The 6th International
English for
Specific Purposes
Conference

EĞİTİM FAKÜLTESİ
YABANCI DİLLER EĞİTİMİ BÖLÜMÜ

BOOK OF ABSTRACTS

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The 6th International English for Specific Purposes Conference

Book of Abstracts

Middle East Technical University

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The 6ᵗʰ International English for Specific Purposes Conference

The 6th International ESP Conference welcomes ESP professionals and scholars from across the world to meet in Ankara on November 1-2, 2024, for a premier conference experience. Scholars and educators will engage in professional development and explore a wide range of topics relevant to teaching and learning English in specific discourse communities: academic, professional, or otherwise specialized.

This year's theme is "**Digital Communication and ESP: Exploring New Domains, Perspectives, and Practices"**, including;

- The effectiveness of various approaches to language learning and teaching
- Curriculum development and evaluation
- Emerging digital technologies in language learning and teaching
- Teaching and testing techniques
- Assessment challenges
- Teacher education and development
- Materials preparation
- Second language acquisition in specialized contexts
- Needs assessment
- Discourse analysis
- Descriptions of specialized varieties of English
- Educational policies and language learning and teaching
- Migration and language learning and teaching
- Future dimensions in English language learning and teaching
- Reading and academic writing

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Abstracts of Keynote Speakers

English for Specific Purposes in Surging English-Medium Instruction Contexts

Prof. Dr. Jim McKinley
University College London

English-medium instruction (EMI) research increasingly reports on students' language-related challenges and a lack of academic and language support classes, collaboration between content and language teachers and overall teacher training. Our study explores EMI in Japan and China, two contexts where EMI has been referred to as emerging but is now "surging." In these contexts, EMI is closely linked to English language proficiency goals, yet research on supporting students remains scarce. Data were collected via interviews and focus groups with students, English teachers and content teachers, who provided insights into approaches to EMI policy implementation, stakeholders' attitudes, and the need for English for specific purposes (ESP) and English for specific academic purposes (ESAP). The results provide much needed insights for evidence-informed EMI policy implementation, curriculum development and teacher training. The study also provides insights into institutional infrastructure conducive to EMI policy, with findings revealing ESP needs of EMI students and the training needs of teaching staff. The study to be presented furthers the work that has been conducted in Anglophone settings on the complexity of ELT practitioner roles. The results also provide directions for future research.

ESP Curriculum Development: Current Challenges and Future Directions

Prof. Dr. Ayşegül Daloğlu
Middle East Technical University

Over the last decades, scope and role of teaching English for specific purposes (ESP) has developed rapidly to make it a major domain of language instruction and research. ESP research findings highlight the importance of needs assessment regarding both learning and target needs, the significance of prerequisite language proficiency to engage in ESP studies, and the relationship between ESP and English medium instruction in academic contexts. This strengthened emphasis on ESP has led to widening the roles of the ESP practitioner to include diverse competencies such as course development, and materials and assessment design. This presentation will focus on the current challenges faced in ESP programs and discuss future directions regarding curriculum development and teacher education.

Exploring the Translingual Possibilities in English Academic Writing for Publishing Purposes

Prof. Dr. Hacer Hande Uysal (Hacettepe University)

English is now the lingua franca of scientific knowledge and research publication. However, written academic discourse in English is highly standardized and embedded in Anglo-American cultural rhetoric, which does not allow deviations from its strict linguistic and rhetorical norms. Recently, this imposition of English rhetorical norms on NNS scholars has raised the issues of linguistic and cultural hegemony. The diffusion of powerful Anglo-American rhetoric through writing instruction has been a significant concern as a threat to other cultural rhetorics worldwide. To resist this hegemony, practicing translanguaging in writing or code-meshing L1 and L2 rhetoric was suggested as a critical pedagogical model to add creativity and diversity to academic writing. This paper explores the possibility of translingual practices or code-meshing L1 and L2 rhetoric while teaching English academic writing for scholarly publishing purposes.

Reflexive Metadiscourse in Spoken and Digital Communication

Prof. Dr. Anna Mauranen (University of Helsinki)

Spoken and digital interaction show many close affinities that distinguish them from monologic discourses. This is certainly what emerges from looking at them through the lens of reflexive metadiscourse, as I will do in this presentation (see also Mauranen 2023). To frame this comparatively specific topic in the wider field of ESP, I draw on some more general observations that I made recently, looking at topics of articles in leading ESP journals (Mauranen 2022). Two things struck me specifically: first, that the field is very much oriented to applied research, to the relative exclusion of fundamental research, and secondly, that there is a distinct bias towards monologic discourse at the expense of dialogue. Written academic publications carry the lion's share of research topics, and even the more recently surfaced interest in spoken discourse essentially confines itself to monologues, whether conference presentations, 3MTs, or blogs.In this talk, I turn these biases around and focus on dialogic academic discourse, both spoken and digital, and build up a dialogue-based model of reflexive metadiscourse. I also compare different discourse modes and media to tease out what fundamental differences they may display. I argue that we should take dialogic discourse seriously on board in ESP research, because it has great potential for refreshing the field and encouraging novel fundamental research. I also argue that this refocusing is important for the continuing relevance of the field's practices.

DAY 1
November 1, 2024 - Friday

Abtracts of Presenters

(All abstracts are arranged in the order of their presentations as outlined in the program.)

Transitioning from Critique to Praise: A Functional Analysis of How Reviewers Construct Their Authorial Identity across Review Rounds

Erdem Akbaş (Erciyes University)
Nur Yiğitoğlu (Boğaziçi University)
Betül Bal-Gezegin (Ondokuz Mayıs University)

Previous studies on peer review reports (e.g., Fortanet, 2008; Hyland & Jiang, 2020; Silbiger & Stubler, 2019) have highlighted that authors often receive discouraging feedback. However, recent research on transparent peer review reports suggests that the transparency characteristic of this genre fosters healthier communication, featuring a more encouraging and constructive tone of criticism (Sönmez & Akbaş, 2023). By examining how linguistic choices and discourse strategies evolve in response to new norms and practices in scientific communication, this study aims to explore and understand how interpersonal communication is established between parties involved in transparent peer review reports as an emerging genre. Specifically, we investigate how reviewers construct their authorial identity in the transparent peer review genre through the explicit use of self-mentions functioning as metadiscourse elements. To this end, we examine a total of 150 transparent peer review reports, consisting of 50 reports on the same published articles from three consecutive peer review rounds via corpus tools. Our findings reveal that reviewers employ self-mentions to fulfill a range of rhetorical functions, from highlighting flaws and requesting clarifications to suggesting structural changes, expressing approval, and offering praise. Additionally, the data suggest that reviewers tend to be more critical in the initial review rounds, gradually adopting a more appreciative tone in subsequent rounds. Based on the results of the study, we offer pedagogical implications for the reviewer training sessions, exploring how transparency and constructive criticism are conveyed through language, contributing to a healthier discourse in the scientific community. We suggest that analyzing these changes through the lens of English for Specific Purposes (ESP) offers valuable insights into the specialized language and discourse patterns emerging within these contexts.

EAP Instructors' Attitudes towards ICT Integration and Their Familiarity with AI Tools regarding Language Teaching

Özge Öztürk (Bursa Uludağ University)

This longitudinal study includes instructors, who teach English for Academic Purposes (EAP) at an English Preparatory program, and explores their understanding and use of Information and Communication Technologies (ICT). As part of the last module of one year preparatory program, language instructors have to teach English for academic purposes including students from different majors. The research examines ICT use and the familiarity of AI tools in teaching academic English, how instructors' attitudes towards ICT have evolved over time and their perceived needs for technology integration. Initially conducted in 2017, the present study followed a mixed-methods approach, utilizing questionnaires to assess demographic factors, ICT use, and instructors' attitudes, alongside interviews for deeper insights. After a 7-year gap including the pandemic, the same data collection instruments were employed to analyze the impact of technological advancements on instructors' teaching practices and their familiarity with AI developments. After 7 years, findings indicate that instructors now view ICT as an invaluable tool, with more positive attitudes compared to earlier data. Notably, age, teaching experience, and computer skills no longer significantly influence their attitudes. However, the need for further ICT training persists, despite increased confidence thanks to post-COVID-19 hybrid teaching programme and institutional support. This study offers important pedagogical implications for teacher education, language schools, and EAP instructors seeking to improve ICT integration in their teaching practices.

A Narrative Inquiry into Exploring Challenges and Strategies in Paraphrasing Practices of English as a Foreign Language Pre-service Teachers in Their Academic Writing Process

Eda Akdeniz
Işıl Günseli Kaçar (Middle East Technical University)

This qualitative research study delves into challenges encountered by English as a Foreign Language (EFL) pre-service teachers when paraphrasing quotations, sentences, and phrases in academic articles and explored their strategies to address them. Using a narrative inquiry approach, the researcher conducted semi-structured interviews with four Turkish EFL pre-service teachers who took the course Advanced Writing and Research Skills at a large English-medium university in the fall semester of the 2023 and 2024 academic year. Purposeful sampling was utilized in the selection of the participants. The participants shared their experiences regarding the difficulties they faced when paraphrasing excerpts from academic articles during the semi-structured interviews. The data collection process focused on the examination of what factors make paraphrasing challenging for EFL pre-service teachers in the academic writing process, what strategies help them cope with this challenge, and how they develop them. Thematic analysis was employed to scrutinize the data. The findings revealed that pre-service teachers tackled issues such as low self-confidence stemming from a lack of familiarity with academic writing conventions, particularly in understanding the requisites for effective paraphrasing and the sequential process involved. In addressing the strategy component, the findings revealed various tactics employed by the pre-service teachers to overcome the challenges of paraphrasing academic journal articles. These tactics include converting active voice to passive voice, eliminating superfluous words (redundancy), utilizing paraphrasing tools, and seeking guidance from others. The findings of the current study primarily serve to benefit EFL pre-service teachers by raising their awareness towards the challenges in the academic writing process to enhance their pedagogical competence in teaching academic writing. Additionally, they aim to support the instructors who assist EFL students experiencing similar challenges in their academic writing processes. The study also provides valuable insights for pre-service teacher educators, academic writing course developers and curriculum designers.

English Teacher or "Dr. Know-it-all"? An Informant-Driven Argument for "Specificity" Rate of ESP Teacher's Disciplinary Knowledge in Special Focus Universities

Mohammad Amerian (IRIB University)

Since the beginning of interest in ESP and the spread of research-driven advancements in various aspects of "specialized" English courses, the need for "knowledgeable" ESP teachers in various disciplines (i.e., to be equipped with the necessary knowledge about the generalities/specifications of the actual disciplinary content they teach) has increasingly been argued. Added to the ongoing discussions about "language" and "content/subject matter" extremes of the proposed required continuum of knowledge for such teachers, one of the constant arguments and concerns thereafter has also been the nature and quality of the interplay between "subject matter/content" instructors and their "language" counterparts (or what Hyland (2022, p. 316) calls "collaborative pedagogy" through team teaching or linked courses). Indeed, discipline-specific knowledge of the ESP teacher (quoted in Brown et al. (1997, p. 80) as "specialist knowledge") has always been around as a matter of serious debate in ESP research (now entering its 4th decade, in fact!). Briefing it, Dudley-Evans (1993) noted the significance of addressing the challenge of "subject specificity" rate of ESP/EAP teachers by drawing on "wide-angle" views of figures such as Williams (1978) or Widdowson (1983), and the "common core" approach supported by Hutchinson and Waters (1980 & 1987) stating that the "narrow-angle" is sometimes more motivating for students. But to what extent should language teachers actually "know" the content(s) assigned to them, after all? Should they (and is it possible for them to) know everything about the content they will teach and optimally/virtually function as "Dr. Know-it-all"s or otherwise, co-plan the syllabus with the subject matter instructor (as "informants" or "direct collaborators")? Should they try to familiarize themselves with the basics of the relevant disciplines, as well, beyond "the common core"? If yes, how much? How general? How specific? Only "some understanding" as Dudley-Evans (1993) put it or more? Does it depend on the conditions in which the course is held (general or specialized context)? This paper tries to answer the question of such a required "specificity rate" and its various dimensions by focusing on the knowledge-based requirements of ESP teachers in specialized academic contexts: specialized universities (or "Special Focus" universities according to Carnegie's latest classification of higher education institutions in 2021). By a critical review of the corresponding literature and asking 10 established ESP/EAP teachers' comments in a specialized university via questionnaire and interview, the article, also, attempts to introduce a framework to meet the "knowledge" needs of pre-service and in-service ESP instructors to help them fit and function better in their "specialized" pedagogic roles so that their learners can better "steer their learning" (i.e., literacies they gain) and "promote their careers" (i.e., tradecrafts they master) (Hyland, 2022, p. 203).

Exploring the Evolution of Digital Communication and English for Specific Purposes: A Bibliometric Analysis from 1989 to 2024

Elham Zarfsaz (Tokat Gaziosmanpaşa University)
Züleyha Ünlü (Tokat Gaziosmanpaşa University)

This bibliometric analysis delves into the evolving landscape of research in digital communication and English for Specific Purposes (ESP). Utilizing datasets from Web of Science and Scopus, the study performs a comprehensive bibliometric analysis using RStudio. After downloading and merging the two different sets of data, the unified dataset was analyzed. Covering a timespan from 1989 to 2024, the analysis included 78 sources (journals, books, etc.) and 93 documents. By examining this extensive collection of academic publications, the study tracks temporal trends, citation dynamics, core journals, influential authors, and key thematic areas in this interdisciplinary field. Over the past decade, research output has significantly increased, underscoring the growing importance of digital communication technologies in ESP education. The citation analysis pinpoints pivotal studies that have shaped the field, while journals like "English for Specific Purposes" and "Journal of Teaching English for Specific and Academic Purposes" stand out for their role in disseminating high-impact research. Thematic and keyword analyses reveal major research themes, such as digital storage, student engagement, and teaching methodologies, along with emerging topics like big data, e-learning, and digital literacy. Co-authorship networks and geographical distribution patterns highlight the collaborative and global nature of research in this domain. The study offers valuable insights for researchers, educators, and policymakers, charting a course for future research directions and emphasizing critical areas for advancing the integration of digital communication in ESP education.

Metadiscourse in Managing Topics and Information Flow: A Comparative Study of Online and Face-to-Face EAP Classes

Meltem Turan Eroğlu (Middle East Technical University)
Hale Işık-Güler (Middle East Technical University)
Betül Bal-Gezegin (Ondokuz Mayıs University)

Metadiscourse, broadly defined as the strategies speakers or writers use to comment on their discourse during the act of communication, has emerged as a focal point in contemporary applied linguistics, particularly within pragmatics and language education. Although extensively explored across various written academic genres, spoken academic genres remain comparatively under-researched. This study addresses this gap by examining how English for Academic Purposes (EAP) instructors employ metadiscourse to manage topics and regulate information flow in both online and face-to-face instructional contexts. Specifically, it analyzes the metadiscourse functions of 'managing topics,' 'managing phorics,' 'marking asides,' and 'marking interruptions in flow' (Ädel, 2023) within a corpus of 14 online and 14 face-to-face EAP lessons, using a mixed-methods approach that combines quantitative and qualitative corpus-based discourse analysis. The findings reveal that 'managing topics' and 'managing phorics' are more frequently employed than the other functions in both online and face-to-face settings, though notable differences and similarities are observed in their application across these modes. Ultimately, this study contributes to a deeper understanding of the role of metadiscourse in EAP pedagogy and has implications for the professional development of EAP instructors.

Socialization into Conference Presentations through Corrective Feedback: A Situated Case Study

Elif Burhan Horasanlı (TED University)

Academic discourse socialization (ADS hereafter) explores the processes through which novices or newcomers of academic communities learn disciplinary values, beliefs, and practices (Kobayashi, Zappa-Hollman & Duff, 2017). Focusing mainly on TESL and TEFL classroom settings, existing research has documented students' ADS in relation to oral academic practices, specifically classroom presentations (e.g., Chou, 2011; Kobayashi, 2003; Yang, 2010; Zappa-Hollman, 2007). Therefore, there is a need to investigate alternative fields, disciplines, and oral academic practices to unpack "the means by which socialization is institutionally and culturally organized" (Kobayashi et al., 2017, p. 250). Addressing this research call, the present situated case study has explored two international doctoral students' socialization into conference presentations in an engineering research team. Language socialization theory and the dramaturgical approach to social interaction as conceptual lenses. The study was conducted in a U.S. university and involved six doctoral students and two research team professors from medical imaging. Two doctoral students were chosen as the focal participants because it was their first time delivering paper presentations at an international conference. The data were collected over four months and included field notes, video recordings of team meetings, and semi-structured interviews. Corrective feedback (CF) was selected as the unit of analysis. The research team used explicit and implicit CF while preparing students for their presentations. Explicit CF positioned the students as novice members and passive feedback receivers. Implicit CF provided the students the room to shift into expert or near-expert roles by actively taking part in the error correction processes and formulating solutions. Via CF, the research team socialized the students into disciplinary ways of language use (e.g., complete sentences), appropriate stylistic choices of PowerPoint designs, and oral conference performance. The study proposes that ADS is inextricably linked with various competencies and, thus, is a holistic process.

Evaluation of the English for Specific Purposes (ESP) Course Curriculum of Engineering Faculty Students According to the Stufflebeam (CIPP) Model

Sude Kıtlık (Yıldız Technical University)
Emine Şevval Anlaş (Hasan Kalyoncu University)
Feyza Doyran (Hasan Kalyoncu University)

"Teaching English for Specific Purposes (ESP)" is an issue that is frequently discussed in academic circles as we witness its widespread impact today. "The field of English for Specific/Academic Purposes has developed rapidly over the last 40 years and has become a major force in English language teaching and research" (Savaş, Bekir, 2009). With the increasing popularity of English Language Education, research on the evaluation of English Language Programs has recently gained importance. "Even if there are curriculums that are thought to be perfectly prepared in foreign language teaching, they may lose their effectiveness within the framework of both national and international changes and developments, and it may be necessary to make arrangements and innovations in the program." (Soylu, M. 2023). In this research, the CIPP (Context-Input-Process-Output) model developed by Stufflebeam (1971) is used. The research is a qualitative research model designed according to the Phenomenological method. The qualitative data obtained from the semi-structured interviews were evaluated using descriptive analysis. The research is limited to the participation of 20 students from the Software Engineering program of Hasan Kalyoncu University, who have taken the ESP course; an ESP course teacher and an academician in the field of program development. Among the most important findings is that the ESP course taken by Software Engineering students does not serve its purpose. For example, software engineering students expressed that they took the General English course with other engineering departments. During the exams, they were tested with terms belonging to different departments such as electrical-electronics engineering. For this reason, students do not feel professionally proficient in English. In this context, "ESP, unlike General English, requires successful blending of academic and professional skills with the jargon specific to that professional field" (Turan,Y.2016). The findings will contribute to the development of the current program.

A Critical Discourse Analysis of Cosmetics Brand Advertisements: A Türkiye Case

Dicle Yusufoğlu (Dicle University)

This study aims to make a critical discourse analysis of cosmetics brands advertisements in Turkiye. Since there are few studies on how media influences the purchasing choice of people in Turkiye; the discourse and power ideologies beyond the advertisements are matters of question. Norman Fairclough (1995) defines discourse as a conceptualized method in terms of three dimensions or perspectives that text, discourse practice and sociocultural practice. In this cross-sectional study, Fairclough's 3D model of discourse analysis is adopted as the method of the study. This 3D model of CDA enables researchers to show the parameters of power and ideologies in advertisements. The data is taken from YouTube recordings as the most watched cosmetics advertisements of name brands in Turkiye. With the Faircloughian methodology of CDA, the study analyzes 10 advertisements which are selected from the brands of Elidor, Elseve, Emotion, Garnier, La Roche Posay, L'Oréal Paris Elseve, Maybelline New York and Nivea. These brands are selected in terms of hair and skin care, make up and body care. The ads of these brands are examined according to 3D model; in that way, the textual, audial and visual discourse analysis are examined. The CDA of this study results in women priority for the predominantly brands in data. The study results in that the cosmetics brands ads in Turkiye indicate that women could only be counted as successful and powerful only if they challenge against societal norms. The use of these cosmetics is shown as a means for them in order to do this challenge. In that sense, the study suggests the change of focus from women to all genders for the sake of cosmetics use; and the narration of real cosmetics needs in these ads.

Establishing Common Ground through Trust-Building in Negotiations - A Linguistic Analysis of Intercultural Interactions in Banking Services

Balázs Vesszős (University of Nyíregyháza)

Trust is vitally important in both personal and business relationships. There should be trust in order to achieve successful cooperation between partners. However, the phenomenon of trust-building across cultures is considered to be a major challenge when a high level of collaboration is to be reached. Research in intercultural pragmatics and intercultural communication has a number of crucial areas to be explored. The study focuses on strategies for building trust and its linguistic forms that determine the major focus of interaction. A thorough investigation of the relevant theory related to common ground, trust and rapport management (Kecskés, 2014; Spencer-Oatey, 2004; Kaur, 2012) is followed by empirical research based on interviews, elicited conversations and in some cases observation. The participants of the research are South-Korean and Israeli clients and Hungarian financial managers collaborating at a Hungarian bank service in Budapest, Hungary. The findings of the research show the various trust-building strategies (empathy, reliability, openness, reviewing, conforming, creativity, constructivism, etc.) and linguistic markers (*again*, *I'm sure*, *you see*, etc.) used by interlocutors to work towards business integrity and reliability. The study also reveals how participants achieve cooperation despite the frequent presence of pitfalls such as misunderstandings, assumptions and conflicts.

'We Show That the Approach Is Extremely Robust': A Cross-Disciplinary, Cross-Sectional, and Functional Analysis of Self-Mentions in Research Articles

Erdem Akbaş (Erciyes University)
Özkan Kırmızı (Karabük University)
Feng (Kevin) Jiang (Jilin University)

Here, we aim to explore self-mentions as a critical component of authorial voice in academic discourse from a cross-disciplinary, cross-sectional and functional perspective, analyzing how these self-references contribute to the construction of academic identity and authority. We intend to probe the differing spectrum of self-mention use of authors across three purpose-built discipline-specific corpora of RAs in major but relatively less represented disciplines in corpus studies, including Political Sciences (PS), Civil Engineering (CE) and Veterinary Sciences (VS). The corpus of the study with approximately 17.5 million words is compiled via AntCorGen, a free corpus tool to collect academic texts and create discipline specific corpora. We first conducted a preliminary search of explicit self-mentions in the corpora and manually analysed a total of over 115,000 instances to check if they are all markers signalling the authorial presence in the text. Following this procedure, the second manual analyses concentrated on categorizing the rhetorical functions of self-mentions based on Xia's (2018) framework. Results revealed that the frequency of self-mentions in Civil Engineering outweighed the other disciplines (CE: 928,98> PS: 758,90> VS: 403,42 per 100,000 words). Regarding the density of authorial references, we found that each discipline favoured to be more visible in different sections of their articles. For example, CE and PS authors were more rhetorically present in their Conclusion and Methods section whereas VS authors used explicit references to mark their presence frequently in their Conclusion and Abstract sections. With respect to the functional analyses of the self-mentions of we, authors in PS displayed more of low stake functions such as 'recount experimental procedure and methodology'. We shall hone in on the significance of cross-disciplinary and cross-sectional findings in our study to contribute to designing activities in EAP for each discipline.

Navigating (In)formality in ELF Research Writing: Insights from a Comparative Corpus Analysis

Selahattin Yılmaz (Yıldız Technical University)

Influenced by various linguistic and situational factors, formality is a multifaceted characteristic of academic writing, essential for clear language use and appropriate stance expression (Dixon et al., 2024; Hyland & fJiang, 2017; Larsson & Kaatari 2019). This complexity is notably pronounced in English as a Lingua Franca (ELF) contexts, where writers from diverse linguistic backgrounds engage with different disciplinary norms, and editing practices (Flowerdew, 2019; Mauranen et al., 2010; Murillo, 2018; Rowley-Jolivet, 2017; Soler & Wang, 2019). Given these complexities, this study aims to investigate the intricate characteristics of (in)formality in edited and unedited ELF academic writing compared to English as a Native Language (ENL) writing. Three corpora of 140 research papers (420 total) from hard and soft sciences, representing nine first language backgrounds, were analyzed via the Multidimensional Analysis Tagger 1.3.3 (Nini, 2019) and AntConc 4.2.4 (Anthony, 2024). The analysis focused on the frequency of 14 (in)formality features from Hyland & Jiang (2019) and Larsson et al. (2023), , revealing that contractions and listing expressions occur significantly more frequently in unedited ELF texts, whereas unattended demonstratives and relative clauses are more common in edited ENL texts. Among the formality features, pre-modifying nouns were predominantly used in edited ENL texts, while prepositional phrases were more frequent in ELF texts. The limited use of informality in the edited ELF corpus suggests editing reinforces academic writing conventions. Further analysis reveals that both discipline and native language significantly influence variations in writing styles . For example, unedited texts by L1 French writers in soft sciences frequently use informality features such as contractions and questions, unlike edited hard science texts by ENL writers commonly using the formality feature of pre-modifying nouns. These findings underscore the need for further research into how different linguistic features shape perceptions of formality across various academic contexts.

Empowering Multilingual Learners: Challenges and Strategies for Teaching Academic English

Nalan Kenny (King's Leadership Academy)

Academic writing is a crucial skill for all students, especially for those learning English as an Additional Language (EAL). For EAL students, the transition from limited to proficient academic writing can be particularly daunting due to the complexities of the English language, unfamiliarity with academic conventions, and the necessity for cultural adaptation. This essay outlines a structured approach to assist EAL students in improving their academic writing skills from a beginner level to proficiency. The process involves scaffolding language learning, establishing foundational writing skills, expanding vocabulary and grammar, and implementing strategies to tackle complex academic writing tasks. Research indicates that it typically takes EAL students approximately 5 to 7 years to achieve proficiency in academic-level English. Unfortunately, this timeline poses challenges for late arrivals to the country, particularly when it comes to succeeding in GCSE exams, even though they are permitted to use bilingual dictionaries in certain subjects. So, what strategies can EAL students employ to effectively develop their academic English skills and reach proficiency? It's important to note that academic English differs significantly from conversational English in terms of vocabulary, syntax, and discourse structures. Mastery of academic writing involves using complex sentence structures, subject-specific vocabulary, and formal registers necessary for tasks such as reading textbooks, writing essays, and engaging in class discussions. Success in all subjects relies on this mastery, which is a key determinant of academic achievement (Cummins, 2000). Cummins distinguishes between Basic Interpersonal Communication Skills (BICS), which can be acquired relatively quickly, and Cognitive Academic Language Proficiency (CALP), which typically requires a longer time to develop.

Metadiscourse Use in English Travel Vlogs: A Multimodal Perspective

Cemre Çiçek-Tümer (Ankara University)
Çiler Hatipoğlu (Middle East Techincal University)

This preliminary study aims at unveiling metadiscourse use in YouTube travel vlogs through the analysis of the speech of travel vloggers and other semiotic resources present in the vlogs. To achieve its aims, Ädel's (2010, 2023) taxonomies of metadiscourse will be adopted as the theoretical frameworks of the current study and corpus linguistics methodologies will be employed for data collection and analysis. Accordingly, A smaller set of the specialized multimodal corpus consisting of selected YouTube travel vlogs in English through a sampling frame will be analyzed with a corpus-assisted and bottom-up approach to identify the metadiscourse units and their functions. Enlarging the scope of Ädel's (2010, 2023) taxonomy of metadiscourse by including new forms of personal metadiscourse and categorizing them with new discourse functions, as well as adding multimodal aspect dimension to it are expected as a result of this study. Overall, the findings can serve as useful guidelines for both new travel vloggers who are in need of assistance and experienced ones who target more view counts and subscribers. What is more, learners of English language can make use of the outcomes of the present study to keep up with the everchanging dynamics of online communication and employ them in both their personal and professional lives.

Academic Spoken Discourse and Its Contextual Variables: A Metadiscursive Perspective

Aslıhan Tuğçe Güler (Middle East Technical University)

This study aims to depict a detailed picture of metadiscourse functions of speech that participants employ during dialogical speech events in specific academic discourse. With this aim, the primary focus is to extensively analyze discourse functions of metadiscourse that participants use in formal meetings, and to examine to what extent the contextual variables of academic discourse such as participant roles, the type of interaction, and their alignment to or distance from each other affect their use of metadiscourse and how their use of metadiscourse change over time. To analyze the discourse functions of metadiscourse and explore the dynamics inherent in academic settings, a spoken corpus of dialogical speech events will be compiled for the current study. The data created a genre-specific 47.624-word corpus, consisting of video recordings of human-human interactions, a less intrusive method as it avoids the effects of the observer and provides sufficient detail to analyze human interactions qualitatively and quantitatively (Asan & Montague, 2014). The corpus data was transcribed and analyzed based on Adel's framework (2023) to make further assumptions on how participants employ rhetorical moves and functions of meaning in an academic spoken context and how their use of metadiscourse may show discrepancies over time depending on the contextual variables. A frequency analysis of the discourse functions of metadiscourse was first carried out to obtain quantitative data to make further assumptions about conversational events in a certain spoken academic context. A total of count of 3440 instances of code frequencies revealed through data analysis. The qualitative analysis identified newly emergent codes distinctive to this genre. In addition to these emergent codes, the findings also demonstrated that particular discourse functions are employed for various meaning-making processes specific to the genre.

The Exploration of Mobile Educational Application Usages of Language Learners Preparing for International English Proficiency Exams

Mehmet Emre Altınbaş (Necmettin Erbakan University)

Computer/Mobile assisted language learning literature is rich with investigations of educational applications. Still, the need for investigations into educational language learning applications used for specific purposes is ever present. With the aim of exploring one of these areas, the present study aims to uncover the mobile application usages of learners preparing for international English language proficiency exams. For this purpose, the study will employ a convergent survey research design to find out about the most frequently used educational applications and the reasons why these applications are commonly preferred by learners. The participants of the study will mainly involve Turkish learners of English preparing for TOEFL or IELTS exams sampled via snowball sampling. The data will be collected by means of a questionnaire that will mainly require the participants to provide information about on average how much daily amount of time they spend on language learning applications and the reasons they have for using these applications. The quantitative data will be analyzed through descriptive statistics to identify the most commonly used applications and through inferential statistics to understand whether there is a significant difference among certain categories of applications in terms of the time allocated to them by learners. The qualitative data, on the other hand, will be analyzed via thematic analysis to uncover the main reasons for learners to use these applications. The findings of the study are expected to provide academic insights into the use of mobile educational tools in English for academic purposes by uncovering the most commonly used applications that can be worth investigating in further detail. Furthermore, the findings are expected to provide practical insights for English teachers through an awareness and understanding of what the most commonly preferred mobile language learning tools are and why these tools are preferred by learners.

DAY 2
November 2, 2024 - Saturday

The Investigation of Hidden Patterns: Phrase-Frames in Engineering Research Articles

Buse Uzuner (Bahçeşehir University)
Ali Şükrü Özbay (Karadeniz Technical University)

Current research trends in corpus linguistics have shown the need for examining the discontinuous formulaic sequences. The use of phrase-frames, which are defined as multi-word sequences with one or more empty slots, enables ideas to be organised and expressed in a clear way. Several studies used p-frames. However, there is still lack of research on how phrase-frames vary across disciplines. Thus, this study aims to extend the related literature through the detailed investigation of phrase-frames in engineering articles to help novice writers in related fields to improve their writing skills. The data was gathered from a course titled "FBE 5008 Scientific Article Writing in English". which consisted of a series of 90-minute EAP sessions attended by students at a state university in Türkiye. The free online corpus tool "Sketch Engine" was utilized to analyse various lexical and discoursal characteristics identified during the corpus analysis. For comparison, the researchers compiled a corpus containing examples from the three related Engineering fields. We observed and compared various aspects such as multi-word combinations, sentence structures, genre-specific terminologies, and their usage patterns, as well as lexico-grammatical patterns and additional discourse strategies employed. The researchers systematically observed and recorded the lexical output in order to document the content specific terminology utilized. The findings indicated tendency towards certain verb, noun and adjective patterns that are frequently employed in the fields investigtaed. Additionally, grammatical structures involving the combination of a verb + noun were identified as prevalent patterns, constituting the highest percentage in the analysis. By documenting these specific linguistic features, the study provides valuable insights into the specialized language used in three Engineering fields, which can aid in the development of more targeted EAP materials and teaching strategies.

Language as a Tool: A Summer Bootcamp Model to Build Global Competencies

Hatice Karaaslan (Ankara Yıldırım Beyazıt University)
Ahmet Çolak (Ankara Yıldırım Beyazıt University)
Ali Haydar Sucu (Ankara Yıldırım Beyazıt University)
Alpdoğan Kurt (Ankara Yıldırım Beyazıt University)
Mümin Şen (Ankara Yıldırım Beyazıt University)

This study presents a summer bootcamp model designed to equip students with the language proficiency and collaborative skills necessary for success in a globalized marketplace. Aligned with our emphasis on fostering a supportive learning environment at AYBU Learning and Teaching Center, our summer boot camp model addresses the challenges of navigating international academic and professional contexts. We focus on developing English for Specific Purposes (ESP) within a collaborative learning environment. Relatively senior students, serving as part-time instructors, lead intensive workshops in the form of boot camps in various subject areas. Through project-based collaborative activities, students develop academic language, critical thinking, problem-solving, and communication skills. By integrating language development with subject-matter instruction in practical boot camps of varying durations spread over two to four weeks, we aim to empower students to excel in a globalized world. Preliminary findings from student reflections on the bootcamps suggest that the model is highly effective in achieving these goals. Participants reported significant improvements in their understanding of subject matter, as evidenced by their ability to apply knowledge and skills to practical tasks. The collaborative nature of the bootcamps fostered peer learning and mentorship opportunities, leading to enhanced teamwork and communication skills. Additionally, the immersive English environment provided valuable exposure to academic and professional language, preparing students for globalized settings. Implications for future iterations of the bootcamp model include further emphasis on project-based learning to deepen students' practical application of knowledge and skills, incorporation of additional strategies to support students who may face challenges with the English language or the subject matter, and exploration of opportunities for long-term mentorship and networking to connect bootcamp graduates with industry professionals. By addressing these areas, the bootcamp model can continue to evolve and provide even greater benefits to students aspiring to succeed in a globalized world.

Developing an EMI Classroom Interactions Corpus: Feedback from and Feedforward to EAP

Hale Işık-Güler (Middle East Technical University)
Pınar Turan (Middle East Technical University)
Asuman Şimşek Tontuş (Middle East Technical University)
Berkcan Köse (Middle East Technical University)

English-medium instruction (EMI) is a booming educational language policy in countries where English is not the primary language of communication. Despite the call for evidence-based and data-led understanding of what is happening in EMI classrooms, there seems to be a dearth of research exploring these novel and relevant learning environments. Consequently, this paper introduces the rationale for and design of an EMI classroom interactions corpus developed within a higher education context in Türkiye by bridging the gap between the established literature on ESP/EAP and the flourishing field of EMI. To this end, the present study responds to the call for "enhancing knowledge exchange between EMI and ESP/EAP" (Wingate, 2022, p.4), by operationalizing EAP research findings to inform the development of an EMI corpus. Through the problematization of the scarcity of spoken interactional data in EAP literature, the presentation will focus on critical issues related to (i) measuring interactivity, (ii) establishing representativeness with respect to disciplinary distributions, and (iii) integrating a multimodal perspective in both EAP and EMI corpora. By doing so, the study offers an empirical contribution to what has been argued as "a need for collaboration between EMI and EAP/ESP researchers" (Macaro & Aizawa, 2024, p.1). The decisions guiding the compilation and design of our EMI classroom interactions corpus, approached from a multimodal perspective, are informed by EAP literature to feedforward to the field by offering robust research opportunities that address the current lack of empirical studies on spoken interactional data. Our discussion highlights key issues in EAP and EMI corpus compilation, providing implications for future EMI research and practice, including interactivity, representativeness, and multimodality, leading the way forward for the development of EAP-informed multimodal EMI materials and training of EMI professionals.

Bringing ESP Content to Life Using Authentic Video Materials

Natalia Rusinova (MGIMO-University)

The paper aims to describe the approach employed in selecting visual- and audio materials in a course on English for Tourism and Hospitality for university students and the opportunity they create for further language and professional development. Language acquisition research has repeatedly shown that using authentic materials in ESP classroom is essential as it "reproduces an immersion environment and provides a realistic context for tasks that relate to learner's needs" (Benavent & Sánchez-Reyes Peñamaría, 2011: 89). Besides, an opportunity to feel closer to their future professional community can be encouraging and stimulating to learners. Therefore, when assessing the students' needs and selecting materials for presentation in a course, it is vital that real-life, profession-relevant materials are given priority. In the course video materials used for listening tasks were selected so as to provide the learners with a comprehensive view of the profession by representing two sides - the tourist and the hospitality industry. Apart from educational videos aimed at engaging the students in a customer/service provider conversation (e.g. booking a flight/tour, asking about hotel facilities), the course employs videos of various nature (news report, vlogs, interviews, instructional videos), which provide general information (about sites, travel precautions, etc.), information useful for tourists (getting a compensation for a delayed flight, studying on-board safety measures) as well as ideas and trends in the industry (collecting guests' feedback, risk assessment, improving wellness services). A variety of task types performed while and after watching can be further divided into those done in and out of the classroom to enable more information and encourage better individual work.

Benchmarking Discipline-Specific Academic Word List Coverage: A Trans-Corpus Validation of the Veterinary Medicine Academic Word List (VMAWL)

Erdem Akbaş (Erciyes University)
Mustafa Özer (Abdullah Gül University)

The development of discipline-specific academic word lists, such as the Veterinary Medicine Academic Word List (VMAWL), has become a focal point in corpus-based linguistic research for academic literacy development in EAP/ESP classes. While these lists could be considered crucial for enhancing domain-specific literacy of academics, their coverage and applicability within and beyond the initial corpus remain underexplored. In this study, we aim to address this gap by employing a trans-corpus validation method to benchmark the VMAWL's coverage within and beyond the VMC. We utilize a sample of 100 full-text research articles from the original Veterinary Medicine Corpus (VMC), representing a small subset of the 8-million-word corpus from which the VMAWL was derived. Additionally, we compile a new corpus, VMC-Alt, consisting of 100 full-text articles from other prestigious veterinary journals to mitigate the risk of circular validation of the list only with VMC that it was developed from. By comparing each text from both corpora against the VMAWL using the AntWordProfiler tool, we explore the list's robustness across different datasets. Statistical analyses, including measures of frequency, dispersion, and coverage comparison, will be employed to ensure rigorous benchmarking. On top of this, via coverage comparison using confidence intervals to assess whether the coverage of the VMAWL is statistically significant, both within the original corpus and when validated against a new corpus (VMC-Alt). We hope that this study not only tests the reliability and generalizability of the VMAWL but also contributes to the broader discourse on the effectiveness of discipline-specific word lists in academic settings and gives direction to the discussion regarding the necessity and reliability of such lists.

Digital Technology and Specialized EFL Contexts: Exploring the Contributions of Augmented Reality (AR) to EOP Courses

Mohammad Amerian (IRIB University)

Within various taxonomies proposed for classifying different branches of ESP, the "EOP" side, addressing vocational/professional purposes (briefed by Dudley-Evans & St. John (1998, p. 6) as "EVP" & "EPP", in turn), has been the target of numerous investigations each aiming to foster the efficiency of the English course(s) they focus on for their 'On-the-Job' audience via different practices. Situational learning ("situation, standpoint, Solution" practices with different agendas), role plays (job interviews, negotiations, etc.), business/official correspondence, and task/project completion have been only some of the omnipresent practices in such courses. In addition to the work-specific 'content', the 'simulated' working environment has always played a pivotal role in EOP courses. This paper attempts to probe into the contributions of Augmented Reality (AR) for creation of such simulated courses in the most efficient possible way. It is argued that due to the incorporation of three features, a combination of digital and physical worlds, interactions made in real-time, and accurate 3D identification of virtual and real objects, AR is capable of providing its workplace-dependent learners with interactive atmosphere, hence, it is an ideal choice for EOP classes. With augmented reality (AR), the learners' perception is partially generated and partially from the real world, hence enabling them for example to apply digital objects to real environments. AR helps learners engage in authentic exploration of the real world, and virtual objects such as texts, videos, and pictures are strong supplementary elements for learners to conduct investigations of real-world surroundings. Visualization of the occupation-relevant concepts, structures, and processes/mechanisms and interactive participation with the vocational knowledge the learners receive in English through computer-generated simulations of events, also, allow participants to explore and learn details of each significant area of the event much better. Moreover, virtual 3D demonstration of how to use different instrumentation at work and the chance of remote collaboration with the 'supposed' colleagues increases their engagement and immersion. The article hence, encourages applying job-simulation apps in the ESP (EOP) courses to enhance the "working" English (job-related words, expressions, jargon, collocations, idioms, functional structures, etc.) learners require to master at the end of the courses and practically on their jobs. Examples of such apps include Job Simulator Game 3D, Staff, House Flipper, Surgeon Simulator, Viva Project, HR Manager and Office Worker many of which act mainly based on games to make the contextualized experience more appealing.

Use of Teacher Feedback in an Online ESP Context through the Lens of Conversation Analysis

Fatma Kübra Durna (Abdullah Gül University)
Amanda Yeşilbursa (Bursa Uludağ University)

Teacher feedback is essential in education and according to Lewis (2002), there are different reasons behind giving feedback for teachers including providing information, giving advice, encouraging student motivation and boosting student autonomy. However, the literature shows that there might be some possibilities that feedback types used in lessons may not be a reflection of teacher beliefs. Therefore, further classroom discourse analysis should be conducted in different contexts; and the fact that ESP lessons are not primarily designed to teach grammar, there might be some differences in the use of feedback. To this end, this current study aims to address a gap in an ESP context by investigating the feedback types which are used in an online English for Psychology lesson by means of conversation analysis. The participants of the study consist of an English language instructor and 31 students from various proficiency levels, who are all from Psychology Department and studying in English Language Preparatory Program at a private university in Türkiye. The data were recorded on Zoom software over three lesson hours. Selective transcription was carried out focusing only on the dialogues including teacher questions, student answers and feedback. After the transcription process, all the data were examined based on the checklist of Lewis (2002). Apart from these, corrections were also categorized depending on Panova and Lyster's (2002) checklist of corrective feedback. Despite the narrow scope of the research study, the findings strive to shed light on the feedback type usage in an online ESP lesson through the insightful nature of conversation analysis.

Leveraging AI Tools to Enhance Academic Writing Skills in ESP: Opportunities and Challenges

Elif Tokdemir Demirel (Kırıkkale University)

Field specific terminology teaching, as indicated by current corpus driven studies, holds utmost importance in the field of English for Specific Purposes (ESP) research. Under the wide umbrella of ESP, maritime English, which takes a crucial role in trade facilitation between countries, holds an indisputable position in regards to the economy of countries thus, making it necessary to be taught explicitly in and outside the classroom space. The necessity of knowing field specific words, word combinations and phraseological frames is prominent among maritime practitioners for purposes ranging from a clear communication between other countries to the fact that a great amount of vocabulary that is utilized in this field is in English. What the current study aims is to prepare a field specific vocabulary list to be used by Maritime Transportation and Management students, and preparing study materials and specifically crafted exercises to ensure the vocabulary items are not simply memorized, but learned in the meaningful contextual patterns. For the purpose of creating the technical vocabulary list, a corpus (MTM-Corp) comprised of 500,000 tokens was compiled, and later analyzed using Sketch Engine software. Following the previous procedure, the extracted vocabulary items were fed to two different AI tools for the purpose of detecting the most relevant ones, and finally a list consisting of 81 words was created. A pre-test containing the vocabulary list was handed out to a classroom of 75 students. Through the results of the pre-test, the words that were known by a majority of the students were taken out of the list, and the remaining 71 words were utilized to create study materials. The study materials were administered to the students for four weeks. The results of the current preliminary study indicate that there is a burgeoning need for genre specific vocabulary lists among maritime practitioners.

From Theory to Practice: The Effectiveness of Written Corrective Feedback Training on L2 Instructors' Feedback Practices

Pınar Kır (Istanbul Technical University)
Nur Yiğitoğlu Aptoula (Boğaziçi University)

Previous research has produced positive results indicating the effectiveness of written corrective feedback (WCF) in second language (L2) classrooms and as the primary source of WCF, teachers, especially their feedback literacy was found crucial. However, teacher feedback literacy and whether teacher training sessions are fruitful in enhancing their WCF knowledge base have not been investigated. Hence, this study aims to fill this gap by examining the formation of L2 writing instructors' WCF philosophies and evaluating the effectiveness of a one-shot WCF training session in facilitating instructor transformation in WCF practices, a common professional development practice to train in-service instructors at universities due to time constraints. Four writing instructors teaching in a top-tier university's school of foreign languages volunteered for the study. Prior to the study, seven essays with WCF provided by the instructors were collected.To improve the knowledge base for WCF, instructors then participated in a one-hour WCF training session, which covered types of WCF, forms of WCF, stages of WCF, benefits of WCF, and some helpful tips for WCF. After the training, instructors provided WCF for additional seven essays. Data were collected through semi-structured interviews and text analysis of WCF provided by instructors. For text analysis, a rubric including all themes covered in the training was used to analyze instructors' WCF use. Also, thematic analysis was conducted to examine semi-structured interview data. The results showcased instructors' WCF philosophies were shaped by a combination of experience, school policies, and master's education. Furthermore, while the one-shot training program did not entirely transform the instructors' WCF philosophies, it had some impact on their practices. In that sense, the development of L2 teacher feedback literacy training activities should account for contextual and individual factors as well as pedagogical and practical knowledge rather than divorcing them from the realities of teaching.

Understanding the Lexicon in Dentistry Academic Writing from a Corpus Linguistics Perspective

Mehmet Elbaşı (Erciyes University)
Erdem Akbaş (Erciyes University)

A lexicon refers to a collection of all the words used within a specific language or field (Cambridge Dictionary, 2024), essentially functioning as a dictionary. It could help strengthen the understanding and interpretation of words and sentences while contributing to the advancement of academic writing pedagogy. As such, studying specialized lexicons could be considered a promising area of research. However, there are limited studies in the literature, such as Jung et al. (2021) and Lan and Bilbow (2001), that focus on developing specialized lexicons for various domains and contexts. Even fewer studies, such as Crosthwaite and Cheung (2019), specifically delve into the lexicon of academic writing in the field of dentistry. Addressing the unique linguistic challenges faced by novice writers in the discipline, this study aims to compile a corpus from published dentistry research articles and develop a corpus-based lexicon for dentistry academic writing, including wordlists, collocations, lexical bundles, lexical chunks, and phrase frames. For the purpose of the study, 100 research articles in the field of dentistry will be drawn from high-impact journals to compile the corpus. To achieve representativeness, articles will be chosen evenly across sub-fields within the discipline. Data analysis will utilize AntConc and Lancsbox to uncover and examine discipline-specific words and formulaic expressions.

Can AI Writing Tools Replace Academic Writing Centers?

Zeynep Ünlüer (Middle East Technical University)
Elvan Eda Işık (Middle East Technical University)

Writing centers provide guidance and assistance for students and academic members in order to contribute to their improvement in academic writing skills. The main purpose of this study was to discover the use of Artificial Intelligence tools and applications of the English as a Foreign Language (EFL) academic community who utilized the academic writing center at a state university in Turkey. It sought to explore whether they made use of AI tools such as Grammarly and ChatGPT. Moreover, it intended to discover how often they made use of these tools and applications. It also aimed to investigate the reasons why they preferred to benefit from the services offered by the academic writing center in spite of/in addition to the existence of many Artificial Intelligence tools. The participants were 41 undergraduate, master and doctorate students who attended the sessions during the 2022-2023 academic year. A mixed-method design was employed, and the data were collected through closed-ended and open-ended questions in a survey. It was discovered that most of the participants used Grammarly all the time or on a regular basis. Furthermore, it was found out that they used other tools apart from Grammarly. The qualitative results showed that they preferred to utilize the center due to several reasons such as collaboration and detailed feedback provided in the tutorials. Also, they found tools insufficient in some points. It was concluded that since the tutees were satisfied with services and feedback that the writing center offered, writing centers should maintain their existence by improving their services.

Exploring the Effectiveness of Online Training Programmes in Preparing ESP Teachers: The Case of Algerian Subject Matter Teachers

Mouleme Manel (Fréres Mentouri Constantine University)

Nowadays, Algerian universities are witnessing a shift from French to English as a medium of instruction in different fields like mathematics, physics, biology, etc. In the academic year 2022-2023, the Ministry of Higher Education launched a programme for teaching subject matter teachers in English instead of French or Arabic. The English department took on this duty and trained and taught English to teachers from different departments and specialties. To do so, most of the subject matter was taught virtually. This programme is based on improving teachers' competence in the four skills. Therefore, the present study aims to investigate teachers' trainees' perceptions towards their online training in English for specific purposes. A quantitative approach based on a questionnaire is adopted. The latter is submitted to a sample of 120 subject matter teachers. The results have shown that subject matter teachers negatively view the training they receive. Therefore, it is recommended that needs analysis should be adopted before settling on a training programme. The study also suggests a training programme for teachers of one of the disciplines: physics.

Self-Presentation in the Academic Support Genre of Job Applications

Mohammed Albakry (Middle Tennessee State University)

Academic job applications are self-promotional documents that focus on the job applicants' scholarship and pedagogy and their "goodness of fit" for the advertised job. Drawing on dramaturgical analysis (Goffman, 1959) and positioning theory (Harré et al., 2009; Georgakopoulou, 2015) as broad frameworks, the paper investigates the strategies of impression management in job application statements in the humanities and social sciences. Such statements—teaching philosophy Statement (TPS), research statements (RS), and Diversity, Equity, and Inclusion (DEI) statements—are representative of the types of academic support genres that are not readily available to the public and, thus, can pose difficulties for job seekers who have minimal experience composing in these genres (Swales, 1996; Merkel, 2020). Despite the importance of knowing how to write job application statements for career advancement, there is a dearth of analysis of these specialized genres and a need to provide practical assistance to those embarking on an academic career in higher education. The analysis focuses on how job applicants construct value positions, build interpersonal relations, and enact a range of roles and professional personas commensurate with the academic job requirements as they interpret them. The findings show that job applicants frequently use boosters, attitude markers, mitigation, and amplification strategies and employ the central motifs of growth and transformation. They also use personal narratives as a structural device to weave together the thematic complexities of their diverse personal stories to portray them as authentic, innovative, responsive, and actively engaged in promoting educational equity. The presentation seeks to contribute an essential perspective to the existing literature on academic support genres by highlighting the role of narrative episodes in how educators manage impressions and construct scholarly and teacherly identities.

A Comparison of AI and Human Driven Corrective Feedback on English Language Learners' Essays

Fatma Gürman-Kahraman (Bursa Uludağ University)

AI-generated tools have long been present in our lives and utilized for educational purposes including language learning. However, with the recent release of generative pretrained transformer (GPT) large language models (LLMs), such as GPT by OpenAI along with its chatbot ChatGPT, the role of AI tools in language education has been a popular research topic among schoolers and educators. With respect to this trend, the current case study aimed at investigating the effectiveness of the written corrective feedback provided by ChatGPT 3.5 on language learners' essays by comparing it with the corrective feedback an experienced language teacher delivered. Six university students got feedback both from their class teacher and the AI tool ChatGPT 3.5 on their essays and rewrote their essays, once using ChatGPT driven feedback and once using their class teacher's feedback; and six experienced English language teachers at university level were interviewed to analyse the similarities, differences, and effectiveness of both feedback types. In addition, a total of 33 language teachers at the same university graded the rewritten essays of language learners to validate the interview data related to the effectiveness of the two feedback types. As a result, the findings revealed that ChatGPT is not found as efficient as a human tutor in providing feedback on students' essays, especially in the areas of grammar and mechanics. Similarly, the essays rewritten using human driven feedback got slightly higher grades when compared to AI. Implications, limitations and future suggestions have been made to explore the use of AI tools in language learning, which is a recent developing research area in education.

The 6th International English for Specific Purposes Conference Program

DAY 1: November 1, 2024 – Friday

TIME	EVENT	HALL A	HALL B
08:30 - 09:30		Registration	
09:30 - 09:45	Welcoming Speech	Prof. Dr. Nurten Birlik (The Chair of the Department of Foreign Language Education Middle East Technical University)	-
09:45 – 09:50	Opening	Assoc. Prof. Dr. E. Eda Işık (Middle East Technical University - The President of IESPTA – Chair of Organizing Committee)	-
09:50 – 10:35	Plenary Talk	Prof. Dr. Jim McKinley English for Specific Purposes in Surging English-Medium Instruction Contexts	-
10:35- 11:00		Başkent Trio Recital - Coffee Break	
11:00 - 11:30	Concurrent Sessions - 1	Erdem Akbaş & Nur Yiğitoğlu & Betül Bal-Gezegin Transitioning from Critique to Praise: A Functional Analysis of How Reviewers Construct Their Authorial Identity Across Review Rounds	Özge Öztürk EAP Instructors' Attitudes towards ICT Integration and Their Familiarity with AI Tools regarding Language Teaching
11:30 - 12:00	Concurrent Sessions - 2	Eda Akdeniz & Işıl Günseli Kaçar A Narrative Inquiry into Exploring Challenges and Strategies in Paraphrasing Practices of English as a Foreign Language Pre-service Teachers in their Academic Writing Process	Mohammad Amerian English Teacher or "Dr. Know-it-all"? An Informant-Driven Argument for "Specificity" Rate of ESP Teacher's Disciplinary Knowedge in Special Focus Universities
12:00 - 12:30	Concurrent Sessions - 3	Elham Zarfsaz & Züleyha Ünlü Exploring the Evolution of Digital Communication and English for Specific Purposes: A Bibliometric Analysis from 1989 to 2024	Meltem Turan Eroğlu & Hale Işık-Güler & Betül Bal-Gezegin Metadiscourse in Managing Topics and Information Flow: A Comparative Study of Online and Face-to-Face EAP classes
12:30 - 13:30		Lunch	
13:30 - 14:15	Plenary Talk	Prof. Dr. Ayşegül Daloğlu ESP Curriculum Development: Current Challenges and Future Directions	-
14:15 - 14:45	Concurrent Sessions - 4	Elif Burhan Horasanlı Socialization into Conference Presentations through Corrective Feedback: A Situated Case Study	Sude Kıtlık &Emine Şevval Anlaş & Feyza Doyran Evaluation of the English for Specific Purposes (ESP) Course Curriculum of Engineering Faculty Students According to the Stufflebeam (CIPP) Model
14:45 - 15:15	Concurrent Sessions - 5	Dicle Yusufoğlu A Critical Discourse Analysis of Cosmetics Brand Advertisements: A Türkiye Case (Poster presentation)	Balázs Vesszős Establishing Common ground through Trust-Building in Negotiations - A linguistic Analysis of Intercultural Interactions in Banking Services
15:15 - 15:45		Coffee Break	
15:45 - 16:15	Concurrent Sessions - 6	Erdem Akbaş & Özkan Kırmızı & Feng Kevin Jiang 'We show that the approach is extremely robust': A Cross-Disciplinary, Cross-Sectional and Functional Analysis of Self-Mentions in Research Articles	Selahattin Yılmaz Navigating (In)formality in ELF Research Writing: Insights from a Comparative Corpus Analysis
16:15 - 16:45	Concurrent Sessions - 7	Nalan Kenny Empowering Multilingual Learners: Challenges and Strategies for Teaching Academic English	Cemre Çiçek-Turner & Çiler Hatipoğlu Metadiscourse Use in English Travel Vlogs: A Multimodal Perspective
16:45 - 17:15	Concurrent Sessions - 8	Aslıhan Tuğçe Güler Academic Spoken Discourse and Its Contextual Variables: A Metadiscursive Perspective	Mehmet Emre Altınbaş The Exploration of Mobile Educational Application Usages of Language Learners Preparing for International English Proficiency Exams
19:30		Gala Dinner at Komşu Restaurant. For further information, please check the website.	

DAY 2: November 2, 2024 – Saturday

TIME	EVENT	HALL A	HALL B
10:00 – 10:45	Plenary Talk	Prof. Dr. Hacer Hande Uysal — Exploring the Translingual Possibilities in English Academic Writing for Publishing Purposes	-
10:45 - 11:15	Concurrent Sessions – 1	Buse Uzuner & Ali Şükrü Özbay — The Investigation of Hidden Patterns: Phrase-Frames in Engineering Research Articles	Hatice Karaaslan & Ahmet Çolak & İsmail Korkmaz & Ali Haydar Sucu & Alpdoğan Kurt & Mümin Şen — Language as a Tool: A summer Bootcamp Model to Build Global Competencies
11:15 - 11:30		Coffee Break	
11:30 – 12:00	Concurrent Sessions – 2	Hale Işık-Güler & Pınar Turan & Asuman Şimşek Tontuş & Berkcan Köse — Developing an EMI Classroom Interactions Corpus: Feedback from and Feedforward to EAP	Natalia Rusinova — Bringing ESP Content to Life Using Authentic Video Materials
12:00 - 12:30	Concurrent Sessions – 3	Erdem Akbaş & Mustafa Özer — Benchmarking Discipline-Specific Academic Word List Coverage: A Trans-Corpus Validation of the Veterinary Medicine Academic Word List (VMAWL)	Mohammad Amerian — Digital Technology and Specialized EFL Contexts: Exploring the Contributions of Augmented Reality (AR) to EOP Courses
12:30 - 13:30		Lunch	
13:30 - 14:15	Plenary Talk	Prof. Dr. Anna Mauranen — Reflexive Metadiscourse in Spoken and Digital Communication	-
14:15 - 14:45	Concurrent Sessions – 4	Fatma Kübra Durna & Amanda Yeşilbursa — Use of Teacher Feedback in an Online ESP Context Through the Lens of Conversation Analysis	Elif Tokdemir Demirel — Leveraging AI Tools to Enhance Academic Writing Skills in ESP: Opportunities and Challenges
14:45 - 15:15	Concurrent Sessions – 5	Pınar Kır & Nur Yiğitoğlu Aptoula — From Theory to Practice: The Effectiveness of Written Corrective Feedback Training on L2 Instructors' Feedback Practices	Mehmet Elbaşı & Erdem Akbaş — Understanding the Lexicon in Dentistry Academic Writing from a Corpus Linguistics Perspective
15:15 - 15:30		Coffee Break	
15:30 – 16:00	Concurrent Sessions – 6	Zeynep Ünlüer & Elvan Eda Işık — Can AI writing Tools Replace Academic Writing Centers?	Mouleme Manel — Exploring the Effectiveness of Online Training Programmes in Preparing ESP Teachers: The Case of Algerian Subject Matter Teachers
16:00 -16:30	Concurrent Sessions – 7	Mohammed Albakry — Self-Presentation in the Academic Support Genre of Job Applications	Fatma Gürman-Kahraman — A Comparison of AI and Human Driven Corrective Feedback on English Language Learners' Essays