



IATEFL Research SIG

**GEDIZ**UNIVERSITY  
izmir



# **Teachers Research!**

***IATEFL ReSIG Annual International Conference  
&  
5th Gediz University Annual Teacher Research  
Conference***

Izmir, Turkey  
18-19 June 2015

**CONFERENCE PROGRAMME**

# About the Conference

## **Nature of the Conference**

This two-day conference, which is a full IATEFL Research SIG conference organized in conjunction with Gediz University, is for the sharing of teacher-research experiences among English language teachers across Turkey and beyond. The conference aims to provide opportunities for teachers to share their research relating to classroom practice with the wider ELT community in an informal, supportive and convivial atmosphere. The event also provides a platform for general reflection on a wide selection of teacher-research studies.

## **Theme**

It is well-known that teacher-learning and development is of crucial importance for the enhancement of the quality of teaching. Developing teaching competence through researching classroom puzzles and problems is a valid way of bottom-up and process-based professional development. Such development can lead to deeper and more effective learning in teachers. It is this kind of teacher learning and development that this conference is focusing on.

# Conference Committee

**Honorary President:** Prof Dr Seyfullah Çevik

**Honorary Vice President:** Prof Dr Mustafa Güneş

**Conference Presidents:** Richard Smith and Kemal Akçalı

## Organizing Committee:

Richard Smith – University of Warwick – [R.C.Smith@warwick.ac.uk](mailto:R.C.Smith@warwick.ac.uk)

Mark Wyatt - Portsmouth University - [mark.wyatt@port.ac.uk](mailto:mark.wyatt@port.ac.uk)

Sian Etherington - University of Salford - [s.etherington@salford.ac.uk](mailto:s.etherington@salford.ac.uk)

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## Scientific Committee and Advisory Board:

Prof Erdoğan Bada (Cukurova University)

Prof Yasemin Kırkgöz (Cukurova University)

Assoc Prof Richard Smith (Warwick University)

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Assoc Prof Eda Üstünel (Muğla Sıtkı Koçman University)

Assoc Prof Sevki Kömür (Muğla Sıtkı Koçman University)

Dr Judith Hanks (Leeds University)

Dr Mark Wyatt (Portsmouth University)

Dr Julie Norton (University of Leicester)

Dr Wasyl Cajkler (University of Leicester)

Dr Sian Etherington (University of Salford)

Dr Mehmet Boyno (Murat Hüdavendigâr University)

Dr Saffet Sayın (Gediz University)

Dr Kenan Dikilitaş (Hasan Kalyoncu University)

Dr Adem Soruç (Sakarya University)

Dr Bahar Gün (Izmir University of Economics)

Dr M. Yasin Aslan (Sinop University)

Dr Ece Sarıgül (Necmettin Erbakan University)

Dr Wayne Trotman (Izmir Katip Celebi University)

Dr Simon Phipps (ATI Training Centre)

Dr Şükrü Nural (Murat Hüdavendigâr University)

Dr Hidayet Sarandi (Izmir University)

## Plenary Speakers



**Professor Anne Burns** is Professor of TESOL in the School of Education at the University of New South Wales, and an Honorary Professor at the University of Sydney. She has been involved in action research with over three hundred teachers in Australia and elsewhere. She is the author of *Doing Action Research in English Language Teaching: A Guide for Practitioners* (published by Routledge, 2010) and *Teaching Speaking: A Holistic Approach* (with Christine Goh, published by Cambridge, 2012). She is currently co-editing (with Jack Richards) *The Cambridge Guide to Second Language Learning*.

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**Dr Judith Hanks** started teaching EFL in 1987 and has worked as a language teacher, teacher educator and manager in China, Italy, Singapore and the UK, where she is now a lecturer at the School of Education, University of Leeds. She has been centrally involved in Exploratory Practice since 1997, working with colleagues from Brazil, China, Japan and UK to develop a framework of principles for practitioner research for language teachers and learners. This culminated in her book with Dick Allwright: *The Developing Language Learner: an introduction to Exploratory Practice* (2009), and her most recent articles: 'Language teachers making sense of Exploratory Practice' in *Language Teaching Research* (2015), and "Education is not just teaching": Learner thoughts on Exploratory Practice' in *ELTJournal* Vol 69 Issue 2 (Editor's choice for April). Her research interests lie in the areas of practitioner research, teacher education, learner/teacher development, and intercultural communication.

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**Dr Mark Wyatt** is a Senior Lecturer at the University of Portsmouth, UK, where he teaches research methods, communication theory and the history of English, supervises PhD and MA students and co-convenes a language education research group. He is a member of the IATEFL Research SIG committee, moderating the discussion board and co-editing the newsletter. His research interests include teacher cognition and the development of teachers' self-efficacy beliefs through professional development. He has published in various journals, including *Asian EFL Journal*, *ELT Journal*, *International Journal of Qualitative Studies in Education*, *International Review of Education*, *Language Teaching Research*, *System*, and *TESL-EJ*.

## Invited Speakers



**Dr Julie Norton's** first degree was in French and German from the University of Sheffield. She obtained an MPhil and PhD in English and Applied Linguistics from the University of Cambridge and also has qualifications in teaching English (RSA Prep Cert and RSA Diploma in TEFL). Julie joined the School of Education at Leicester in 1997 and teaches on both the campus-based and distance learning MA Applied Linguistics and TESOL. She also supervises doctoral students on the EdD and PhD programmes. She was a member of the ELT Journal review panel from 2010- 2012. She was external examiner for the MLitt in English Language Teaching at the University of St Andrews, Scotland from 2010-2012 and is now the external examiner for the MSc in TESOL by distance learning at the University of Aston, UK. Julie is co-author of the new flagship coursebook series, Navigate B1 Pre-Intermediate published by Oxford University Press in January 2015.

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**Dr Wasyl Cajkler** taught for fifteen years in secondary and tertiary education in the UK, France and Nepal, before joining the University in 1990 as a lecturer in Education. Since then Wasyl's contribution to the School of Education has been extensive. His involvement with Continuing Professional Development, Doctoral Studies and the development of the distance learning MA in Applied Linguistics and TESOL, are among his many achievements. He currently teaches on a range of courses including PGCE Secondary with Modern Languages, PGCE Primary with French, MA Applied Linguistics and TESOL and the MA International Education. The principal focus of Wasyl's work is teacher education, with specific reference to the needs of English to Speakers of Other Languages and Modern Language teachers. He is also a founder member of the Association for Language Awareness. Find out more about this at <http://www.languageawareness.org/>

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**Dr Kenan Dikilitaş** has been teaching English in higher education for 19 years. He is currently an educational faculty member at the department of English Language Teaching at Hasan Kalyoncu University, Turkey. He has been involved in teacher research as a strategy for teacher professional development. His professional interests include research in English language learning and teaching, pre-service and in-service language teacher education, and language teacher professional development. He is one of the members of IATEFL ReSIG committee.



# Conference Programme

## DAY 1 - Thursday 18<sup>th</sup> June

9:00 - 9:45	Ground floor	Registration
9:45 – 10:00	Conference Hall (8 <sup>th</sup> floor)	Opening Speeches
10:00 - 10:45	Conference Hall (8 <sup>th</sup> floor)	<p><b>Plenary 1</b> Engaging Language Teachers in Research: Achieving Psychological and Educational Benefits <b>Mark Wyatt (Portsmouth University)</b></p>
10:45 - 11:00	Conference Hall (8 <sup>th</sup> floor)	<p><b>Invited Speaker 1</b> Action Research at Gediz University <b>Kenan Dikilitaş (Hasan Kalyoncu University)</b></p>

11.00 – 11:15	4 <sup>th</sup> & 5 <sup>th</sup> floor	Coffee Break
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11.15 – 13:00 Concurrent Sessions 1			
<p><b>Room 401</b></p> <p><b>Gediz University Action Research Group Presentations with Poster</b></p> <p><b>Chair: Yasemin Kırkgöz</b></p>	11:15-11.45	<p>EFL Students Use of Subject-Verb Agreement: A Study through Error Analysis <b>Zeynep Aksel Altındağ &amp; Pelin Özmen (Gediz University)</b></p> <p>Critical Thinking in Intensive Reading Lessons Through Advanced Organizers <b>Gülizar Aydemir &amp; Elif Başak Günbay (Gediz University)</b></p> <p>Student and Teacher Perceptions of English Central as a C.A.L.L Device <b>Tuğçe Karaulutas (Izmir Institute of Technology) &amp; Semra Değirmenci Mutlu (Izmir University) &amp; Koray Akyazi (Gediz University)</b></p> <p>The Effectiveness of Using Web Quests on Improving Paragraph Writing <b>Canan Onal &amp; Elif Başak Günbay &amp; Ilknur Kurtulmuş (Gediz University)</b></p> <p>Oral Error Correction in Grammar Lessons <b>Gülşah Tercan (Gediz University)</b></p> <p>One small step for student, one giant leap for authenticity <b>Koray Akyazi (Gediz University)</b></p>	
		11:45-12.30: Informal interaction around posters	
		12:30-13.00: Plenary discussion	

<b>11.15 – 13:00 Concurrent Sessions 1</b>			
<p><b>Room 501</b></p> <p><b>Gediz University Action Research Group Presentations with Poster</b></p> <p><b>Chair:</b> <b>Selma Durak Uguten</b></p>	<p><b>11:15-11.45</b></p>	<p>How to Reduce Teacher Talk and Increase Student Talk Effectively <b>Fahriye Nur Demirel (Gediz University)</b></p> <p>A Heap of Rules and Structures: Do We Really Need to Teach Them? <b>Ayca Deniz &amp; Nilufer Tunçay (Gediz University)</b></p> <p>A Novel Approach to Enhancing Listening and Speaking Skills: Podcasts <b>Esin Yuksel (Gediz University)</b></p> <p>Promoting Students' Knowledge of Derivational Morpheme through Productive Online Tasks on Facebook <b>Savaş Geylanioglu &amp; Ahmet Karaslan &amp; Eyüp Harun Selek (Gediz University)</b></p> <p>Fostering Speaking: A text-based Syllabus Approach <b>Rukiye Eryılmaz (Gediz University)</b></p> <p>Interaction Patterns in Asynchronous and Synchronous Small Discussion Groups Using Wikis and Google Hangout Text-based Chat <b>Sezen Savaş &amp; Gamze Taşlı &amp; Merve Babiker (Gediz University)</b></p>	
		<p><b>11:45-12.30: Informal interaction around posters</b></p>	
		<p><b>12:30-13.00: Plenary discussion</b></p>	

<b>11.15 – 13:00 Concurrent Sessions 1</b>			
<p><b>Room 503</b></p> <p><b>Gediz University Action Research Group + Other AR Presentations with Poster</b></p> <p><b>Chairs :</b> <b>Mustafa Yaşar</b></p>	<p><b>11:15-11.50</b></p>	<p>The Teacher's Use of L1 in English Language Classrooms <b>Ceylin Özünü (Gediz University)</b></p> <p>Overcoming Reticence of EFL Learners in Language Classrooms: A Teacher Research at University Context <b>Hasan Savaş (Gediz University)</b></p> <p>Reflections on Second Language Acquisition of Turkish Students from a Native Speaker's Perspective <b>J. Scott Willis (Gediz University)</b></p> <p>The Role of Gender and Language Learning <b>Lale Barçın Aka (Gediz University)</b></p> <p>Smart board Not Smart and Bored - Teacher and Student Perceptions and Experiences with the Hitachi Starboard <b>Chris Hughes (Gediz University)</b></p> <p>A Study into the Impacts of Whole-Class Speaking Activities on Students in a Preparatory Class <b>Pelin Küçük (Gazi University)</b></p> <p>Perceptions of Students with Different Learning Styles towards the Flipped Classroom <b>Suzan Altınkulp Eroz (Marmara University)</b></p>	
		<p><b>11:50-12.30: Informal interaction around posters</b></p>	
		<p><b>12:30-13.00: Plenary discussion</b></p>	

**11.15 – 13:00 Concurrent Sessions 1**

<b>Room 504</b>  <b>Atılım University</b> <b>Group</b> <b>Presentations</b> <b>with Poster</b>  <b>Chair:</b> <b>Mine Bellikli</b>	<b>11:15-11:55</b>	Atılım University DFL Teachers' Attitude towards 'Teachers Research' <b>Mine Bellikli (Atılım University)</b>
		Attitudes toward Flipped Classroom <b>Bengu Cilali (Atılım University)</b>
		Flipped Classroom in an EAP Course <b>Meltem Turan Eroğlu (Atılım University)</b>
		Attitudes of Students and Instructors Towards Extensive Reading Studies <b>Gülseli Erdem &amp; Meltem Turan Eroğlu (Atılım University)</b>
		The Effect of Time of Day on Student Learning <b>Bernis Ünal &amp; S. Yagmur Balci (Atılım University)</b>
		Students' Perceptions of Communicating in L2 with their Peers and Teachers in ELT Classrooms <b>Ebru Uğur (Atılım University)</b>
		An Investigation about the Use of Extensive Reading Texts in Eng-201 Advanced Communication Skills Course at Atılım University <b>H. Elif Kalaycioglu &amp; Renan Güney (Atılım University)</b>
		The Use of L1 in ELT Classes <b>Devrim Akman &amp; Eda Gürel (Atılım University)</b>
		<b>11:55-12.40: Informal interaction around posters</b>
		<b>12:40-13.00: Plenary discussion</b>

**13:00 - 14:00 Lunch**

<b>14:00 – 14: 40</b>	<b>Conference</b> <b>Hall</b> <b>(8<sup>th</sup> floor)</b>	<b>Plenary 2</b> What Might Research AS Practice Look Like? Integrating Research into Language Teaching and Learning through Exploratory Practice <b>Judith Hanks (Leeds University)</b>
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**14.45– 15:45 Concurrent Sessions 2**

<b>Room 401</b>  <b>Chair:</b> <b>Yasin Aslan</b>	<b>14:45-15:00</b>	The Effects of Games for Vocabulary Teaching on TEOG Students <b>Duygu Yıldız (Süleyman Demirel University) &amp; Ezgi Bilir</b>
	<b>15:00-15.15</b>	The Effect of Definition Type On Generative Use In Terms Of Vocabulary Learning and Retention: A Case Study <b>Yasemin Topuz (Yamanlar Malhun Hatun High Schools)</b>
	<b>15:15-15:30</b>	Vocabulary Teaching to Young Learners <b>Selma Durak Uguten &amp; Neslihan Kok (Necmettin Erbakan University)</b>
	<b>15:30-15:45</b>	New Trends in Pedagogy and Lifelong Learning in ELT <b>Yasin ASLAN (Sinop University)</b>



<b>14.45 – 15:45 Concurrent Sessions 2</b>			
<b>Room 403</b>  <b>Konya Universities Group Presentations with Poster</b>  <b>Chair:</b> <b>Cemile Doğan</b>	<b>14:45-15:00</b>	An Endeavour to Put a Brick in the Wall <b>Cemile Doğan (Konya Necmettin Erbakan University)</b>  Raising Students' Awareness on Mispronunciation of Silent Letters <b>Mehtap Yorganci (KTO Karatay University)</b>  An Action Research Improve Students' Essay Writing Through Collaborative Evaluation <b>Nida Gürbüz (KTO Karatay University)</b>	
		<b>15:00-15.30: Informal interaction around posters</b>	
		<b>15:30-15.45: Plenary discussion</b>	

<b>14.45 – 15:45 Concurrent Sessions 2</b>			
<b>Room 501</b>  <b>Çukurova University Group Presentations with Poster</b>  <b>Chair:</b> <b>Seden Tuyan</b>	<b>14:45-15:05</b>	A Journey of Enquiry to Improvement: The Story of an Enthusiastic Action Research Team of EFL Instructors <b>Seden Tuyan (Çukurova University)</b>  Baby Steps to Autonomous Learner <b>Beyza Kabadayı (Çukurova University)</b>  Using Creative Writing Activities as a Trigger for Active Participation <b>Cemile Buğra (Çukurova University)</b>  Using Peer- Assessment to Enhance EFL Learners' Perceptions of Speaking <b>Berna Balcı (Çukurova University)</b>	
		<b>15:05-15.30: Informal interaction around posters</b>	
		<b>15:30-15.45: Plenary discussion</b>	

<b>14.45 – 15:45 Concurrent Sessions 2</b>			
<b>Room 503</b>  <b>Konya Universities Group Presentations with Poster</b>  <b>Chair:</b> <b>Eda Kahyalar</b>	<b>14:45-15:00</b>	Searching Ways To Improve Speaking Skills Of Repeat Classes <b>Onur Karagül &amp; Ömer Turel (KTO Karatay University)</b>  The Influence of Negative Transfer from Mother Tongue on Students' Speaking Skills and Using Feedback to Minimize Negative Transfer <b>Gökhan Hiniz (KTO Karatay University)</b>  How Can Action Research Enhance Students' Use of Tenses Through Songs? <b>Şengün Baysal (Selçuk University)</b>	
		<b>15:00-15.30: Informal interaction around posters</b>	
		<b>15:30-15.45: Plenary discussion</b>	

<b>14.45 – 15:45 Concurrent Sessions 2</b>			
<b>Room 504</b>  <b>Teacher-research Presentations with Poster</b>  <b>Chair:</b> <b>Ece Sarigül</b>	<b>14:45-15:10</b>	Using Smartphone Applications to Improve Speaking Skills in EFL Classrooms <b>Ece Sarigül &amp; Yavuz Selim Sisman (Necmettin Erbakan University)</b>  How Teachers React to Curriculum Changes <b>Esma Guran (Ipek University)</b>  The Effects of Vocabulary Glosses on EFL Vocabulary Learning <b>Neslihan Yılmaz (Yamanlar Malhun Hatun High Schools &amp; Murat Ata (Dokuz Eylül University)</b>  Exploring the Relationship between Speaking Activities and Student Motivation <b>Merve Gaziöglü &amp; Fatma Aksoy &amp; Yuliya Speroff (Melikşah University)</b>  The Effect of Activity Preparation Language on Communicative Performance <b>Ismail Vanli (Melikşah University)</b>	
		<b>15:10-15:30: Informal interaction around posters</b>	
		<b>15:30-15:45: Plenary discussion</b>	

**15.45 – 16:00 Coffee Break**

<b>16.00 – 17:00 Concurrent Sessions 3</b>		
<b>Room 401</b>  <b>Chair:</b> <b>Sultan Saleh Ahmed Almekhlafy</b>	<b>16:00-16.15</b>	Pre-service Native English Speaking Teachers' (NESTs') Knowledge about Grammar <b>Rhian Webb (University of South Wales)</b>
	<b>16:15-16:30</b>	21st Century Skills for Teachers <b>Utku Ertan (Air Force Language School)</b>
	<b>16:30-16:45</b>	The Relationship Between Motivation and Game-based Learning <b>Firuza Ibrahimova (Khazar University)</b>
	<b>16:45-17:00</b>	Everyone involved <b>Ejup Ramadan &amp; Xhevdet Rusinovci (Kosovo)</b>

<b>16.00 – 17:15 Concurrent Sessions 3</b>		
<b>Room 403</b>  <b>Presentations on Supporting Teacher-Research</b>  <b>Chair:</b> <b>Yasemin Kırkgöz</b>	<b>16:00-16.15</b>	The Challenge of Implementing a Collaborative Action Research as an In-Service Teacher Development Program <b>Yasemin Kırkgöz &amp; Mustafa Yasar (Cukurova University)</b>
	<b>16:15-16:30</b>	Writing up TR for Publication: Challenges and Opportunities <b>Simon Mumford (Izmir University of Economics)</b>
	<b>16:30-16:45</b>	Facilitating Teacher Research <b>Carol Griffiths (Fatih University) &amp; Kenan Dikilitaş (Hasan Kalyoncu University)</b>
	<b>16:45-17:00</b>	Exploratory Practice (EP) in an EAP classroom <b>Yasmin Dar (University of Leicester)</b>

<b>16.00 – 17:00 Concurrent Sessions 3</b>		
<b>Room 501</b>  <b>Çukurova University Group Presentations with Poster</b>  <b>Chair: Seden Tuyan</b>	<b>16:00-16:20</b>	The Role of Personal Goal Setting in Learning <b>Diser Sucak (Çukurova University)</b>
		Training EFL Students on Effective Study Habits – a Trivial or a Pivotal Attempt? <b>Esra Altunkol &amp; Elçin Petek (Çukurova University)</b>
		Teachers' Corrective Feedback in Writing Classes <b>Eda Kahyalar &amp; Figen Yılmaz (Çukurova University)</b>
		The Effect of Study (Learning) Partners on Developing Enthusiastic Attitude for Learning English in an EFL Class: The Guy next to me <b>Seden Tuyan (Çukurova University)</b>
<b>16:20-16:45: Informal interaction around posters</b>		
<b>16:45-17:00: Plenary discussion</b>		

<b>16.00 – 17:00 Concurrent Sessions 3</b>		
<b>Room 503</b>  <b>Izmir University of Economics Group Presentations with Poster</b>  <b>Chair: Bahar Gün</b>	<b>16:00-16:15</b>	Translation: A Taboo Topic In Language Learning? <b>Özge Coskun Aysal (Izmir University of Economics)</b>
		Teacher Research on Word Stress and Sentence Stress Teaching by means of a Cappella Techniques <b>Kutay Sorguc (Izmir University of Economics)</b>
		Your First Aid in Class: Your Body Language <b>Didem Özdiñç Seçer (Izmir University of Economics)</b>
		<b>16:15-16:45: Informal interaction around posters</b>
<b>16:45-17:00: Plenary discussion</b>		

## DAY 2 - Friday 19<sup>th</sup> June

9:30 – 10:30	Conference Hall 8 <sup>th</sup> floor	<b>Opening Remarks and Plenary Speaker:</b> Sustaining the Experience of Action Research <b>Anne Burns (University of New South Wales)</b>
10:30 – 11:00	Conference Hall (8 <sup>th</sup> floor)	<b>Invited Speakers:</b> Lesson Study as a Tool for Pedagogic Development in the Language Classroom <b>Wasył Cajkler &amp; Julie Norton (University of Leicester)</b>

11:00 - 11:15	4 <sup>th</sup> & 5 <sup>th</sup> floor	<b>Coffee Break</b>
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11.15 – 13:00 Concurrent Sessions 1		
<b>Room 501</b>  <b>Gediz University</b> <b>Lesson Study</b> <b>Group</b> <b>Presentations</b> <b>with Poster</b>  <b>Chair:</b> <b>Seyit Ömer Gök</b>	11:15-11:40	The Impact of Lesson Study/Research Lesson on Teachers' Professional Development <b>Seyit Ömer Gök (Gediz University)</b>
		Motivation Through Gamification in ELT <b>Dilara Bidav &amp; Hacer Şeyma Akkoç &amp; Idil Aydoğan Biçer &amp; Merve Sarpkaya (Gediz University)</b>
		Impact of TBLL and Lesson Study on Grammar Teaching <b>Gizem Yeşil &amp; Özlem Özdoğan Sinci &amp; Kerim Biçer (Gediz University)</b>
		The Role of Learners' Risk-taking Ability in Speaking Classes <b>Tuğba Gök &amp; Tevhide Kesmez &amp; Yasemin Sanga Gorgu &amp; Sümevra Namli (Gediz University)</b>
		Fostering Learner Autonomy via Critical Thinking <b>Alper Tan &amp; Behçet Erden &amp; Olcay Yeşiller (Gediz University)</b>
<b>11:40-12.30: Informal Interaction around Posters</b>		
<b>12:30-13.00: Plenary Discussion</b>		

11.15 – 13:00 Concurrent Sessions 1		
<b>Room 503</b>  <b>Chair:</b> <b>Figen Yılmaz</b>	11.15-11.30	Exploring Teachers' Knowledge, Beliefs and Attitudes to the Learning and Teaching of Pronunciation in ELT, and the Impact This Has on Their Practices of Teaching Pronunciation: a Case-study of Language Instructors at University PYPs in Turkey <b>Ray Wiggin (Bilkent University, Cambridge English) &amp; Seden Önsoy (Celal Bayar University)</b>
	11.30-11.45	Embedding Innovations (i.e CLIL) in the Action Research Philosophy <b>Renata Agolli (Italian Ministry of Education)</b>
	11.45-12.00	Integrating Technology and Project-based Learning in Academic English Environment <b>Ayşe Kaplan &amp; Tuğba Gördü &amp; Eda Aslan (Sifa University)</b>
	12.00-12.15	Instructors' Opinions about Common European Framework of Reference <b>Mehmet Birgün (Aksaray University)</b>
	12.15-12.30	Indigenous Approaches to Tackle EFL Difficult Context <b>Sultan Saleh Ahmed Almekhlafy (Najran University, KSA)</b>
	12.30-12.45	The Needs of K1-4 English Language Teachers for the Design of an In-Service Teacher Training Program <b>Melike Işık (Bahçeşehir University)</b>
	12.45-13.00	<b>Discussion</b>

<b>11.15 – 13:00 Concurrent Sessions 1</b>		
<b>Room 504</b>  <b>Marmara University Group Presentations with Poster</b>  <b>Chair:</b> <b>Kenan Dikilitaş</b>	11:15-11:40	Teachers in Action <b>Utku Kara (Marmara University)</b>  Do Students Like 'Parrots'? <b>Asli Yılmaz Ercan (Marmara University)</b>  From Denim to Smart TVs: Student Motivation, STT and Reading Passages <b>Ekaterine Gogolashvili (Marmara University)</b>  Quantitative Analysis of the Effect of Student Talking Time and Teacher Talking Time in Enhancing Productive Skills -Speaking and Writing Skills <b>Ayse Akpınar (Marmara University)</b>  Action Research: A Genuine Attempt to Professional Development or a Futile Effort? <b>Gül Eksi &amp; Zeynep Mine Derince (Marmara University)</b>
		<b>11:40-12.30: Informal Interaction around Posters</b>
	<b>12:30-13.00: Plenary Discussion</b>	

<b>13:00—14:00</b>	<b>Lunch</b>
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<b>14.00 – 14:45 Panel Discussion with Teacher-Research Group Leaders</b>	
<b>Conference Hall (8<sup>th</sup> Floor)</b>	
<b>Chair: Richard Smith</b>	<b>Seden Tuyan (Cukurova University)</b>
	<b>Asli Yılmaz Ercan &amp; Utku Kara &amp; Gül Eksi (Marmara University)</b>
	<b>Kenan Dikilitaş (Hasan Kalyoncu University)</b>
	<b>Seyit Ömer Gök (Gediz University)</b>
	<b>Mine Bellikli (Atılım University)</b>
	<b>Cemile Doğan (Konya Group Leader)</b>
	<b>Bahar Gün (Izmir University of Economics)</b>

<b>14:45 - 15:00</b>	<b>Coffee Break</b>
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<b>15:00 - 16:00</b>	<b>Closing Panel Discussion and Ceremony (Conference Hall – 8<sup>th</sup> floor)</b>
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# Plenary Talks

## **Sustaining the experience of action research**

*Professor Anne Burns (University of New South Wales)*

It is common for teachers to undertake action research as part of a project or program of research, often facilitated by a teacher trainer or university partner. But what happens when the program is finished and the teacher is no longer supported by the group or the facilitator? How is the experience of doing action research sustained over time?

In this talk, I will first consider what is meant by sustainability and will look at some key features of sustainable education that are related to introducing and implementing change and innovation. I will then consider how action research aligns with the idea of sustainability. I will illustrate the talk with examples of the kind of impact action research has had on teachers I have worked with in Australia. Many of these teachers say that action research has enabled them to go beyond the specific enquiries they undertook in their classrooms to sustain them as lifelong learners as well as lifelong teachers.

## **What might Research AS Practice look like? Integrating Research into Language Teaching and Learning through Exploratory Practice.**

*Dr Judith Hanks (University of Leeds)*

It is often suggested that language teachers should engage in research, but as busy practitioners with heavy workloads it is difficult to see how this might be achieved. One form of practitioner research, known as Exploratory Practice (EP), suggests integrating research and pedagogy by using normal pedagogic practices as investigative tools. But how might research be integrated into pedagogic practice? And what challenges and rewards might we expect to find, if we try it out ourselves?

In this paper I critically examine the principles of EP to explore these questions. In contrast to many other forms of practitioner research, EP places working for *understanding* before attempting to solve problems, and encourages language teachers and learners to work together to investigate what puzzles them, thus putting their agenda(s) first for research. Drawing on data gathered from participants engaging in EP for the first time, I discuss the challenges and rewards that this brings, and provide some examples of what research-AS-practice might look like. I end by suggesting that EP offers an original way to integrate research and pedagogy; by including learners as well as teachers we can conduct research that is entirely relevant to our language teaching (and learning) lives.

## **Engaging language teachers in research: achieving psychological and educational benefits**

*Dr Mark Wyatt (University of Portsmouth)*

It is increasingly recognized that while various contextual factors can make it difficult for language teachers to research their own classrooms, it can be highly beneficial if they can overcome the challenges and so engage in classroom research. Outcomes might include greater awareness of aspects of the teaching / learning process, the development of various dimensions of researcher knowledge, and the growth of positive self-beliefs, including self-efficacy and self-esteem. Such outcomes may be linked to greater enthusiasm for teaching, deeper appreciation for the needs of learners, and more flexible and autonomous classroom behaviour. Using examples from the local Turkish context, this plenary explores how such benefits have been achieved through the encouragement of research engagement as a tool for professional development with the support of workshops, mentoring, peer collaboration and international partnerships. Broader implications are discussed.



## **Invited Speaker Talks**

### **Lesson Study as a Tool for Pedagogic Development in the Language Classroom**

*Dr Julie Norton & Dr Wasyl Cajkler (University of Leicester)*

Lesson study is a collaborative approach to teachers' professional learning and the improvement of teaching, first developed in Japan ('jugyuu kenkyuu', meaning lesson study). It shares many similarities with action research, but has to be collaborative (ideally, groups of 3 to 4 teachers) and focused on addressing a learning challenge (rather than a specific teaching method). Tsui and Law (2007, 1294) describe it as 'a systematic investigation of classroom pedagogy conducted collectively by a group of teachers rather than by individuals, with the aim of improving the quality of teaching and learning'. As such, it lies at the heart of teacher development (Lewis, 2000). This presentation will demonstrate how lesson study is conducted in a range of settings, drawing on research conducted by the Lesson Study Research Group at the University of Leicester, UK.

### **Action Research at Gediz University**

*Dr Kenan Dikilitaş (Hasan Kalyoncu University)*

This presentation will focus on the process of facilitating teacher research in Turkish context, particularly at Gediz University. I will elaborate on the challenges and developmental experiences the teacher researchers have had with special emphasis on the teachers' development of new beliefs, knowledge and skills. It will be shown how this discovered knowledge has helped them understand the dynamics of their own teaching from multiple instructional perspectives. The researchers' responses to the interviews will also exemplify the process of engagement in research to construct a full picture of the story from the initial stages on. The talk will end by my self-reflection of how I will continue to support teacher research in different contexts.

# **Concurrent Presentations**

## **Day 1, Concurrent Session 1, Room 401**

### **EFL Students Use of Subject-Verb Agreement: A Study through Error Analysis**

Zeynep Aksel Altındağ & Pelin Özmen (Gediz University)

The purpose of this research on the acquisition of subject-verb agreement error analysis is to investigate the most common written grammatical errors made by A1 and A2 level EFL students who study at a Prep School in Turkey. The participants aged 17-21 are 30 beginner EFL students who are studying English at the Prep School of Gediz University and who will be taught completely or partly in English in their departments next year. The learners receive 28 hours of English weekly and they are at two different classes which are both considered as 'less successful' as a result of the Placement test. The data instrument is two different paragraphs written by each participant. The paragraphs are written in one class hour of forty minutes. After four hours of writing classes during which they deal with the paragraph organization, grammar learning, and new vocabulary every week. Thus, the data is collected over 5 weeks. The topics learners write are given by the instructor each time. Data analysis will have three steps whose first one is collection of data. The subsequent steps are identification and description of errors. We predict that the longer distance between subject-verb, the more likely the students are to show low performance.

### **Critical Thinking in Intensive Reading Lessons through Advance Organizers**

Gülizar Aydemir & Elif Başak Günbay (Gediz University)

This study explores students' experiences in creating advance organizers such as listing, tabulating, charting in intensive reading lessons. We organized critical thinking activities as a while reading activities for 6 weeks by encouraging groups of students' sorting out the main points in the reading passages and put them in charts, lists, or tables in logical order. By this way we aim to promote in students an ability to relate ideas in reading passages and to collaborate with peers in order to look at reading comprehension as an interactive process. The session will provide concrete examples from students' in-class tasks as well as their post-project comments on their own development of reading comprehension ability as a result of involvement into a series of critical thinking activities.

### **Student and Teacher Perceptions of English Central as a C.A.L.L Device**

Koray Akyazi & Tuğçe Karaulutas & Semra Değirmenci Mutlu

(Gediz University & Izmir Institute of Technology & Izmir University)

Teaching pronunciation has been a controversial issue for instructors teaching in an EFL context. It could be said that while some instructors pay special attention to teaching pronunciation and have separate lessons focusing only on pronunciation, some other instructors prefer to include pronunciation in main course lessons without putting emphasis on it. Additionally, it must be admitted that students give great importance to pronunciation; in fact, most of them learn English in order to be able to speak the language with a good accent. However, based on our observations, we can say that students make a lot of pronunciation errors. As their instructors, we correct them but because of the high frequency of mistakes, after some time they lose their motivation. Therefore, a good question comes to our minds, which is how to develop pronunciation of students in and outside the classroom. In order to find a good solution to this problem, it would not be too wrong to use technology, which is an indispensable part of our lives, for pronunciation as well. With this point of view, our school, İzmir University School of Foreign Languages has decided to direct our attention to English Central

### **The Effectiveness of Using WebQuests on Improving Paragraph Writing**

Canan Onal & Elif Başak Günbay & Ilknur Kurtulmuş (Gediz University)

In the world of 21st century, learners are surrounded by technology in every aspect of their lives. It is only natural that the learners expect to be involved in technology in their learning process, too. The trend to integrate technology into language classrooms is growing to be very common these days, and it is favored both by the teachers and students. In order to keep up with this trend, educators need to shape their instruction in a way that appeals to learners' needs and expectations. Various tools have been developed to meet this demand in the field of education and WebQuest is one favorable example. WebQuest is an inquiry oriented in activity in which some or all of the information that learners interact with comes from resources on the internet optionally supplemented with video conferencing (Dodge, 1997). It requires students to use higher order thinking skills, such as critical thinking, problem solving and consensus building. As writing classes are mostly perceived as unappealing both by the students and the instructors due to the nature of writing itself, using WebQuest in writing instruction is a good idea since it provides a more supporting learning environment with its cooperative and inquiry based nature. The aim of this study was to explore the effectiveness of WebQuest in writing instruction of 80 Turkish A2 level EFL learners in Preparatory program at Gediz University. Through this study, we aimed to discover the students' performance and their perceptions to web source integrated language learning in writing classes. The findings showed that although there was not a significant increase in the student grades, WebQuest proved to be an effective way to support writing instruction as it was confirmed by researchers and the participants.

### **Oral Error Correction in Grammar Lessons**

Gülşah Tercan (Gediz University)

One of the biggest problems in language learning is the students' unable to talk accurately although they have learnt a great amount of grammatical knowledge and vocabulary. The students have many errors that hinder them from producing the target language properly. Yang (2010) defined a language error as 'an unsuccessful part of language'. In the second language teaching and learning process the error has always been regarded as something negative which must be avoided (Maicusi et al., 1999-2000). In the light of many studies that come up with the same thought error correction has been studied by researchers for years on the realm of language teaching due to the importance of it for second language acquisition (SLA). This study was conducted in the Preparatory at Gediz University in Izmir with the purpose of detecting which kinds of corrective feedback the teacher uses, how the teacher corrects the errors, what the preferences of students are related to the feedback types and how the teacher develops herself in accordance with the results. A total of 49 A2 level preparatory class students, (27 Female, 22 male) voluntarily participated in the study. In this study, both quantitative and qualitative methods were used and a self-designed questionnaire as a data collection method was used to find out the preferences of students related to corrective feedback strategies.

### **One small step for student, one giant leap for authenticity**

Koray Haki Akyazı (Gediz University)

Teaching English in an EFL context is often involves students learning from course books, and practicing newly learnt language with peers in order to commit it to the long term memory. This form of forced output is also a way that teachers use to demonstrate learning has occurred. I often question what students feel about being made to talk about topics that they may not have an interest in, and with no other reason than to please the teacher. I would like to make language learning a more authentic, meaningful and enjoyable experience. This teacher research aims to explore the use of sharing videos online about TED topics that are of interest to the learner in the hope that this will create more opportunities for realistic communication. For language learners, having a real audience who have a genuine interest in what is being said may make language learning more realistic. Together with allowing students a genuine audience for their spoken output, talking about familiar topics of interest may also make speaking activities more meaningful. As this was a very integrative approach to teacher research, I have also invited several students from the class to be present at the conference and share their story from their own unique perspectives.

## **Day 1, Concurrent Session 1, Room 501**

### **How to Reduce Teacher Talk and Increase Student Talk Effectively**

Fahriye Nur Demirel (Gediz University)

In an ideal language learning environment, students should be given enough opportunities to speak in class. Therefore, the quantity of the student talking time plays a significant role in ELT classes. However, the role of the teacher talk should not be underestimated during the class. The key question to search about and answer is "How can teachers reduce TTT to increase STT effectively?" In this respect, the characteristics of TTT and STT must be explored to understand how and what aspects teachers should reduce while speaking in class. To develop the students' speaking skills, the teacher should not dominate the talking time and provide tasks to increase the student talking time. Communication either between teacher to student or student to student improves students' confidence and facilitates learning process. Thus, this research focuses on reducing teacher talking time in class by using certain strategies and tasks with the aim of increasing student talking time. Through voice recording in several lessons and a written survey answered by students, the effectiveness of the strategies and tasks are discussed for further implications in teaching.

### **A Heap of Rules and Structures: Do We Really Need to Teach Them?**

Ayça Deniz & Nilufer Tunçay (Gediz University)

The purpose of this research is to identify the efficiency and degree of preference for implicit and explicit grammar teaching methods at a closer inspection and share the outcomes. The first phase of the study involves teaching "Passive Voice" to 36 A2 level learners in two different classes by using explicit and implicit methods by two different instructors at a time. The second phase on the other hand involves post-tests containing both explicit and implicit grammar questions to assess the quality of learning. The final phase involves a questionnaire with open ended questions that aims to perceive what the learners have experienced during the learning process and how they feel about learning or ignoring the rules while learning a new grammatical structure. It is also aimed to identify whether being exposed to the structure without learning the rules would be sufficient for learners to acquire the target grammar topic effectively.

### **A Novel Approach to Enhancing Listening and Speaking Skills: Podcasts**

Esin Yuksel (Gediz University)

The use of mobile devices such as smartphones and portable media players has increased and this has brought with it exciting new ways for people to improve their listening skills in their second language. MP3/MP4 players are no longer only a medium for music but also an aid for learners wanting to enhance their aural and oral skills. Due to audio publishing online, a novel approach to perfecting listening skills which is known as "podcasting" (a portmanteau of the words iPod and broadcasting) has emerged (Kavaliauskienė & Anusienė 2009:28). This study examines in what ways podcasts can aid language learners' listening and speaking skills. In order to find out whether podcasts would help them, a group was opened on Facebook and native speakers' podcasts were uploaded there each week. Students first listened to them and then they created their own podcast about the topic they had listened to. After that, they commented on them. The data revealed that the podcast project was perceived positively by students.

### **Promoting Students' Knowledge of Derivational Morpheme through Productive Online Tasks on Facebook**

Savaş Geylanoğlu & Ahmet Karaslan & Eyüp Harun Selek (Gediz University)

Options for acquiring a new language have a lot of ways nowadays and students have the flexibility of selections and diverse methods in hand to learn a new language. One of them is CALL and its environment serves with its technological tools which makes the learning easier. The aim of this study is to explore how students learn on FACEBOOK (henceforth FB) and to observe how it helps their developmental progresses with an increased participation while they learn through in their daily education atmosphere in prep classes at a private Turkish University. The tasks given on the FB platform were on the production of the derivational morphemes (prefix and suffix formulations of adjectives). Quantitative method was conducted in this study. Along with their lessons, the target is to see the rapport between teacher and students and to monitor the responds for daily grammatical tasks given on FB. By using their technological tools like mobile phones, the study sub aimed to see how they would react for answering the questions in their most convenient time during the same day. The results highlighted that the students favoured using such a tool (FB) for their SLA period. In addition, further experimental research could be ideal to be done in this area.

### **Fostering Speaking: A Text-based Syllabus Approach** Rukiye Eryılmaz (Gediz University)

Given that students mostly feel less self-confident when it comes to speaking, it is highly important that we, as teachers, encourage them to speak and provide them with the authentic materials they may need. Therefore, this action research aims to give a glimpse of how students view authentic speaking by using text-based speaking activities. The purpose is to see how further we can go in speaking activities by using speaking texts and how students would react to them. Helping students understand the nature of spoken interaction is the ultimate goal of the research, which has been carried out in several of my classes at different times throughout the year.

### **Interaction Patterns in Asynchronous and Synchronous Small Discussion Groups Using Wikis and Google Hangout Text-based Chat**

Sezen Savaş & Gamze Taşlı & Merve Babiker (Gediz University)

The purpose of this study is to examine the differences between asynchronous and synchronous student interaction patterns through computer-mediated collaborative writing tasks. It takes a look at asynchronous wiki-mediated collaborative writing tasks, and synchronous chat-mediated collaborative writing tasks. The results of the study suggest that synchronous communication helps learners to develop their critical thinking skills and is more preferable among students due to its immediacy.

## **Day 1, Concurrent Session 1, Room 503**

### **The Teacher's Use of L1 in English Language Classrooms**

Ceylin Özünlü (Gediz University)

This study is an action research which leans on the use of L1 by the teacher in English classrooms. It is generally formed as a process rather than an outcome. Throughout the study, main course lessons in A1 and A2 levels observed and recorded. The data collection is carried out by recording one lesson, keeping a diary and brainstorming with the colleagues. Because it is a qualitative study, the data analysis and the findings has changed during the research process. For instance, although the research questions were previously based on lessening L1 use, after some period of time, they were about taking the advantage of L1 use. In the research paper, one can find the flows of the study by means of charts (explanations of change, conscious and unconscious L1 use) and classroom language lists. This research may lead to further studies of L1 use in different levels and in different skills.

**Overcoming Reticence of EFL Learners in Language Classrooms: A Teacher Research at University Context**

Hasan Savaş (Gediz University)

In language classrooms, students are observed silent and/or somehow reluctant to attend communication/discussion situations (Chen, 2004; Liu, 2005; Zou, 2004). Silence of students in classroom refers to 'reticence'. I decided to study on this particular topic in order to investigate the underlying reasons of student-silence in my classes and to provide possible solutions to this phenomenon. With these particular aims in mind, I implemented two specific techniques, which I named as 'Take Notes and Speak (TNAS) and Think and Speak' (TAS), to engage my students in communicative speaking and discussion activities. During a two-month long period; before starting discussions in classes, my students first took notes and/or thought for a while on a given topic and then participated in discussion/speaking activities by looking at their notes as reference. Before the study, I collected student reports in order to understand reasons why my students tended to stay silent. By having semi-structured interviews after the study, my aim was to see how my students found the TNAS and the TAS techniques. The findings of the study showed that students took advantage of a thinking time before attending communicative activities, and they felt more comfortable to speak up when they were given chance to take notes beforehand.

**Reflections on Second Language Acquisition of Turkish Students from a Native Speaker's Perspective**

J. Scott Willis (Gediz University)

Because the traditional instructional methodology employed in the Turkish educational system, students do not acquire the critical thinking skills necessary to become outside-the-box thinkers during their K-12 education. I noticed this when I first started teaching in Turkey and have been trying to devise a methodology to help students become analytical and critical thinkers ever since. This study was designed to observe how students progressed towards becoming critical thinkers with the help of the cues and rhetorical devices I used in my classes. These tools can be summarized as effective approaches in formulating arguments, 2nd draft checks with detailed constructive feedback, and modelling speaking portfolio via video and audio assignment submissions. The assessment device implemented throughout the study is changing portfolio scores over a period of 1 to 2 quarters.

**The Role of Gender and Language Learning**

Lale Barçın Aka (Gediz University)

This study investigated the relationship between beliefs about language learning and gender. 20 (11 male, 9 female) students from Gediz University English Preparatory School participated in the study. At the time of the study all the participants were in the same proficiency level (A2). Results indicate that overall males and females held similar beliefs about language learning, While males relate language learning with job opportunities, females accept language as a tool for socialising.

**Smartboard not Smart and Bored - Teacher and Student Perceptions and Experiences with the Hitachi Starboard**

Chris Hughes (Gediz University)

Impressions from both Gediz and the world at large as well as detailed analysis of the technical nature of the Hitachi Starboard.

**A Study into the Impacts of Whole-Class Speaking Activities on Students in a Preparatory Class**

Pelin Küçük (Gazi University)

This study aims to find out the possible constructive impacts of whole class speaking activities on the English Language Teaching students who have been attending preparatory class of Gazi University School of Foreign Languages in 2014-2015 academic years. The researcher has worked with 18 students in her class. This area was chosen to be studied since the students had asked the instructor to include more speaking activities in class to improve their speaking skills and motivation. The data have been collected through feedback from students. The feedback includes written comments on the activities, the videos and photos of activities, and brief interviews with some of the participants. The study has not been completed yet; however, it is estimated that the activities will present favourable outcomes for further research.



### **Perceptions of Students with Different Learning Styles towards the Flipped Classroom**

Suzan Altinkulp Eröz (Marmara University)

This study investigates the perceptions of students with different learning styles towards the flipped classroom. The participants were Preparatory School students who started at A1 Level and reached B1 Level at the time the research was conducted. Their majors were Journalism, Cinema Radio and Television, Tourism, Political Sciences, Public Relations, Dentistry, Physics and Chemistry. The flipped classroom was gradually introduced and adapted to meet learner needs according to the feedback gathered at the end of each cycle. The areas of investigation are learner autonomy, learner preferences and needs, student-student and student-facilitator interactions as well as learner awareness and intercultural awareness. Qualitative data was collected through journals, interviews, questionnaires, video and audio recordings and photographs. The results of the study show that the flipped classroom can create an authentic and collaborative learning environment where learner differences can be met simultaneously, more personalized learning experiences can be created and with carefully designed colourful hands-on activities increased participation can be achieved.

## **Day 1, Concurrent Session 1, Room 504**

### **Atilim University Project**

Mine Bellikli (Atılım University)

This paper examines Atılım University DFL teachers' attitude towards 'Teachers Research'. An open ended questionnaire is used to allow each participant to give feedback and trainer's journal on the subject supported by interview for a qualitative study. Conducting 'Teachers Research' with each member of the department including the part-time teachers and administrators as a part of in-service training is a new experience for all of us. Collected data were analysed to understand perceptions and attitudes of teachers' views on 'teacher research' and its benefits to individuals. Study shows that teachers find the research activity beneficial but not necessary. Teachers reported that due to lack of time they felt trapped during research. Teachers also stated that they mostly engage the activity because of external drivers rather than practical or professional concerns. The purpose of this study is to evaluate the process and share the findings with the members of the department in order to find a good way for a better teacher development.

### **Attitudes toward Flipped Classroom**

Bengü Cilalı (Atılım University)

This research is an attempt to identify the factors that may account for attitudes of ENG 204 students towards Flipped Classroom and demonstrate how students evaluated this new method over one semester. The data were collected from Atılım University undergraduate students who are taking ENG 204 course (N=116). It was hypothesized that among these students, those who had higher grades in their previous English courses would have more positive attitudes towards Flipped Classroom. Attitudes towards Flipped Classroom might also vary by gender. For this reason, it was hypothesized that girls would have higher and more positive attitudes than boys do. Attitudes toward Flipped Classroom Questionnaire (ATFCQ) was developed by the researcher to measure individual attitudes toward Flipped Classroom. The data were analysed on SPSS 20. Factorial ANOVA analysis showed that there are no significant main effect of students' gender and their previous course grade on their attitudes toward Flipped Classroom. Following the analysis, interviews were conducted with the volunteer students and their verbal feedbacks were also received. According to the findings of these interviews, students were found to have more negative attitudes. The results of quantitative data were confirmed by the qualitative data.

### **Flipped Classroom In An Eap Course**

Meltem Turan Eroğlu (Atılım University)

This study aims to investigate how the students perceived the first implementation of the flipped classroom method in ENG 201- Advanced Communication Skills, English for Academic Purposes (EAP) course at the Department of Foreign Languages of Atılım University during the fall term of the academic year 2014-2015. The study revealed that the flipped model was good in creating varied learning environments to pave the way for constructive learning as a start, but there is more to think about and plan ahead. From the curricular perspective, it indicated that the next step of course design should be based on the experiences gained during the process.



### **Attitudes of Students and Instructors Towards Extensive Reading Studies**

Gülsele Erdem & Meltem Turan Erođlu (Atılım University)

The present study aims to investigate the extensive reading practice (Extensive Reading Studies- ERS) in ENG 201 Advanced Communication Skills course at Atılım University with respect to general attitudes of students and instructors. It is also aimed at investigating the problems faced during the implementation of ERS and the actions needed to improve the application of this new practice in the upcoming semesters. In order to collect data from students about their attitudes towards ERS, a questionnaire was designed and applied at the end of the 2014-2015 Fall terms. Besides, semi-structured interviews were carried out in order to gather information about the attitudes of the instructors. The findings reveal that both students and instructors believe that ERS practice has been effective in encouraging students to read more although its implementation could still be improved.

This research is an attempt to identify the factors that may account for attitudes of ENG 204 students towards Flipped Classroom and demonstrate how students evaluated this new method over one semester. The data were collected from Atılım University undergraduate students who are taking ENG 204 course (N=116). It was hypothesized that among these students, those who had higher grades in their previous English courses would have more positive attitudes towards Flipped Classroom. Attitudes towards Flipped Classroom might also vary by gender. For this reason, it was hypothesized that girls would have higher and more positive attitudes than boys do. Attitudes toward Flipped Classroom Questionnaire (ATFCQ) were developed by the researcher to measure individual attitudes toward Flipped Classroom. The data were analyzed on SPSS 20. Factorial ANOVA analysis showed that there are no significant effects of students' gender and their previous course grade on their attitudes toward Flipped Classroom. Following the analysis, interviews were conducted with the volunteer students and their verbal feedbacks were also received. According to the findings of these interviews, students were found to have more negative attitudes. The results of quantitative data were confirmed by the qualitative data.

### **The Effect of Time of Day on Student Learning**

Bernis Ünal & S. Yagmur Balcı (Atılım University)

In this research the effect of time of day on students' motivation is investigated. The purpose of this research is to identify the relationship between the time of day and learning skills. Thus, it aims at analyzing the effect of day time on student motivation and performance. Both qualitative and quantitative methods are intended to be used. A motivation survey will be conducted on students and teachers will be interviewed to record changes in enthusiasm for learning a language at different hours of a day. Also, students will be asked to work on some tasks both in morning/afternoon and evening classes to observe which one is more effective. After analyzing the results of this research, we intend to prepare our lesson plans according to our findings. Moreover, our recommendations will play a role in setting our class schedules.

### **Students' Perceptions Of Communicating in L2 With Their Peers And Teachers in ELT Classrooms**

Ebru Uđur (Atılım University)

The use of the target language has been considered an important principle of second language learning. However, few studies have explored the purpose of using the target language all the time in the classroom. This study contributes to a better understanding of students' perceptions of communicating in English with their peers and teachers when they have foreign classmates in the classroom. It is a qualitative study with 100 students from Atılım University. The data were collected by administering a questionnaire to 100 students. An interview with 5 participants was also used to understand their ideas and feelings toward having foreign classmates in the classroom and communicating in English. Overall analysis indicates that a great majority of the students have a positive attitude toward having foreign students in the classroom. Although most students express their interest in communication with people from other cultures, they prefer less interaction in English compared to interaction in their L1. Because they feel shy and inadequate in English classrooms. Most of the students also believe that they can understand the lesson better if their teacher sometimes uses Turkish. However, some students prefer communicating in the target language to improve it.

### **An Investigation about the Use Of Extensive Reading Texts in ENG-201 Advanced Communication Skills Course at Atılım University**

H. Elif Kalaycioglu & Renan Güney (Atılım University)

This study aimed to investigate the influence of extensive reading texts on students' overall reading skills by inquiring their reading scores of quiz and final exams in Eng-201 Advanced Communication Skills course at Atılım University. The students' scores were diagnosed and compared and the overall impact of Extensive Reading Study (ERS) was analysed in percentages.

**The Use of L1 in ELT Classes**  
Devrim Akman & Eda Gürel (Atılım University)

The Use of L1 in ELT classes has always been discussed controversially. Some researchers support the idea of using L1 in language classes while some others do not. Still some others claim that it should be used for certain purposes. This study analyses the effects of using mother tongue on students while teaching grammar in ELT classes. We conducted a classroom based research in two classes of university students during 2015 spring term and taught two different grammatical subjects, modal verbs and passive structure, through the exercises based on using L1 technique. Before and after this period, pre and post-tests about two selected grammar subjects were applied to the students. Results of the study show the positive effects of using L1 on students' success while teaching grammar in ELT classes.

**Day 1, Concurrent Session 2, Room 401**

**The Effects of Games for Vocabulary Teaching on TEOG Students**  
Duygu Yıldız (Süleyman Demirel University) & Ezgi Bilir

Vocabulary is a milestone in learning a language. If we have large vocabulary heritage, our language usage or understanding level will be more developed. There are many ways to teach vocabulary, such as; reading book, listening and memorizing song lyrics, watching TV series or keeping diary, but if you have students as language learners, making the learning enjoyable and attractive is very significant and game is your key in this situation. This is widely accepted and discussed in literature; however, creating games in limited condition in state schools is a hard task for teachers, especially for TEOG students who prepare for an exam. For this reason, this study aims to draw TEOG students' attention to Vocabulary Teaching with games. In this qualitative study, participants were randomly selected from secondary school's students who are TEOG students in Gaziantep. The data were collected through classroom observation, semi-structured focus group interviews and reflection papers. The findings revealed that provide an enjoyable environment with games made participant aware of vocabulary, attracted their attention, and made them success.

**The Effect Of Definition Type on Generative Use in Terms Of Vocabulary Learning and Retention: A Case Study** Yasemin TOPUZ (Yamanlar Malhun Hatun High Schools)

This case study tries to explore whether type of definition has an effect on generative use in terms of vocabulary learning and retention. Three high-school students, who were proved to have the same level of proficiency and the vocabulary size, had taken a pre-test, studied 5 sets of academic words; each consisted of seven academic words, through translation, context sentences and English definitions. During the sessions, the instructor conducted think-aloud protocol and recorded the observations. A post-test and 3 weeks later a delayed post-test were administered. After the delayed post-test, semi-structured interview was hold with each participant. The results indicate that English definition is the most useful way to learn vocabulary, whereas translation is the least effective way. There is a slight difference between English definitions and context sentences, but it is not significant. Delayed post-test results show us about retention that translation provided an increase in the number of recalled words when compared to post-test results, but English definition gave us the highest number of recalled words in total.

**VOCABULARY TEACHING TO YOUNG LEARNERS**

Selma Durak Uguen & Neslihan Kok (Necmettin Erbakan University)

Teaching and learning a foreign language is a complex process if the learners are young. Young learners are different from adults as they are more enthusiastic, active and lively. They also lose their motivation and interest quickly. So the teacher's responsibilities are much more in the classroom. He/She is the person who should find the right activities for the learners to be active in the classroom. Vocabulary teaching to young learners is an important aspect of language classroom. This paper will give information about vocabulary teaching principles and provide some techniques that can be used to teach vocabulary to young learners in the language classrooms.

**New Trends in Pedagogy and Lifelong Learning in ELT** Yasin ASLAN (Sinop University)

Today it is quite significant for nearly all countries to find new ways to encourage lifelong learning, through workplaces and beyond formal learning contexts. In this study, recent trends in teacher learning and lifelong learning are examined. The study was conducted in Konya with the participation of 234 pedagogical practice teacher candidates who enrolled in Selcuk University in 2014. The literature on teaching and learning was handled in detail to identify the new trends with regard to research, theory and practice in English language teaching. The research is composed of two parts. In the first part the major trends in pedagogical thinking; life-long learning, changes in theories of learning, deep understanding and concept formation were examined. The second part of the study identifies various teaching and learning practices that reflect these new methods of thinking; ICT, collaborative learning, learning communities, rich tasks and assessment practices.

## Day 1, Concurrent Session 2, Room 403

### **An Endeavor to Put a Brick in The Wall**

Cemile Doğan (Konya Necmettin Erbakan University Project Group Leader )

On language teacher education, many scholars have almost come to an agreement that 'language teachers' professional development activities yield more fruitful results if they follow a bottom-up tradition and base on the needs of the teachers in their context. A high-quality professional development program, having taken the teachers' needs into account as a first step, should have a design to enhance their attitude towards continuous professional development. Professional development has been regarded as a systematic growth and it is of great significance to take a long term, step by step approach. In this presentation, the researcher aims to display a teacher-initiated action research program conducted at a state university. The participants of the study are language instructors from prep schools in Konya universities. Having the idea of 'thinking big but starting with baby steps' in mind, the researcher will share her experiences on how she took action to plan and carry out a Professional development program centring on action research skills.

### **Raising Students' Awareness on Mispronunciation of Silent Letters**

Mehtap Yorganci (KTO Karatay University)

In this study, the overall steps of planning an action research to raise students' awareness on frequently mispronounced silent letters and improve their pronunciation skills will be shared. The participants of the study are intermediate level prep school students in a private university context. The study was conducted in the main course of the syllabus. After deciding on the most frequently used words which embody silent letters, the researcher draws an action plan for both making students notice silent letters and pronounce them in an appropriate way. She makes use of various pronunciation techniques for treatment. The researcher will provide examples from her classroom instruction on how she acted towards eliminating the mispronunciation of silent letters.

### **An Action Research Improve Students' Essay Writing through Collaborative Evaluation**

Nida Gürbüz (KTO Karatay University)

This presentation will demonstrate the stages of an action research study to enhance essay writing skills of prep school students. A group of upper intermediate level students are the participants of the study in a private university context. In this study, the researcher aims to encourage students' to take part in the evaluation process. Before agreeing upon a user friendly rubric, she reviewed commonly used writing criteria and made an adaptation to address student' needs. Students took active role in evaluating their own essays together with the researcher. In the content of the presentation, the researcher will provide how she developed a treatment and utilized a newly formed rubric in her writing course. She will share the results of the study with her own views and the participants' ideas.

## Day 1, Concurrent Session 2, Room 501

### **A Journey of Enquiry to Improvement: The Story of an Enthusiastic Action Research Team of EFL Instructors**

Seden Tuyan (Cukurova University)

This study is about the certain aspects of an action research group project conducted at the School of Foreign Languages, Cukurova University. The project served as a journey of enquiry both to the leader herself and the eight EFL teachers who voluntarily took part. This enthusiastic group of teacher researchers differing in age, teaching experience and academic rank wanted to further their professional development by doing action research studies in their own classrooms and soon became a community of critical colleagues. They investigated what they were doing in their classes and supported one another in exploring challenges and/or situations with a view to improve their teaching and students' learning. In this presentation, the team leader aims to report her findings of the study including some information on how the model was formed and developed, the supporting process from the leader's and the teachers' perspectives based on their reflections, the problems that emerged and how they were dealt with. To conclude, teacher researchers' perceptions regarding their expectations and learnings from this group project as a whole will also be interpreted and discussed by means of the individual metaphorical names they gave to the group.

### **Baby Steps to Autonomous Learner**

Beyza Kabadayi (Cukurova University)

This study emerged from my need to give students more responsibilities during their learning process. In order to help them to take care of their own learning, I observed my students and my classroom practices. Also, I consulted my colleagues to get ideas about their teaching practices. During this process, I had the notion that maybe I was blocking their autonomy by not giving them enough time, opportunity and tolerance. I decided to make changes in my classroom performance to enable the students to become more autonomous learners. I revisited my teaching strategies and classroom instructions, I revised some of my classroom policies and more importantly I tried to get used to my new teaching philosophy because it was not an easy period to make changes on who you are as a teacher. This study focuses on how small changes in classroom practices may encourage students to take more responsibilities and lessen some teacher burdens.

### **Using Creative Writing Activities as a Trigger for Active Participation**

Cemile Buğra (Çukurova University)

This study intends to explore the impacts of using creative writing activities as a trigger for active participation in class activities. The idea behind this was to see whether implementing and integrating this kind of activities could serve for the learners to discover their potentials for the sake of using the language and to become active participants in class activities. I wanted to get out of the routine and bring some refreshment to my class. Thus, I tried three different creative writing activities such as writing rhyming riddles, short poems for famous characters and short stories by peer completion. After each practice, I got written feedbacks from the students about the activities. At the same time, I made some observations to find out how this intervention caused a change in my class and students. However, my implementations indicated promising results in terms of active participation and helping the learners to discover their potentials in using the language properly in different ways

### **Using peer-assessment to enhance EFL Learners' Perceptions of Speaking**

Berna Balcı  
(Çukurova University)

As EFL teachers we are all familiar with the scene where we are pushing our students to speak English but end up hearing barely a few words. Even if learners want to communicate in the target language, many factors including anxiety and lack of self-confidence prevent them from doing so. Throughout my classes I have observed that my students feel unwilling and unsafe during the picture-description tasks which also form a main part of the oral exam. During my informal interviews with them, most of my students declared that they were unwilling and too nervous to perform well in picture-description tasks. With this concern in mind, and based on my observations of my classes, I decided to use peer-assessment to help my students overcome their anxiety they experience during picture-description tasks. After two lessons of training on how to use the peer-assessment checklist, the students used these checklists to assess their partner's performance during picture description tasks over a four-week period. The informal interview and questionnaire results given to the students at the end of this process showed that peer-assessment not only helped them overcome their anxiety, but also become more self-confident while speaking in the target language.

## **Day 1, Concurrent Session 2, Room 503**

### **Searching Ways to Improve Speaking Skills of Repeat Classes**

Onur Karagül & Ömer Turel (KTO Karatay University)

In this action research study, the researcher aims to find ways to better speaking skills of prep school repeat students in a private university context. The participants of the study are students who have been repeating the same course for more than once. Therefore, they lack motivation and this result in poor exam grades. It has been observed that this is a vicious cycle. In order to break this cycle and move towards a solution, the researcher decided to take series of action. The researcher will provide the plan, act, observe and reflect stages of the study. He will discuss the issue from both his own perspective and the students' point of view.

### **The Influence of Negative Transfer from Mother Tongue on Students' Speaking Skills and using feedback to minimize Negative Transfer**

Gökhan Hınız (KTO Karatay University)

This study intends to investigate the negative effects of mother tongue influence on foreign language learners' speaking skills. The negative transfer of Turkish sentence pattern, phonology and word choice have been observed in two different language classes of the research setting. Data for the study were gathered through video recordings of students' persuasive speech which is a part of their curriculum and assessment. The presenter will provide some background information about mother tongue interference and feedback. He will also share his experience on how to avoid negative transfer of L1 using feedback.

### **How can action research enhance students' use of tenses through songs?**

Şengün Baysal (Selcuk University)

In this presentation, the overall steps an action research to improve students' competence in tenses by using songs will be shared. The participants of the study are prep school pre-intermediate level students in a state university context. The study arises from the researcher's interest in teaching grammar more effectively. Observing students' inadequacy in tenses, she focused on ways to make grammar lessons more appealing to students' interests. In order to identify the recurrent confusion among tenses from students' usage, the researcher went over students' records such as paragraphs, exam documents and spoken discourse in the classroom. As a further step, the researcher developed an action plan to overcome difficulties in certain tenses by matching these problematic areas to songs whose lyrics are repetitively using those particular tenses. Based on her classroom experience, the presenter will provide songs which she used in her study, how she exploited them to better students' grammar skills. She will conclude with further suggestions on use of songs in classroom instruction.

## Day 1, Concurrent Session 2, Room 504

### **Using Smartphone Applications to Improve Speaking Skills in EFL Classrooms**

Ece Sargül & Yavuz Selim Sisman (Necmettin Erbakan University)

This study aims to examine the contribution of using "smartphone applications" to the improvement of speaking skills of EFL learners. The participants of the study were 40 pre-intermediate preparatory class students of School of Foreign Languages, Necmettin Erbakan University. First of all, we recorded the students' speeches during speaking class activities by asking questions about different subjects in order to gather data for the study. We recorded their speeches by camera for 4 hours in a week in the speaking classes during 2 weeks. Then, we listed their answers for the questions. Then, we created a WhatsApp group together with the students and asked their opinions about different subjects again. Then, we wanted them to record their voices and send their speeches via "WhatsApp voice and video messaging" technique into the WhatsApp group for 4 weeks. As researchers, we realized that the students' performance and their participation to the speaking class debates changed in a positive way and they were eager to speak in the speaking lessons. As a conclusion, we can say that smartphone applications can be used to improve speaking skills in EFL classrooms.

### **How teachers react to curriculum changes**

Esma Guran (Ipek University)

This action research explores into teachers' perceptions regarding the changes in curriculum at a university preparatory school in Ankara. The findings provide valuable insights for preparatory school instructors in that they reflect the feelings and attitudes of teachers on changes that take place in their institution. The need to move from a more skills based curriculum to lexico-grammatical had long been discussed in the school. The curricular changes took place at the beginning of 2012-2013 academic year. Because teachers are the assets in a school, their beliefs are of utmost importance in the process of change. Therefore, the data collected came from my own experiences and three teachers' through administering questionnaires and semi-structured interviews with them. Besides, Flett & Wallace propose that the success of curriculum reform is affected by some factors such as the "inability of reform makers to accurately diagnose the systemic problems" (2005:188). This can only be possible through exploring teachers' perceptions and how they cope with the challenges that are brought by the changes in the curriculum.

### **The Effects of Vocabulary Glosses on EFL Vocabulary Learning**

Neslihan Yılmaz & Murat Ata

This is a proposal for an action research plan designed to reveal whether glossing or no glossing have effects on vocabulary learning. This plan is focused on B1 level prep class students at school of foreign languages in Dokuz Eylül University. Since learning vocabulary is one of the most challenging sub-skills for second language learners, we would like to conduct an action research in our classes in order to demonstrate their vocabulary learning types.

### **Exploring the Relationship between Speaking Activities and Student Motivation**

Merve Gazioglu & Fatma Aksoy & Yuliya Speroff  
(Melikşah University)

There are numerous ways that teachers attempt to motivate students to speak a foreign language. Choosing topics that are interesting for the students, designing realistic tasks, engaging students in competitions, and using assessments for positive wash-back are some of the many ways that instructors encourage students to produce language. However, do teachers really understand which techniques are the most effective in motivating students to participate fully in speaking activities? According to Dornyei, while motivation is extremely complex, it is responsible for why students do something, how long they choose to continue, and how much effort they are willing to extend (2014). While teachers might assume that they have a clear understanding of their students' motivation, in reality, it can be difficult for teachers to really know which activities stimulate their students and why. In response to this need, this action research study critically evaluated four common speaking activities used in the EFL classroom and the motivational levels associated with each. By focusing on two perspectives, the teacher's perceptions of student participation and motivation and the students' self-disclosed level of enjoyment, presenters will be able to provide a dynamic viewpoint of speaking activities and motivation within the EFL classroom.



### **The Effect of Activity Preparation Language on Communicative Performance**

Ismail Vanli (Melikşah University)

Grammar exercises combined with communicative activities are often challenging. Students have difficulty integrating grammar subjects into fluency-oriented activities. There are underlying reasons for this: difficulty of grammar topic, limited vocabulary, activity preparation language and so on. Knowing this, we wondered if activity preparation language has an effect on the students' performance during communicative grammar activities. We designed an action research project with three phases lasting 6 weeks. The research was based on speaking activities from a grammar book designed by Melikşah University's Material Development Office. In the first phase, students prepared for the activity in Turkish and performed in English. In the second phase, they both prepared and performed in English. In the last phase, half of the class prepared in Turkish and the other half prepared in English, but the entire class performed in English. During the activities, teachers observed and documented how much English the students used. Following the activities, students completed a form indicating how much English they used during the activity. Results showed that Turkish as the preparation language of the activity decreased the amount of English used during the activities whereas English as the preparation language of the activity increased the amount of English used during the activities.

## **Day 1, Concurrent Session 3, Room 401**

### **Pre-service Native English Speaking Teachers' (NESTs') knowledge about grammar**

Rhian Webb (University of South Wales)

Initial research concerning pedagogical language awareness of pre-service NESTs indicates grammar knowledge is an area which would benefit from extended explicit instruction. Data examining the preconceptions of pre-service NESTs grammar following secondary school education are presented. An initial assessment of their grammatical knowledge is also examined and the implications discussed

### **21st Century Skills for Teachers**

Utku ERTAN (Air Force Language School)

While teachers generally are committed to their students, enjoy their work, and are devoted to their profession and their content areas, 21st century students come to school with very different sets of experiences and expectations than their 20th century counterparts. These tech-savvy, multi-media, multi-tasking digital natives navigate everyday life far differently than many of their digital immigrant teachers. Connecting with them, relating to them, and motivating them now require teachers who are open to new ways of teaching and supporting students. Given these challenges, teachers who are new to the profession often find themselves frustrated, disappointed, and unsupported. In this research, 21st Century skills teachers are supposed to have are examined with a survey and the results of the survey will be presented.

### **The relationship between motivation and game-based learning**

Firuzza Ibrahimova (Khazar University)

Due to the fast changing world education as well as approaches to education is also changing. As a part of these changes modern teaching and learning strategies are disseminated into the educational environment really at a rapid rate. The link between game-based learning and today's students' motivation has been the subject of increasing attention in recent years. Since game based learning changed the views towards digital games, it aroused attention of educators too. Many research results convinced that educational games have positive effects on students' motivation and academic achievement. The purpose of this study was to identify the relationship between game-based learning and motivation by trying to find out how these two concepts shape each other. The findings displayed that game-based learning can simultaneously support learning process and provide positive atmosphere and engagement, as well as, it offers significant potential for increasing students' motivation. However, certain computer games may provide some pedagogical benefits for teachers and there is evidence from this study that some individuals may not find games intrinsically motivational, but they may be motivated to take an active part in these activities if they are perceived it as the most effective way to learn.



### **Everyone Involved**

Ejup Ramadan & Xhevdet Rusinovci (Kosovo)

Kosovo through a terrible war which ended in June 1999 by NATO forces' intervention based on the resolution 1144. Ever since Kosovo was administrated by a UN Secretary General representative. Even after Kosovo Independence in February 2008, there is a UNSG representative but mainly what he does is observe and reports to the UN every 3 months together with Kosovo representative. New ideas always face resistance but they soon are embraced. There is monthly meeting of Pristina secondary schools at municipality level. Directors share the activities, problems, plans and aspirations. Of course, this is not the only activity done in the school. But starting with this methodology: group work was introduced a school and is practiced by all other teachers. Every teacher of any subject is competing for his/her semester activity to be the best. The name of the activity was: "Everyone involved". Every student of every classroom had to be involved. We took: The Universal Declaration For Human Rights - an adoption for kids (students) by Ruth Rocha and Otavio Roth. This book I had come across in British Council library in Pristina and turned it into an activity which is: We took every word of the book and spread all over: One student- one word. This one word was written in a piece of paper and the student in his/her classroom room had to say it loudly. So this went one from one student to another, from one class to another. And it was a secondary school from 1-4 /about 350 students. In the very beginning students were suspicious: what is this all about. Latter, they noticed that it makes sense and got very enthusiastic. We implemented it in each classroom. Latter all the students were lined up in the school yard with T- shirts of the UN logo, and each student had in his /her T- shirt the word he/she had to say loudly with joined hands with all school kids. This was great and I wish I could share it with you.

### **Individual Teacher Research Support proposals**

#### **The Challenge of Implementing a Collaborative Action Research as an In-Service Teacher Development Program**

Yasemin Kirkgoz & Mustafa Yasar (Cukurova University)

In-service teacher development programs are required to address the actual needs of teachers, particularly following the introduction of a curriculum change and innovation. Collaborative action research (CAR), as a form of inquiry, can be especially relevant as an in-service teacher development program as it supports teachers in planning and implementing new ways of teaching through self-reflective spirals of planning, acting, observing, and reflecting based on their individual needs and problems emerging from their classroom context. In this presentation, we will describe an in-service teacher development program through which we, as university teacher educators, carried out a collaborative action research with the participation of ten primary school English teachers. During this collaboration with these English teachers, we assumed multiple roles such as a facilitator, a supporter and a researcher. To explore the nature of teachers' professional development, we collected data from interviews, weekly meetings, focus group meetings and lesson observations. Each teacher completed four cycles of action research. We will illustrate the process the teachers experienced during the implementation of their action research cycle and the kind of impact CAR has had on teachers' professional development.

### **Writing up TR for publication: Challenges and opportunities**

Simon Mumford (Izmir University of Economics)

A Language Teacher's work inevitably involves writing. Many teachers write for their own development, for various reasons such as language improvement, or reflection on their classroom practice. However, unfortunately, only a small minority of teachers engage in public writing. This session will look at the importance of the publication of Teacher Research. It will highlight the role of writing and publication as the ultimate aim of TR. For researchers to understand the true value of their own work, it is necessary to go through the process of reflection and clarification which is demanded by public writing. It will also discuss the barriers to teacher publication, particularly the demanding standards of academic research journals, and consider some alternative publication possibilities. As a conclusion, the case will be made for writing support to play a greater role in Teacher Education. Training and support in research writing has the potential to equip teachers with the skills which will benefit them throughout their careers.

### **Facilitating Teacher Research**

Carol Griffiths (Fatih University) & Kenan Dikilitaş (Hasan Kalyoncu University)

This presentation aims to discuss the process of facilitating teacher research with references to specific stages ranging from planning to dissemination. The differences between academic research genre and teacher research genre as diverse forms of research will be highlighted through discussing its relation to the professional development of teachers. In teacher research, the critical issue is that teachers experience the process of doing research and try to understand the critical points, questions, or problems rather than the specific results of the research. It should be noted that the process of engagement is what promotes teachers' beliefs, knowledge, and skills. This session will help teachers and teacher educators understand the role of teacher research in professional development from a variety of perspectives.

**Exploratory Practice (EP) in an EAP Classroom**

Yasmin Dar (University of Leicester)

This case study demonstrates how I was able to apply the principles of Exploratory Practice in an EAP setting in the UK. I will talk about the following challenges: how I was able to do the research despite teaching in an EAP Pre sessional course where I had no control over the scheme of work as it was fixed; how I could involve students as equal participants and how to get them to decide on a classroom issue to explore for deeper understanding. The process may encourage other EAP teachers to exploit teaching and learning opportunities to carry out classroom research in their own classrooms.

**Day 1, Concurrent Session 3, Room 501****The Role of Personal Goal Setting in Learning**

Diser Sucak (Cukurova University)

Our goals for life influence our behaviour and feelings in many ways. It is a common problem for preparatory schools that students are unaware of their aims and they don't have goal setting habits. As a classroom teacher, I aimed to help students set goals to direct and focus on their study. To accomplish this, 23 students were given weekly plan sheets for six weeks to write down the activities for that week in order to guide their daily life and language learning experience. These plans were kept and submitted back to the teachers the following week to check what they had done and write the upcoming week's activities as goals. As a researcher teacher, I observed how this intervention caused a change during their journey not only in their academic lives but also in their daily lives.

**Training EFL Students on Effective Study Habits – a Trivial or a Pivotal Attempt?**

Esra Altunkol &amp; Elcin Petek (Cukurova University)

This study focuses on creating awareness in a group of EFL students regarding effective study habits. The need for such an action research arose from our observation that prep school students are usually at a loss about studying efficiently. We believe such training will not only bring about positive changes in students' language learning but also equip them with useful skills that will aid them in their academic life. Therefore, we gave students a Study Habits Survey to learn about their study habits. Later, we carried out a 4-week study skills training focusing on four aspects of efficient studying; goal setting, time management, note-taking and improving memory. In each session we followed a specific process including the use of some tools. During and after each session, we, as the researchers reflected in and on action with the help of field-notes. At the end of the intervention, students filled in an evaluation form inquiring their opinions on the training. The analysis of the evaluation forms along with our in-class observations revealed that students benefited from such training and reported that such implementation would be highly beneficial if given at the beginning of each academic year for prep school students.

**Teachers' Corrective Feedback in Writing Classes**

Eda Kahyalar &amp; Figen Yılmaz (Cukurova University)

Language teachers devote a lot of time and energy to provide corrective feedback (CF) to help student writers improve the accuracy of their writing. However, regardless of the CF approach adopted, similar types of errors usually appear in students' new pieces of writing. Thus, most teachers have some doubt about the impact of CF, and some see it as a waste of time and energy. Similarly, our personal experience as writing teachers has led us to the conclusion that CF is not beneficial to some learners' accuracy development, and we need new methods to make it more effective. In the present multiple case study, we aim to investigate whether collaborating with a peer in the editing process could have a positive impact on our students' uptake and retention. More specifically, the study compares the nature of eight learners' engagement with and utilization of Comprehensive Coded Indirect CF (CCICF) they receive on the errors in their paragraphs under two different editing conditions: individually or with a peer. In addition, pair talks during the editing process are analysed to gain a deeper understanding of the participants' response to CCICF, and their feedback about the process is explored through a questionnaire.

**The Effect of Study (Learning) Partners on Developing Enthusiastic Attitude for Learning English in an EFL Class: The Guy next to me**

Seden Tuyan (Çukurova University)

## Day 1, Concurrent Session 3, Room 503

### **Translation: A Taboo Topic in Language Learning?**

Özge Coskun Aysal (Izmir University Of Economics)

Together with the new approaches to language learning, the researchers in the world of ELT have been discussing the question of how a student's ability to communicate in L2 can be developed and how grammar should be taught in class. Today, one of the suggested methods to be used while teaching a foreign language is using a translation activity. According to Duff (1994), "translation develops three qualities essential to all language learning: accuracy, clarity and flexibility. It trains the learner to search (flexibility) for the most appropriate words (accuracy) to convey what is meant (clarity)."

### **Teacher Research on Word Stress and Sentence Stress Teaching by means of a Cappella Techniques**

Kutay Sorguc (Izmir University of Economics)

Almost all teachers probably agree with the fact that teaching pronunciation is absolutely one of the most challenging issues that a teacher can face in a classroom. Upon mentioning pronunciation, phonology and its importance in language teaching cannot be overlooked. Beside various common methods and approaches for pronunciation teaching in the classroom, there are several ways that a teacher tries to do in order to develop his/her professional skills. This research, therefore, focuses on an alternative activity that a teacher can apply so as to raise awareness of language learners about word and sentence stress. The aim of this research was to integrate a cappella techniques and rhythm by means of "hand clapping" so that language learners could be guided by the teacher to correct word and/or sentence stress errors. In this presentation I am going to share my experiences conducting this research by putting particular emphasis on how this experience contributed to my own professional development.

### **Your First Aid in Class: Your Body Language**

Didem Özdiñç Seçer (Izmir University of Economics)

The foreign language teachers are expected to perform actively in class; for example, to dance joyfully, make vivid gesture as an actor. They are no longer expected to be kind and cultivated or just stand stubbornly on the platform (Guo Xuehua, 1990). Therefore, the use of body language as a kind of nonverbal language plays a significant role in English teaching. It can enhance the interaction between the teacher and students and can improve the teaching quality. Since enthusiastic participation is the foremost factor in language learning, an active and relaxed learning environment is even more important than teaching itself. In an active and lively class, the students are more willing to cooperate with the teacher and attend class conscientiously (Yuanyuan Tai, 2014). This research discusses the IMPACT of the use of body language on student motivation. The data for the research was collected through semi-structured questionnaires given both to the students and different teacher observers. A group of students were also interviewed and the lessons were video recorded. The findings of the research once more suggested that body language of the teacher plays a significant role in building rapport with his or her students and making their students feel safe and supported. 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.

**Reference:** Tai, Yuanyuan 2014. Journal of Language Teaching and Research, Vol. 5, No.5, pp.1205-1209, September 2014

## Day 2, Concurrent Session 1, Room 501

### **The Impact of Lesson Study/Research Lesson on Teachers' Professional Development**

Seyit Ömer Gök (Gediz University)

This talk reports on the impact of the implementation of Lesson Study (LS), also known as Research lesson, as a model of PD with a group of instructors at Gediz University Preparatory School. This new project has been conducted in collaboration with the LS Research Group (LSRG) at the University of Leicester, School of Education. LS requires teachers to plan, teach and evaluate lessons collaboratively. It offers opportunities to share subject knowledge, improve teaching skills, and has the potential to challenge beliefs that directly influence the way teachers teach. In addition, LS fosters an environment in which teachers continually give constructive feedback to each other and improve their practice. There are very few studies which report on the application of LS in ELT contexts (Stilwell et al., 2010), as it is mainly practiced in mainstream education. This study, therefore, has the potential to bridge these two worlds and raise awareness of the enormous potential of Lesson Study for English language teachers.

**Reference:** Stillwell, C., McMillan, B., Gillies, and Waller, T. (2010) Four Teachers Looking for a Lesson: Developing Materials with Lesson Study in Tomlinson, B. and Masuhara, H. (eds.) Research for Materials Development in Language Learning. London: Continuum.

### **Motivation Through Gamification in ELT**

Dilara Bidav & Hacer Şeyma Akkoç & Idil Aydoğan Biçer & Merve Sarpkaya (Gediz University)

We all know and share the experience of using games in the language classroom, and how it boosts learner motivation in the most challenging learning environments. Yet, through Lesson Study, a collaborative PD model, we have uncovered further difficulties motivating the 'average' learner, as opposed to those classified 'above' and 'below' average. Given that 'average' learners constitute the majority in our classrooms, alarmed by our findings in the initial LS cycle, we repeat our LS cycle with further revisions to the lesson plan. This paper will communicate these findings. Lesson study brings a team of teachers together in order to improve learning outcomes by completing the lesson study cycle which constitutes of planning, revising and teaching a lesson. By observing three different learners (below, average and above average) identified by the class teacher, this study aims to monitor their motivation to learn through the pilot lessons. The study measures how different types of games motivate students to learn in groups. This study, therefore, has the potential to integrate gamification to English language learning and literature as a new study field. Within the scope of this study, this research may lead to further studies with different course levels and skills.

### **Impact of TBLL and Lesson Study on Grammar Teaching**

Gizem Yeşil & Özlem Özdoğmuş (Sinci) & Kerim Biçer (Gediz University)

We, (English) teachers, are often tasked with identifying and eliminating classroom challenges (that hinder teaching and learning) and making an impact. Incidentally, teaching grammar effectively and non-traditionally is surely one of these challenges every one of us has to tackle every day. In figuring and overcoming them, one might want to turn to classroom experimentation, teaching/learning methodology and Professional Development (PD) (Hedge, 2000). This presentation aims to outline the collaborative planning, implementation and evaluation of a grammar lesson (as teaching/learning challenge) through Task-based Language Learning (TBLL) (as teaching approach) and Lesson Study (LS) (as PD model). Our talk reports on reflections of collaborative research, planning and application of the said (PD) model facilitating TBLL in teaching a challenging grammar topic – conditionals – effectively and communicatively. The methodology, research and classroom experimentation will inform our lesson aims as well as outcomes. Also in the heart shall be fun, competition and learner production to enhance learner intake/uptake (as ultimate teaching goals). In short, we think, once identified and tendered to, challenges might even prove useful and often pave the way for a deliberate learning and teaching experience.

### **The Role of Learners' Risk-taking Ability in Speaking Classes**

Tuğba Gök & Tevhide Kesmez & Yasemin Sanga Gorgu & Sümeyra Namli (Gediz University)

After a long time of focusing on teaching, shifting the emphasis to learning raised a great awareness of the behaviors of the learners. Recent studies in the area of characteristics of good language learners have attempted to define the 'good' language learner and explore all the factors that promote learning. It was realized that certain learners seemed to be more successful by using some language learning techniques and strategies. Rubin (1981), who pioneered much of the work in the field of strategies, suggested that learning strategies can be taught to less successful learners in order to improve their learning efficiency, and from this setting a new teacher role has emerged: training in strategies. In this study, the Lesson Study approach was used to specifically focus on the risk-taking characteristics of good language learners and in what ways teachers can help less successful students improve their oral performance by paying more attention to risk-taking strategies.

### **Fostering Learner Autonomy via Critical Thinking**

Alper Tan & Behçet Erden & Olcay Yeşiller (Gediz University)

Learner autonomy is a process in which learners are utterly responsible for the decisions related to their learning environment. It is a natural capacity that can be learned and fostered through education. It may be thought to reduce the role of a teacher by giving students a chance to work independently and enhance their motivation. This talk presents the findings of sample lessons involving learner autonomy applications in the classrooms within the framework of lesson study cycle. This study takes place at Gediz University, the School of Foreign Languages. It is mainly based on observations of learners in the classroom. The aim is to pave the way for them to become autonomous learners. Thus, critical thinking skills can be considered to be significant at this stage. In order to achieve this, teachers work in teams. While one teacher is teaching the lesson, the others observe his/her students and collect data in this way. It requires teachers to prepare lesson plans collaboratively. These plans are expected to be modified in the light of the observations in accordance with learners' needs.

## Day 2, Concurrent Session 1, Room 503

### **Exploring teachers' knowledge, beliefs and attitudes to the learning and teaching of pronunciation in ELT, and the impact this has on their practices of teaching pronunciation: a case-study of language instructors at University PYPs in Turkey**

Ray Wiggin (Bilkent University & Cambridge English) & Seden Önsoy (Celal Bayar University)

This study explores the knowledge, beliefs and attitudes of English language instructors to the learning and teaching of pronunciation in ELT, and the impact this has on their practices of teaching pronunciation in university Preparatory Year Programs (PYPs) in Turkey. Instructors were requested to complete a self-report survey questionnaire on various aspects of their knowledge, learning beliefs, teaching beliefs and teaching practices of English language pronunciation features. Three interviews were conducted to provide the opportunity for instructors to comment, reflect and expand on their beliefs and practices of learning and teaching pronunciation. Results from the survey questionnaire were analysed using descriptive analysis and comparative correlation to ascertain the correlation between the instructors' knowledge beliefs and practices. The findings of the study suggest that:

- Instructors' self-reported knowledge far outweighs their beliefs and practices
- Instructors' beliefs about learning and teaching pronunciation are strongly aligned
- Instructors' beliefs about learning and teaching pronunciation features regard stress and intonation as more important than connected speech and far more important than phonemic awareness
- Instructors' beliefs about both learning and teaching pronunciation are not pedagogically represented in their practices in the classroom

It is suggested, inter alia, that more attention be paid to training instructors on teacher training courses to teach pronunciation, rather than instructors' learning pronunciation features only as declarative knowledge.

### **Embedding Innovations (i.e CLIL) in the Action Research Philosophy**

Renata Agolli (Liceo I. Newton/MIUR, Italy)

This paper outlines a trajectory of action and research in a senior secondary school in Italy by implementing CLIL as part of a large-scale project. It narrates all the necessary steps for building up a curricular CLIL integration, as dictated by the new school reform by retrospectively resorting to preceding CLIL models. The procedure involves a perpetual action in three levels: local, national and international that conduce to a new perception of CLIL theory and praxis. At the same time a new insight of action research is developed where there is observed an evolution of apposite knowledge stemming from learners, colleagues and practice. The new trajectory of CLIL action research encompasses the subsequent steps: Background Knowledge-Evaluation- Inside Knowledge & Action- Research Process- Reflective Practice- New knowledge. This holistic process of change surmises that the implementation of innovations through action research may acquire a 3D (i.e local, national, international) identity when comprehensive.

### **Integrating Technology and Project-based Learning in Academic English Environment**

Ayşe Kaplan & Tuğba Gördü & Eda Aslan (Sifa University)

This paper summarizes a study carried out with dentistry undergraduate students at a private university in Turkey. The objective of the study was to assess the effectiveness and efficiency of technology and project work integrated learning in the ESAP classroom as well as what beneficial effects it had on students' academic skills development. To provide complete information and strengthen evaluation conclusions, mixed methods were applied in the research. The combination of qualitative and quantitative methods provided two types of data: quantitative which were gathered through a closed-item questionnaire, Final Academic Skills Exam (FASE) and project work assessment as well as qualitative which were collected through focus group interviews and structured interviews with instructors. The research reveals that integrating technology in the project work leads to development of academic writing abilities, speaking and presentation skills. The study results also indicate that technology and project work integration promotes meaningful learning that engages student interest and motivation, and encourages the use of higher order thinking skills which allow students to make decisions about the learning process and reflect on their learning experiences

### **Instructors' Opinions about Common European Framework of Reference**

Mehmet Birgün (Amasya University)

CEFR was prescribed to the member countries to be employed by the Council of Europe. Arising from this, it has prominently become a main document for the ones engaged with language learning, teaching and testing. One of the member states, Turkey designed and changed the language learning and teaching curriculum in line with the requirements of CEFR. Language teachers have their own share for the application of this document powerfully. Finch (2009) states it procures a common infrastructure for the elaboration of curriculum and examinations for teacher trainers and trainees to reflect on their language practice considering the learners. However, the opinions and views of the language instructors have not been questioned in a broad sense in Turkish context. Therefore, this study aims to describe the opinions of the teachers who are working for a university. In order to gather data, a semi-structured form prepared in line with the CEFR has been analyzed according to descriptive analysis method. Accordingly, the study revealed that instructors have knowledge deficit regarding the content of CEFR along with definition and its objectives.



**References:** Finch, A. E. (2009). Europass and the CEFR: Implications for language teaching in Korea. *English Language and Literature Teaching*, 15(2), 71-92.

### **Indigenous Approaches to Tackle EFL Difficult Context**

Sultan Saleh Ahmed Almekhlafy (Department of English, PYP, Najran University, KSA)

It is a known fact that English Language Education (ELE) in deprived and disadvantaged areas and poor countries is based on approaches and theories from outside the context. These approaches cannot solve their problems which are local, specific and need to be solved through indigenously developed approaches and methods. Large classes, for example, are due to over-population and poverty. And large classes generate low-proficiency and classless context. These problems have reached an explosive state, because no one for long takes measures to set them right. Those who mostly teach in comfortable circumstances cannot solve these problems. Hence there is a need for indigenous approaches to tackle the difficult context. In this session the teacher/researcher will present how he tackles the difficult context and enhance learners' proficiency in English through indigenous approaches.

### **The Needs of K1-4 English Language Teachers for the Design of an In-Service Teacher Training Program**

Melike Işık (Bahçeşehir University)

The purpose of this research study is to investigate the needs of K1-4 English language teachers in relation to the design of an in-service teacher training program. Under the light of former studies and literature, this study attempts to explore specific needs of K1-4 English language teachers on the six aspects namely, adaptation of teaching methods, emphasis on language skills, utilization of technology, classroom environment, instructional practices and material development which will serve as a basis for the design of an in-service teacher training program. The difference between the needs of teachers based on the grade levels they teach is also investigated. A sample of 60 K1-4 teachers participated in the study. Data were collected through a triangulated approach, in which questionnaires, semi-structured interviews and teacher diaries were administered to the participating teachers. The findings of the study revealed that K1-4 English language teachers are in a high need of an in-service training program designed according to the predefined aspects except material development, and that there is only a significant difference between the needs of K1 teachers and K2, K3 and K4 teachers in relation to the aspect of utilization of technology. In the light of these data, it is recommended that an in-service training program should be designed for the K1-4 English language teachers based on their needs for the following academic years.

## **Day 2, Concurrent Session 1, Room 504**

### **Teachers in Action**

Utku Kara (Marmara University)

This research aims to put forward the experiences of practitioners in their own classes at School of Foreign Languages. It engages the lecturers by peer observation during the first year and gives them the opportunity to learn from and improve their own practices during the second year. There are two principal stages of the research. The first stage consists of the needs analysis, volunteer pairing, observation meetings, and sharing the results with the lecturers. The second stage consists of the Teacher Research topics which emerged from the findings. 12 instructors volunteered for the Teacher Research and identified their own topics under three main themes, including classroom management, time management, and addressing different learning styles. Three coaches proceeded with their own teams by giving oral and written feedback, shared literature, and had regular meetings. The practitioners implemented the steps according to the problem posed, collected data by various methods, and analysed the results. The preliminary findings suggest that when the practitioner is involved in all the steps of the research, the expected change is achieved. The reflections will be discussed by one of the coaches and one of the practitioners of the research.

### **Do students like 'Parrots'?**

Aslı Yılmaz Ercan (Marmara University)

An abundant teacher-talk-time is commonly believed as a negative habit of teachers. Echoing is considered as one of the fundamental causes of abundant teacher talking time as it reduces the student-talk-time which is principally the whole point of English Language teaching. This study focuses on students' perceptions of teacher's echoing to see to what extent it influences their language learning. This research has been conducted in an A2 level class according to CEFR. The class consists of twenty-one 100% English-medium department students at a state university in İstanbul. Both qualitative and quantitative data analysis have been employed in the study. The data have been collected via a student questionnaire, the video recordings of the sessions taught, and student observations during the class sessions by a colleague. The results will be discussed in the full paper.



**From Denim to Smart TVs: Student Motivation, STT and Reading Passages.**

Ekaterine Gogolashvili (Marmara University)

The aim of this research is to demonstrate how the choice of reading passages can play a huge role in motivating students in prep classes to speak and debate on a given topic and as a result increase STT among L2 learners. Qualitative data were used in the research, including observation of the group of students, the researcher's own reflective journal and interviews conducted with a focus group selected among the students in order to compare different perspectives. The results of the study indicate that the topics selected for foreign language learners can have an effect on the students' motivation and encourage them to talk more during class hours but this is more complex than simply choosing topics which are deemed appropriate for their age. Indeed, a wider range of topics that can be related to other subjects encourage the students to speak more.

**Quantitative Analysis of The Effect of Student Talking Time and Teacher Talking Time in Enhancing Productive Skills -Speaking and Writing Skills**

Ayşe Akpınar (Marmara University)

The aim of this study is to compare Student Talking Time (STT) with Teacher Talking Time (TTT) and assess their effects with the help of quantitative analysis of collected data during Speaking and Writing lessons. The data is collected by recording twenty minutes videos in twelve different Speaking and Writing lessons at B1+ Level English preparatory class with twenty-two attendees. The main concern of this research is to determine the amount of Student Talking Time (STT) in the target language when compared to the percentage of Teacher Talking Time (TTT) and how the amount of speaking varies according to the activities in Speaking and Writing classes, taking into account the correlation between Student Talking Time (STT) and Teacher Talking Time (TTT) for the enhancement of the learners' productive skills.

**Action Research: A Genuine Attempt to Professional Development or a Futile Effort?**

Gül Eksi & Zeynep Mine Derince (Marmara University)

Professional development has always been a primary concern in teaching. Language teachers and their institutions seek a variety of professional development opportunities to improve their capabilities. Of all different forms of professional development, action research is on the rise among language teachers. However, it is still a question if action research contributes to professional development in all contexts. If it does so, to what extent or in what ways? The purpose of this study is to identify this issue in the context of the English Department of the School of Foreign Languages in a state university in Istanbul, Turkey. The teacher researchers of the 9 action research studies carried out in the institution were the participants of the study. Data came from a variety of sources including class observations, video recordings of classroom practices, reflection papers, journals, informal talks, interviews and focus group study with the teacher researchers and their mentors, and the field notes of the multiple researchers in the study. Data from all sources were analysed by means of a variety of coding methods to reach the themes. The results will be presented and discussed in the full paper.





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