



# Teachers Research! Istanbul 2017

**Bahçeşehir University, Istanbul**  
**2–3 June 2017**

IATEFL ReSIG



Bahçeşehir University



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This will be IATEFL Research SIG's third annual conference in Turkey for practitioner researchers and those mentoring teacher-research. The primary goal of the conference is to bring together teacher-researchers across Turkey and beyond to support the growing international movement of teachers as researchers and knowledge creators for themselves, their students and their schools.

This conference is participant-centred, with teachers being viewed as at the centre of knowledge construction rather than the 'receivers' of expert knowledge. The format of the conference promotes interaction among presenters and listeners by allowing ample discussion time after brief presentations of studies. In this way, teachers are encouraged to communicate their ideas, and to get and give feedback freely.

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# Plenary Speakers

## Gary Barkhuizen

### **Teacher identities, short stories, and teacher research: Tangled up in blue**

In the presentation, I explore what language teacher identities are, how we find out about them, and why it is important to do so in language teacher professional development. Drawing on published reflections of international expert practitioners and researchers in the field of English teaching and learning, I illustrate themes emerging from their reflections by telling the ‘teacher identity’ story of a high school English teacher. I began a narrative inquiry project with her to explore her developing teacher identity while she was a pre-service English teacher. We continued our inquiry eight years later. To make sense of the story I analysed a series of ‘short stories’ extracted from interviews I conducted with her. Short stories are short excerpts of data extracted from a larger set of data such as interviews and written narratives. In analyzing short stories interest turns to the content of the stories – what they are about – as well as the contexts in which the stories are experienced. In the presentation, I will show how this approach to analysis can be used by teachers to explore their own experiences.

### **Bio Data**

Gary Barkhuizen is Professor in the School of Cultures, Languages and Linguistics at the University of Auckland, New Zealand. His research and teaching interests are in the areas of language teacher education, learner language, teacher identity, and narrative inquiry, and he has published widely on these topics in a range of international journals. He is co-author of *Analysing Learner Language* (Oxford University Press, 2005), *Second Language Identity in Narratives of Study Abroad* (Palgrave, 2013), *Narrative Inquiry in Language Teaching and Learning Research* (Routledge, 2014), and editor of *Narrative Research in Applied Linguistics* (Cambridge University Press, 2013). His latest book is *Reflections on Language Teacher Identity Research* (Routledge, 2017). Gary has taught ESL at high school (in South Africa) and at college level (in New York), and has been involved in teacher education in South Africa, New Zealand and the United States. He has conducted teacher/researcher professional development seminars in various countries including China, Hong Kong, Cambodia, Chile, Colombia, Mexico and Japan. His website can be found at: <http://artsfaculty.auckland.ac.nz/staff/?UPI=gbar062&Name=Gary%20Barkhuizen>

## Anne Burns

### **Supporting teachers to do practitioner research: Some lessons learned and some questions to consider**

The concept of teachers conducting some kind of classroom inquiry, whether it be action research, exploratory practice, lesson study or reflective practice, has become increasingly well-established in the field of English language teaching. However, studies that have been undertaken on teachers' experiences of practitioner research show that it is not straightforward for teachers to begin, and then continue, the process of doing research. In this talk I will reflect on what I have learned about supporting teachers to do action research. The talk will present one model which I have used and refined for the Australian context in which I have worked over many years. I will highlight five key dimensions where, according to what teachers I have worked with have reported, they value various forms of support. I will indicate some specific features of each of these areas and also suggest some strategies for addressing them. My talk will be illustrated by the voices of teachers I have worked with in Australia but also in several other contexts.

### **Bio Data**

Anne Burns is a Professor of TESOL in the School of Education at the University of New South Wales, Sydney. She is also a Professor Emerita at Aston University and an Honorary Professor at the University of Sydney, and the Education University of Hong Kong. She is an academic advisor for Oxford University Press, a series editor for Routledge and a senior consultant for National Geographic/Cengage. Her research interests include the teaching of speaking and listening, language teacher cognition, and teacher education. She has a particular interest in action research, and has worked with many language teachers and published extensively on this topic.

## Flávia Vieira

### **Pedagogical inquiry in initial teacher education: transformative potential and critical issues**

Teacher research, particularly action research, has been advocated as a path to transformation by liberating teachers from instrumental rationalism and empowering them to become curricular developers and enactors of educational change. In initial teacher education settings, it can further strengthen the relationships

between training institutions and schools through the collaborative supervision of projects. Yet, teacher research also raises controversy regarding its purposes, nature and status, as well as tensions among multiple views of (teacher) education, the teaching-research nexus and supervisory roles in teacher education contexts. These issues will be discussed so as to problematize the value of inquiry in teacher development and educational change. I will draw on my experience as a teacher educator and on a study carried out in initial teacher education programmes at my university, focusing on the role of research in the student teachers' practicum. The study was based on interviews to supervisors and student teachers, and the analysis of student teachers' project reports. Results highlight some of the issues above, but they also reveal the transformative potential of student teacher research in building an inquiry-based culture of teaching and professional development.

## *Workshops*

### **Cem Can and Kenan Dikilitaş**

#### **Developing corpus of our students: evidence for understanding and action**

Corpus can be described – from a practitioner's perspective – a collection of students' verbal and written productions gathered for a particular purpose over a particular time period. Teachers can access first hand corpus and manage to generate it directly and systematically. Students are encouraged to write type their written productions in a software and teachers can sort them for corpus analysis. Corpus may help teachers collect direct evidence for their research topic rather than indirect set based on what students say. Depending on the issue to be investigated, teachers can design select a corpus and plan to analyze it. Students' essays/paragraphs written during the class period (e.g. 2 months) in order to understand the following issues.

- the linguistic development in language use
- development of vocabulary use (if you think they need to develop lexical knowledge of particular vocabulary set)
- use of cohesive devices (if you have observed that they can develop uses of pronouns, grammatical ties between sentences etc.)

- inter-sentential relations (Particular gaps in the use of conjunction)
- gaps in the use of definite and indefinite articles
- how they position themselves as a writer in the text writer stance

In this workshop, we aim to introduce why and how teachers can use classroom-based learner corpus for investigating a range of topics of interest. We will introduce hands-on activities with reference to a particular corpus collected from learners. The participants will identify a focus of their own and will engage in doing corpus analysis. The stages by which they will engage in doing corpus analysis can include:

- Identifying issues of interests, gaps, questions and puzzles
- Preparing a guideline for students to follow when contributing to the corpus
- Designing the construction of corpus: purpose, length, content, and tools, etc.
- Developing ways of analysing the corpus
- Interpreting the findings
- Reflecting on emerging linguistic issues
- Creating links to the instructional pedagogy

## Carol Griffiths

### **Writing up your teacher-research and getting it published**

This workshop will begin with some practical tips about researching the market and surviving the publication process, including some insights from personal experience. It will then go on to detail the stages of an article, including the title, abstract, keywords, introduction, literature review, research questions, setting, participants, methodology, data collection and analysis, ethical considerations, results, discussion, implications, limitations/questions for further research, conclusion, references and appendix/appendices. All of these sections are important, and deserve careful consideration if a submission is to be successful. After these ideas have been presented, the session will move on to consider questions from the participants, and to invite workshop attendees to share their own experiences and to contribute any useful advice.

## **Olcay Sert**

### **Video Enhanced Observation and teacher research**

In this workshop, I will demonstrate various ways VEO mobile app can assist teachers and researchers engage in teacher research. VEO (Video Enhanced Observation) is a mobile application that facilitates video and evidence based observation and reflection practices. Its user friendly interface and practical video tagging, saving, and sharing features help teachers develop awareness on their own context through engagement in self-reflection and peer feedback practices. During the workshop, I will first introduce VEO and then present findings based on ongoing research at Hacettepe University as part of the VEO Europa project. This will be followed by a video tagset development task in which the participants will be encouraged to develop a tagset for video-tagging which can be used in teacher research for local and global needs.

## **Gary Barkhuizen**

### **Narrative inquiry for language teaching research**

In this workshop I provide an overview of what narrative inquiry is, generally, and in the field of language teaching and learning research. I start with some general conceptions of story and narrative, and then turn to research by considering the concept of 'narrative knowledging' to emphasise the centrality of (a) the researcher in the narrative research process and (b) the meaning made of the experiences of the narrators from their perspective. These two aspects are what distinguish narrative inquiry from other forms of qualitative research. Core features of narrative research methodology will be explored, and examples of methods for collecting and analysing data will be provided. Participants will have the opportunity to sample these methods, and to reflect on their relevance for exploring their own practice. One particular research instrument, narrative frames, will be covered in more depth. Narrative frames are written story templates consisting of a sequence of incomplete sentences and blank spaces of various lengths. They are used to learn more about the lived and imagined experiences of language teachers and learners in particular contexts. When they complete the frames, they fill in the details of their story and in so doing make meaning of those experiences. In this workshop, I suggest ways in which teachers and researchers can design and use frames to achieve their inquiry goals. To illustrate their use, I will draw on recent studies (mine and others) which have used frames with varying degrees of success. To conclude, I discuss both strengths and limitations of narrative frames and suggest ways in which they can be used most

productively. Throughout the interactive workshop, participants will be encouraged to draw on their own research practices and goals.

## Flávia Vieira

### **Pedagogical inquiry in initial teacher education: setting an agenda for reflection and action**

This workshop aims at promoting reflection on the use of pedagogical inquiry in initial teacher education so as to set an agenda for reflection and action. It will explore some of the issues put forward in the plenary talk “Pedagogical inquiry in initial teacher education – transformative potential and critical issues”, namely:

- *Direction of pedagogical inquiry and change:* What views of language education should underlie inquiry? What values and principles should guide change in language pedagogies?
- *Nature of inquiry-based teacher development:* What views of language teacher development should underlie inquiry? What roles should teacher educators and teachers perform?
- *Strategies to enhance inquiry-based professional development:* What factors facilitate and constrain inquiry-based teacher development in schools and in training institutions? What strategies should be developed to enhance it?

These issues will be discussed in small groups and in the whole group. Conclusions will be summed up as an ‘agenda for reflection and action’. Assuming that participants have different views on the issues, agreement on an agenda may not be possible or even desirable, therefore it may incorporate divergent ideas. Furthermore, even though the issues are intentionally presented so as to promote the identification of ideal perspectives and strategies (what should...?), the resulting agenda is not necessarily a list of prescriptions. It can incorporate *normative proposals* (e.g. Pedagogical inquiry and change should be based on a view of language education that values learner engagement), but also *open-ended proposals* (e.g. Given the existence of multiple views of language education, inquiry and change require the negotiation of local perspectives rather than assuming the existence of a single best perspective), *proposals for inquiry into unresolved issues* (e.g. More knowledge is needed about the impact of different pedagogical rationales in concrete experiences of inquiry and change before agreeing on an ideal view of language education), or *problem-posing proposals* (e.g. Since teachers need to comply with established cultures of teaching and have no power to change them, is it worth defining ideal views of language

education to guide inquiry and change?). Therefore, the agenda will incorporate multiple voices and viewpoints, hopefully representing a springboard for reflection and action in the participants' working contexts.

## Richard Smith & Claudia Bustos Moraga

### Exploratory Action Research for Professional Development

In this workshop we justify, describe and provide examples of Exploratory Action Research – an approach to teacher-research developed for Chilean school teachers since 2013, which has shown its feasibility and sustainability in that context and has been spreading to other countries, too (e.g. Argentina, India). In a teacher-friendly, jargon-free way, teachers are guided to see how they can explore issues of concern to them without very much added burden, and how appropriate new actions can be taken on this basis. Benefits of the approach from a professional development perspective will be highlighted, as will ways for sharing (as well as doing) research which escapes from academic norms.

### Biodata

Richard Smith (University of Warwick, UK) is an experienced researcher, research mentor and teacher educator, well-known for his work promoting teacher-research in a variety of projects and contexts worldwide, most recently as leader of the 'teacher-research for difficult circumstances' initiative and as chair of the International Festival of Teacher-research in ELT steering committee. He has edited several teacher-research publications, including

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**Claudia Bustos Moraga**, a school teacher and teacher trainer in Chile, was mentor and senior mentor on the British Council / Ministry of Education **Champion Teachers Action Research scheme** for Chilean school teachers during its second, third and fourth years (2014–2017). Currently, she is studying for a Master's degree at the University of Leeds.

## Mark Wyatt

### **Getting to understand our students better through qualitative research**

Getting to understand our learners' perceptions, beliefs, attitudes, dreams and behaviour can be highly beneficial. However, without exploratory research, our understandings are too often based on assumptions that may not be correct. With reference to the Turkish context, this interactive session highlights the barriers to understanding that can occur when teachers start to investigate their learners' thoughts, actions and feelings. It explores how challenges to gaining an in-depth understanding of these learners can be overcome through the reflexive use of carefully chosen qualitative research methods. This workshop considers the characteristics of qualitative inquiry, highlights the need for rigour in such research conducted with students and offers implications for practice.

## Anne Burns

### **Analysing data in action research**

A key element of teacher action research is that the process is systematic. It involves collecting evidence (data) in order to shed light on what is happening as the result of the actions the researcher is putting into place in the classroom or program. However, it can be challenging to know what to do with the data once it is collected and action researchers can feel overwhelmed by the amount of data they have collected. In this workshop, we will consider the role of reflecting on and analysing data as part of the process of doing action research. The workshop will suggest ways of approaching the analysis of action research data and participants are welcome to bring samples of their own data to share and discuss with other participants.

## Presenters

### Volkan Akkurt

#### **The Attitudes towards the Effectiveness of Group Work Activities on Improving English**

English is a language which is taught throughout the world today. It is taught by teachers in different ways. Teachers present individual activities or group work activities, which have been very popular in recent years. But their effectiveness has been investigated by various researchers. Yi and LuXi (2012) figured out the positive effect of group work activities in their students' success. This study is carried out with the aim of investigating the attitudes of the students of a private school towards the effectiveness of the use of group work including pair work. 24 secondary school students who are 8<sup>th</sup> graders are involved in the study. A special questionnaire was presented and an interview were applied to the participants following the activities applied in three class sessions in two weeks. The findings which were attained through the testing materials show similar results with those which have been found by different researchers, in that group work activities are perceived to be beneficial in language learning. Accordingly, they should be included in English language classes.

### Hashil Al-Saadi

#### **From research of learning to research *for* learning: L1 Reflective Group Conversations as an innovative research method for learner development**

One of the emerging trends in educational research nowadays is to perceive research as a tool of learning and development not only for the researcher but also equally for research participants themselves. This is an ethical issue! Research participants equally have the right to gain benefits as a result of their participation. This gain does not necessarily have to be material but it could also be in a form of skill development and awareness raising.

In this interactive workshop, I will demonstrate this concept of mutual research benefit by drawing on my PhD research design. I will explain the rationale for and implementation of the "L1 Reflective Group Conversations" as a research design and method which aimed at exploring language learning experiences of

a group of English language learners at Sultan Qaboos University in Oman in a way that, hopefully, contributed to the personal, professional as well as linguistic development of my research participants. Tips for replicating this method will be shared with the participants in the workshop.

## **Nazlıcan Arıcıkuş**

### **Overcoming students' speaking anxiety in English Language Classroom**

Language is a system of communication and it is a tool for people to communicate in order to express their needs, feelings and thoughts. Speaking anxiety can have significant negative impacts on second language education. The aim of this study is to find out ways of overcoming students' speaking anxiety at a high school in Tarsus, Turkey. The participants were 34, ninth grade Turkish students. The proficiency level of students is between A1-A2. To reach my aim, I used some instruments for data collection in my research. These are video-recording, peer observation checklists, and a questionnaire for participants. This study helped me to understand the students' fear of being judged and being humiliated while speaking English. With the help of this study, I have varied my teaching methods and improved the way that I behave my students.

## **Aslı Dinc**

### **The role of parental involvement on language development of Turkish EFL learners**

The purpose of this study was to investigate the feasibility of parent-centered collaborative learning in English language teaching at schools and to sort out the strategies and techniques which might help and contribute students' language learning process. This qualitative case study intends to examine how parental involvement can play a crucial role in the improvement of students' academic, personal and social background in English classes in a private primary school in Istanbul, Turkey on the beliefs of English language teachers. This study was carried out in a private primary school with 5 students from fourth grades English classes and their parents, 7 teachers including 1 native English teacher, 4 Turkish English teachers, the head of the language department and a student counselor at a private primary school (K12) in Istanbul, Turkey. In order to obtain qualitative data, three instruments were used: semi-structured interviews, observations, records of students' projects/homework assignments. This research also examined 5 types of parental involvement based on Epstein's (2001) framework:

Communicating, learning at home, and parenting, decision making, and volunteering. The findings of the study revealed that parents are powerful partners in one's language development and learning process by contributing academic attainment both interactively and socially in a long term period in terms of sociolinguistic perspectives.

## **Didem Atan and Demet Yaylı**

### **A Small Practice with Role Play Activities to Foster Young EFL Learners**

As an English teacher, improving students' speaking skills has always been the most challenging task for me to deal with especially with young learners who have a relatively low-level of proficiency in Turkey. In addition to the difficulty attached to motivating students to speak in the target language, there are other external factors as well such as very limited class hours and students' limited opportunities to practice speaking outside the class. In the MA courses I attend, I shared my experiences with one of the course instructors, my mentor, who advised me to try a small practice based on role-playing in order to create a difference. Therefore, we designed some practice sessions aiming at fostering 20 young EFL learners' speaking skills through role-play activities in a public primary school in Denizli. The practice took place once a week after regular class hours for six weeks. In other words, I allocated one extra hour so that my students practiced speaking in English with the help of role-playing. As a crucial step of this action research, I collected students' views with a written reflection to see their reactions; and thus, we plan to analyze them in due course.

## **Özge Coşkun Aysal and Didem Özdiñç Seçer**

### **Can team teaching promote learner participation and interaction in class? If so, how?**

Our "Team Teaching" journey was born out of our 'Mentoring and Coaching' course, focusing on how teachers can reflect on their professional and personal development.

This research discusses the impact of team teaching, as an alternative approach, on learner participation and interaction. The research was conducted through a series of interactive team teaching and immediate peer feedback sessions. The data for the research was collected through video recordings of the sessions and a student survey aimed at evaluating the effectiveness of team teaching. Although

time-consuming and labour-intensive, outcomes indicate success in promoting student participation and interaction. In addition, although it was not the primary goal in this research, this experience turned out to be an opportunity which contributed to our continuous professional development. In this talk, the findings will be shared with the audience and implications will be made for the EFL teachers in similar institutions in Turkey and throughout the world.

## Seher Balbay

### **A learner-driven action research with senior students of English Language Teaching Department on developing more reflective course content**

Teacher training and development is unthinkable without incorporating collaborative action research. The Testing and Evaluation course offered at Hacettepe University to students pursuing a degree in English language teaching, required a broad extend of topics to be covered. Since the ideal teacher training class should go beyond the limits of what students can gather from textbooks only, presentations on a wide variety of testing-related topics, such as alternative Web 2.0 assessment tools, test types, standardized tests and reflections on numerous testing-related articles, were assigned to students. Yet, the problem that triggered action research was that the content and organization of the presentations were repetitive with little room for critical thinking and reflection. Through teacher's discussions students were motivated to expect a more creative content from each other. Because the intention was to include soon-to-be teachers into knowledge construction, and help them gain practical teaching practices, four Google-sheet files were referred to the students to jot down possible thought-provoking questions after each presentation session throughout the course. Those to present on the following session were to re-evaluate their content depending on the expectations from their classmates. The evidence of the change progress was collected via teacher's reflection journal, Google-sheets, and data also came from feedback forms. The learner-driven action research proved to benefit both the engaged students and the instructor by involving both parties in a collaborative investigative experience.

## Yağmur Balcı and Bengü Cilalı

Essay writing is one of the most essential skills particularly in higher education. Undergraduate students mostly consider writing as a challenging and difficult task. Using cognitive visualizations such as concept maps could be an effective strategy not only to facilitate the exploration of their ideas but also to improve

the organization of their essays. This research is an attempt to investigate whether concept-mapping is an appropriate way to enhance students' writing skills, particularly of the ones that find writing hard. The data will be collected from Atılım University undergraduate students who are taking ENG102, *English for Academic Purposes II*, course in four different sections. It was aimed to see how using concept maps facilitate the exploration of students' ideas and improve the organization of their essays.

## Özgül Balcı and Selma Durak Ügüten and Fatih Çolak

### **The Relationship between EFL Learners' Language Learning Strategy Use and Achievement**

The primary purpose of this study was to examine the relationship between language learning strategy use and foreign language achievement, focusing on differences in gender. A total of 263 English as a foreign language students enrolled in English preparatory class program at Necmettin Erbakan University, School of Foreign Languages participated in the study. This was a descriptive study in relational screening model. The Turkish version of "Strategy Inventory of Language Learning (SILL)", originally developed by Oxford (1990) and adapted into Turkish by Cesur and Fer (2007), was used as the data collection tool. Results from the study indicated that metacognitive strategies were the most frequently used strategies among the participants, while cognitive strategies were the least frequently used. There was no significant difference between the male and female students in terms of language learning strategy use except memory strategies. Also, low but statistically significant positive correlations were observed between foreign language achievement and cognitive ( $r=0.23$ ;  $p=0.00$ ), compensation ( $r=0.16$ ;  $p=0.01$ ) and metacognitive strategies ( $r=0.15$ ;  $p=0.02$ ). The findings reported in the study suggest that high-level strategy use could affect students' achievement in foreign language preparatory classes.

## Mine Bellikli

### **Benefits and Students' Perception of Keeping Portfolio in EFL Classes**

Portfolio (writing file) is using in English for Academic Purpose II classes at Atılım University as an alternative method of assessing and recording students' achievement beside traditional assessment. The benefits and students' perceptions of keeping portfolio (writing file) is the aim to be investigated in this study.

The study will be conducted to randomly chosen Atılım University Freshman students at the Department of Modern Languages in Spring semester of 2016-17 academic year. The data will be collected through a Likert scale questionnaire and an interview with some of the students after implementation. This research is an attempt to find out what the students think about keeping portfolios and whether they benefit from this implementation.

## **Didem Bilen and Gülce Bayrakçı**

### **Fun Strategy to Foster Critical Reading Skills: Kagan Structures**

This study aims to investigate how cooperative learning strategies change the attitudes of the students taking ENG 102 (English for Academic Purposes II) course at the Department of Modern Languages of Atılım University towards reading classes and make them more active during the activities. The main focus is on three different selected cooperative learning strategies among Kagan Structures that appeared to be effective on changing the students' perceptions and making them more active in reading classes. The data will be collected from Atılım University undergraduate students who are taking ENG 102 course. The data will be collected through the questionnaire which will be conducted both before and after the study, the student journals which will be conducted after each cooperative learning activity during the implementation and the interview with the instructors who used cooperative learning strategies in their classes. The data will be analyzed using these three instruments. According to the results of the research, we expect to see that the students will have a positive attitude towards reading classes and be more active during the activities. Moreover the instructor will have a fair attitude about the students' participation during the activities.

## **Pırıl Bilici**

### **The Ways of Giving Oral Corrective Feedback to EFL Learners in the Classroom**

The ways of giving oral corrective feedback and making error correction are the factors which affect students' learning process. This action research examines the various ways of oral corrective feedback in the classroom. Thirty 9<sup>th</sup> grade students, two peer teachers, and a mentor teacher are the participants of this study. Interview with students, peer observation, and questionnaire were used as tools. The study helped me to gain insights into giving different oral corrective feedback to my students.

## Çağla Birdüzer

### **How can I enhance students' participation into the class?**

The aim of this study is to enhance students' participation in the class. My data collection procedures are observations through video recordings, ranking scales given to the students, feedback from peer teachers, mentor teachers and my supervisors. The study involved thirty-four 9<sup>th</sup> grade high school students. The results revealed student participation can be increased with communicative activities in order to involve learners in the learning and teaching process. This study helped me to understand how I need to change my instruction methods to assist my students participate in the classroom.

## Cemile Buğra

### **A Journey into the Exploration of the Self through Developing Self-reflective Skills in EFL Context**

This study aims to help students become more reflective learners and gain self-reflective skills through some implementations which came up as a result of their individual needs. It was conducted at the School of languages of Çukurova University with 20 undergraduates receiving 26 hours of English instruction a week. My main puzzle came out at the end of the first block. The main issue which took my attention was that my students had problems about identifying their strengths and weaknesses. To be sure about my concerns I gave self-reflection sheets to the students and found out that they lacked self-awareness regarding this challenge. Even more, most of them didn't know how to take action because of not knowing about their strengths and weaknesses. In order to lead a way to this puzzling situation, I continued my explorations through various implementations such as post-exam reflections, preparing quizzes, sentence completion activities and post discussions. In this presentation, I intend to share my students' reflections including the feedback I gathered from the evaluation survey I administered at the end of the process as well as my own reflections and learnings as the teacher researcher.

## Claudia Bustos-Moraga

### **Being a mentor: How is it working?**

In 2016 I participated as the senior mentor of the Champion Teachers Project in Chile, a joint initiative between the British Council and the English Opens

Doors Program of the Chilean Ministry of Education. I was the leader of the three mentor-teachers who were working via online meetings with 32 mentee-teachers conducting Exploratory Action Research classroom based projects throughout the country.

My main puzzle as was: how effective was my role leading the team? In a more specific area my questions were connected with the meetings and written feedback: how effective were the mentor's meetings I facilitated? How helpful were the comments I posted weekly on the logbook the mentors kept on their mentees' meetings? I prepared an online open question survey to be answered anonymously. We later devoted a meeting to discuss further about the information provided. I analysed the data provided by the questionnaires answers and comments during the meeting. The results of the analysis informed my decision to incorporate modifications to our three remaining meetings.

## Simge Büyükgümüş

### **Personalizing the Classroom: Relationship between Students' Personal Additions to the Class and Level of Motivation**

In the English classes I have had the chance to observe, one of the main problems that caught my attention has been the students' insistence to speak Turkish. In many occasions, the students showed reluctance to speak English even though their teachers were native speakers of English or their teachers warned them many times to use English while in the classroom. I observed that the teachers could do nothing more than to give the verbal warning of "No Turkish in the class", thus I decided to look for ways that this problem can be handled, which led my action research problem to be:

The general tendency of students of a foreign language class is to use their native languages in the classroom environment rather than the target language. And for now, I've classified my research questions as:

1. How can we stop the production of L1 in a L2 classroom?
2. How can we get students to produce the target language in a foreign language classroom?
3. What are the strategies teachers can use to promote production in the target language in a foreign language classroom?

To conduct this research, I'm planning to observe selected students at my every observation, observe how the teachers react to L1 production, draw general

conclusions about student & teacher behaviours, support my findings through literature review and propose some suggestions that could be applied as well as identify the suggestions offered by the researchers.

## Dr. Handan Çelik and Assoc. Prof. Dr. Ece Zehir Topkaya

### **Focusing on senior pre-service English language teachers' unpreparedness to teach: Perceptions of faculty advisors and cooperating teachers**

Obviously, the ultimate goal of pre-service English language teacher education is to educate teachers who are well-prepared both for the profession and the school systems in which they will work. Considering that a significant part of pre-service teacher education requires a close cooperation between faculties and practicum schools, perspectives of stakeholders, namely faculty advisors (FAs) and cooperating teachers (CTs), need to be closely investigated to make revisions and changes to better prepare future teachers. Despite the critical function that these two parties have in the education of pre-service teachers (PSTs), their perceptions regarding if they find PSTs unprepared to teach and if so, to what sources they attribute it to have been understudied. Therefore, addressing this gap has been the departure point of the current study. To this aim, within a descriptive and exploratory research design, 7 FAs and 15 CTs supervising the PSTs, studying in the 2014-2015 cohort of a state university in northwest Turkey, in inner city primary, secondary, and high schools were interviewed through one-on-one, semi-structured interviews. The data analyzed via constant comparison method of analysis revealed that while the CTs attributed the PSTs' unpreparedness to teach to such sources as; *lack of career motivation, lower teaching-efficacy, lack of teaching commitment, or lack of teaching awareness*, the FAs were found to attach the PSTs' unpreparedness to teach to such issues as; *lack of faculty education, the PSTs' unfulfilled professional and developmental needs (generally resulting from uncooperative CTs), or decreased quality in PSTs' profile*. As can be seen, the CTs mainly tended to attach the PSTs' unpreparedness to teach to the PSTs themselves, and to disregard the role played by themselves as one of the key parties in teacher education. On the other hand, the FAs were seen to be critical both towards themselves and to the system in which the PSTs are educated. In this sense, the findings suggest a clear cut divergence in both parties' perspectives with regard the PSTs' education and their unpreparedness to teach.

## Sedef Çetin

Reading comprehension is accomplished as a result of readers' interaction with the text. This interaction might be set with the help of pre-reading activities. This study compares providing background knowledge and pre-teaching vocabulary for achievement in reading comprehension in English as a foreign language (EFL). One group of EFL learners ( $N=20$ ) from a university preparatory school participated in the study. The participants were involved in two different pre-reading activity treatments before and after which they took a test. In one of the treatments, the group was provided with background knowledge about a reading text, and in the other some target vocabulary in a different text was pre-taught. Pre and posttests were used as the instruments to investigate their effects. The statistical data analysis indicated both treatments led to an increase in reading comprehension; however, providing background knowledge enhanced the comprehension at a higher rate than pre-teaching vocabulary.

## Eda Ceylan, Özgehan Uştuk, İrem Çomoğlu

### **The ELT Practicum in Turkey: A Meta-synthesis of 2008-2017 Qualitative Research**

Practicum is a potential opportunity which acquaints pre-service English language teachers with the real world of teaching in a way that textbooks cannot capture. That is why it is of importance to provide better understanding into practicum, and attempt to improve its quality. This study reports the results of a meta-synthesis of qualitative studies on the ELT practicum published in academic journals for the period 2008-2017. A comprehensive search of five electronic databases (university library, Academic Search Complete, Academic Social Sciences Index (ASOS), Education Resources Information Center (ERIC) and ULAKBIM Turkish National Databases) was done to identify qualitative studies investigating the practicum experiences of pre-service English language teachers in Turkey and 13 studies were included. Thematic analysis was used to identify, analyze and report overarching themes within data. Implications for English language teacher education in Turkey are addressed.

## Senanur Çınar

### **EFL Instructors' Perceptions on the Efficacy of Corrective Feedback in Turkish EFL Students' L2 Writing**

Errors have been perceived as problems within the process of teaching and learning a language. However, especially in writing, with the help of corrective feedback learners are able to benefit from their errors. The present study investigates to what extent corrective feedback is effective on Turkish EFL students' L2 writings. The participants of the study were 8 preparatory EFL instructors who teach writing classes in a private university. As data collection tool they were administered an interview which involve 6 open-ended questions related to their views on corrective feedback. The responses were audio-taped during the interview sessions and afterward, their responses were transcribed word by word. The tape recorded data collected from the interview questions were analyzed by means of coding strategy in order to present various responses in smaller units. The results revealed that majority of the instructors were in favor of providing feedback on learners' errors regardless of their type of error. They also stated that students need teachers' correction instead of peer or self correction. The most preferred type of feedback was explicit feedback stated to be a type that would enhance students' willingness to write among other types.

## Mukaddes Çoban

### **Action research**

Giving clear classroom instructions is one of the crucial factors affecting the learning process. The way that we give instructions can enhance the activity or break it. Without clear instructions, students may become confused, may lose confidence, and may not get the most out of the experience. The experience I had during the two of my unofficial teachings in TED İstanbul Koleji showed me that the quality of the classroom instructions has an important impact on the classroom management and activities. The purpose of this paper is to determine the main question regarding the problem with the classroom instructions, which is how to improve classroom instructions to make the classroom activities more effective. Moreover, in which way classroom instructions will be more visible to the students and how the teacher can make sure of students to get classroom instructions clearly are other concerns in the frame of my action research problem. The research will continue with literature review, data collection which will

be done via interviews in TED İstanbul Koleji and intervention in which the solution, decided according to the literature review and the results of the data collection, will be implemented. This action research will be completed with the conclusion part where there will be the results of the intervention and the reflections of the process.

## **Dr. Cemile Doğan and Prof. Dr. Yasemin Kırkgöz**

### **Transforming challenges into opportunities through exploratory practice**

Exploratory practice (EP onwards) is a way of carrying out research which appeals highly to the teachers due to its accessible and practical nature. While enabling teachers to explore their immediate context, it acts as a lead-in to world of teacher research with minimum disruption. Bearing this ease in mind, this study aims to introduce EP to pre-service ELT students in order to promote the idea of sustainability in teacher research from the early onset of their language teaching career. Three ELT pre-service teachers at a state university are given particular emphasis to implement EP in their teaching experience at primary and secondary state schools. In this presentation, an account of how the researcher's assistance to the three pre-service teachers who integrated EP for the first time in their practice teaching classroom will be provided. Both challenges and benefits of EP based on the experiences of the participants will be shared.

## **Güneş Yılmaz and Yeşim Dollar**

### **Attitudes of Turkish EFL learners towards the use of drama activities in English**

The purpose of this study is to examine 9th grade students and EFL professionals' attitude towards the use of drama in English classes. This study can be a fundamental key for representing the value of using drama in improving the language skills of the learners as a tool to promote reflective and emancipative language learning. Moreover, drama may enhance students' oral language proficiency and their attitude in a positive way by implementing drama techniques within an accelerated framework at a foundation (private) K-12 School in Istanbul, Turkey. This qualitative study is intended to familiarize students with a number of drama techniques, such as hot-seating, frozen frames, verbal games, strategic interaction and role play through drama for cultivating language competence process as a

supplementary teaching methodology. The findings of the study indicated that B1 and A2 Turkish EFL students gained the ability to explore new alternative learning techniques such as drama and positive attitude in English classrooms.

## Jonathan Donnellan

Teachers on a preparatory program attached to an Istanbul university completed a three part questionnaire. They reported their confidence levels of dealing with dyslexic students, of recognising the signs of dyslexia and how far their formal training had prepared them to adequately help dyslexic students. They completed a 13 item knowledge test (True/False/Don't Know) about the causes and symptoms of dyslexia and about how dyslexic students can be supported in the classroom. Common misconceptions about dyslexia included that reversing words and letters was characteristic of dyslexia and that students with dyslexia did not often have other social/behavioural problems. Overall, non-NEST and NESTS reported similar levels of confidence, but non-NESTs were slightly more knowledgeable about helping dyslexic students; experience had little to no impact on knowledge; less experienced teachers had more confidence in their training; and postgraduate qualifications made participants more confident. Reported confidence levels were compared to scores on the knowledge test and a slight correlation was found between confidence levels and knowledge of dyslexia. This research showed a need and a want for training in SpLD among teachers. It also taught me a lot about dyslexia, affecting my classroom practice, and about the process of statistical analysis of results.

## Ramadani Ejup

### **Teaching English in a multi- *language environment***

From 1996 to 2003 I taught English at the Alaudin Medrassa secondary school in Pristina – capital of Kosovo. This school was established in 1951 in the former Yugoslavia, together with another sister school in Sarajevo. This school specialized in Scientific and religious studies as well as more general subjects like Mathematics, Sports, IT, Philosophy, Critical thinking and many more. There were four languages taught at this school: Albanian, Arabic, English and Turkish. After the Kosovo war in 1999 I was fortunate to be invited to many conferences and training courses in ELT. Participating in these events taught me a lot and I decided I would bring this new knowledge into my classroom. Students enjoyed it and were highly motivated. Later I wondered if some of my experi-

ences could spread to other subjects and used by other teachers. We organized an activity and we named it: “**THE VERB - a common element within 4 languages**” In this activity a teacher of each of these four languages had 10 minutes to present in front of his fellow teachers and students the most evident element of the VERB in the relevant language.

1. It was no surprise that the Albanian language, as the mother tongue, was the most crucial subject. “It is important to realize that it is almost impossible for students to learn any other language without a solid grounding in their native language.
2. The Arabic language is from the Semitic family and is very old and extremely well structured. It has around 14 forms of VERBS with the start of **trilateral verb**. All other forms are with particular prefixes, infix or suffixes which gives the verb a different meaning.
3. Turkish language, I was very impressed by the Turkish teacher who said, you may have 100 words but you cannot have a **sentence** without having a VERB.
4. English language was the initiator of this activity ....similar like in Albanian language Verb means action. Every action is linked with time and place... where and when. It has past, present and future tense. English language does not have a future tense verb form but relies on auxiliary verbs to show an event is in the future.

## Yeliz Fedai

### Developing Error Correction in Teaching Pronunciation

In the process of learning a new language, pronunciation has always been one of the main essentials. That matter engaged my interests from the very beginning of my learning and teaching process. In this research, I tried to improve my ways of using various techniques of teaching pronunciation and correcting the error. To reach this purpose, I used listening activities and a self-questionnaire to support classroom observation and teacher’s diary. At the end of this study, the findings made me gain insight to use various techniques and realize which techniques and correction feedbacks are effective to use.

## Pınar Kocabaş Gedik and Dr. Deniz Ortaçtepe

### Teacher Emotions and Tensions: A ‘critical’ stance on teacher identity construction in EFL contexts

Each occupation provides individuals with diverse emotional experiences, and the repetitive nature of them has a great impact on their professional identities. The teaching profession is not different from other occupations in terms of its vulnerability to emotional experiences (Hargreaves, 2001; Lasky, 2005; Song, 2016; Zembylas, 2002, 2003, 2005). According to Feiman-Nemser (2008), learning to teach involves four main processes: “learning to *think* like a teacher, learning to *know* like a teacher, learning to *feel* like a teacher and learning to *act* like a teacher” (p. 698) (emphasis original). While aspects of thinking, knowing and acting have been studied a lot in relation to epistemological, ontological and pedagogical aspects of teacher education, our knowledge is quite limited when it comes to the role of teachers’ emotions on their trajectory to be a teacher and their actual teaching practices in different socio-cultural contexts (e.g., Sutton & Wheatley, 2003). Thus, using critical applied linguistics as our theoretical stance, in this longitudinal case study, we explored the teacher professional identity construction of two novice native English-speaking teachers (NESTs) working in an EFL context, Turkey. By collecting data over a six-month-period through weekly journal entries, semi-structured follow-up interviews and field notes, we aimed to gain insights into Emily and David’s experiences and reflections in terms of their emotions and tensions throughout their teacher identity construction in their first year. While this is not yet another study on native-nonnative dichotomy in TESOL, our findings do have implications to challenge the so-called ‘privileged status’ of NESTs especially in EFL contexts where local exigencies either facilitate or restrict their professional identity construction, and thus, their praxis.

## Amina Ghoul

### Improving Students’ Interpretive Abilities through the Use of Pragmatics

Understanding and interpreting literature constitutes a real problem for many English as Foreign Language students and the Algerian ones are no exception. As a teacher of English myself, I have been puzzled by this problematic issue. For this reason I conducted a research with the aim of refining the instructional practices at present in use at the Ecole Normale Supérieure Constantine, Algeria to offer the learners of English the opportunity to interact with literature. The main aim is to investigate the practicability of a pragmatic approach, developed by

the researcher, to teaching literature. Accordingly, the present research hypothesizes that there exists a positive correlation between pragmatics and literature understanding/interpretation and that a pragmatic approach would deepen the learners' appreciation and understanding of literature. To establish the correlation between the pragmatic approach and the participants' performance in interpreting literature, an experiment inclusive of a pre-test and post-test was conducted involving two groups of fourth year students at the Ecole Normale Supérieure Constantine. The results have clearly proved that the participants' interpretive skills improved considerably which proves the effectiveness of the pragmatic approach in teaching literature.

## Erhan Gülşen and Enisa Mede

### **Differentiating reading in 5<sup>th</sup> grade EFL classrooms: the Impact on Reading Motivation and Comprehension Skills**

Reading has always been open to researches and development of new theories in the field of English language education. Many language teachers find it hard to tailor the level of any reading text to a common level that can appeal to every single L2 learner and each language level in the classroom. The hard-copy reading materials or the course books at hand are mostly unbreakable or unable to provide the teachers with the ease of editing the content to tailor it for each individual student. The present study, therefore, aims to investigate the effect of extensive reading lessons through the use of tablets and designed on the grounds of differentiated instruction (DI) on students' motivation and comprehension skills. The participants were 24 fifth grade Turkish EFL learners studying in a private k-12 school in Turkey. Data was collected from two questionnaires, Motivation for Reading Questionnaire (Wigfield & Guthrie, 1997) and Favourite Book Types ([www.raz-plus.com](http://www.raz-plus.com)) as well as semi-structured interviews. The findings revealed that there was a positive relationship between a students' motivation for reading and multi-level extensive reading lessons. Besides, there was an improvement in the comprehension skills of the participants as well.

## Neslihan Gündoğdu

### **Improving EFL students' listening skills through identifying different sounds, accents and similar words**

The aim of this study is to help students differentiate the sounds, the accents and similar words in their listening practices while learning English as a Foreign

Language (EFL). The study was conducted at the School of Foreign Languages at Çukurova University, with 25 undergraduates receiving twenty-six hours of general English instruction a week. The need to do this research emerged from some of my students needs to improve their listening skills as they did poorly in listening exercises. After informal interviews about this weakness, it turned out that most of my students have the same problem and needed guidance to overcome this obstacle. Students agreed to participate in this research eagerly as they want to make rapid progress in their listening skills to be able identify the sounds, the accents and similar words in listening practices. My implementations to overcome this obstacle was teaching and revising phonetics, using listening activities from different web sites for 8 weeks, assigning listening activities as homework, practicing pronunciation poem, memorizing tongue twisters. Data was collected through informal interviews with students and written reflections of students on overcoming this weakness.

## **Eda Gürel**

The purpose of this research is to examine the effectiveness of varied tasking in young adults with learning disorder's English language learning progress. LDs are neurologically- based processing problems, manifested by significant difficulties in the use of listening, speaking, reading, writing, reasoning or analytical abilities and also influence individual's lifelong academic and professional life. During their academic journey, repetitive questioning, inadequate answering to the instructions and low memory performance may lead them to be unsuccessful. In addition instructors' tendency to teach, overall assessment strategies and class environment could also be affected from this chaotic situation. By the help of this research, different demands of LD's and effective supplies of the instructors can be able to meet at optimum success level. The first step of the research consists of a questionnaire applied to young adults with LD experiencing higher education. The second step of the research involves direct interviews with the participants and sufficient assessments which meet the needs. At the final stage, the results of the questionnaire, the outcomes of the interviews and the efficacy of the assessments are to be identified. This research will provide worthwhile data to enlighten the learning process of young adults with LD. By the help of this research, the instructors can identify the students' needs and can prepare materials and lesson plans accordingly. Meanwhile, students with LD can better perform in the lessons and have a definite progress in foreign language learning.

## **Damla Ilgar & Selma Akseki**

### **A Dream Teacher in Textbooks Came Alive**

What is that we remember when we look back on our school life? Definitely teachers who left positive marks in our lives... What makes those teachers unforgettable for us? The reasons may change, yet we agree that an effective teacher possesses a perfect blend of several qualities.

As student teachers who are about to embark on the journey of teaching profession, the presenters of this exploratory study had question marks in their mind about the characteristics of a competent teacher. Throughout the experience in teaching practice course, we had a chance to observe certain teachers with various attitudes towards their profession. Luckily, coming across a teacher who has a set of desirable qualities, we started to seek what made her significant among others. We came up with multiple variables. In this presentation, as prospective teacher researchers, we will share the outcomes of our inquiry.

## **Işıl Günseli Kaçar**

### **How to enhance learner autonomy in EFL reading classes: A case study in the Turkish context**

Both anecdotal and empirical evidence indicate that the majority of EFL learners all over the world have little incentive to undertake learning outside their studies. Most of such learners fail to pursue individual learning opportunities due to a lack of motivation. This mixed- method quasi-experimental longitudinal case study set out to investigate the impact of the implementation of an autonomy-inducing program in EFL reading (Literature Circles) on the attitudes and the success level of the 48 Turkish learners (24 in the experimental and 24 in the control group) at an English preparatory school for a semester of 14 weeks. The qualitative data were collected via open-ended items of a survey on literature circles and in-depth interviews while the quantitative data were collected via close-ended items on the survey, reading pop-quizzes and mid-terms . The qualitative data were assessed through inductive analysis while the quantitative data were analysed through a one-way repeated within-subject analysis of variance. Prior to the study, learners in the experimental group were provided with one-week training, which introduced them various graphic organisers in reading classes, and various reading skills. The findings indicated that the Literature Circles method did not guarantee success but paved the way for learner autonomy. In order to

foster and sustain autonomous learning , the results pointed out the necessity for continual scaffolding, and systematic monitoring of the collaborative learner work to ensure that all group members take responsibility for their own learning, achieving individual accountability and positive interdependence.

## Sevgi Kaçar

### **Action research in foreign language classrooms: how to give instructions to EFL young learners**

No matter how much meaningful and interesting the activities are, perhaps, one of the most crucial points that determine how successfully students will learn in classroom environment is the way the instructions are formulated. The purpose of this paper is to explore the following question: How should the instructions of classroom activities be given to EFL young learners? I will start with the importance of “instructions” for first graders for their understanding the activities aimed at teaching English as a foreign language, then outline a set of steps for conducting this issue. Finally, I posit the effectiveness of this kind of research in making contributions to language teaching and learning process.

## H. Elif Kalaycıoğlu

### **The effects of genre-based approach on learners’ writings**

In my writing class, one of the main challenges I faced is my students’ lack of awareness and knowledge about genres and inability to identify them. I give instructions to write a paragraph but some write an essay at the end. The issue can sometimes create problems for students since they misinterpret writing tasks due to their lack of awareness about various genres. Thus, it is believed that genre-based teaching of writing could help reduce these problems. This study aims to investigate the effects of genre-based approach on students’ writings. In order to identify these effects, students’ written outcomes, before and after a genre-based instruction having mainly three stages; “modeling, joint construction, independent construction of text” (Hyland, 2003, p.21), will be compared with respect to how they reflect the specifics of the genre covered in class. Students will also be given a questionnaire before and after the instruction to determine to what extent they view themselves knowledgeable about genres. The results will be analysed via descriptive statistics. According to the results, for that class, instructional approaches for teaching writing will be reevaluated.

## Ahmet Cihat Kapçık

### **Examining the effect of peer observation on EFL teachers' perceptions and attitudes**

Peer observation, being collegial by nature and promoting reciprocal development, is believed to be an effective tool of teacher professional development. This research will be conducted at a private science high school where peer observation is required by the school administration that demands three peer observation each semester without having to fill out any forms. In contrast to the existing model of peer observation, in this research volunteer EFL teachers will observe each other following several input sessions. The participants will hold a pre-observation meeting to discuss the points to be observed by referring to the input sessions. After completing the observation, the observer and the observee will hold post-observation meeting to share feedback on the points determined before the observation. Then, both the observer and the observee will write reflective journals after each observation. When all the observations and journals are completed, the researcher will arrange focus group interviews to obtain further insights and comments on the experience. It is anticipated that the teachers will enjoy voluntary-based, teacher-initiated and goal-oriented peer observation experiences.

## Aynur İsmayıl Karakoç

### **Learning and Using Academic Vocabulary in Writing: Useful Activities.**

This study's main aim is to enable the tertiary level students to use academic vocabulary rather than simple words in their writing. The study focuses on the practical experience of the researcher with concrete examples which believed to provide insightful classroom implications. After studying the source of problems, various activities combining reading and vocabulary were implemented. Additionally, the students ( $N=6$ ) were observed and asked to keep journals while executing those activities. Following principles of action cycle in teacher research, data were collected from teacher journals, class observation notes, student interviews and student journals. Moreover, the essays were evaluated to check the frequency of the used academic vocabulary. According to the students' reflections, semantic map activity was more useful, because it fitted the context of vocabulary and writing integration. Mining activity was favored for it supplied the students with vocabulary learning, recalling, and integrating techniques. Venn diagram appeared to share a similar feature with a semantic map.

Word circles activity rather focused on meaning-form; however, it added value to vocabulary learning and experience in writing too. Further, as a final stage of teacher research cycle, teacher reflections are discussed. TR appeared to supply the researcher with critical awareness to understand unseen issues in the classroom and explore the problems further.

## **Didem Karakuzular and Prof. Dr. Yasemin Kırkgöz**

### **Developing critical thinking skills of EFL learners through a sequence of critical thinking tasks**

Although teachers appreciate students who are good at analyzing, evaluating and generating ideas and good communication skills, problems still exist related to teaching critical thinking skills. Therefore, this study aims to find out whether critical thinking skills of EFL learners can be improved through a sequence of critical thinking tasks. This seven-week instructional design is adapted from the work of Numrich. Out of the first 28 Physical Therapy and Rehabilitation department students at Hasan Kalyoncu University, Gaziantep, 10 were randomly chosen for the study. Initially, a questionnaire with close-ended items and an interview were administered to see whether the participants are aware of critical thinking skills. The same questionnaire and interview were administered at the end of the study to see to what extent students show development in the selected critical thinking skills. Students' minute papers were also collected. Each week a selected critical thinking skill task was infused into the curriculum. Findings from qualitative data shed light on the efficacy of critical thinking tasks in improving EFL learners' critical thinking skills. It was also found that giving students opportunities to express their feelings and opinions would not only develop their critical thinking skills but also would improve their English.

## **Ferhat Karanfil & Amanda Yeşilbursa**

### **Burnout levels and reasons in state and private schools in Turkey**

In Turkey, due to financial support provided by government, many parents prefer private school for their students. Due to the growing demand on private schools where English language teaching is one of the main pillars of education, private school teachers might be in a more stressful mood while teaching. As Konert (1997) mentions in her dissertation, teaching is regarded as a stressful occupation, including negative aspects like student apathy, disciplinary prob-

lems, over-crowded classrooms, lack of administrative and parental support, and excessive paperwork. Burnout and job satisfaction commenced to draw the attention of the researchers in the last decades and the number of the studies seeking the burnout and job satisfaction of employees, specifically in human service professions, including teachers. However, current study will be a comparative study comparing the levels of burnout in state and private schools. The data was collected through Maslach's Burnout Inventory and semi-structured interview questions and a few teachers are keeping their teaching diaries and report their incidents of burnout. The data is still being collected as a part of my MA thesis in Uludağ University, in ELT department. The initial findings suggest that private school teachers (K-12) have issues about parents' excessive demands, misbehaviour, heavy workload and not feeling being appreciated. However, state school teachers have issues about working less favourable places, paper work, administrative issues, exam preparation issues and low motivation. AMOS program is used in piloting stage of the questionnaire for factor analysis.

The interviews were analysed for content and the data was analyzed via SPSS version 20. I am still learning about the topic as this thesis is going to be finalized in early June. What I have learned is; it is very important to pilot the questionnaires before applying it to real participants. Secondly, when you visit the private schools, they do not want to report their emotional issues to someone they do not know so before collecting the data, a ice-breaker of informative meeting about their confidentiality might be held.

Thirdly, I realized the importance of academic writing and being organized. I realized I should have worked more on academic writing in university and being organized always helped me. Last but not least I understood how much I could learn by myself. Although I did not take any official SPSS course, I learned the essential functionalities by self exploration.

## Şeyda Kılıç

### The 'trap' in disguise

Teachers are one of the key term most significant stakeholders of the teaching learning process. They are highly influential in shaping the future generation. The more committed the teachers are, the more committed the students will become. It is a well-known fact that 'motivation' is in that commitment process. On the other hand, motivation is hard to sustain but essential in language teach-

ing profession where the teachers are likely to encounter circumstances which make them lose their motivation most of the time.

A demotivated teacher and a group of demotivated students who are secondary graders in a state school inspired the teacher researcher of this study. She was puzzled why they were stuck in a vicious circle and do not have the will to break it. Finding the right pieces of the puzzle required to explore both the teacher's and the students' perspectives. The presenter will share her findings concerning the puzzle.

## **H. Zeynep Kiper**

### **Ways of Increasing Student Motivation in a Language Classroom**

Motivating students has been a major problem for most teachers of English as a second/foreign language. The aim of this paper is to find ways to motivate students in my classes by maximizing their participation and enabling them to take their own responsibility of learning. This study's participants consist of 20 high school students at a high school in Tarsus, Turkey. In order to reach my aims, I used structured observation, teacher diary and student interviews. At the end of this study, I expanded my knowledge on different ways to increase my students' motivation in language classrooms.

## **Olga Kunt**

This research primarily aimed to investigate the learning challenges faced by students in learning to write concise summaries during the Academic Skills course at YADYO, the School of Foreign Languages at Çukurova University. Observing that summary writing became a challenge for most of my students, I administered a questionnaire to explore the situation and determine their difficulties. The results of the first questionnaire and informal interviews revealed lack of motivation, deficiency in vocabulary, absence of strict instructions as the reasons affecting my students' performance negatively while doing summary writing tasks. Considering their reasons and my own reflections, I implemented an eight-week plan intending to improve this situation. I conducted the study in two of my classes with 50 students for 8 weeks. During the implementation process, I used 'Creative Writing Exercises' and 'Slow Writing Exercises' as a platform for the students to cope up with the learning challenges they were facing in summary writing. This presentation aims to share the content and scope my

intervention as well as the feedback I received from my students through peer comments, post-intervention questionnaire and my own reflections.

## Hanife Kuşku

### **The Impact of Pair Work and Group Work on Learner Beliefs**

Using pair work and group work in my classroom may help my learners adopt positive beliefs towards second language learning and increase their engagement and collaboration in the class. Through the studies carried out by many researchers, it has been seen that learner beliefs affect second language learners' strategy use, behaviors and attitudes towards language, motivation, anxiety and production in learning process. This action research study is based on implementation of various collaborative classroom activities like information gap, two team game and picture dictation in an A1 Level Classroom in Atılım University, Ankara. The purpose of the study is to implement group work and pair work to increase collaboration between students and to investigate its effect on learner beliefs. Before and After Questionnaire on learner beliefs and interview as data gathering tools will be used in this mixed method type of research. In addition to working with others in pairs and groups, students will be asked to work alone as well. Thus, it is aimed to enable the learners to experience the difference between these two learning styles and their impact on achieving their goals in language learning process.

## Özge Memişler

### **The use of effective questioning strategies in a language classroom in order to promote students' higher order thinking skills**

The purpose of this research is to examine the effective questioning strategies that a language teacher can use in order to promote students' higher order thinking skills, which, in turn, enhance students' active engagement in classroom activities. The students involved in this study are 4<sup>th</sup> graders from two classes at a private primary school in Istanbul. The data will be collected through teacher logs, which are based on classroom observations, and evaluation sheets, which are based on 6 teaching sessions. Taking into consideration students' needs, preferences, and learning styles, different questioning strategies will be applied during 3 teaching sessions in these two classes. The expected result of the study is that the students will enhance their higher order thinking competencies through

the thought provoking questions that the teacher has led them, and the students will be more motivated to participate in the classroom activities.

## **Şeyma Büşra Metin and Büşra Nur Güldal**

### **The Effects of Gamification on Vocabulary Learning**

Applying game elements in order to enhance motivation of the learners and engage them in the activities done in the classroom in other conditions they do not find enjoyable is called Gamification. The aim of this collaborative action research is to investigate the correlation between Vocabulary Learning and the effects of Gamification on Vocabulary Learning. The study was conducted with 23 fifth grade students from a private secondary school. The subjects' English language proficiency level ranged between A1 and A2. The numbers of female and male students were balanced. In order to collect quantitative data, a VKS (Vocabulary Knowledge Scale) was administered as a pre-test & post-test and a survey was given to assess the attitudes of the students towards the applied method with open-ended question part which helped the researchers to gather detailed information from the students. The researchers implemented Gamification for two weeks as one lesson hour each. The results indicated that Gamification has positive effects on vocabulary learning of secondary school students and that the students get motivated towards the lesson through the implementation of the games.

## **Muazzez Kübra Mor**

I have been observing 6th grade students in TED İstanbul College as a trainee teacher. I have done two unofficial lesson in 6th grade classes since last semester.. The classes are split into two according to students' academic English skills and their behaviour. Therefore, I did four unofficial lessons in two different splits of 6th grade classes in total. My supervisor teacher is Helen Pickford and she is an experienced native English teacher and she is responsible for doing literature lessons with the students. In better split, some of the students were native speaker of English and they don't have behavioural problems. While was doing my unofficial lesson in that class, I didn't have much problem but in the other split class, there were students with behavioural problems and they were speaking in Turkish even while addressing to Ms.Pickford.In that class, some of the students had attention deficit problems and in my lesson plan for that lesson, instructions were clear but they had to be explained step by step because the activity I

had planned for them was a wrap-up activity and it was a little bit long. When I gave the instructions, they were confused and they couldn't follow the flow of instructions. This was the main activity and I had to give more time to students so that they could finish it. Therefore, I had to give less time for post-activity to manage the time. So, I want to investigate how I can give more clear instructions to students with lower academic skills in English.

## Simon Mumford

### Understanding EAP students' perceptions on presentations

This presentation reports on a piece of Exploratory Practice, conducted in a single lesson. The puzzle related to the difficulties faced by freshmen university students in producing effective academic presentations, despite teaching input. The puzzle was explored through a class discussion, guided by the teacher. There were two sources of data, a recording of the lesson, which I transcribed, and students' short written texts. I identified key moments in the discussion, in particular when unexpected, strong or commonly-held opinions were expressed, and analysed these in the light of the written data.

The data shows that students were aware of the difficulties posed by presentations, and the key importance of two factors, interest in the topic and the need to practice. In contrast to my perspective, which mainly focused on teaching discrete presentation skills, students highlighted the challenges for novice L2 presenters in terms of presentation stress. They emphasized that, rather than language ability, key factors are motivation and practice. Consequently, I was able to take a wider perspective on student presentations, understanding how the complex interaction between factors is dominated by motivation.

## Asst. Prof. Dr. Aynur Kesen Mutlu and Dr. Mehdi Solhi

### A study on humor styles of Turkish EFL teachers

Considered an effective tool in education, humor has been used in the classroom as it is believed to facilitate both teaching and learning. The use of humor in the language classroom has also proven to have “cognitive and affective benefits as well as lowering language anxiety and enhancing language learning” (Hoang & Petraki, 2016). The studies on humor in foreign language teaching

and learning mostly include but are not limited to the benefits of using humor, teachers' and learners' perceptions and preferences regarding the use of humor in the classroom and the implications of using humor as a teaching strategy (Dornyei, 2001; Askildson, 2005; Garner, 2006; Hoang & Petraki, 2016). The present study examined the humor styles adopted by English language teachers in Turkey. The study additionally aimed to explore Turkish EFL teachers' views on the effect that knowledge of their humor styles would have on their teaching practice. As to provide some in-depth perspectives on teachers' humor styles and contribute to the related literature on Turkish studies, data were collected through the use of The Humor Styles Questionnaire and semi-structured interviews. A total number of 65 participants teaching at various universities in Turkey participated in the study. The findings revealed implications and suggestions for the use of humor in the language classroom. In addition, the study contributed to researchers and participants' awareness of their own humor styles.

## **Nazlıcan A.K.**

### **Reducing Classroom Stage Anxiety through Developing Professional Image**

Anxiety is one of the biggest problems for some pre-service teachers. I realized during my practicum that I had this problem which also was reflected on my professional image. In this research my purpose is to share the ways I used to reduce my anxiety developed my professional image as a teacher candidate. To collect the data, I kept a teacher diary to see where, when, and why I was nervous. Peer observation and video-recordings were other instruments I used. My reflections throughout this action research may help other teachers having similar problems.

## **Esra Önal**

### **Action Research (in progress): How to motivate students who keep silent in language classrooms and how to get them to participate in class discussions**

As a pre-service teacher doing practicum at 6<sup>th</sup> and 7<sup>th</sup> grades in TED Istanbul College, I have observed that certain students do not look motivated enough to speak during communicative activities and to participate in classroom discussions. The interesting point is that even though they do not participate orally and show lack of interest during communicative activities, they complete writing and reading tasks according to what is expected from them even before

their peers with active participation, which indicates that they are on task all the time and they are paying attention in fact. During one of my practice teaching at 7<sup>th</sup> grade, I also tried to keep the topic interesting for the students. Nevertheless, doing so was not enough for some to speak. One possible and simple solution might be directly calling their names and asking questions to these students to elicit answers during discussions; however, it might cause an uncomfortable environment for students and they might even talk or say anything, maintaining his or her silence which is the case sometimes in these classes. As a result, my purpose doing this action research is to find certain strategies and methods to offer more opportunities for students to willingly participate and engage more into communicative activities, and while conducting this action research, I will also cooperate with my mentor in Ted College in order to achieve positive results.

## Yağmur Ersoy Özer

### **Mobile-assisted language learning and its effect on vocabulary recall**

The main goal of this thesis is to investigate the effect of two vocabulary learning approaches: 1) Computer-assisted Language Learning (CALL) with a computer-based flashcards program, Quizlet, 2) Keeping vocabulary notebooks on high school EFL learners' vocabulary learning. The vocabulary targeted for the study is determined from three sequential units of the text book. The units are selected randomly considering the starting date of the study. Eighty-nine students in four beginner EFL classes were assigned as control or treatment groups. The flashcard software program (Quizlet) and paper-based vocabulary notebook was implemented in two different classes over a 3 week period. The remaining two classes were control groups following the same curriculum with the same materials without using Quizlet or keeping vocabulary notebooks. Vocabulary learning and recall was measured by pre, post and delayed post-tests of unannounced vocabulary tests including knowledge of orthography, grammar and use adapted from

Laufer and Goldstein (2004) and, meaning and form, adapted from Webb (2009). Pre, post and delayed post-test scores were analyzed to evaluate the effectiveness of vocabulary learning and retention. Learners' perceptions at the end of the survey were also investigated by means of semi-structured focus group interviews. The results show that there was no significant difference about vocabulary learning and recall among the groups. However, the improvements were observed

between pre-test/ post-test and pre-test/ delayed post-test among control, Quizlet and vocabulary notebook groups. According to the Ministry of Education, medical high schools' curriculum has just six lesson hours in a week with 9th graders and three lesson hours in a week with 10th graders. The learners wouldn't have English lessons in the forthcoming years as well. I observed high school learners trying to gain new words and put adequate number of vocabulary into the long term memory. However, they didn't have enough time to learn and practice the target words. The needs of students inspired me to find out an effective and a fast way of vocabulary learning.

## **Yonca Özkan & Aynur Kesen Mutlu**

### **Inter-rater Scoring of Teacher Candidates' Public Speaking Performances in English Language Teacher Education Program**

Based on the constructivist learning principles, self-assessment has been a targeted topic for many studies in the field of teacher education. Its importance and its leading to learner empowerment have been discussed for long. This current study in this line tries to move one step further by adding a correlative comparison between instructors' and student teachers' self scoring as well as giving feedback in relation to teacher candidates' speaking performances in Oral Communication Skills Course in English Language Teaching Department of a private university in Istanbul/Turkey. Interrater consistency was examined throughout the study. This study involves 20 teacher candidates who assessed their own speaking performances ten times using an in-class observation self -assessment report and a micro-analytic rating scale. Both data sets suggest that there is a correlation between instructor's and student teachers' grading. However, a rather different picture was observed in feedback reports. The study has got some implications for test designers, language instructors and teacher candidates.

## **Deniz Özönur**

### **Promoting Students' Achievement in Language Learning Through Cooperative Learning**

Cooperative learning is a strategy in which students work in groups and help each other to increase their learning. This teaching method is one of the best ways to make students feel more responsible and encourage and support one another. This study aims to identify effective cooperative learning strategies

and enhance students' achievements in language learning through cooperative learning. This action research took place in an Anatolian High School, located in Tarsus, Mersin. The participants were 34 students who were about 14 years old. To conduct this study, I used data collection tools such as classroom observation, pre- post-surveys and checklists to investigate the problems and to analyse what I collected in this process. The action research findings make me realize which strategies are more effective and how I can enhance students' language learning by using those effective strategies.

## Ali Öztüfekçi

It is an undeniable fact that teaching grammar has been one of the never-ending discussions amongst scholars and respectively amongst language instructors. Such being the case, it is unlikely to gloss over the importance of the techniques used to teach grammar and one of the most effective ways to teach English as a Foreign Language (EFL) students grammar is to provide them with opportunities to learn the target language (TL) in the context of everyday situations with a particular emphasis on communicational skills. In this regard, the present study aimed to investigate the improvement of the students through drama-oriented activities to teach grammar. The research was conducted in a private university in Istanbul, Turkey to 23 preparatory students aged 18-21 with A2 level English proficiency. Authentic drama dialogues, meaning posters and role-plays were utilised in this study. The data were collected through a grammar test on the subject matter and semi-structured interviews to triangulate the study. With regard to the results, it was observed that there had been a positive change in the improvement level of the students and the vast majority of the participants scored relatively better after having been taught the grammar subject matter through drama. Specifically, it was observed that using drama helped the students to think out of their comfort zones onto new territories. Scrutiny of all the data collected gave the researcher an insight of how effective Drama was, hence the present study might as well contribute to the field of English Language and Teaching (ELT).

## Dr. Elçin Petek

### **Cultivating Perceptions of EFL Learners on the Reciprocity between Critical Thinking and Language Learning**

Critical thinking is among the well-known learning and innovation skills required for a 21st century learner. However, the dual relationship between critical think-

ing and language learning is still a newly emerging topic despite the vast critical thinking related research in other fields of education so far (Petek and Bedir, 2015). In line with this, the researcher of the study observed a lack of awareness on behalf of language learners. Drawing on such need, this action research study aimed to investigate the effect of an implementation regarding the connection between critical thinking and language learning on the perceptions of a group of EFL learners in higher education. The data, which were analyzed both qualitatively and quantitatively, were collected through two CT tasks, open-ended questionnaires, interviews based on learners' logs, and teacher's journal entries. The analysis of the results revealed some positive changes in the perceptions of EFL learners besides helping them improve their thinking and language skills in collaboration with each other. The findings also provided the researcher with the opportunity to gain a new perspective by observing the developmental influence of such training on learners' perceptions and in-class behaviors.

## **Anil Rakıcioğlu-Söylemez**

### **Mentoring an inquiry-based practicum experience: A retrospective reflection of an EFL teacher educator**

Ways of strengthening the practicum applications, the need for establishing clinically-rich teaching practice opportunities in addition to mentoring practices are highlighted in teacher education studies (Burns, Jacobs, & Yendol-Hoppey, 2016). Although pre-service teachers' professional learning experiences are widely studied in the relevant teacher education literature, the mentoring experiences of the teacher/ educators have been scarcely addressed. To maintain a sustained professional development, teachers need to focus on their own context, read, reflect and examine their environment and practices (Mann, 2005). Thus, the current study explores an EFL teacher educator's retrospective reflections of her planning, guiding and mentoring processes during an inquiry-based EFL practicum class. Based on an auto-ethnographic self-study (Cohen, Manion, & Morrison, 2011), through weekly-reflective logs, the study provides insights of an EFL teacher educator's mentoring experience during a practicum course. The findings indicate that by reflecting on the mentoring process, the EFL teacher educator explores the role of a mentor in addition to the professional learning processes of the pre-service teachers, and pre-service EFL teachers' efforts to bridge the theory and practice dichotomy during the practicum experience. Finally, implications are provided for further EFL teacher education studies.

## **Assist. Prof. Dr. Ece Sarigül and Assist. Prof. Dr. Ağâh Tugrul Korucu**

### **A study of ELT student teachers' attitudes towards information and communication technologies (ICT) in terms of different variables**

Use of information and communication technologies ( ICT) in foreign language teaching has become inevitable as in every area of educational development in the 21<sup>st</sup> century . There are several academic studies which emphasize the benefits of using of web based ,online, and audio-visual materials in foreign language teaching. Thus, it is very important to identify the attitudes of English Language Teachers and ELT students towards ICT and their levels of ICT usage .The aim of this study is to investigate the ELT student teachers' attitudes towards Information and Communication Technologies in terms of different variables. The subjects of this study are 300 ELT student teachers who attend ELT Department,Ahmet Kelesoglu Education Faculty, Necmettin Erbakan University. In this research, a quantative survey design has been used as a research design. A demographic information form developed by the researchers and the " ICT Attitude Scale" developed by Gunbahar (2014) has been used in order to gather data for the research.It is a 5 point likert type scale starting from strongly agree (5) to strongly disagree ( 1) and includes 23 items. Internal consistency of Cronbach 's Alpha subscales has been found as ranging from 0.899 to 0.761 .The Cronbach 's Alpha internal consistency coefficient is 0,919 for the whole scale. The scale has 5 factors and subfactors have been categorized as ICT,C ommunication,Software,Hardware and Data. The web based statistical SPSS programme and descriptive statistics, t test,single variance analysis and simple corelation techniques have been used for data processing.

## **Merve Savaşçı & Dr. Irina Rets**

### **The Effects of an Undergraduate Research Course on Students' Attitudes towards Engagement with Research**

Pre-service teacher education programs offer a number of courses to their students during their undergraduate education. The departments that are a part of Faculty of Education include methodological, practical as well as theoretical courses. Nevertheless, not all of them include research methodology courses which might help them become the future "teacher researchers", and they are offered only in some programs; thus, their effects on pre-service teachers have not been explored in depth yet. Taking this into consideration, the aim of the

current study is to unearth the perceptions of pre-service English language teachers towards research by trying to fill the gap in the literature. The participants were 56 sophomore students enrolled in the Department of English Language Teaching at a state university in Turkey. At the time the data were collected, the participants were taking a course named Research Methodology in ELT, a compulsory course offered in the fourth semester of an eight semester program. The data which came from an open-ended questionnaire and interviews were collected in the Spring term of 2016-2017 academic year. The results will shed light not only on the perceptions of pre-service teachers towards research but also the benefits and challenges faced by them. The paper concludes by discussing the implications for pre-service teacher education.

## **Ferah Şenaydın**

### **Impacts of S2R on students' oral performance**

Development of oral language skills in second language acquisition (L2) is a highly challenging and complicated process as it depends on several correlated factors such as lack of self-efficacy, anxiety, memory retrieval difficulties, low level language competency, etc. While the complexity of this process invites us to examine it from cognitive, sociocultural and affective perspectives, recent studies have particularly underlined the importance of employing self-regulation and self-reflection practices to promote oral skills enhancement. In this presentation, I aim to share with you my Action Research that I have realised to testify the efficiency of employing Strategic Self-Regulation Model (Oxford, 2011) on my students' low level oral performance. Working as a language skills-course instructor at a state university in Turkey, I have always felt that speaking is the most difficult skill to develop in language learning and that urged me to seek for effective strategies to help my students overcome their barriers to speak. To this end, I made inquiries about the Strategic Self-Regulation Model (S2R) and reflective learning processes, in the light of which I prepared a set of actions to operate in my classes. First, I employed the Anxiety Test (Horwitz, 1986) and a speaking strategy questionnaire to gain understanding about my students' anxiety and speaking strategy use levels. Then, I began the S2R training process, during which I collected feedback notes and video recordings from my students during class hours, as well as instant message notes and interviews beyond the class as qualitative data. The transcribed recordings, written feedback and messages helped reveal the problems my students encounter during speaking, and when and how S2R could help facilitate their oral performance.

## **Aziz Soubai**

### **Using educational games to teach grammar and increase learner's engagement**

Grammar and language structures are extremely vital for a successful EFL instruction. However, most of today's learners hate rules with a passion particularly in classes where there is an extensive use of chalk and talk. In this context, this paper aims to determine how and why educational games and playing in a general sense can help English teachers motivate learners essentially in a grammar session. To determine this, two main tools were utilized: questionnaire and interviews. The results were carefully analyzed and displayed through pie charts. So basically, the main purpose of the current study is to rethink grammar instruction and aid Moroccan EFL teachers and educators to design lesson plans based on games and a little entertainment. The findings might also encourage the ELT community to engage in further discussions and studies for incorporating more language and educational games in the teaching of grammar which remains a pressing issue for most learners.

## **Fatma Merve Subaşı**

### **Encouraging Students' Speaking Through Drama Activities**

Speaking in the target language has always been the main goal for all language classes. The aim of this study is to encourage students' speaking through drama activities. To observe the process of my action research, I used video-recording, self-and peer-assessment, mentor feedback, teacher diary, pre- and post-interviews. Participants included a class of 28, 11<sup>th</sup> grade students. At the end of the study I successfully achieved to encourage my students' speaking in the target language via drama activities.

## **Ayfer Tanış, Aslı Akyüz, Eftima Khalil, Özdenur Ardıç, Enisa Mede**

### **Effects of Videos on Students' Knowledge of Target Language Culture**

Language teachers need to take teaching the culture of the target language into consideration and accept how crucial it is to have learners who are able to speak the language well and understand the social context in which it exists. In that sense, videos are considered to be one of the tools which can be used during language courses because they give language teachers opportunities to create

better and more effective instructional materials to teach the language and the target culture. In the light of this information, this research aimed to find out the effects of videos on the knowledge of the target culture of EFL students and to analyze students' perspectives on learning culture of the target language. Data were collected through a Target Culture Knowledge Test, an attitude questionnaire followed by semi-structured interviews. Data analyzed with SPSS Statistics and pattern coding revealed that using videos enhanced students' knowledge about the target culture. Also, the results indicated that students had a positive attitude toward learning the target culture. Based on the findings, this research gave us a chance to enhance our instructional practices in our journey to teach the target culture.

## **Mustafa Türkan**

### **The Impact of Unforgettable Journey between Mentors and Mentees**

The concept of “mentor teacher” has mainly called attention the importance of practicum/internship process of pre-service teachers based on non-competing practices that are officially ratified, organized and applied by universities and pilot schools. Many studies (Hobson, Ashby, Malderez, & Tomlinson, 2008) indicate that impact of mentors on mentees is highly efficient. This study to be conducted with junior and senior pre-service English language teachers, aims to explore the thoughts of these pre-service ELT teachers on their relationships with mentors. In the study, the participants in Bahcesehir University are asked to evaluate and comment on the relationships with their mentors in terms of sufficient and insufficient sides of it. The data of the study are collected through a survey. The data will be analyzed by using descriptive analysis method and discussed based on survey results and the quotations from the experiences of the participants.

On the basis of an analysis of the relationship between mentors and mentees in practicum, this study argues that the concept of “mentor teacher” can be game-changing in deciding processes of pre-service teachers' attitudes towards teaching profession so that is sheds light on rather than whitewashes the different relationships and educational contexts with which it is associated. The analysis focuses on correlations between pre-service teachers' relationships between their mentors, and their attitudes towards teaching profession. The preliminary analysis of the data set demonstrates that pre-service ELT teachers with positive position on their relationships with mentors in this study had gained more

positive attitudes towards teaching profession on several aspects, and enjoyed the whole practicum/internship processes. Therefore, the relationship between mentor and mentee plays a vital role in development of mentee's profession.

## **Seden Eraldemir Tuyan and Beyza Kabadayı**

### **Cultivating Mindfulness in the EFL Classroom: An Exploratory Study**

This joint action research study is a heartfelt endeavor to help nineteen-A2 and seventeen-B2 level students at YADYO, The School of Foreign Languages at Çukurova University enjoy their EFL learning experience by becoming more goal-oriented, focused, independent and creative students aiming to achieve their full potential. Having observed some of our students' uninterested faces, 'offline' stances and demotivated language learning behaviors in our Academic Skills classes, we decided to reason out this puzzle. After making informal interviews and whole class discussions with the students to confirm our concerns, we revised some literature and discovered that 'mindfulness' has an educational potential in addressing student motivation, engagement, creativity and help learners become more self-directed. Therefore, we included some new tasks in our course content that would help our students understand the importance of mindful thinking in their language learning experience. Our tool kit consisted of various activities such as breathing and stretching exercises, songs, films and other materials that would also back up their reading, writing, listening and speaking skills. With this presentation, we intend to share our experience both from the teachers' and the students' perspectives evaluating the feedback received from the students and our own reflections regarding our implementations.

## **Ayşenur Tüzün and Yağmur Özdemir**

### **Turkish EFL Learners' Attitudes towards Pronunciation Activities**

The present collaborative action research aims to investigate the Turkish EFL learners' perceptions towards pronunciation activities developed by the researchers collaboratively in the light of previous literature. To attain quantitative data, two questionnaires were prepared by the researchers for the participants who were seventh-grade students at a secondary school in Sakarya/Turkey. In the first phase, the participants were asked to fill out a questionnaire included two questions. After the implementation of the first questionnaire, the participants were provided an English language pronunciation training by practicing ten

activities that took place over 2 class hours per week in the classroom during a period of 2 weeks. The second questionnaire was applied after the treatment, and the participants were asked to fill out a 10-item Likert scale each of which stood for ten pronunciation activities in an attempt to ascertain their attitudes towards the activities. Afterwards, 12 out of 22 participants were invited to attend focus group interviews that were conducted to acquire qualitative data. The results revealed that the participants had a positive perception towards learning pronunciation since it was a significant aspect of communication skills. Besides, the majority of participants showed positive attitudes towards pronunciation activities implemented in the classroom.

## Özden Uçar

### **Overcoming the Hesitation and Uneasiness while Teaching English**

Self-confidence is one of the important problems in every language learning and teaching environment. This study aims to help myself as a pre-service teacher to overcome hesitation while speaking in English and feel more comfortable in the classroom. In this study, I used video-recordings to criticize myself in the classroom environment. I also used teacher diary to see how I felt in this process. This action research helped me to overcome my hesitation and uneasiness while teaching English in the classroom.

## İlknur Yaşar

### **Minimizing the Use of Mother Tongue by Students in an EFL Classroom**

The use of the mother tongue in teaching a foreign language has been a major problem for most English language teachers. While some researchers claim that the mother tongue should not be used while teaching English language, some think that it may help learners on their learning process. The purpose of this study through doing an action research was to explore the possible solutions to minimize L1 use in my practicum classroom as a pre-service teacher. This action research was conducted among 36, 10<sup>th</sup> grade students in a high school. The data collection instruments were a questionnaire, feedback from my mentors and three videotapes of teaching. The findings of the study revealed that it was possible to reduce L1 use in an extent through several speaking activities and games even the students would like to understand what it is told them.

## Aliye Evin Yörüdü and Ece Selva Küçüköglü

### **Involvement load hypothesis as an operational construct: an investigation into Turkish EFL learners' incidental vocabulary acquisition**

Research on incidental second language (L2) vocabulary acquisition has claimed that engagement is a critical factor in vocabulary acquisition. A number of attempts have tried to define the notion of engagement more precisely. Based on Craik and Lockhart's (1972) the 'depth of processing hypothesis', Hulstijn and Laufer (2001) formulated the 'involvement load hypothesis' in order to provide a more observable and measurable definition of 'depth of processing' as well as to relate its general cognitive notions specifically to L2 vocabulary acquisition. To gain further insights into the role that involvement load might play in vocabulary task effectiveness, as a partial replication of Kim's (2011) research conducted in an English as a second language (ESL) environment, the present study was designed to test particular predictions of the involvement load hypothesis in an English as a foreign language (EFL) setting, across different proficiency levels (Upper-intermediate and Intermediate) and task types. Results lent partial support to the involvement load hypothesis. While the results of the immediate posttest fully supported the hypothesis in that Task 2 (Reading comprehension with marginal glosses plus gap-fill) and Task 3 (Sentence writing) were more effective than Task 1 (Reading comprehension with marginal glosses), and Task 3 (Sentence writing) was more effective than Task 2 (Reading comprehension with marginal glosses plus gap-fill), three weeks after treatment the benefit associated with more involving tasks faded for both proficiency levels. Results will be further discussed in light of the findings of the previous research directly or indirectly investigating the involvement load hypothesis.

## Sümeyye Nur Yücel

### **An Action Research about the Explicit Instruction of Some Common EFL Reading Strategies**

This study arisen from a question in my mind for some time: "How can I improve my students' reading skills?". I observed that my students (8th grades) used bilingual dictionaries and translation technique very often to comprehend any reading text. I decided to teach explicitly them some common EFL reading strategies (previewing and predicting, activating background knowledge, forming and answering questions, scanning, skimming, monitoring main idea comprehen-

sion, guessing meaning from the context and summarizing). Keeping to an action research plan, during seven weeks (2 classes per week), I tried to introduce the strategies by means of think aloud, pair and group works. For next 4 weeks, I gave them reading tasks to do individually. My data collection instruments were teacher diary, student questionnaire, student think-aloud and semi-structured interview. Analyzing the data showed me that my students benefited from the instruction. It raised their awareness of the strategies and they started to use them. This action research was my first long term study in classroom settings. It provided me with valuable insights in terms of breaking the routine in my teaching reading and helping my students improve their reading skills. It was a formative experience for me as a naïve teacher-researcher.

## Sezer Alper Zereyalp

### **Using Online Applications as Alternative Tools for Retention of New Vocabulary**

This study aims at finding out how we could help our students to retain new vocabulary through using an online application, “Quizlet”. This online application offers different activities such as “flashcards”, “learn”, “match”, “test” and “live”. My main purpose in carrying out this study was to offer a new tool to my students which would attract their attention as digital age students (digital natives) and to observe how it would contribute to their vocabulary learning experience. This study was conducted at YADYO, The School of Foreign Languages at Çukurova University, with 22 engineering students who have been taking compulsory English instruction for one year. Data for the present study was obtained through open ended questions, learning log entries and informal interviews with students. I observed that students’ motivation to learn new vocabulary was triggered with the introduction of this app and vocabulary learning started to be perceived as fun rather than a source of boredom.

## Hasan Ahkemoğlu

### **Exploring New Ways to Overcome the Challenges Faced by English Language Learners within the Context of an Academic Skills Course**

This study tries to shed light on the causes of the challenges the students encounter in their Academic Skills Course at YADYO, The Preparatory school of English at Çukurova University. It is an exploratory action research study which involves

instructor's and experiences of 21 students in a weekly twelve-hour course. The data of this study were collected via a Likert scale type questionnaire, semi-structured face to face interviews and the researcher log. Each week of the course was allocated for identification of the problem that emerged during the lessons and finding solutions to the problems that emerged. For this purpose, the instructor tried different classroom techniques related to four language skills weekly and asked for the reflection of the students while reflecting personally as an instructor researcher on each week's course content. The data of the study suggest that language learners may change their attitudes and motivation types based on the instructor's way of teaching. Also, the study implies the possibility of language learner's transformation in Academic Skills Course.

## **Seden Eraldemir Tuyan**

### **On the way to achieve sustainability: An evaluative look at a three-year action research program in ELT context from teacher mentor and teacher-mentee perspectives**

This study aims to present the evaluative comments made by the participant teacher mentees' and my own reflections related to the action research program organised within Staff Development Unit (SDU) as a Continuous Professional Development (CPD) activity. As a staff-developer who has been working at The School of Foreign Languages (YADYO) at Çukurova University for more than twenty years, I started mentoring teachers who have attended this program three years ago and in the meantime twenty-five teacher-researchers overall have taken part. However, the comments I intend to share with this poster presentation belong to the seven participant teacher researchers of the third year. These comments were collected by means of a survey given at the end of their researching processes. The teacher-researchers were asked to evaluate their gains specifically in terms of the personal and professional changes they have experienced while/after conducting action research projects in their classrooms.

- Scaling up Action Research benefits
- Scaling up success for sustained impact

## **Ece Sarıgül**

### **A Study of the Motivational Factors which Influence English Language Teachers' Job**

#### **Satisfaction**

As it is widely known, there are several factors which have a heavy influence on job satisfaction such as intrinsic, extrinsic motivators, autonomy, self-realization, relationships, and institutional support. The teachers who are more motivated will work hard and spend more time to improve themselves and put more effort trying to use new techniques in their language classrooms. Thus, the motivational levels of the English language teachers play important roles in job satisfaction and influence the success of a language teacher. The aim of this study is to investigate the motivational levels of English language teachers who work in Konya, Turkey. The subjects of this study are 30 English teachers who work in different primary schools. A demographic form which was developed by the researcher and a scale which was developed by (Bader S. Dweik and Nosaybah W. Awajan: 2013) applied to the English language teachers in order to gather data for the study. A five point Likert scale was used for the subjects' responses to the statement. Participants were asked to indicate their level of motivation to 10 motivational sources by using a Likert scale of Poorly Motivated =1, Slightly Motivated =2, Neutral=3, Motivated =4, Strongly Motivated =5. This study has a mixed type research design since it also includes some interviews with the English language teachers (N=15) about the factors which motivate them as well as their suggestions to increase motivation. The results of the study will be shared and explained in detail during the presentation. Furthermore, there will be some suggestions about motivational factors for the school principals and teachers as well as for the administrative staff of ministry of national education.