 50 Persian). The rhetorical patterns of two sub-corpora of English and Persian texts were explored and compared in terms of the employment of 'hedges' and 'boosters' in functional and lexico-grammatical levels.</p> <p><i>Aida Ariannejad is a PhD candidate of Foreign Language Education at Eastern Mediterranean University. Her current research focuses on discourse analysis, genre analysis, and applied linguistics.</i></p>	<p>Topic EFL / ESL teachers Materials writers Applied linguists</p> <p>Audience Applied Linguistics Corpus Studies EAP</p> <p>Audience Type Experienced Inexperienced</p>
12.45-13.15 Hall B	Comparisons of Lexical Features in Native and Nonnative Academic Writing Xiaoli Yu	Oral Presentation
	<p>The study analyzes lexical features in native and nonnative English writers' academic writing, presenting the differences 1) between native and nonnative English writers and 2) across all writers from various language backgrounds. The suggested gaps between the two groups of writers and first language influences elucidate targeted academic writing instruction.</p> <p><i>Xiaoli Yu is a Ph.D. candidate in Education (TESOL) at the University of Central Florida.</i></p>	<p>Topic Applied Linguistics Corpus Studies ESP</p> <p>Audience EFL / ESL teachers Teachers of adult learners Applied linguists</p> <p>Audience Type Experienced Inexperienced</p>
12.10-12.40 Hall C	Intercultural and Values-Based Approaches to Teaching English Asst. Prof. Natalia Mukhina	Oral Presentation
	<p>To live successfully in the global world it is important to not only speak a foreign language, but first and foremost to be tolerant and accepting of other cultures while appreciating your own one. It is crucial to be able to represent your own culture and learn about other ones in order to become a part of successful intercultural communication.</p> <p><i>Natalia Mukhina works at Moscow City University. She was Fulbright FLTA in 2014-15 at Colorado State University. In 2016 she taught English in Chile with the English Opens Doors Program.</i></p>	<p>Topic Approaches and Methodologies Cultural Studies in ELT</p> <p>Audience EFL / ESL teachers Teachers of adult learners Teacher educators</p> <p>Audience Type Experienced Inexperienced</p>
12.45-13.15 Hall C	Collaborative Online Teaching to Bridge East with West Sanaa Sanaa Makhoul	Oral Presentation
	<p>In today's world of teaching, much learning takes place outside the classroom. One of the ways of encouraging learning to take place is by engaging students in a cross-cultural communicative and blended experience where they work with other students in another country. This presentation focuses on sharing the process and product of both synchronous and asynchronous teaching.</p> <p><i>Sanaa Sanaa Makhoul got her MA in TEFL and Graduate diplomas in Linguistics from Trinity College, Dublin. She specializes in materials development and blended learning.</i></p>	<p>Topic Approaches and Methodologies Learning Technologies Materials Development</p> <p>Audience Teachers of adult learners Teacher educators</p> <p>Audience Type Experienced</p>

12.10-12.40 Hall D	Noticing and Learning Vocabulary through Incidental Focus on Form Amin Pouresmaeil, Asst. Prof. Javad Gholami	Oral Presentation
	<p>This study investigated the contribution of noticing through incidental focus on form (FonF) instruction to vocabulary learning. Noticing was measured through learners' notes of novel Language-Related Episodes (LREs). The results of individualized achievement tests indicated rather high effectiveness of noticing in developing learners' lexical knowledge. This study also provides evidence in support of incidental FonF in fostering noticing lexical items.</p> <p>Amin Pouresmaeil holds an MA in ELT from Urmia University. He has been teaching EFL for 10 years. His main areas of research include form-focused instruction and classroom management issues.</p> <p>Javad Gholami is an Assistant Professor in TEFL from Urmia University. He has been working as an EFL practitioner and researcher for more than 15 years. His research publications have been on form-focused instruction, ESP, and communicative language teaching.</p>	<p>Topic Approaches and Methodologies Language Acquisition Skills: Vocabulary</p> <p>Audience EFL / ESL teachers Applied linguists</p> <p>Audience Type Experienced Inexperienced</p>
12.45-13.15 Hall D	Beyond the Classroom Walls: Extracurricular Factors Predicting Turkish EFL Spelling Asst. Prof. Melike Ünal Gezer	Oral Presentation
	<p>In the light of the current arguments in adopting a comprehensive approach to literacy research, the present study inquired the extent to which family socio-economic status, native Turkish children's literacy practices and exposure to English, and instructor effects predict Turkish 6-8th graders' EFL spelling outcomes.</p> <p>Melike Ünal Gezer teaches at Başkent University's Department of English Language Teaching. Her research focuses on first and second language literacy development and language education policy.</p>	<p>Topic Teacher Education L2 Literacy Development</p> <p>Audience EFL / ESL teachers Teachers of young learners</p> <p>Audience Type Experienced Inexperienced</p>
12.10-12.55 Hall E	Introducing Four Promising Online Dictionaries That Go Way Beyond Boundaries Asst. Prof. İsmail Yaman	E-Session
	<p>This e-session aims to introduce four online English dictionaries that go way beyond the ordinary ones: wordsift.org, just-the-word.com, ozdic.com, and wordnik.com. With the extra features they hold, these all possess the reflections of cutting-edge technology on online dictionaries. The extras offered by these dictionaries will be displayed to the listeners through various sample entry searches in an applied manner.</p> <p>İsmail Yaman is an Assist. Prof. Dr. in the ELT programme at Ondokuz Mayıs University. His research interests cover teaching language skills and the current trends in ELT.</p>	<p>Topic Skills: Vocabulary</p> <p>Audience EFL / ESL teachers</p> <p>Audience Type Experienced Inexperienced</p>

12.10-12.55 Hall F	Drama techniques in ELT: Developing language skills with a focus on creativity Dr. Tom Godfrey	Workshop
	<p>This workshop is going to explore the power of drama in ELT. In the workshop we will investigate a variety of practical language activities that aim to make the development of language skills motivating, meaningful and fun using an integrated skills approach and features of 'whole-person learning'. In this presentation we aim to focus on the practical issues of developing skills in a mono-lingual classroom environment recognising the importance of satisfying our students needs to create and interact in a meaningful way.</p> <p><i>Tom Godfrey has worked as an EFL teacher, teacher trainer and theatre Director in a variety of countries. He is Director of International Training Institute (ITI) which is a centre for teacher training and development and an ELT consultancy. He currently runs teacher-training courses leading to the Cambridge TKT, CELTA, ICETL and DELTA qualifications. He is an ELT consultant specialising in Curriculum Design and Teacher Education. He completed his Ed.D at Exeter University, UK. He is the founder of Speech Bubbles Theatre and Director of the Speech Bubbles School of Performing Arts. Speech Bubbles perform musicals to raise money for charities that support education and children in Turkey. He is currently directing the play "The Curious Incident of the Dog in the Night-time".</i></p>	<p>Topic Learning Strategies Skills</p> <p>Audience EFL / ESL teachers</p> <p>Audience Type Experienced Inexperienced</p>
12.10-12.55 Hall G	Digging into the Text aka The JB method Seher Balbay	Workshop
	<p>This workshop addresses both teacher trainers and teachers, dwelling on strategies they can employ when leading students to develop their reading comprehension by referring to the implicit and explicit details in a text. In this workshop we will work on the contextual analysis of a short text in addition to discussing the classroom implications of this analysis.</p> <p><i>Seher Balbay has been an instructor at METU since 1997. She received her MA from the same university in 2000. She's working towards her PhD degree in ELT at Hacettepe University.</i></p>	<p>Topic Learning Technologies Materials Development Skills: Speaking</p> <p>Audience EFL / ESL teachers Materials writers Teacher educators</p> <p>Audience Type Experienced Inexperienced</p>
12.10- 12.30 Hall H	WTC in Autonomy Supportive EFL Settings: A Turkish University Context Aysel Eyerci	PhD Workshop
	<p>Aiming at investigating the WTC in autonomy supportive EFL settings in a Turkish University context, the study is based on a mixed method investigation. The researcher will conduct questionnaires and interviews to find the answer of the main research question of the dissertation whether there is a relationship between WTC level and autonomy supportiveness of an EFL setting.</p> <p><i>Aysel Eyerci is a PhD student at the English Linguistics Department of Ataturk University and she works as an English lecturer at the same university.</i></p>	<p>Topic Applied Linguistics Learner Autonomy Skills: Speaking</p> <p>Audience EFL / ESL teachers Teachers of adult learners Applied linguists</p> <p>Audience Type Experienced Inexperienced</p>

14.30-15.00 Hall A	Queering EFL Classrooms in Turkey Özge Güney, Neşe Sahillioğlu	Oral Presentation
	<p>This study looks at the perceptions of preservice teachers at different universities in Ankara, Turkey towards discussions of queer inclusive topics and discourse in Turkish classrooms both as students of ELT departments and as preservice teachers with an aim to raise awareness and create and maintain a safe learning environment for a diversity of sexual identities in their future classes.</p> <p><i>Özge Güney is a Master's student at MA TEFL program, Bilkent University. She has a B.A. degree in ELT and an M.A. degree in English Linguistics. She has been teaching English for thirteen years. She is interested in Critical Applied Linguistics, Second Language Acquisition, and more specifically sexual identity in language education. She is going to start her Ph.D. in Linguistics at the University of South Florida in Fall, 2018.</i></p> <p><i>Neşe Sahillioğlu is a Master's student at MA TEFL program, Bilkent University. She has a B.A. degree in Linguistics from Hacettepe University. She has been teaching English for ten years, and she is currently employed at Middle East Technical University. Her research interests include World Englishes and English as a Lingua Franca.</i></p>	<p>Topic Cultural Studies in ELT Professional Development Teacher Education</p> <p>Audience Teachers of adult learners Teacher educators Applied linguists</p> <p>Audience Type Experienced Inexperienced</p>
14.30-15.00 Hall B	Transfer of L1 Processing Strategies while L2 Reading: Evidence from Eye-tracking Onur Uludağ	Oral Presentation
	<p>The purpose of the presentation is to report part of the findings to a larger investigation into the sentence-level processing mechanisms of L2 learners of English in an attempt to address the issue of whether L2 learners engage in qualitatively different processes than native speakers when performing a syntactic analysis on L2 sentences during real-time reading.</p> <p><i>Onur Uludağ is a Ph.D candidate of English Language Education. He is currently an instructor in the School of Foreign Languages at Yildiz Technical University, Istanbul.</i></p>	<p>Topic Applied Linguistics Language Acquisition Skills: Reading</p> <p>Audience Teacher educators Applied linguists</p> <p>Audience Type Experienced Inexperienced</p>
14.30-15.00 Hall C	A CPD Practice: An Online Bulletin Board Elif Şeşen	Oral Presentation
	<p>This study investigates the impact of a CPD practice, a bi-monthly updated online bulletin board, on teacher professional development and organizational development at an EAP context. The findings indicated that the overall attitude of the teachers was positive and that this kind of technology-driven practices should be implemented for CPD.</p> <p><i>Elif Şeşen earned her B.A from ELT at METU and her M.A. in TEFL from Bilkent University. She is an English instructor, a textbook writer, and currently a teacher trainer.</i></p>	<p>Topic Materials Development Professional Development Teacher Education</p> <p>Audience EFL / ESL teachers Program administrators Teacher educators</p> <p>Audience Type Experienced Inexperienced</p>

14.30-15.00 Hall D	Teaching Research Skills in Preservice Teacher Education Reyhan Aslan, Prof. Gölge Seferoğlu	Oral Presentation
	<p>It is essential for teacher education programs to design and implement curricula which helps preservice teachers learn how to conduct research and utilise the results of research in practice. The context of this study is a research course in a Turkish pre-service EFL teacher education program, which aims to introduce the essential basics of conducting research in education.</p> <p><i>Reyhan Aslan is a research assistant and a Ph.D. student in the Department of Middle East Technical University. Her research interests involve teacher education, teacher research literacy, and applied linguistics.</i></p> <p><i>Gölge Seferoğlu is a full professor of English Language Teaching (ELT) in the Department of Foreign Language Education, Middle East Technical University where she teaches undergraduate and graduate courses and supervises MA and Ph.D. dissertations. The courses she has offered include speaking and pronunciation, ELT methodology, practice teaching, translation, linguistics, language acquisition, research skills, and testing.</i></p>	<p>Topic Professional Development Research Teacher Education</p> <p>Audience EFL / ESL teachers Teacher educators Prospective teachers</p> <p>Audience Type Experienced Inexperienced</p>
14.30-15.15 Hall E	21st Century Skills with Padlet Merve Oflaz	E-Session
	<p>Students of 21st century are exposed to technology everywhere in their daily life. In this workshop, an online virtual bulletin board called Padlet will be introduced. The workshop will also demonstrate how using Padlet helps teachers in their "changing role" in teaching and provides students with an opportunity to think critically, discuss, share and hopefully celebrate their ideas and creativity.</p> <p><i>Merve Oflaz has an MA in TEFL and she is at the dissertation stage of her second MA, Curriculum and Instruction. She holds the ICELTA Certificate and she's a teacher trainer.</i></p>	<p>Topic Learning Technologies Skills: Reading Skills: Writing</p> <p>Audience EFL / ESL teachers</p> <p>Audience Type Experienced Inexperienced</p>
14.30-15.15 Hall F	Activating 21st century skills in the English Language Classroom Emma Walton	Workshop
	<p>In this practical workshop we will explore how we as teachers can help our students validate, synthesize, leverage and communicate information through English as well as collaborate and problem solve using their linguistic skills.</p> <p><i>Emma Walton has worked in education in the UK and overseas for over twenty years. Emma's focus has been on raising standards for the student experience at both operational and strategic levels. She has worked as a teacher, lecturer, teacher-trainer, Director of Studies, School Director, Director of Academic Development and currently Director of Academic Affairs. She also opened a successful Language school in London. In all these roles Emma has been driven by passion for language and the way in which students learn and experience different cultures alongside a drive to motivate and inspire staff to always give their best. Emma studied Humanities at the University of Brighton and has the Cambridge CELTA, the Cambridge Diploma of English Language teaching (DELTA) and the Trinity College Diploma in English Teaching Management (DELTMA).</i></p>	<p>Topic Teacher Education</p> <p>Audience EFL / ESL teachers</p> <p>Audience Type Experienced Inexperienced</p>

14.30-15.15 Hall G	Only a Little Morpheme but can Make a Huge Difference Dr. Elif Şen	Workshop
	<p>In this workshop, I will explain how a selection of derivational affixes can be introduced to EAP learners. While doing so, I will demonstrate examples of classroom activities to present, recycle and practice these affixes. At the end, I hope we can exchange ideas about the applicability of the activities to your teaching.</p> <p><i>Elif Şen is a teacher and teacher trainer at Bilkent University School of English Language, working as a tutor and course director on Cambridge Assessment English Delta programme.</i></p>	<p>Topic EAP Skills: Vocabulary</p> <p>Audience EFL / ESL teachers Teachers of adult learners Prospective teachers</p> <p>Audience Type Experienced Inexperienced</p>
14.30-15.15 Hall H	Maximizing Student Talk Time Aslı Ünlü	Workshop
	<p>We, as teachers, believe that our students would perform better if they practiced more in class but we are usually the ones who do most of the talking in class. This workshop aims at introducing some unconventional ways to increase student talk time in class by emphasising the necessity that teachers sometimes should assume their roles as observers and facilitators.</p> <p><i>Aslı Ünlü is a Boğaziçi University graduate and a DELTA qualified teacher currently working at TEVITOL. She also has an incomplete MA degree at Boğaziçi University.</i></p>	<p>Topic Learner Autonomy Learning Strategies Skills: Speaking</p> <p>Audience EFL / ESL teachers K-12 teachers</p> <p>Audience Type Experienced Inexperienced</p>
15.30-16.30 Kemal Kurdaş Hall	Teaching Beyond: Developing Transferable Writing Proficiency Prof. Paul Kei Matsuda	Plenary Talk
	<p>Over the last five decades, research on second language writing has provided an understanding of the complex nature of second language writing, writers, and writing development. Yet, the teaching practice still tends to reduce writing to simple patterns rather than see it for what it is—as a complex rhetorical action. The reductive approach to writing instruction is great for test taking but it falls short of preparing students for various writing tasks in academic contexts and beyond. In this talk, I will draw on research insights and 20 years of experience to argue the need to go beyond test preparation. I will then discuss how teachers can facilitate real writing proficiency that can transfer across various academic, professional and personal contexts.</p> <p><i>Paul Kei Matsuda is Professor of English and Director of Second Language Writing at Arizona State University, and Concurrent Professor of Applied Linguistics at Nanjing University. Paul is Founding Chair of the Symposium on Second Language Writing and Series Editor of the Parlor Press Series on Second Language Writing. He is also Past President of the American Association for Applied Linguistics. Paul has published widely on various topics on language, writing and professional development, and has received a number of prestigious awards for his publications. He has presented keynote and plenary talks as well as lectures and workshops in more than 25 countries.</i></p>	

Friday; 4 May 2018

09.15-10.15 Kemal Kurdaş Hall	ELT And Social Justice: Opportunities in a Time of Chaos <i>JJ Amaworo Wilson</i>	Plenary Talk
	<p>Should language teachers only teach language? Or should we include a covert curriculum that gets our students to think critically and speak up about injustice in the world? I will look at the arguments for including social justice issues in ELT contexts. I will summarise the literature, particularly referencing Paulo Freire, before examining relevant ideas and movements: critical pedagogy, participatory teaching/learning, problem-posing, dialogic methods, and so on. Moving from theory to practice, I will then show ways in which teachers can include social justice issues in the classroom. These enjoyable activities include drama, poetry, images, and community projects. I will stress that the ideas in this talk are not a methodology or a recipe for becoming a better teacher. They are a “way of being”. Each idea and practice must be made afresh, re-created every time educators step into the classroom.</p> <p><i>JJ Amaworo Wilson has taught in Egypt, Lesotho, Colombia, England, Italy, and the United States, and trained teachers in 30 countries. He is the writer-in-residence at Western New Mexico University, where he teaches ESL Methods, Linguistics, Publication, and Creative Writing. He has co-authored several ELT courses, including Total English and Speakout, which won the English Speaking Union prize for the Best Book of 2011. His methodology book, How to Teach Listening, won the same award in 2008. JJ writes fiction under the name JJ Amaworo Wilson. He is widely published in the U.S. and the U.K, and his award-winning novel, Damnificados, came out in January 2016. JJ blogs at https://blog.reallyenglish.com/ and https://jjawilson.wordpress.com/.</i></p>	
10.45-11.15 Hall A	Using Thematic Muted-Video Enactments to Develop Sociolinguistic Awareness <i>Seher Balbay, Dr. Gökçe Vanlı</i>	Oral Presentation
	<p>The use of films in the English classroom is not a new way to focus on pronunciation, intonation and pragmatics. However, the literature lacks research findings on the use of muted video excerpts in developing ability to use contextually-appropriate language. This study, therefore, analyses the effects of using theme-related muted videos to develop socio-linguistic awareness in theme-related contexts.</p> <p><i>Seher Balbay has been an instructor at the Modern Languages Department, METU, since 1997. She received her MA in 2000 and is currently working towards her PhD.</i></p> <p><i>Gökçe Vanlı completed her MA and PhD in ELT at METU. She has served in the MLD as an instructor, a test writer, assistant chair, and presently as the chair.</i></p>	<p>Topic Learning Technologies Materials Development Skills: Speaking</p> <p>Audience EFL / ESL teachers Materials writers Applied linguists</p> <p>Audience Type Experienced Inexperienced</p>
11.20-11.50 Hall A	Promoting EFL Learners' Intercultural Communication Effectiveness: A Focus on Facebook <i>Emrah Özdemir</i>	Oral Presentation
	<p>Facebook may potentially be used to promote intercultural communicative effectiveness (ICE). Within this scope, the aim of this study is to investigate the effect of Facebook on ICE among English as a Foreign Language (EFL) students. A mixed-methods research was employed. The results showed some positive effects of using Facebook for intercultural purposes.</p> <p><i>Emrah Özdemir has an MA degree in the field of ELT. He is currently doing PhD. His main research interests are CALL, intercultural communication, affective factors and language learning strategies.</i></p>	<p>Topic Cultural Studies in ELT Global Issues Learning Technologies</p> <p>Audience EFL / ESL teachers</p> <p>Audience Type Experienced Inexperienced</p>

10.45-11.15 Hall B	The Effect of Self-Efficacy Beliefs on Foreign Language Learning Anxiety Assoc. Prof. Esim Gürsoy, Ayla Tohumat	Oral Presentation
	<p>The shift from teacher-directed instruction to learner-oriented education turned the attention of the studies in the field of foreign language learning on the individual differences. Considering these variables as operating dependently of one another, this study aims at exploring the relationship between the self-efficacy beliefs and anxiety level of Turkish high school students.</p> <p><i>Esim Gürsoy has been a teacher trainer for 22 years. Her research interests include TEYL, teacher education, and teaching practice. She has published articles and book chapters nationally and internationally.</i></p> <p><i>Ayla Tohumat has been teaching English for 19 years. She has had experiences both in state and private schools with different age groups, from 7 to 18. She is currently an MA student at ELT department in Uludağ University, Bursa. Her research interests include teaching English to young learners, professional development and the effect of individual differences in language classes.</i></p>	<p>Topic Individual Differences in Language Learning</p> <p>Audience EFL / ESL teachers Teacher educators</p> <p>Audience Type Experienced Inexperienced</p>
11.20-11.50 Hall B	Teaching Experience and Non-Native Teachers' Foreign Language Anxiety Sema Turan	Oral Presentation
	<p>The study aims to examine the levels of foreign language anxiety that non-native pre-service and in-service teachers of English experience. For this purpose, Teacher Foreign Language Anxiety Scale (TFLAS) was given to pre-service and in-service non-native EFL teachers. The results of the study offer conclusions about the relationship between teachers' foreign language anxiety and experience.</p> <p><i>Sema Turan holds BA and MA degrees in ELT, and a Delta. She's an ELT PhD candidate and an instructor at METU. She's interested in teacher education and language acquisition.</i></p>	<p>Topic Professional Development Teacher Education</p> <p>Audience EFL / ESL teachers</p> <p>Audience Type Experienced Inexperienced</p>
10.45-11.15 Hall C	Implementation of Reader-Response Theory in Teaching Short Story Prof. Dr. Dilek Inan, Merve Nur Boldan	Oral Presentation
	<p>This paper analyzes students' written responses to Graham Greene's short story, The Destroyers under three titles "literature as content approach", "language-based approach" and "literature for personal enrichment approach". The aim is to evoke a sense of aesthetic appreciation by using reader-response theory in the literature classes. The response papers are analyzed qualitatively in order to explore the students' accomplishments.</p> <p><i>Dilek İNAN received her BA from Hacettepe University, her MA and PhD from Warwick University in English Language and Literature. She has been teaching at Balıkesir University since 2002.</i></p> <p><i>Merve Nur Boldan is an English Instructor at National Defence University and a postgraduate student at Balıkesir University.</i></p>	<p>Topic Literature in ELT</p> <p>Audience EFL / ESL teachers</p> <p>Audience Type Experienced Inexperienced</p>

11.20-11.50 Hall C	Cross Linguistic Influence in Learning English as a Third Language Mehmet Saraç, Prof. Derin Atay	Oral Presentation
	<p>The study investigates the cross-linguistic effect by looking at the case of L1 Arabic, L2 Turkish L3 learners of English and the attitudes of those learners towards learning English at a state university. Attitude questionnaire and Think Aloud Protocols (TAPs) were utilized. There were two groups (L1 dominant and L2 dominant). The results of the qualitative and quantitative data are presented.</p> <p>Mehmet Saraç is a PhD candidate in ELT. He is currently an instructor at School of Foreign Languages at Uludağ University. He has been teaching English since 2005.</p> <p>Prof. Dr. Derin Atay currently works as a Professor at the Department of English Language Education at Bahçeşehir University, İstanbul, Turkey. Her research interests are the use of learning strategies in learning English, and the role of research and multiculturalism in teacher education.</p>	<p>Topic Cultural Studies in ELT Language Acquisition Learner Motivation</p> <p>Audience EFL / ESL teachers</p> <p>Audience Type Experienced Inexperienced</p>
10.45-11.15 Hall D	Diversity and variety in English Language Teaching Practicum Dr. Gülden Taner, Ufuk Ataş	Oral Presentation
	<p>This case study focuses on the practicum component of an English language teacher education program aiming to understand how teacher educators and prospective teachers define and conceptualize diversity, what value they attach to diversity and variety in practicum, and what their current practices and suggestions are in preparing prospective teachers for these diverse educational settings.</p> <p>Gülden Taner holds her PhD in ELT from METU. She currently teaches in Cankaya University. Her research interests include language teacher education, research, teacher identity, and teacher professional competences.</p> <p>Ufuk Ataş is a PhD candidate in ELT at METU. He is currently working as a research assistant at METU FLE. His research interests include language teacher education, (pre/in-service) teacher professionalism, and teacher educator professional development.</p>	<p>Topic Professional Development Teacher Education</p> <p>Audience EFL / ESL teachers Teacher educators Prospective teachers</p> <p>Audience Type Experienced Inexperienced</p>
11.20-11.50 Hall D	First School Experience from the Perspectives of All Stakeholders Asst. Prof. Aylin Tekiner Tolu	Oral Presentation
	<p>This qualitative case study was conducted to evaluate the first school experience of the pre-service ELT students from multiple angles by taking into consideration the perspectives of interns, mentors, coordinators, and university supervisors. The data were collected via online open-ended questionnaires, students' weekly reflections, written portfolios and notes from oral portfolio presentations and interviews with the coordinators and supervisors.</p> <p>Aylin Tekiner Tolu is an assistant professor in the ELT Department at MEF University. She received her Ph.D. in SLA and IT from USF. Her research interests include technology and teacher education.</p>	<p>Topic Curriculum Development Teacher Education</p> <p>Audience EFL / ESL teachers Teacher educators</p> <p>Audience Type Experienced Inexperienced</p>

10.45-11.30 Hall E	QR Codes in the EFL Classroom: Some Practical Ideas Nursevinç Karakuş <p>The main purpose of this workshop is to help participants get acquainted with QR codes and how to easily use them to foster student learning, interest and motivation. The workshop will feature hands-on activities and the participants are recommended to bring their mobile devices.</p> <p><i>Nursevinç Karakuş is a graduate of Gazi University, ELT Department and pursuing an MA degree at METU. She has been working as an EFL instructor at Ankara University since 2009.</i></p>	E-session Topic Learner Motivation Learning Technologies Audience EFL / ESL teachers Teachers of adult learners Teachers of young learners Audience Type Experienced Inexperienced
10.45-11.30 Hall F	Academic Reading Skills: Going Beyond Basic Comprehension Yasemin Arşın <p>This session will focus on how reading for academic purposes operates. By looking at reading purposes, typical academic genres and patterns of information organization it will provide teachers with ideas on how to enhance their classroom assessment practices. Practical activities during the session will be based on sample items from the TOEFL iBT® test.</p> <p><i>Yasemin Arşın works as an Academic Relations Specialist at ETS Global in Istanbul. She is responsible for coordinating all outreach activities for the TOEFL iBT® and GRE® Tests in Turkey.</i></p>	Workshop Topic Assessment and Evaluation EAP Skills: Reading Audience EFL / ESL teachers Teachers of adult learners Test writers Audience Type Experienced Inexperienced
10.45-11.15 Hall G	Written Corrective Feedback in A Collaborative Writing Task Batuhan Selvi, Hacer Hande Uysal, Kübra Okumuş Dağdeler <p>The literature highlights two different views investigating the role of written corrective feedback (WCF) in second language writing: “learning to write” and “writing to learn”. Adopting the former approach to WCF, the present empirical study aims to explore the role played by two types of corrective feedback (CF)— direct CF and indirect CF— on young EFL learners.</p> <p><i>Batuhan Selvi, a PhD student of Gazi University, works as a research assistant in ELT Department at Fırat University. He is interested in second language writing and academic writing.</i></p> <p><i>Kübra Okumuş Dağdeler is research assistant at Cumhuriyet University. She completed her undergraduate degree at the Department of English Language Teaching in Gazi University. Now, she is doing PhD at the same department in Atatürk University. Her research interests are teacher education and instructional technologies.</i></p>	Oral Presentation Topic Language Acquisition Skills: Writing Teaching Young Learners Audience EFL / ESL teachers Teachers of young learners Prospective teachers Audience Type Experienced Inexperienced

11.20-11.50 Hall G	Use of Cohesive Devices in Turkish EFL Learners' Argumentative Writing Aliye Evin Yörüdü, Ece Selva Küçükoğlu	Oral Presentation
	<p>This study investigated the differences and similarities in the use of reference as a cohesive device in argumentative writing by Turkish EFL learners at different proficiency levels. The data indicates some patterns of variation; however, the findings do not seem to indicate that the use of reference as a cohesive device is a determinant factor in itself in writing quality.</p> <p>Aliye Evin Yörüdü is an instructor at Uludağ University with an MA in TEFL from Bilkent University and a PhD in progress. Her interest is teaching and testing of writing.</p> <p>Ece Selva Küçükoğlu is an instructor at METU with an MA in TEFL from Bilkent University. She has a PhD in ELT from METU, ELT department. Her interest areas are corpus linguistics, teaching and testing of speaking, and teacher development.</p>	<p>Topic Applied Linguistics Approaches and Methodologies Skills: Writing audience</p> <p>Audience EFL / ESL teachers Teachers of adult learners Materials writers</p> <p>Audience Type Experienced Inexperienced</p>
10.45-11.30 Hall H	Academic mindsets: The key to growth Burçin Hasanbaşoğlu	Workshop
	<p>Farrington (2012) defines academic mindsets as "the motivational components that influence a student's desire and will to engage in learning". In this workshop, the presenter will first introduce the concept and then initiate an interactive discussion on how to promote academic mindsets in learners. Then, she will enable the audience to explore if their institutions foster these mindsets.</p> <p>Burçin Hasanbaşoğlu received her B.A. from ELT Department at METU and M.A. in TEFL from Bilkent University. She has worked as an instructor, textbook writer, syllabus designer and teacher trainer.</p>	<p>Topic Approaches and Methodologies Learner Motivation</p> <p>Audience EFL / ESL teachers Teachers of adult learners Program administrators</p> <p>Audience Type Experienced Inexperienced</p>
12.10-12.40 Hall A	Listening beyond Boundaries: Teaching Listening Summary in an EFL Context Dr. Yasmine Salah El-Din	Oral Presentation
	<p>This presentation examines listening summary as a tool that teaches and assesses EFL students' comprehension skills. Listening summary is a task where students watch a TED talk and summarize the main ideas reflected in the talk. The presenter will report on students' feedback on the practice, share their successes and challenges, and provide a framework for effective implementation.</p> <p>Yasmine Salah El-Din teaches EAP at AUC. She has a Master's in TEFL and a Ph. D. in Linguistics. Her research interests include corrective feedback, teaching and assessing academic skills.</p>	<p>Topic EAP Professional Development Skills: Listening</p> <p>Audience EFL / ESL teachers Program administrators</p> <p>Audience Type Experienced Inexperienced</p>
12.45-13.15 Hall A	Language Learning Experience: Turning Theory to Practice with Esperanto Asst. Prof. Betül Bal-Gezegin	Oral Presentation
	<p>This case study reports what students experienced in learning a third language, Esperanto, as a requirement for language acquisition course at an English language teaching program at a university and how they perceived this process. The data are student reflections, field notes and semi-structured interviews. The conclusions reveal that this experience helped students make meaningful connections with theory and practice.</p> <p>Betül Bal-Gezegin is an assistant professor in the department of English Language Teaching at Amasya University. Her main interests include Corpus Linguistics, Intercultural Communication (ICC), Teacher Education, Sociolinguistics and Educational Technology.</p>	<p>Topic Applied Linguistics Language Acquisition Teacher Education</p> <p>Audience Teachers of adult learners Program administrators Teacher educators</p> <p>Audience Type Experienced Inexperienced</p>

12.10-12.40 Hall B	Insights into Flipped Learning: Prospective EFL Teachers' and Students' Perspectives Dr. Işıl Günseli Kaçar	Oral Presentation
	<p>This mixed method case study aimed to explore perceptions of prospective Turkish EFL teachers and high school students regarding flipped instruction. The data was obtained via flipped instruction attitude surveys, interviews and end-of- class evaluation form. The data was analyzed via descriptive statistics and content analysis. Findings indicated favourable perceptions but some constraints, challenges regarding different phases of flipped instruction.</p> <p><i>Işıl Günseli Kaçar is the vice-chair of Foreign Language Education Department, METU and departmental practicum coordinator. She is interested in ELF-aware teaching, information technology integration, and EFL pre-service teacher education.</i></p>	<p>Topic Learning Technologies Materials Development Teacher Education</p> <p>Audience Teacher educators K-12 teachers Prospective teachers</p> <p>Audience Type Experienced Inexperienced</p>
12.45-13.15 Hall B	Challenges Facing Teachers in Technology Implementation: Istanbul University Case Study Jasmina Čorbić, Mehdi Zouaoui	Oral Presentation
	<p>The case study deals with investigating the status quo of technology use and challenges in a language classroom, whether it's a necessity or merely a luxury that can be disposed of. Teachers are aware technology potentials in the current educational diaspora, yet what we notice that an understanding of the importance of technology doesn't necessarily translate into an informed use.</p> <p><i>Jasmina Čorbić is an English instructor at Istanbul University Dil Merkezi with an interest in implemented methodology, education evaluation, applied linguistics as well as curriculum design.</i></p> <p><i>Mehdi Zouaoui is an English Instructor with insightful knowledge of alternative teaching methods combining both policy and hands-on experience of the field.</i></p>	<p>Topic Approaches and Methodologies Learning Strategies Learning Technologies</p> <p>Audience EFL / ESL teachers Materials writers Teacher educators</p> <p>Audience Type Experienced Inexperienced</p>
12.10-12.40 Hall C	Conundrum: The Effect of Explicit and Implicit Written Corrective Feedback Pınar Demirci	Oral Presentation
	<p>This research study investigates the short-term and long-term effects of explicit and implicit written corrective feedback with a pre-test-posttest quasi-experimental design. Data from the written outputs of 41 pre-intermediate learners were collected over 14 weeks. The short-term results showed that explicit corrective feedback and no corrective feedback are better than implicit corrective feedback in improving regular and irregular past forms.</p> <p><i>Pınar Demirci works for Boğaziçi University School of Foreign Languages as an English instructor and academic coordinator. She holds an MA in English Language Teaching.</i></p>	<p>Topic EAP Research Skills: Writing</p> <p>Audience EFL / ESL teachers Teachers of adult learners</p> <p>Audience Type Experienced Inexperienced</p>

12.45-13.15 Hall C	'Make' and 'Do' in Native and Non-native Argumentative Essays Serap Atasever Belli, Prof. Dr. İlknur Keçik	Oral Presentation
	<p>This corpus-based research aimed at investigating the verbs make and do in the English argumentative essays written by American and Turkish university students in terms of frequency distribution, meanings and collocational use based on constructive grammar. The findings of the study yielded both similarities and differences between two groups in the frequency, meanings and collocational uses of make and do.</p> <p>Serap Atasever Belli is a Research Assistant at English Language Teaching Program at Anadolu University. Her research interests include discourse analysis, corpus linguistics, pragmatics, and language education.</p> <p>İlknur Keçik is a Professor at English Language Teaching Program at Anadolu University. Her research interests include text linguistics, English language teaching, Turkish language teaching, discourse analysis.</p>	<p>Topic Applied Linguistics Corpus Studies Teacher Education</p> <p>Audience EFL / ESL teachers Teacher educators Prospective teachers</p> <p>Audience Type Experienced Inexperienced</p>
12.10-12.40 Hall D	Enhancing Learners' Autonomy through an Assessment Procedure in EFL classrooms Wassila Lansari	Oral Presentation
	<p>The term assessment has often been associated with benchmarked tests. However, using the same assessment process, that spotlights the recognition of student achievements for the accountability of schools and the educational system, by focusing on tests preparation and a narrow range of knowledge at the expense of other important skills becomes a "dangerous" way of teaching and learning.</p> <p>Wassila Lansari has a magister diploma in "Assessment and Testing in English Language Teaching" and she is a PHD student.</p>	<p>Topic Assessment and Evaluation Learner Autonomy</p> <p>Audience EFL / ESL teachers</p> <p>Audience Type Experienced Inexperienced</p>
12.45-13.15 Hall D	Perceived Effectiveness of English Medium Instruction at Tertiary Level Meryem Yeltekin Karaman	Oral Presentation
	<p>The aim of this study is to investigate the implementation and perceived effectiveness of partial and full English medium instruction (EMI) courses in undergraduate engineering programs at a Turkish state university. With respect to students and lecturers' opinions, it attempts to answer the research questions through a mixed method research design, combining the findings gathered from quantitative and qualitative analyses.</p> <p>Meryem Yeltekin Karaman has been working as an EFL instructor at Yıldız Technical University in Istanbul. Some of her research interests are English medium instruction, EAP, ESP, ELF and research methods.</p>	<p>Topic EAP ESP Language Policies</p> <p>Audience EFL / ESL teachers Teachers of adult learners Program administrators</p> <p>Audience Type Experienced Inexperienced</p>

12.10-12.55 Hall E	Writing Stories Using Art Arev Babahan	E-Session
	<p>Storytelling is a strategy I apply to ignite my students' creativity and encourage them to write. Online stories, dictoglosses with a twist in fairy tales, and Storybird help me improve my students' soft and hard skills by stimulating imagination with artwork, encouraging collaboration, using target vocabulary, and technology. I would like to demonstrate examples and let participants have hands-on experience.</p> <p>Arev Babahan double-majored in English and German Language Teaching at Istanbul University and obtained an MA in Germany. She has been teaching English at school of foreign languages for 5 years.</p>	<p>Topic Learner Autonomy Learning Technologies Skills: Writing</p> <p>Audience EFL / ESL teachers Teachers of adult learners K-12 teachers</p> <p>Audience Type Experienced Inexperienced</p>
12.10-12.55 Hall F	Keeping It Simple: Strategies for Effective and Efficient Classroom Writing Assessment Prof. Paul Kei Matsuda	Workshop
	<p>Assessment is an important part of writing classrooms but it can be intimidating to both teachers and students. How can classroom assessment be made effective yet efficient? The key is to keep it simple. In this workshop, participants will learn some principles of effective and efficient classroom assessment that can maximize student learning while reducing teacher workload.</p> <p>Paul Kei Matsuda is Professor of English and Director of Second Language Writing at Arizona State University, and Concurrent Professor of Applied Linguistics at Nanjing University. Paul is Founding Chair of the Symposium on Second Language Writing and Series Editor of the Parlor Press Series on Second Language Writing. He is also Past President of the American Association for Applied Linguistics. Paul has published widely on various topics on language, writing and professional development, and has received a number of prestigious awards for his publications. He has presented keynote and plenary talks as well as lectures and workshops in more than 25 countries.</p>	<p>Topic Assessment and Evaluation Skills: Writing</p> <p>Audience EFL / ESL teachers</p> <p>Audience Type Experienced Inexperienced</p>
12.10-12.40 Hall G	Exploring Novice Teachers' Critical Incidents to Understand their Professional Development Dr. Müzeyyen Nazlı Güngör, Assoc. Prof. Sumru Akcan	Oral Presentation
	<p>This exploratory study provides insight into the variety of experiences novice teachers reflected on through critical incidents in socio-culturally different regions of Turkey. The aim is to explore novice teachers' critical incidents and how these incidents contribute to their professional development and awareness. Findings reveal their emotions, reflections on how they perceive real teaching atmosphere and wider professional changes.</p> <p>Müzeyyen Nazlı Güngör is a doctor in English Language Teaching Programme at Gazi University. Her research focuses on second language teacher education, curriculum development, and teaching English to young learners.</p> <p>Sumru Akcan is an associate professor in the Department of Foreign Language Education at Boğaziçi University. She teaches undergraduate and graduate courses in teacher education and language teaching methodology. Her research focuses on pre- and in-service language teacher education.</p>	<p>Topic Professional Development Research Teacher Education</p> <p>Audience Teacher educators Prospective teachers</p> <p>Audience Type Experienced Inexperienced</p>

12.45-13.15 Hall G	Pre-service EFL Teachers Practices to Deal with In-Class Challenges Dr. Şeyda Selen Çimen, Prof. Dr. Ayşegül Daloğlu	Oral Presentation
	<p>Practices of EFL teachers and influences on their practices were explored through a case study. Data were collected through field notes and stimulated-recall interviews. Results reveal that pre-service teachers generated various strategies; courses in teacher education program, own learning experiences, classroom observations at the host school, practice teaching experiences, and mentor teacher's recommendations emerged as influences that shape their practices.</p> <p><i>Şeyda Selen Çimen has been working as a research assistant since 2006. Her research interests include language teacher education, teacher cognition, second language acquisition, and pragmatics.</i></p> <p><i>Ayşegül Daloğlu is a professor at Middle East Technical University, Faculty of Education, Department of Foreign Language Education. Her areas of professional interest include curriculum design and evaluation, ELT methodology, testing and assessment, teacher education and professional development, classroom research, and technology use in language education.</i></p>	<p>Topic Research Teacher Education</p> <p>Audience Teacher educators Prospective teachers</p> <p>Audience Type Experienced Inexperienced</p>
12.10-12.55 Hall H	A Foray Into Flipped Learning: Lessons Learned after Four Years Joel Compton	Workshop
	<p>Using Geert Hofstede's monumental work on cultural dimensions, the author's study shows areas of potential cultural dissonance both between Turkish students and their foreign teachers as they interact within a flipped learning environment. The study suggests ways in which the areas of dissonance might be overcome for both teacher and student.</p> <p><i>Joel Compton has lived in Turkey for the last 7 years. Initially, he taught at two dershanes before switching to MEF University in 2014. He is the Faculty English Coordinator.</i></p>	<p>Topic Approaches and Methodologies EAP Teacher Education</p> <p>Audience EFL / ESL teachers Materials writers</p> <p>Audience Type Experienced Inexperienced</p>

Panel Discussion		
14.30-15.30 Kemal Kurdaş Hall	Maximizing Student Engagement and Motivation Emma Walton, Işıl Boy Ergül, Dr. Tom Godfrey Moderator: Tony Gurr	Panel
	<p>“Teaching and Learning in the 21st Century” Emma Walton has worked in education in the UK and overseas for over twenty years. Emma’s focus has been on raising standards for the student experience at both operational and strategic levels. She has worked as a teacher, lecturer, teacher-trainer, Director of Studies, School Director, Director of Academic Development and currently Director of Academic Affairs. She also opened a successful Language school in London. In all these roles Emma has been driven by passion for language and the way in which students learn and experience different cultures alongside a drive to motivate and inspire staff to always give their best. Emma studied Humanities at the University of Brighton and has the Cambridge CELTA, the Cambridge Diploma of English Language teaching (DELTA) and the Trinity College Diploma in English Teaching Management (DELTMA).</p> <p>““AR”e you using technology in the right way, at the right time?” Işıl Boy Ergül works as a lecturer in the Department of Foreign Languages Education at Yıldız Technical University and as a teacher trainer for Pilgrims Teacher Training in the UK. She has conducted various ICT training courses across Turkey, Europe, and the Middle East since 2010. She holds a BA in TEFL from Istanbul University and an MA in Educational Technology and TESOL from the University of Manchester. Currently she is doing a PhD in Educational Technology at Bahçeşehir University. In 2015, she was selected as an Apple Distinguished Educator. She is also the coordinator of the EdTech Summit (ETZ) and ETZ Academy (www.etz.com.tr).</p> <p>“Drama in ELT: Developing language skills with a focus on creativity and ‘whole person learning’” Tom Godfrey has worked as an EFL teacher, teacher trainer and theatre Director in a variety of countries. He is Director of International Training Institute (ITI) which is a centre for teacher training and development and an ELT consultancy. He currently runs teacher-training courses leading to the Cambridge TKT, CELTA, ICALT and DELTA qualifications. He is an ELT consultant specialising in Curriculum Design and Teacher Education. He completed his Ed.D at Exeter University, UK. He is the founder of Speech Bubbles Theatre and Director of the Speech Bubbles School of Performing Arts. Speech Bubbles perform musicals to raise money for charities that support education and children in Turkey. He is currently directing the play “The Curious Incident of the Dog in the Night-time”.</p>	<p>MODERATOR:</p> <p>Tony Gurr is a seasoned teacher, trainer, consultant - and LEARNer. He draws on his wide range of ‘hands-on’ experience in schools, colleges and higher education institutions in the UK, Middle East, the US, Australia, and Türkiye. A popular workshop facilitator / keynote presenter, Tony is well-known for his creative and thought-provoking sessions with educators and trainee teachers. He has worked on a series of major learning and teaching transformation initiatives, managed innovative curriculum and assessment renewal projects, and led a range of quality and institutional effectiveness programmes over his 30+ years in ELT and education. He is also a published writer and an avid blogger.</p>
15.50-16.20 Hall A	The Increasing Need to Teach Compliments Dr. Funda Dörtkulak	Oral Presentation
	<p>Turkish, with its variety of structures and unique cultural features in compliment exchanges, deconstructs some overgeneralizations on compliments making it compulsory to integrate them in teaching and learning practices. This presentation, reporting a comparative corpus study of 2000 Cs from Turkish and English, aims to underline the need to recognize cross-cultural differences and integrate compliment exchanges in curriculum.</p> <p>Funda Dörtkulak completed her M.A. on ELIT and her PhD on comparative pragmatics at METU. She has been working at Çankaya University at the English Preparatory School since 2006.</p>	<p>Topic Applied Linguistics Corpus Studies Cultural Studies in ELT</p> <p>Audience EFL / ESL teachers Materials writers Applied linguists</p> <p>Audience Type Experienced Inexperienced</p>

15.50-16.20 Hall B	Impact of Critical Practicum Seminar on Teaching Practice Dr. Yasemin Tezgiden Cakcak	Oral Presentation
	<p>This qualitative study investigates the impact of a critical pre-service practicum seminar course on the teaching practices of graduates, now teaching English at diverse places and institutions. Preliminary findings suggest critical content in practicum seminar as well as the dialogic classroom environment were crucial cornerstones in student-teachers' preparation for their profession and in developing their teacher personas.</p> <p><i>Yasemin Tezgiden Cakcak teaches at the Foreign Language Education Department of Middle East Technical University. Her research interests are critical pedagogy, teacher education and applied linguistics.</i></p>	<p>Topic Teacher Education</p> <p>Audience EFL / ESL teachers Program administrators Teacher educators</p> <p>Audience Type Experienced Inexperienced</p>
15.50-16.20 Hall C	Missing Data in L2 Research: A Review of Reporting Practices Asst. Prof. Talip Gönülal	Oral Presentation
	<p>The current study reviews and critically evaluates the missing data management practices in quantitative L2 research. Results indicate that missing data are a common problem in L2 research but the treatment of missing data is often ignored or includes traditional techniques. Recommendation will be made for handling missing data.</p> <p><i>Talip Gönülal is an assistant professor of applied linguistics at Erzinçan University. His research interests include quantitative research methods, statistical literacy, humor and language play, and technology-enhanced language learning.</i></p>	<p>Topic Approaches and Methodologies Assessment and Evaluation Research</p> <p>Audience Test writers Applied linguists</p> <p>Audience Type Experienced</p>
15.50-16.20 Hall D	Verb Complementation Patterns of want in Argumentative Essays Sibel Söğüt, Prof. Dr. İlknur Keçik	Oral Presentation
	<p>The aim of this study is to examine a high frequent desiderative verb – want in argumentative essays of Turkish EFL learners and native speakers of English. It was revealed that non-native learners over-use want with 165 occurrences compared to native speakers with 84 occurrences and want selects mainly to-infinitive and noun phrases in both datasets.</p> <p><i>Sibel Söğüt is a research assistant at English Language Teaching Program at Anadolu University. Her research interests are corpus linguistics, language teaching, discourse analysis, educational technology.</i></p> <p><i>İlknur Keçik is a professor at English Language Teaching Department at Anadolu University. Her research interests are text linguistics, language teaching, discourse analysis, teacher education.</i></p>	<p>Topic Applied Linguistics Corpus Studies Research</p> <p>Audience EFL / ESL teachers Applied linguists Prospective teachers</p> <p>Audience Type Experienced Inexperienced</p>
15.50-16.35 Hall E	Three Corpus-based Tools for Vocabulary Teaching and Learning in Writing Veysel Altunel, Xiaoli Yu	E-session
	<p>Designed upon corpus linguistics, the three web tools introduced in this e-session provide sufficient authentic language patterns and usages in academic settings, which facilitates vocabulary instruction and learning in depth. The three web tools are Corpus of Contemporary American English (COCA), Compleat Lexical Tutor (v.8), and Flexible Language Acquisition (FLAX).</p> <p><i>Veysel Altunel is an English Instructor at Army NCO Vocational College of National Defense University in Turkey.</i></p> <p><i>Xiaoli Yu is a TESOL doctoral candidate at the University of Central Florida.</i></p>	<p>Topic Approaches and Methodologies Corpus Studies EAP</p> <p>Audience EFL / ESL teachers Teachers of adult learners Teacher educators</p> <p>Audience Type Experienced Inexperienced</p>

15.50-16.35 Hall F	Intercultural Citizenship in Practice Prof. Michael Byram	Workshop
	<p>In this session I will focus on the practical implementation of the principles and theories I will discuss in my plenary. This will include further examples and suggestions about lesson planning and assessment. I will also show in more detail how language teachers can make their contribution to developing 'Competences for Democratic Culture'.</p> <p>Michael Byram is Professor Emeritus at Durham University (UK) and Guest Professor at Luxembourg University. He 'read' Languages at King's College, Cambridge (UK), completed a PhD in Danish literature, and taught French and German in secondary education. At Durham since 1980, he has been engaged in teacher training and research on languages and education. His monographs include <i>From Foreign Language Education to Education for Intercultural Citizenship</i> (2008) and he has edited <i>Routledge Encyclopedia of Language Teaching and Learning</i>. He has been Adviser to the Council of Europe Language Policy Division and is now working on 'Competences for Democratic Culture' at the Council of Europe.</p>	<p>Topic Cultural Studies in ELT Global Issues</p> <p>Audience EFL / ESL teachers</p> <p>Audience Type Experienced Inexperienced</p>
15.50-16.35 Hall G	Effective Instructional Practices to Develop the Skill of Paraphrasing Dr. Jamie Cardwell, Sarah Hassell	Workshop
	<p>Critical analysis through the use of paraphrasing is a necessary skill in this global world. Using results from a teacher action research project, the presenters will share data collected from students and staff concerning effective instructional practices in teaching paraphrasing. Participants will learn practical strategies to address current challenges in paraphrasing to effectively support students in EAP programs.</p> <p>Jamie Cardwell is an instructor at Bilkent University in the Faculty of Academic English. She holds a B.S. in education, M.A. in English (TESOL), and an Ed.D. in education.</p> <p>Sarah Hassell is an instructor at Bilkent University in the Faculty of Academic English. She holds a B.S. in anthropology, and an M.A. in English (TESOL).</p>	<p>Topic EAP Research Skills: Writing</p> <p>Audience EFL / ESL teachers Program administrators Teacher educators</p> <p>Audience Type Experienced Inexperienced</p>
15.50-16.35 Hall H	Training Learners to Learn: Motivation and Goal Setting Tyler Scharf	Workshop
	<p>What makes a good learner is hard to define but most often starts with a clear sense of purpose to establish a learning path. Intrinsically motivated goal setting, regardless of the form or context, is critical to ensure success in learning of any kind as it often leads to effective practice and formation of good habits.</p> <p>Tyler Scharf tutored students between the ages of 4-64 in Ankara, Moscow and Istanbul. He holds a Delta certificate and specializes in English for Specific Purposes and learner training strategies.</p>	<p>Topic Learner Autonomy Learner Motivation Professional Development</p> <p>Audience EFL / ESL teachers Teacher educators</p> <p>Audience Type Experienced Inexperienced</p>
16.55-17.55 Kemal Kürdaş Hall	"Being an English Language Teacher: Beyond Labels and Boundaries?" Asst. Prof. Ali Fuad Selvi	Plenary Talk
	<p>In a world increasingly characterized by labels and divides, it would be naïve to think that the field of English Language Teaching (ELT) will be immune to and unaffected by these patterns. For the past couple of decades, the field of ELT has been under the influence of such dichotomies of identity as "native speaker (NS)" versus "non-native speaker (NNS)" and thereby, "native English-speaking teacher (NEST)" and "non-native English-speaking teacher (NNEST)". This presentation unpacks narrow conceptualizations about these labels, and calls for reevaluation and re-negotiation of the fundamental assumptions about language ownership, learning, use, and instruction in the light of the present-day sociolinguistic and educational landscape of the English as an international language.</p> <p>Ali Fuad Selvi is an Assistant Professor of TESOL and Applied Linguistics in, and the Chair of the Teaching English as a Foreign Language Program at Middle East Technical University, Northern Cyprus Campus. His research interests include the sociolinguistics of English as an International Language and its implications for language learning, teaching, teacher education and language policy/planning; issues related to (in)equity, professionalism, marginalization and discrimination in TESOL; and second language teacher education. In addition to his scholarship in these areas, he was recently recognized as one of TESOL International Association's 30 Up and Coming Leaders in recognition of his potential to "shape the future of both the association and the profession for years to come."</p>	

Presenters Index

Abdülkadir Güllü	agullu@ybu.edu.tr
Afaf Mishriki	afaf@aucegypt.edu
Ahmed Fahad	ahmedkadhum@gmail.com
Aida Ariannejad	ida.ariannejad@gmail.com
Alev Özbilgin Gezin	ozbilgin@metu.edu.tr
Ali Fuad Selvi	selvi@metu.edu.tr
Aliye Evin Yörüdü	aliyevin@gmail.com
Amani Demian	amanid@aucegypt.edu
Amin Pouresmaeil	amin.pouresmaeil@gmail.com
Anna Stavicka	anna.stavicka@lu.lv
Arev Babahan	arev.babahan@khas.edu.tr
Arum Perwitasari	arum_perwitasari@hotmail.com
Arzu Şarlanoğlu Vural	vuralarzu72@gmail.com
Aslı Ünlü	asliunlu@tevitok.k12.tr
Asuman Aşık	asuman.asik@gmail.com
Ayesha Bibi	mphillicuistics4@gmail.com
Ayla Tohumat	atohumat@gmail.com
Aylin Tekiner Tolu	tekinera@mef.edu.tr
Ayşegül Daloğlu	daloglu@metu.edu.tr
Babürhan Üzüml	uzum@shsu.edu
Batuhan Selvi	batuhanselvi@outlook.com
Bedrettin Yazan	byazan@ua.edu
Betil Eröz-Tuğa	beroz@metu.edu.tr
Betül Bal Gezin	betulbal@gmail.com
Bochra Kouraichi	bochra.kouraichi@gmail.com
Burçin Hasanbaşoğlu	hburcin@metu.edu.tr
Ceren Kocaman	kocaman@metu.edu.tr
Deniz Saydam	dkucuk@metu.edu.tr
Derin Atay	dyatay@yahoo.com
Dilek İnan	inan@balikesir.edu.tr
Ece Selva Küçükoğlu	eceselva@metu.edu.tr
Elif Şen	elif@bilkent.edu.tr
Elif Şeşen	etopuz@metu.edu.tr
Elif Tokdemir Demirel	elif.demirel@ufuk.edu.tr
Elif-Kemaloğlu Er	ekemaloglu@gmail.com
Emel Nur Er	emelnurer@gmail.com
Emma Walton	emma.walton@EF.com
Emrah Özdemir	emrahblk@gmail.com
Esim Gürsoy	esimgursoy@yahoo.com
Funda Dörtkulak	fundadortkulak@gmail.com

Gökçe Vanlı	vgokce@metu.edu.tr
Gölge Seferoğlu	golge@metu.edu.tr
Gözdeur Çetin	gozdenurctn@gmail.com
Güliden Taner	gulidentaner@gmail.com
Hacer Hade Uysal	uysalhande@yahoo.com
Hatice Karaaslan	hkaraaslan@ybu.edu.tr
İlknur Bayram	ilknrbayrm@gmail.com
İlknur Keçik	ikecik@gmail.com
İrem Gedil	iremgedil@sehir.edu.tr
İrem Oruç	irem.oruc@metu.edu.tr
Işıl Boy Ergül	isilboy@gmail.com
Işıl Günseli Kaçar	isil@metu.edu.tr
İsmail Yaman	ismail.yaman@omu.edu.tr
Jamie Cardwell	jamie.cardwell@bilkent.edu.tr
Jasmina Corbic	jasmina.corbic@gmail.com
Javad Gholami	j.gholami@urmia.ac.ir
JJ Wilson	jjawilson2000@yahoo.com
Joel Compton	comptonj@mef.edu.tr
Kübra Okumuş Dağdeler	okumus-kubra@hotmail.com
Magdi Kandil	magdi.kandil@qu.edu.qa
Maryam Yousefi	maryamyousefi7@yahoo.com
Mehdi Zouaoui	zalouteacher@gmail.com
Mehmet Saraç	mehmetsarac@uludag.edu.tr
Melike Ünal Gezer	melikeunalgezer@gmail.com
Merve Nur Boldan	merve.buldan@hotmail.com
Merve Oflaz	merveoflaz@hotmail.com
Merve Söğüt	merve.sogut@metu.edu.tr
Meryem Yeltekin Karaman	meryemyeltekin@gmail.com
Michael Byram	m.s.byram@durham.ac.uk
Muhammad Zohrabi	mohammadzohrabi@gmail.com
Müge Akgedik-Can	makgedik@ybu.edu.tr
Mümin Şen	msen@ybu.edu.tr
Müzeyyen Nazlı Güngör	mnazlidemirbas@gmail.com
Natalia Mukhina	4nataliamukhina@gmail.com
Norma Constanza Basto Salas	normacons77@gmail.com
Nurseven Kılıç	nursevenkilic71@hotmail.com
Nursevinç Karakuş	nursevinc.karakus@gmail.com
Onur Uludağ	ouludag@yildiz.edu.tr
Ozge Güney	ozge.ycl@gmail.com
Ozlem Canaran	ocanaran@thk.edu.tr
Paul Kei Matsuda	pmatsuda@asu.edu
Pelin Onar Valk	pelinonar@gmail.com
Pınar Demirci	pinar.demirci@boun.edu.tr
Pınar Demirci	pinar.demirci@boun.edu.tr
Reyhan Aslan	raslan@metu.edu.tr
Rhian Webb	rhian.webb@final.edu.tr
Sanaa Sanaa Makhoul	sanaaam@aucegypt.edu
Sarah Hasseli	sarah.hassell@bilkent.edu.tr
Sebnem Yalçın	sebnemyalcin@boun.edu.tr
Sedat Akayoğlu	akayoglu_s@ibu.edu.tr

Seher Balbay	seherb@metu.edu.tr
Selin Onar Özyarar	selin_onar@hotmail.com
Sema Turan	suster@metu.edu.tr
Serap Atasever Belli	serapataseverr@hotmail.com
Servet Çelik	servet61@umail.iu.edu
Seyda Selen Çimen	s.selen.ozkan@gmail.com
Sezen Bektaş	sezenbektas2015@gmail.com
Sibel Söğüt	sibelsogut@anadolu.edu.tr
Sükran Saygı	susaygi@metu.edu.tr
Sumru Akcan	sumru.akcan@boun.edu.tr
Suna Altun	snaaltn@gmail.com
Talip Gönülal	talip.gonulal@erzincan.edu.tr
Tom Godfrey	tom@iti-istanbul.com
Tyler Scharf	scharf.tyler@gmail.com
Ufuk Atas	atas@metu.edu.tr
Veysel Altunel	altunelveysel@gmail.com
Wassila Lansari	kt-w@hotmail.fr
Xiaoli Yu	xiaoli.yu@ucf.edu
Yasemin Arşın	yarsin@detsglobal.org
Yasemin Tezgiden Cakcak	tezgiden@metu.edu.tr
Yasmina Hassaine Bensenane	yasmina_djazia@hotmail.fr
Yasmine Salah El-Din	yasmine@aucegypt.edu
Zafeer Hussain Kiani	zafeerkiani@gmail.com



School of Foreign Languages
Department of Basic English
Ankara TURKEY
Tel: 0090 312 2102160 - 0090 312 2103978
e-mail: elt2018@metu.edu.tr