

**1 July 2022, Friday**

TIME	EVENT	HALL A	HALL B
08:30 - 09:30	Registration	-	-
09:30 - 10:00	Opening	Welcoming Remarks	-
10:00 - 10:50	Plenary Talk	Ken HYLAND <i>Innovating English Teaching: Arguments for Specific Courses</i>	-
10:50 - 11:00	<b>Coffee Break Sponsored by Blackswan Publishing House</b>		
11:00 - 11:30	Concurrent Sessions - 1	Erdem Akbas & Betül Bal-Gezegin <i>A Functional Analysis of Code Glosses in Spoken Academic Discourse</i>	Nour El Houda Benlakhdar <i>An analysis of PhD Students' Needs When Writing for Publication: What Multiple Perspectives on Students' Challenges Can Tell Us about Practices in Needs Analysis</i>
11:30 - 12:00	Concurrent Sessions - 2  <i>Online</i>	Hanife Tasdemir & Ayşegül Daloğlu <i>Designing an English Curriculum for Civil Aviation and Cabin Services</i>	Laura González Fernández, Marie-Noëlle García Sánchez, Iris Holl, Sayaka Kato & Amalia Méndez Garrido <i>Emergence and Visibilization of Competences through a Metadisciplinary Learning Model in the Second Language Classroom: Integrating Subtitling Service-Learning Projects into the Teaching-Learning Process</i>
12:00 - 12:30	Concurrent Sessions - 3	Octavia Raluca Zglobiu <i>Re-thinking Metaphorical Discourse as Win-Win Strategy in ESP Teaching</i>	Cemre Çiçek & Çiler Hatipoğlu <i>Data Driven Learning and Writing in ESP: The Use of Interactive Metadiscourse Markers</i>
12:30 - 13:30	<b>Lunch</b>		
13:30 - 14:00	Concurrent Sessions - 4	Seval Dogan Kayakus <i>Constructing Pedagogical Paradigms for ESP</i>	Zuhal Kardeşler & Ceylan Yangın Ersanli <i>Empowering the 21st Century Skills of Students by E-portfolio Tasks in ESP Courses</i>
14:00 - 14:30	Concurrent Sessions - 5	Işıl Günseli Kaçar <i>Blogs in the Turkish EFL pre-service teachers' academic writer identity development</i>	Haryani Hamzah, Pamela Krish & Afendi Hamat <i>Delphi-base Technique: Developing Aviation Communication Competence Framework</i>
14:30 - 15:00	Concurrent Sessions - 6	Sibel Sögüt, Serap Ataserver-Belli & Ilknur Civan <i>L2 Learners' Orientation to Genre-specific Conventions of Writing: A Phenomenological Study</i>	Nilay Dinç-Altun & Funda Dörtkulak <i>An Analysis of L2 University Students' Emails to Faculty</i>
15:00 - 15:10	<b>Coffee Break</b>		
15:10 - 15:40	Concurrent Sessions - 7	Gökhan Demirdöken & Nazmi Dinçer <i>Problem-based Learning and Metacognition in ESP Context: The Case of Aviation English</i>	Zehra Degirmencioglu & Fatos Erozan <i>Evaluating an English for Culinary Arts Course</i>
15:40 - 16:10	Concurrent Sessions - 8	Bakheet Shuayl Almatrafi <i>Promoting English for Specific Purposes (ESP) students' Coherence and Cohesion in Writing through Post-method Pedagogy</i>	Yasemin Güçlütürk <i>Teaching English to Deaf Students: A1 curriculum Sample</i>
16:10 - 16:40	Concurrent Sessions - 9	<i>Online</i> Reza Javaheri & Goudarz Alibakhshi <i>On the Construct of Assessment Literacy for Teachers of English for Specific Purposes</i>	Anoud Abusalim <i>The Myth of Linguistic Injustice: ERPP Practices of Arabic-Speaking EAL Scholars</i>

**\*Gala Dinner at Komşu Restaurant at 19:30.**

## 2 July 2022, Saturday

TIME	EVENT	HALL A	HALL B
10:00 – 10:50	Plenary Talk	Yasemin BAYYURT <i>Connecting English as a Lingua Franca Awareness to English for Specific Purposes in English Language Teaching</i>	-
10:50 - 11:00	Coffee break Sponsored by Oxford University Press		
11:00 - 11:30	Concurrent Sessions - 1	Yasemin Tezgiden-Cakcak <i>Possibilities and Challenges of Practicing English Language Teacher Education for Social Justice in Turkey</i>	Simon Edward Mumford <i>The Role of (Lack of) Writing Experience on Academic Writing Teacher Identity</i>
11:30 - 12:00	Concurrent Sessions - 2	Hale Hatice Kızılcık & Aylin S. Dewan Türüdü <i>Humanizing Online Teaching through Care-Centered Pedagogies</i>	Özlem Özbakis <i>Novice EFL Writers' Paraphrasing Experiences in an Academic Writing Course, ENG 101</i>
12:00 - 12:30	Concurrent Sessions - 3	Samet Çağrı Kızılkapan & Çiğdem Karatepe <i>An Investigation into the Uses of Self-mention and Second Person Pronoun across Four Journals</i>	Yasin Karatay <i>Using Spoken Dialog Systems in Assessing ESP Students' Oral Communication Skills: A Generalizability Theory Approach</i>
12:30 - 13:30	Lunch		
13:30 - 14:00	Concurrent Sessions – 4  <i>Online</i>	Yolanda Joy Calvo Benzies <i>"The family lived in a small farm*", "The little sheep went to the school*" An Analysis of Social Education ESP Problems with Verb Tenses, Prepositions, Articles, Pronouns and Subjects</i>	Renata de Souza Gomes <i>ESP material production in Covid 19's time: a case study in Brazil</i>
14:00 - 14:30	Concurrent Sessions - 5	Rachel Hall Buck & Silvia Vaccino-Salvadore <i>Translanguaging as a Method to Accomplish Tasks: Socio-emotional and Task-oriented Uses of Arab Engineering Students' Linguistic Resources</i>	Ezgi Topuz Sezen <i>Dictogloss: An Alternative Way to Enhance Student-centered Learning in ESP Classes</i>
14:30 - 15:00	Concurrent Sessions - 6	Selahattin Yılmaz & Ferda Ilerten <i>Metadiscourse in Critical Response Papers by Pre-Service EFL Teachers</i>	Ali Sükrü Ozbay & Aysenur Hosoglu <i>Implementing DDL Activities in a Corpus-based EAP Course for MS and PhD Engineering Students</i>
15:00 - 15:10	Coffee break		
15:10 - 15:40	Concurrent Sessions - 7	Ibrahim Halil Topal <i>Utilizing Digital Tools to Teach Pronunciation for ESP Learners</i>	Mohammad Amerian <i>Lessons Learned from Media ESP: Fresh Findings from a Unique Broadcasting University</i>
15:40 - 16:10	Concurrent Sessions - 8	Elif Tokdemir Demirel <i>The use of a Corpus Based Approach in ESP: The case of Medical Terminology</i>	-

## Presenters - 1 July 2022, Friday

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1 July 2020, Friday

Ken Hyland

Abstract

### **Innovating English Teaching: Arguments for Specific Courses**

English for Specific Purposes distinguishes itself from more general language study through a focus on particular, purposeful uses of language. A commitment to teaching that attends to students' specific purposes for learning English has given ESP a unique place in the development of both theory and innovative practice in language instruction since the term first emerged in the 1960s. In the last 20 years, one of the key developments in the field has been the increase of more specific courses, informed by a growing awareness of community differences in language use. Because the conventions of academic communication differ considerably across disciplines, identifying the particular language features, discourse practices, and communicative skills of target groups becomes central to our work. Focusing on EAP, I discuss the importance of this focus, drawing on my research over the last decade to highlight the disciplinary-specific nature of writing and argue for a specific view of teaching EAP.

1 July 2020, Friday

Erdem Akbas &amp; Betül Bal-Gezegin

Abstract

### A Functional Analysis of Code Glosses in Spoken Academic Discourse

The metadiscursive features used by the lecturers play a crucial role in EMI classrooms (Broggini & Murphy, 2017). With ‘code glosses’ as metadiscourse items to further specify, exemplify or describe a previous clause, lecturers could elaborate and expand what they have already transmitted in the immediate or earlier classroom discourse. Hyland (2007) maintains that code glosses in academic discourse could allow the speakers to create a more organized context and help interlocutors reach an audience-friendly discourse. Therefore, employing code glosses (i.e., reformulations, exemplifications) in spoken interaction is substantially essential to package and deliver the meaning as intended by lecturers. Although previous research has focused on understanding the fundamental role of code glosses in academic written texts, not much is known about how frequently such metadiscourse units are employed in the academic spoken English by lecturers while “structuring their own lectures in an optimally effective way” (Flowerdew, 1994, p.14). Drawing upon the concept of discourse reflexivity (Mauranen, 2017) for enhancing and promoting clarity in the ongoing discourse, the current study aims to explore forms, functions, and potential discipline-specific uses of code glosses in the Turkish EMI setting. In addition, we attempt to offer implications about the re-contextualization strategies in EMI settings by providing a gloss to create a space for interaction. The corpus of the study, DEMI (Disciplinary English-medium Instruction), includes approximately 500,000 words transcribed from a total of 90 lectures representing four disciplines, i.e., Law, Architecture, Mathematics, and Engineering. The quantitative and qualitative analyses are supported by the functional and contextual analyses of items potentially acting as code glosses. The novelty of the current research lies in four aspects: (1) a particular EMI setting, Turkey; (2) the (cross)disciplinary nature of the medium of instruction by Turkish lecturers; (3) the size of our EMI corpus under investigation for generalizability of our findings; (4) the strength of corpus approaches in addressing and filling the gap in our knowledge of language use in EMI settings.

**Keywords:** spoken academic English, EMI lecture, code glosses, metadiscourse, teacher talk

1 July 2020, Friday

Nour El Houda Benlakhdar

Abstract

**An Analysis of PhD Students' Needs When Writing for Publication: What Multiple Perspectives on Students' Challenges Can Tell Us about Practices in Needs Analysis**

EAP teachers in Algeria have often examined the needs of undergraduate and master's science students focusing on language difficulties; however, no research has been previously done on the academic writing needs of science PhD students. This paper stems from an ongoing doctoral project which investigates the needs of science PhD students writing scientific articles. This study employed semi-structured interviews, a questionnaire, and a document analysis to collect data from PhD students, academic supervisors, teachers of English, experienced academic authors, and journal editors and reviewers. Findings so far indicated that the challenges of PhD students transcended linguistic obstacles to include environmental, intellectual, and emotional aspects. Major findings indicated that the complex nature of academic writing requires special attention to the context of the study, and hence the way that study is conducted. Additionally, findings raised important questions including to which extent it is effective for EAP instructors to focus only on language difficulties of novice authors when investigating their needs, and how feasible it is to apply available needs analysis frameworks to all contexts despite their incompatibility.

**Keywords:** PhD students; Needs analysis; Writing for publication; Challenges; Novice authors



1 July 2020, Friday

Hanife Taşdemir &amp; Ayşegül Daloğlu

Abstract

### Designing an English Curriculum for Civil Aviation and Cabin Services

English for specific purposes (ESP) has gained importance due to several factors such as the need to educate learners for workplace demands and general English courses do not meet the needs of learners who are seeking career opportunities in specific fields. Defined as “an approach to language teaching in which all decisions as to content and method are based on the learner’s reason for learning” (Hutchinson & Waters, 1987, p.19), ESP aims to teach the particular use of English in a discipline or situation (Aliakbari & Boghayeri, 2014) for a specific group of people (Baleghizadeh & Rahimi, 2011). ESP builds on the use of the language in the target context and how ESP training might help learners achieve this (Watanabe, 2006). Needs analysis has been introduced to language teaching through ESP with a concern to make language courses more relevant and it is an important component since learners should be taught their target language needs as the content of the course (Richards, 2001). ESP courses suffer from a lack of proper needs analysis (Mazdayasna & Tahririan, 2008) against the importance of understanding needs in target situations as learners need career-focused language skills to meet the demands of relevant professions; not only as the users of language but also understanding the use of language in target and learning environments (Chen, Chang & Chang, 2016). This case study for the environment and needs analysis phase of the curriculum design adopts a qualitative-quantitative mixed methodology design (Dörnyei, 2003) utilizing a student questionnaire, semi-structured interviews with faculty members, and a coursebook evaluation form. The following research question is asked:

- To what extent does Aviation English course prepare students for their future jobs?

The students have been asked to fill out a survey adapted from Boshier and Smalkoski (2002) study on their learning needs in civil aviation communication. The faculty members have been interviewed as in similar needs analysis research studies, and the coursebook used the Aviation English course has been evaluated via a coursebook evaluation form (Nation & Macalister, 2010). Based on descriptive statistics (Dörnyei, 2003) and thematic analysis via the constant comparative method (Creswell, 2013) of data, the findings inform that speaking and listening along with the required vocabulary are the most urgent skills for the students. The students need more practice for these areas and pronunciation to maintain effective communication, and familiarity with different accents of English. It aligned with the faculty members’ views. Regarding the coursebook, there were two areas to be improved, timing and taking different learning styles into account. It was sometimes content-overloaded with long reading passages. The activities were mostly individual work rather than pair and group work. Based on the findings of the study, a Speaking and Listening in Civil Aviation curriculum has been developed based on Nation and Macalister’s (2010) curriculum design model: (i) principles, (ii) goals, content, and sequencing, (iii) format and presentation, (iv) monitoring and assessment, (v) evaluation.

**Keywords:** ESP, curriculum design, needs analysis.

**Emergence and Visibilization of Competences Through a Metadisciplinary Learning Model in the Second Language Classroom:  
Integrating Subtitling Service-Learning Projects Into The Teaching-Learning Process**

This paper presents a teaching innovation project focusing on Second Foreign Language and Audiovisual Translation pedagogy and curriculum design in the Degree in Translation and Interpreting at the University of Salamanca. We develop a teaching approach as well as pedagogical practices and processes that enable effective integration of subtitling service-learning projects in the teaching-learning process of the second foreign languages taught in the degree program. The incorporation of this approach to the syllabus of every subject involved aims at promoting an integrated teaching-learning model that favors harmonic emergence and visibility of students' disciplinary and metadisciplinary competences throughout the degree program (Baños and Sokoli 2015; Borghetti and Lertola 2014; Butin 2005; Deeley 2015; Incalcaterra McLaughlin 2019; Incalcaterra McLoughlin and Lertola 2014; Kelly 2005; Kiraly 2013, 2015; Martínez Lozano et al. 2018; Neves, 2004; Nunan 2004). To achieve this main objective, it is essential to design a general didactic approach based on active teaching methodologies to achieve the following subgoals: Firstly, it is necessary to incorporate subtitling service-learning projects in the Second Foreign Language and Audiovisual Translation subjects that provide effective resources to promote students' holistic development of translator competences. Secondly, integrating the results of the subtitling service-learning project into the programmed classroom activities allows the team of translators to become a team of teachers to carry out a reciprocal teaching experience in front of their classmates. Our third objective is to design a strategy of both vertical and horizontal student collaboration through mentoring to promote the development of competences through peer-to-peer learning, a type of didactic strategy that favors motivation, self-confidence and competence improvement of all students involved. Next, a specific virtual learning environment is designed and structured for the active learning experience that allows students to progress in their collaborative learning, both in their classroom work time and in their autonomous work time, in a totally independent and at the same time connected and integrated way. This virtual learning space, appropriately organized and structured, can accommodate independent yet interactive learning throughout all phases of the work. Finally, for this project to function in a complete and integrated way within our degree program, it incorporates all the Second Foreign Languages taught in the degree program: English, French, German and Japanese. This reinforces cohesion and coherence, both horizontally and vertically, of the courses taught in the degree program. This work demonstrates that the development of subtitling service-learning projects in the Second Foreign Language and Audiovisual Translation subjects is an effective resource to promote holistic development of students' translator competencies in Degree in Translation and Interpreting. Furthermore, it shows how this type of project can be integrated into the Second Foreign Language curriculum through the application of active methodologies, which, like the subtitling service-learning project, allow students to develop disciplinary and metadisciplinary competences through their active participation in the learning process, while at the same time prepare them for professional practice through community service and active citizenship.

**Keywords:** subtitling, service learning, second foreign language methodology, audiovisual translation, active learning.

1 July 2020, Friday

Octavia Raluca Zglobiu

Abstract

**Re-thinking Metaphorical Discourse as Win-Win Strategy in ESP Teaching**

The present paper sets out to determine the relevance of the linguistic choices of the ESP instructors during their teaching sessions and to detect to which extent can language improve students' engagement in studying. Most of the time, instructors tend to focus on the content of the ESP lesson in terms of information and technology, and little thought, or consideration, is being given to the semantic selection from the point of view of creating the best studying environment through discourse. Since discourses create realities, the present study tries to identify ways in which discourse analysis and metaphorical discourse can improve boosting engagement in ESP teaching and to determine whether metaphorical discourse can be used as a tool in ESP teaching.

**Keywords:** ESP discourse, metaphorical discourse, semantics in ESP, linguistics in ESP, student engagement, linguistic selection in teaching, communication.



1 July 2020, Friday

Cemre Çiçek &amp; Çiler Hatipoğlu

Abstract

**Data Driven Learning and Writing in ESP: The Use of Interactive Metadiscourse Markers**

Metadiscourse plays an essential role in one's written discourse competence, which is a part of communicative competence required for all the ESP learners, especially in the academic context. However, specific metadiscourse marker instruction is often ignored (Bogdanovic & Mirovic, 2018), and this results in ESP learners' written products to be considered unqualified despite their proficient English use. In this vein, the present study suggests a model for interactive metadiscourse marker instruction and proposes a robust methodology to analyze the short- and long-term effects of this model on interactive metadiscourse marker usage. To accomplish its aims, the study focuses on seven freshmen pre-service English language teachers of Turkish L1 background who need to take the TOEFL IBT exam to pursue their university education in the USA via SUNY program of METU. It compares the types, frequencies and functions of interactive metadiscourse devices (i.e., transitions, frame markers and code glosses) employed by the participants in their English argumentative paragraphs to the TOEFL11: A Corpus of Nonnative English corpus – the largest publicly available corpus of English in the argumentative genre written by nonnative writers (11 different L1 backgrounds) which consists of 12,100 essays written by the test takers in TOEFL IBT exam in 2006 2007 from eight retired prompts (Blanchard, D.; Tetreault, J.; Higgins, D.; Cahill, A. & Chodorow, M., 2013). The 5-week instruction adopts data-driven learning methodology (DDL) and utilizes corpus-informed and student/group-specific materials by using the TOEFL11 corpus. The instruction is also supported by providing feedback, sample paragraphs and revision sessions. To be able to observe the effectiveness of the instruction model, a concurrent triangulation mixed-method design (Creswell, 2009) is adopted. Accordingly, the data are collected through five tools: (1) a background questionnaire, (2) argumentative paragraphs written by the participants before, during and after the instruction, (3) progress surveys implemented during and after the instruction process, (4) participants' diaries kept during the instruction, (5) stimulated recall sessions and follow-up interviews. The 49 argumentative paragraphs of the participants are first analyzed qualitatively by utilizing Hyland's (2005) Interpersonal Model of Metadiscourse to find the types and functions of interactive metadiscourse devices. Next, the paragraphs are analyzed quantitatively to find the frequencies of these interactive metadiscourse markers. Then, these frequencies are compared to the TOEFL11 corpus. The interviews and the questionnaires are analyzed thematically and used to gain in-depth insight into participants' perceptions towards the training, teaching materials, and interactive metadiscourse marker use. The findings of the study point to the positive effects of the DDL methodology employed in the study. After the 5-week instruction that adopted DDL, freshmen pre service English language teachers started to use most of the studied interactive metadiscourse markers more accurately and frequently. The results also demonstrate that corpus-informed authentic materials and discovery learning, which DDL promotes, motivate learners, and consequently lead to better argumentative paragraphs. To conclude, this study suggests a contemporary interactive metadiscourse marker instruction model which employs student/group-specific and corpus-informed materials. In the light of the findings of the study, it is believed that the model can help ESP learners improve their written discourse competence especially in the academic context.

**Keywords:** ESP, Interactive metadiscourse marker instruction, Corpus-informed instruction, Student-specific instruction, TOEFL, Corpus



1 July 2020, Friday

Seval Dogan Kayakus

Abstract

### Constructing Pedagogical Paradigms For ESP

Pedagogical paradigms have always been noteworthy to cater for ever-changing needs of the students involved in language learning. It is necessary to utilize the pedagogical paradigms in ESP (English for specific purposes) courses targeting at preparing students for academic and professional communication because to what extent the paradigms contribute to the learning process can be evaluated through the proper usage of them in lessons. In this sense, certain paradigms, terms and phrases related to a specific course (Vocational English for Agriculture) were examined in the development of vocational English lesson materials and the course design processes were followed as: Application, monitoring and evaluation. In this study, first, a text from an ESP book was examined to clarify the target vocabulary and phrases aimed to be involved in the lesson. Next, the course related parts of the text were obtained and applied to a concordance analysis program, AntConc. The text was analysed via this program to identify the repeated phrases and find out the target vocabulary and corpus terminology. The analysis helped the instructor to focus on the necessary paradigms to be monitored in the course design. Consequently, the focused paradigms guided the instructor to design the course in various ways such as constructing paragraphs, chunks, conversational gambits and lexical items, which refers to the evaluation part of the process. In this study, the reason why some certain activities or texts were not directly used from a coursebook in the lesson was due to the limited sources of the course. That's why, this research was conducted to find an alternative and a beneficial way to teach certain paradigms in order to fulfill the course objectives without adhering to a coursebook. In the study, briefly, a text-based analysis was carried out and the data were collected and evaluated through the concordance analysis program. In the end, the lesson was prepared by constructing paragraphs and conversations that cover the obtained target structures. With the help of multimodality referring to the combination of various communicative modes, such as images and sounds within one text, the constructed paragraphs and activities were varified. The prepared activities might be adapted to other specific courses as well. Regarding the results, this study points out basic corpus terminology that helps to facilitate the learning process of the students studying ESP and can serve as a base for more research on pedagogical paradigms in foreign language learning and other ESP courses.

**Keywords:** ESP, Corpus, Pedagogical paradigms, Multimodality.

1 July 2020, Friday

Zuhal Kardesler &amp; Ceylan Yangın Eranlı

Abstract

**Empowering the 21st Century Skills of Students by E-Portfolio Tasks in ESP Courses**

The most important aim of higher education institutions is to prepare individuals for society and business life in the ever-changing and developing world. Providing learning environment that suits well with the demand of the real sector and the need of the students is primary concern of the universities. This study was conducted with 21 students in the 2021-2022 academic years at Aviation Management Department of a state university in Black Sea region in Turkey. According to the mini survey results carried out at the end of the fall term, students expressed their need of the portfolio assignments which would improve their employment skills and added that they would like to participate in group works more and made presentations to improve their speaking skills. After identifying the needs and the lacks of the students, the teacher-researcher started an action research to investigate the effects portfolio assignments on improving students' 21st Century skills in ESP course. As a part of their portfolio practice, the students completed the tasks integrated with 21st skills on pre learned topics in Aviation English II Course over 7 weeks. The research followed a mixed methods design; the data gathered consisted of a pre- and post-21st Century skills scale, through the responses expressed by volunteer students at semi-structured interviews, and teacher-researcher's log which included the comments of the students after each task. The pre- and post-tests results showed that there was a significant increase in students' improving their 21st Century skills. At semi-structured interviews students reported that they could make more effective presentations using their English, felt themselves more comfortable while doing research with group work, as they supported each other during the process, and that they started to feel more motivated about their future careers by communicating with the people working in the aviation field. On the other hand, teacher-researcher's log notes showed that minority of the students were challenged by time constraints because of not being able to find a pair or group member to study with.

**Keywords:** 21th Century Skills, ESP, E-Portfolio

1 July 2020, Friday

Işıl Günseli Kaçar

Abstract

**Blogs in the Turkish EFL Pre-Service Teachers' Academic Writer Identity Development**

Being an indispensable component of blended learning environments in English as a second language (ESL)/English as a foreign language (EFL) contexts, blogs are used in mainstream higher education contexts to promote language learning. However, their impact on the academic writer identity development of pre-service teachers is underresearched. This qualitative case study explored the EFL pre-service teachers' academic writer identity development on blogs in the Turkish context using Hyland's (2010) interpersonal metadiscourse model. The metadiscourse model involves the interactional and interactive dimensions (Hyland, 2010). The participants were ten freshman EFL pre service teachers enrolled in the Contextual Grammar course in the undergraduate program of an English language teaching department at an English-medium state university in Turkey during the spring semester of the 2016 and 2017 academic year. They did not have any prior blogging experience. They were chosen via purposeful sampling. Reflective journals, semi-structured interviews and reflective academic essays were used as the data collection tools in the study. The data were analyzed via a corpus-based analysis of Hyland's (2010) metadiscourse markers. The aim of the course Contextual Grammar was to help EFL pre-service teachers develop a critical perspective into different types of academic texts or advanced level grammatical structures in a contextual manner. The course also helped the development of a critical stance towards the use of these structures in different contexts. The blogs were incorporated into the blended learning environment in the course. Pre-service teachers were asked to create their own blogs after the three-hour blog training program prior to their engagement in the study. They were asked to write two reflective essays on academic articles where they uploaded to their own blogs and provided online feedback to their peers' essays on blogs related to the following features of academic writing: the authorial stance displays, the lexical, discursive and organizational aspects of the essays. Emphasizing the affordances of technology in ESL/EFL writing, the findings suggested the pre-service teachers' multifaceted and contradictory academic writer identities on blogs and the challenges they faced in their displays of identity. The challenges included their unfamiliarity with the academic written discourse, academic writing culture, and their limited practice in ESL/EFL academic writing. The EFL pre-service teachers in the study adopted the following identities: an expert member of the academic community of the EFL teachers, an inexperienced member of the academic community of the EFL teachers, a reporter, and a biased decision-maker in their written discourse. Pre-service teachers were found to reflect their identities via their autobiographical self, discursal self, authorial self as EFL novice writers (Ivanič, 1998). The current study contributed to the related literature by shedding light into the multifaceted nature of academic writer identities in the EFL context. They also emphasized the empowering impact of blogs regarding novice writers' identity development by providing safe spaces for self-expression and self-(re)presentation. Blogs were found to provide an opportunity for pre-service teachers develop their authentic voice in a non-face-threatening, collaborative, and blended learning environment through their membership of an online community of practice.

**Keywords:** academic writer identity, blogs, English as a Foreign Language, pre-service teacher, autobiographical self, discursal self, authorial self, stance, metadiscourse



1 July 2020, Friday

Haryani Hamzah, Pamela Krish &amp; Afendi Hamat

Abstract

**Delphi-base Technique: Developing Aviation Communication Competence Framework**

Aviation communication between pilots and air traffic controllers is probably considered peculiar amongst any other specific language. Mainstream media frequently portray pilot-controller communication as intense and crucial; it is not far from the truth. Aviation communication requires pilots and air traffic controllers to communicate at a high pace and precision. They must make the appropriate decision in a short period, which adds pressure on them to perform their task. Each instruction or request in the interaction must be free from any ambiguity that could create miscommunication or misunderstanding. For years, English has become the lingua franca for aviation. Due to globalisation, aviation communication has shifted towards intercultural communication. This circumstance increases communication errors and misunderstandings. To rectify this situation, since 2008 International Civil Aviation Organization (ICAO) has mandated that non-native speakers' pilots and air traffic controllers sit for English Language Proficiency Test (ELPT) and achieve a minimum level 4 (operational) as part of the licensing requirement (Alderson 2009). Under this duress, most aviation language learning for non-native speakers' pilots and air traffic controllers focuses on achieving operational level instead of being a competent learner. Since aviation English is part of English for Specific Purposes (ESP), the language belongs to only people from the same community or group (discourse community). The developer for a training framework or module in aviation English often comes from an academic background with limited specific language knowledge. On the other hand, the industry will adapt any available language learning framework to be implemented in their training as a mix and match course. With collaboration between the Civil Aviation Authority of Malaysia (CAAM) and the National University of Malaysia (UKM), this study attempts to narrow the gap between academic and industry needs. Four experts' panels from the aviation industry take part in a Delphi-based analysis of the aviation communication competence framework. The experts' panel for the research consist of linguists, air traffic controllers, pilots, and stakeholders (private organisations). The framework's initial constructs and elements developed from ICAO documentation and past research. The majority consensus from expert panels was used to redefine the initial framework. Research findings show a similarity between the initial and redefined frameworks. The most significant finding is that although most training shifted towards online learning during the pandemic (i.e., Google meet, Zoom, and computer-based learning), most respondents still agree that face-to-face or traditional classroom method is the best approach for aviation language learning. Respondents believed that aviation communication training should emphasise emergencies and unprecedented situations that assimilate actual communication rather than relying on the academic syllabus, the finding similar to the suggestion by (Park 2018; Vieira et al. 2018; Tripp 2019; Mekkaoui, & Mouhadjer 2019). Collaboration between agencies in the aviation industry could be beneficial to increase understanding and standardise aviation language. The framework hopes to improve language training for non-native speakers and enhance aviation communication safety. Furthermore, it could deliver more systematic language training for pilots and air traffic controllers in non-native countries that are effective and economical.

**Keywords:** English for Specific Purposes; Aviation English; aviation communication; language training and development; non-native speakers



1 July 2020, Friday

Sibel Söğüt, Serap Atasever-Belli &amp; İlknur Civan

Abstract

**L2 Learners' Orientation to Genre-specific Conventions of Writing: A Phenomenological Study**

L2 writing in higher education is conceptualized in the field of academic literacies as a complex, situated social practice (Benzie & Harper, 2020). Considering the fact that writing processes in higher education are highly specific and complex, seeing students as identical and isolated, trying to acquire a set of skills independently of their identities, purposes and disciplines (Hyland, 2013) would pose a stumbling block in conceptualizing the issue, analyzing the challenges critically, and proposing substantive remedial solutions. L2 learners gain familiarity with a variety of genres and the conventions of texts at the tertiary level. Each genre has its own peculiar set of conventions in terms of lexical, functional, social and cognitive properties, which make it conceptually very complex (Ekoç, 2008). Due to this complexity, L2 writers confront challenges with genre conventions such as forming thesis statements and supporting details, structuring their arguments, presenting an authorial stance, and gaining familiarity with composition heuristics (i.e., planning, pre-writing, multidrafting, editing techniques). Acknowledging the fact that L2 learners' orientation to the genre-specific conventions poses a hurdle in their language learning processes, this phenomenological study explores L2 learners' perspectives and lived experiences to decipher a composite picture of the challenges pertaining to their tertiary-level writing processes in different institutional contexts. Employing hermeneutical phenomenology, this study examines the stances of L2 learners from three different local settings in Turkey and deciphers what and how they experience the orientation processes to genre-specific conventions of writing. Semi-structured interviews are conducted to elicit qualitative data from 15 L2 learners from three different state universities to reveal multiple voices from the learners. A textual (what is experienced) and structural (what impact the context has on the experiences) description is documented through thematic analysis. The findings are discussed within the framework of the academic socialization model and implications for genre-based pedagogy are provided to improve writing in second language classrooms.

**Keywords:** L2 writing, genre-specific conventions; phenomenology

1 July 2020, Friday

Nilay Dinç-Altun &amp; Funda Dörtkulak

Abstract

### **An Analysis of L2 University Students' Emails to Faculty**

The email has been widely accepted as an appropriate way of communication in formal settings; yet it could be difficult to compose a polite email for the university students who are mostly young adults grown up in the informality of the instant messaging culture. The faculty usually criticize the students' emails for the proper address forms, the appropriate formality or the impolite tone alongside with the mechanics such as grammar or spelling (Glaser, 2006; Biesenbach-Lucas, 2007). However, writing an email to an authority figure such as a university instructor requires not only linguistic accuracy but also pragmatic competence. In fact, previous studies have shown that the choice of politeness strategies and correct email style could be hard to decide for both L1 and L2 speakers when there is a power asymmetry in social relationships (Crystal, 2001; Barron, 2000, 2002, 2003; Biesenbach-Lucas, 2006). In the request emails, the challenge is even greater for L2 speakers who may not yet have the necessary pragmatic competence because the requests require higher pragmatic competence when they are needed to be made in situations where the power is asymmetrical in terms of social relations. In addition to the need of appropriate request formulation, they need to follow the email etiquette since it entails politeness. This need has long been studied in the field and the implications for teaching learning process need to be delved into (i.e. Economidou-Kogetsidis, 2015; 2018; 2021). Thus, there is a need for further studies with data from different first language backgrounds. This study aims to examine the nature of the request emails of the L2 university students to the faculty at an English-medium university. For this purpose, 100 e-mails sent by university students who learn English in a foreign language context are used. The e-mails with requestive speech acts were taken into account. The study will investigate the address forms, the level of directness as well as the internal and external modifiers of the emails. The data will be collected through the naturalistic email messages initiated by the students during the spring semester of 2021-2022 academic year. The analysis will be conducted using MaxQDA. The findings of the study aim to show how L2 students' emails are characterized in an EFL setting in terms of the directness level and the mitigating devices. The results will give a chance to discuss whether the L2 university students use their pragmatic and pragmalinguistic knowledge to write a formal requestive email.

**Keywords:** Emails, Requests, Requestive Emails, Pragmatics, ESL

1 July 2020, Friday

Gökhan Demirdöken &amp; Nazmi Dinçer

Abstract

**Problem-based Learning and Metacognition in ESP Context: The Case of Aviation English**

There is no margin for error in aviation and thus pilots are expected to perform their duties flawlessly. Besides, serious thought should be given to maintain the control of the aircraft as well as communicate with air traffic controllers (ATCOs), which trigger cognitive overload particularly during take-off and landing. When pilots are challenged by cognitive overload, they may underperform causing the failure to effectively communicate with ATCOs. These issues have been reported to be true not only for non native English-speaking pilots but also for native English-speaking pilots (Prinzo et al., 2011). In order to overcome these communication problems, student pilots must be trained properly in ESP courses. Consisting of intrinsic, extraneous, and germane load, the CLT mainly posits that working memory (WM) is limited in nature and some factors can increase or inhibit learners' WM capacity (Ma et al., 2014). Cognitive load, hence, is a heavy burden on the learning process. On the other hand, metacognition, defined by Livingston (2003) as the "higher order thinking that involves active control over the cognitive processes engaged in learning", is known to ease this burden and contribute to successful learning (Flavell, 1979). Since development of metacognitive skills promote management of cognitive load, student pilots should be exposed to ample amount of metacognitive training in which they can apply their cognitive resources to the problem at hand. Problem-based learning (PBL) requires learners to "grapple with ill-structured problems" (Hmelo et al., 1997, p. 402) to solve problems, and what is learned in this way is argued to be functional information through metacognitive processes (Tosun et al., 2013). PBL, which consists of problem identification, brainstorming, engagement in independent study, working toward and presenting a solution to a real-life problem, "requires reflection upon declarative, procedural, and conditional knowledge" (Downing et al., 2009, p. 611). Therefore, it is crucial, predominantly for ESP teachers, to assist student pilots to improve their metacognitive skills. This study aimed to analyze the influence of problem-based learning on ESP students' metacognitive skills and develop a better understanding of prospective pilots' attitudes towards PBL. Researchers adopted mixed-methods sequential explanatory research design, which includes collecting quantitative data first and then qualitative data (Ivankova et al., 2006). We instrumented Metacognition scale (Yurdakul, 2004) to determine student pilots' level of metacognitive skills. The sampling consisted of 21 junior-class students who were recruited through convenient sampling. The participants were majoring in the field of aeronautical engineering and attending Aviation English course at a state university. Following the training session to familiarize students with the problem-based learning, we implemented four sessions of PBL. The pre- and post-test scores of students were compared to determine the effect of PBL implementation. Also, researchers conducted structured interviews with 5 voluntary students in order to gain insights into participants' attitudes towards PBL. The results indicated that prospective pilots' metacognitive skills were fostered through PBL implementation, and they perceived PBL as a facilitator leading to increased problem-solving and critical-thinking skills. Pedagogical implications regarding PBL implementation in ESP context were discussed at the end of the study.

**Keywords:** Problem-based learning, metacognition, ESP, Aviation English



1 July 2020, Friday

Zehra Değirmencioğlu &amp; Fatoş Erozan

Abstract

### Evaluating an English for Culinary Arts Course

English is incredibly essential for tourism industry because there is an urgent need for communication, negotiation, and execution transaction with many tourists by employees in tourism (Prachanant, 2012). Moreover, employers prefer to employ people who are proficient enough in English. Thus, students in tourism faculties have some expectations regarding English language learning to meet the requirements of the sector. More specifically, for example gastronomy students need to have adequate proficiency in English to have better opportunities in their career. On the basis of the informal observations and chats with the students, instructors and administrators in the Tourism Faculty of Eastern Mediterranean University (EMU), it has been obtained that the students in the Gastronomy and Culinary Arts Department are not sufficiently proficient in English even though they take ESP courses. Therefore, the present study aims at evaluating one of the ESP courses, English for Culinary Arts (ENGL 108), as perceived by the students and course instructors in the Faculty of Tourism at Eastern Mediterranean University. More specifically, the study aims to identify the strengths and weaknesses of the course as well as the students' and the instructors' needs and suggestions in order to improve the course. This study is a case study that uses a mixed-methods research approach. In brief, both qualitative and quantitative data were gathered through student questionnaires and teacher interviews. The participants of the study included eighty-three Gastronomy and Culinary Arts students who were enrolled in ENGL 108 course and the three ESP instructors who were teaching the course in the Faculty of Tourism at Eastern Mediterranean University. Generally, the results of the study indicate that the students and their instructors had positive attitudes regarding the ENGL 108 course. In other words, both groups of participants, who were asked to evaluate the course in terms of its aims and objectives, content and materials, teaching-learning procedures, and assessment procedures, expressed positive evaluations. In other words, they believed that the course was effective in general. However, at the same time. The participants offered some suggestions for the improvement of the course. For instance, both the students and the instructors focused on the need of using an original course book, rather than a compiled course pack, and they argued that the course materials should be suitable for the students' proficiency level and specific to the field of gastronomy and culinary arts. They also suggested including more listening and speaking classroom tasks as well as including the evaluation of oral skills in the formal assessment. In conclusion, the study provided some practical implications which could contribute to the improvement of the course and redesigning it to make it better address the needs of the stakeholders and to be more effective. In other words, the study provided feedback to the instructors and administration regarding the improvement of the existing ESP course as perceived by the students and the instructors. Moreover, the results of the study provided some suggestions for further research studies in the field.



1 July 2020, Friday

Bakheet Shuayl Almatrafi

Abstract

**Promoting English for Specific Purposes (ESP) students' Coherence and Cohesion in Writing through Post-method Pedagogy**

Cohesion and coherence play a pivotal role in the quality, clarity, and flow of writing (Halliday & Hasan, 1976). Halliday and Hasan defined cohesion as the meaningful connection between two elements in a text. Coherence, on the other hand, is defined as the overall unity and clarity of ideas and texts. Arab learners of English face noticeable difficulty with coherence and cohesion in their English writing due to cross-linguistic influence (Al-Seghayer, 2019; Al-zubeiry, 2020). This quasi experimental study utilizes a mixed methods research design to evaluate the efficacy of a coherence and cohesion pedagogical intervention based on post-method pedagogy. A quasi-experimental design uses existing groups of people such as students in an existing classroom as opposed to an experimental one, which randomly places participants in groups. Post-method was proposed by Kumaravadivelu (2003) to generally empower teachers, and promote their autonomy. It advocates that language teaching and learning be based on students' particular sociocultural contexts, local needs, and personal experiences of teaching and learning. This study compares two groups (treatment and control) of 33 first year EFL college-level students to understand how the use of the post-method pedagogy improves the treatment group's coherence and cohesion in writing. It uses, however, non-explicit cohesion and coherence teaching of writing for the control group. Participants in both groups were English for specific purposes (ESP) students, majoring in Engineer. Both groups of participants took a pre-test (short essay) before delivering the intervention study to identify how much cohesion and coherence knowledge they had. After delivering the intervention study, both groups took a post-test (short essay). The purpose of the current study is to determine whether the intervention study significantly improves the treatment group's coherence and cohesion in writing or not. It also aims to investigate participants' perceptions in the treatment group about the effectiveness of the pedagogical intervention. Cohesion and coherence were analyzed qualitatively and quantitatively according to the work of Halliday and Hasan's (1976). Quantitative analysis of the study revealed that the treatment group improved significantly in terms of using coherence and cohesion in their writing as opposed the control group who showed no significant improvement. Qualitative analysis, moreover, showed that the treatment group improved in two elements of coherence (organization, repetition of important words), and three components of cohesion (linking words, noun reference, and reiteration). The results of the survey indicated that the overall perception of the treatment group toward the intervention study was positive.

1 July 2020, Friday

Yasemin Güçlütürk

Abstract

**Teaching English to Deaf Students: A1 curriculum Sample**

English teaching methods and materials for second language (L2) teaching is also adopted for teaching English to deaf students (Goldberg & Bordman 1974). Though, fundamentally relying on compensatory visual input without access to the sounds of spoken language causes complexities in (L2) acquisition of English for the Deaf (Quigley & King, 1980; Berent & Clymer, 2007). In terms of whether to teach grammar implicitly or explicitly, studies have put across that the hypothesis that language can be learned with little consciousness is theoretically problematic (e.g., Schmidt, 1993, 1995; Smith, 1993). There is also extensive factual evidence that teaching approaches that focus mainly on meaning without focusing on grammar are inadequate (Harley & Swain, 1984; Lapkin, Hart, & Swain, 1991; among others). Likewise, recent research carried out on second language acquisition has determined that instructed language learning has major effects level and rate of L2 acquisition. In particular, research has shown that form-focused instruction is especially effective when it is incorporated into a meaningful communicative context (Nassaji & Fotos, 2011). The modality differences in both languages results in different grammatical structures, thus making it difficult for the Deaf to learn the structures of spoken languages. Thus, the grammatical rules should be explicitly taught to the students. It is for this reason that the present study focuses on presenting an example curriculum design for teaching English as a second language to Deaf students based on form focused instruction of grammatical information. The afore mentioned curriculum follows the Common European Framework of Reference (CEFR) for English beginners (the study will only outline the curriculum for A1 level). It is hoped that the curriculum presented will help promote Deaf students' literacy and linguistic skills of English.

**Keywords:** CEFR, English teaching to Deaf Students, Form focused teaching, teaching English as a Second Language

1 July 2020, Friday

Reza Javaheri &amp; Goudarz Alibakhshi

Abstract

**On the Construct of Assessment Literacy for Teachers of English for Specific Purposes**

Since a couple of years ago, there have been increasing calls amongst educational researchers worldwide for EFL/ESL teachers to become classroom assessment-literate within the language education field. However, while it is clear that a large number of studies conducted to measure either teachers' classroom assessment knowledge base or their personal beliefs about assessment within the general education field, there is a lack of this kind of research conducted within English for Specific Purposes (ESP). This study aimed at exploring the construct of assessment literacy for ESP teachers. A qualitative case study was employed to explore the dimensions of assessment literacy. Interviews with 18 ESP teachers were thematically analyzed. Findings indicated that ESP teachers need to know about assessment methods, types, theories, rubrics, and psychometrics. They also need to know about assessing language skills and sub-skills, as well as assessment interpretation and consequences. They also need to know about the effects of subject familiarity, construct irrelevance and underrepresentation, Learner and learning oriented assessment, and how to develop task-based language tests. This study has important implications for English language teachers and teacher trainers who teach assessment to design the syllabus of language assessment based on the developed construct.

**Keywords:** Assessment literacy, Classroom Assessment literacy, ESP, ESP teachers



1 July 2020, Friday

Anoud Abusalim

Abstract

**The Myth of Linguistic Injustice: ERPP Practices of Arabic-Speaking EAL Scholars**

There is a recent expansive scholarship on the experiences of multilingual scholars who write and publish their research in English known as English for Research Publishing Purposes (ERPP). Many ERPP studies explore how many multilingual scholars feel disadvantaged in their research writing experiences, in comparison to their Anglophone peers, because of several factors including the English language and varying research infrastructures outside the Anglophone world. Although the ERPP practices of different multilingual scholars are examined such as those of Italian, Chinese, and Iranian (See: Diani, 2014; Luo & Hyland, 2016; Rezaei & Seyri 2019), there is a paucity of research on the ERPP practices of Arabic-speaking scholars in the Arab world. This presentation reports on ERPP challenges reported by Arabic-speaking scholars who write and publish their research in English. Drawing on the results of a mixed-methods study, employing qualitative interviews and textual analysis, the presentation explores how Arabic-speaking scholars report different ERPP struggles that vary according to their location in the Arab World, and the instructional language(s) used in their universities. More specifically, the presentation draws attention to how Arab universities, because of earlier colonial history and later policy, have three different languages of instruction: Arabic, English, and French. The presentation explores how these three languages of instruction created different linguistic compartments and elites, which hinder collaboration amongst peers who share the same native language (Arabic) but write and publish their research in English (Hanafi, 2011). Additionally, the presentation explores some of the epistemic challenges faced by Arabic-speaking scholars who publish their research in English. More specifically, the presentation investigates ERPP challenges faced by Arabic-speaking scholars when they write about local (Arabic) issues for publishing in international journals, informed by Canagarajah's The geopolitics of academic writing. The presentation explores how research writing about local issues is often influenced by white, Euro American centric epistemological frameworks, which in many instances reduces the quality and scope of these inquires (Kubota, 2020). The presentation offers important insights on knowledge construction in the Arab world, and the challenges faced by Arabic-speaking scholars who write and publish their research in English, which are not different than those of other multilingual scholars. By highlighting the three linguistic compartments in Arab universities, the presentation explores the varying ERPP challenges faced by Arabic-speaking scholars according to the language(s) used in their universities. More importantly, the presentation draws attention to how writing and publishing research in English in the Arab world led some Arab scholars to become visible in the global research scene, yet they perished locally.

**Keywords:** ERPP; coloniality; EAL scholars; Arabic-speaking



2 July 2020, Saturday

Yasemin Bayyurt

Abstract

**Connecting English as a Lingua Franca Awareness to English for Specific Purposes in English Language Teaching**

In this presentation, my focus will be on showing the connection between the English for specific purposes (ESP) approach and English as a lingua franca (ELF) awareness in English language teaching (ELT). Both ESP and ELF-awareness in ELT emphasize a learner- and learning-centered approach to ELT. The theoretical foundation of this presentation will be based on the notions of Widdowson's EIL-ESP and Sifakis's ELF-awareness-ESP connection [Sifakis, 2019; Sifakis and Bayyurt, 2018; Widdowson, 1994]. Widdowson's (1994) statement that "English as an international language is English for specific purposes" (p. 144) is true; Sifakis (2019) further develops this idea and discusses the relationship between ELF-awareness and ESP. ELF is defined as a common medium of communication between speakers from different linguacultural backgrounds while ELF-awareness entails being aware of particular features of ELF communication and being able to reflect on them. When adopting ELF-aware pedagogy, we focus on learners' specific purposes for learning English and adapt our methodology and materials accordingly. This resembles an ESP approach to language learning. In this talk, I will highlight how language teaching materials and teachers' perceptions of ELF-awareness in ELT relate to an ESP approach in language teaching to present learners with diverse uses of English all around the world by drawing on studies carried out over the last decade. Finally, I will address the implications of the above for content and language integrated learning (CLIL) in the Turkish educational context.

2 July 2020, Saturday

Yasemin Tezgiden-Cakcak

Abstract

**Possibilities and Challenges of Practicing English Language Teacher Education for Social Justice in Turkey**

Despite ongoing actions of advocates of social justice in different walks of life, even the very acts of imagining and/or voicing a socially just world and of (teacher) education may sound utopian, naive and/or impossible to some especially in our current historical time in a country like Turkey hit by political and economic crisis, rising inflation and unemployment, and authoritarianism, implying the possible reason(s) behind the marginalization of critical teacher education practices and scholarship in the country. Even though critical (teacher) education is on the verge of becoming mainstream in the Western academia (Foley, Morris, Gounari & Agostine-Wilson, 2015, Hawkins, 2011, Zeichner, 2009), it is mostly marginalized in countries like Turkey with ongoing calls for embracing it (Abednia, 2012, Güven, 2008, Okçabol, 2012, Tezgiden-Cakcak, 2019). Invisibility of non-Western social justice teacher educators' efforts and the absence of their voices both in national and global academia reproduces the marginalized status of such endeavors and educators culminating in beliefs as to the infeasibility of including social justice issues in our praxis. This self-study will hopefully contribute to this gap in critical teacher education scholarship by voicing the context-specific issues and challenges of English language teacher education for social justice in Turkey. In this paper, I question the possibility and scope of social justice teacher education in a context where teacher candidates are having a hard time seeing a future for themselves and where teacher educators operate under the restrictions of academic capitalism, decreased autonomy and the ongoing pressures to adopt a neutral stance. A grave sense of anxiety, desperation, hopelessness is spreading in the population, particularly among the young. Student-teachers pursuing undergraduate degrees in English language teacher education express reluctance to assuming teaching positions due to the low prestige, low salaries, and ever-increasing workload of both public and private school teachers in the country. They try to survive the financial, physical and emotional difficulties of student life. Given the frustration of both student teachers and teacher educators, it becomes even more important to raise critical consciousness about the reasons behind broader political, economic and social constraints threatening our well-being and to foreground our agentive potential to struggle against the unjust conditions. In this self-study, I share my own critical reflections and pedagogical actions as an English language teacher educator working at a public university in Turkey to showcase the possibility of opening counter-hegemonic spaces in English language teacher education for social justice. Based on my experiential knowledge, I also acknowledge the issues, challenges, and risks of the activity itself. This study on my own teacher education practices will hopefully help us teacher educators to think individually and collectively on enlarging the space for critical English language teacher education under difficult conditions.

**Keywords:** English language teacher education for social justice, critical teacher education, transformative action

2 July 2020, Saturday

Simon Edward Mumford

Abstract

### **The Role of (Lack of) Writing Experience on Academic Writing Teacher Identity**

In view of growing interest in the identity of teachers of academic writing in the tertiary sector (Lee & Yuan, 2021), this paper describes research investigating the identities of teachers of academic writing at a private university in Turkey. Taking a Cultural Historical Activity Theory (CHAT) (Engeström, 2001) approach, it examines the identity of three native-speaker teachers of academic writing. The focus was on writing teacher identity (WTI) and teacher writing identity (TWI), and the influence of teachers' own (lack of) academic writing experience on their beliefs about the nature of academic writing. Through a process of the coding of data from a series of interviews, and interpretation by the two researchers, a Ph. D. student and his supervisor (anonymized for review), the following three themes were decided on as characterizing the nature of the teaching in the context: an authoritarian approach to teaching academic writing, a focus on accuracy rather than self-expression, and a generalized rather than socially situated view of academic writing. In terms of TWI, none of the teachers had any substantial academic writing experience, and thus, views of academic writing had been formed by experiences, including writing in previous professions, and as undergraduates, and views gained from family background and personal reading interests. The teaching of academic writing in the context was strongly based on writing structure, particularly of the five-paragraph essay. These conceptions were reinforced by the in-house course book, which as the main tool, dominated the Activity System. The book was written by teachers from within the group, and there was little evidence outside influence, e.g., conference attendance or own academic writing/reading. Professional development, if any, tended to focus on generalized classroom issues rather than academic writing, with implications for the balance between language teacher identity and writing teacher identity (Racelis & Matsuda, 2015). Although all three participants had converged on a similar view of academic writing, underlying reasons varied, and can be traced back to historical cultural factors. Regarding authoritarian teaching, one emphasized the need to follow rules, based on experience of writing in a previous profession, another emphasized the need to protect students from the difficulty of academic writing, based on her own undergraduate struggles, and the third saw students as ill-equipped for academic writing, based on a discourse of (lack of) natural ability, emanating from her family background. The study draws some implications for teachers of academic writing, specifically, the need for teachers to be academic writers themselves, and the need for academic writing-focused professional development. It confirms that teachers who are not writers themselves are likely to apply the universal model of academic writing (Street, 1984). It also suggests that teachers without exposure to various activity systems within the academic world are likely to lack 'attitudes and attributes' (Campion, 2016) for their own development toward WTI, and derive their views from their own past experience, with consequences for their teaching of academic writing.

**Keywords:** Academic writing, Writing teacher identity, Teacher writer identity



2 July 2020, Saturday

Hale Hatice Kızılcık &amp; Aylin S. Dewan Türüdü

Abstract

### Humanizing Online Teaching through Care-Centered Pedagogies

Teaching in an era of rapid technological developments has long been requiring teachers to reconsider their teaching principles and methodology to meet the ever-shifting demands (Bates, 2019). In relation to distance education, a major demand is to address “students’ psychological needs (for belonging, socializing, cooperation) as well as to secure a suitable level of interaction among students” (Markovic, et al., 2021). The sense of isolation and disconnectedness that online environments bring affect students’ success (Tang, et al., 2021; Walker & Gleaves, 2016) and establishing meaningful relationships with students has a considerable impact on student learning (Anderson et al., 2020; Walker & Gleaves, 2016). Thus, humanizing education by implementing design and pedagogies “to enable students to feel connected to the teacher, their peers, the course content, the institution, and relevant knowledge-based communities” (Singh, 2017, p. 284) is vital. One way of achieving this ‘human touch’ (Maity, et al., 2021) is through pedagogy of care. Framed by Noddings’ (2013) Ethics of Care, this qualitative case study explores students’ and teachers’ evaluations of specific instructional behaviors and course design elements in an online course to answer the following research questions: 1. Which instructional behaviors and course design elements are considered effective? 2. To what extent principles of care pedagogy explain the perceived instructional effectiveness?

This study was conducted in a tertiary level English for Specific Purposes course focused on teaching English for career preparation. Due to the COVID-19 pandemic, the course was offered fully online. The participants were 101 students taking the course and four instructors who were invited to observe different lessons. The first set of data consisted of student feedback collected through reflections and the end-of-course survey administered by the university. Post-observation meetings with the instructors provided the second set of data. Content analysis was used to analyze the data with the help of a qualitative analysis software. Through iterative coding and clustering, emerging themes were identified. Codes were grouped and regrouped to identify new meanings and connections (Duncan, 2013). To answer the second research question, emergent themes were matched with the four components of Noddings’ (2013) framework: modeling, dialogue, practice, and confirmation.

The analysis provided insights into effective pedagogical practices and revealed that these practices extensively overlap with the four components of Noddings’ framework. This shows that caring is not only about emotions but also about a teacher’s competence to plan and implement a course in which all elements of design and delivery convey the feeling of care. We argue that it is possible to humanize education through well-planned pedagogical interventions, and this presentation showcases best practices to increase the instructional effectiveness of online lessons.

**Keywords:** online learning, care-centered education, pedagogy of care, course design and delivery

2 July 2020, Saturday

Özlem Özbakış

Abstract

**Novice EFL Writers' Paraphrasing Experiences in an Academic Writing Course, ENG 101**

For teaching and learning purposes, paraphrasing not only offers additional insights for teachers to learn more about learners' reading and writing abilities, but it also enables learners to practice close reading of target texts and language, and thereby improving their reading and writing skills. Therefore, it is critical for L2 writing researchers to investigate the practice of paraphrasing in order to gain a deeper understanding of novice L2 learners' academic writing experiences. However, although the significance of plagiarism and textual borrowing in academic writing is evidenced with a plethora of studies (e.g., Cumming, et al. 2016; Pecorari & Petrić, 2014; Pennycook, 1996), paraphrasing has not attracted its deserved attention, especially regarding EFL writers' practices at the tertiary level. In this regard, this study was conducted to explore the experiences of novice EFL writers as they practiced paraphrasing in an academic writing course, in Turkey, and further seeks to unveil the complexities for the inexperienced L2 writers to acquire the skill of paraphrasing. Focusing on how eight inexperienced L2 academic writers experienced the process of paraphrasing, the study in hand contributes to an emic perspective to second language writing literature by filling the methodological and the contextual gap. The data collection tools of the study included a short questionnaire, introspective methods, think-aloud protocols, and short semi-structured interviews. Initially, a short questionnaire was used to learn background information such as L2 learners writing experiences and familiarity with the paraphrasing skill before choosing the focal participants. Apart from the questionnaires, think-aloud protocols were conducted to explore how students make decisions while paraphrasing. During the think-alouds, the students were asked to complete a short paraphrasing task while verbalizing their thoughts, which lasted approximately 30 minutes each. Moreover, short semi structured interviews were conducted to learn the participants' perceptions about paraphrasing experience, and suggestions for classroom instructions. The participants of the study included eight upper-intermediate freshmen in English for Academic Purposes-I class. Findings of the study revealed that the inexperienced L2 writers conceptualized paraphrase as a linguistic activity rather than a writing tool without taking the rhetorical functions into consideration. The participants linguistically manipulated sentence structures, went through the paragraph sentence by sentence and search for synonyms in order to produce paraphrases that would ideally 'mean the same, but look completely different'. Therefore, they showed a tendency towards paraphrasing every single linguistic chunk in the original sentences, and thus attempting to make their paraphrases as close to the original paragraph as possible. The participants were also observed to use multiple online sources and work with Artificial Intelligence by using paraphrasing tools to crosscheck the output. The findings provide a deep understanding of the general practices of EFL undergraduate writers, and strategies they use when working on a paraphrase and the decisions they make in the paraphrasing processes. The study also shows the major difficulties EFL L2 writers encounter and illuminates how they make sense of the paraphrasing skill with further suggestions for classroom instruction.

**Key words:** EAP, paraphrasing, academic writing

2 July 2020, Saturday

Samet Çağrı Kızılkapan &amp; Çiğdem Karatepe

Abstract

**An Investigation into the Uses of Self-mention and Second Person Pronoun across Four Journals**

Metadiscourse has gained the interest of many scholars in recent years. With the aim of gaining recognition, many scholars publish their articles in English. However, investigation into the use of self-mention and second person pronoun according to the journals' quartiles has not yet been investigated. The aim of this paper was to compare four journals based on their quartiles in terms of uses of self-mention and second person pronoun. In line with this aim, four journals were investigated. The results indicated no significant differences between journals in using self-mentions (tables, titles, translations and quotes included), second person pronoun (tables, titles, translations and quotes both included and excluded). However, the results highlighted significant difference between journals in using self-mentions (tables, titles, translations and quotes excluded). Further implications are made for the use of journals and articles for graduate education.

**Keywords:** Metadiscourse, self-mention, second person pronoun, quartiles



### Using Spoken Dialog Systems in Assessing ESP Students' Oral Communication Skills: A Generalizability Theory Approach

The assessment of oral proficiency in ESP contexts remains a central challenge for researchers, test developers, and classroom teachers (Douglas, 2000) because of crowded classrooms, teacher-centered instruction, and lack of authentic tasks (e.g., Hsu, 2014). One way to solve this problem is to establish a meaningful link to students' future workplaces through role-playing (Manias & McNamara, 2016). To do this, task-based spoken dialog systems (SDS) in which computers act as conversational agents may be helpful. However, there have been limited applications of SDSs for ESP assessments so far. In this sense, this study offers a unique approach to assessing ESP students' oral communication skills. To fill this gap, a task-based Tourism English oral performance assessment was designed based on the evidence-centered design model (Mislevy, Steinberg, & Almond, 2003) using a specialized SDS in which computer acts as a hotel guest and students act as a hotel employee receptionist. A total of three scenarios in which students were expected to deal with customer complaints were simulated through SDS-based role-play tasks: a smell problem in a non-smoking room (the Smell task), noise coming from the street (the Noise task), and broken air-conditioner (the Broken AC task). Foregrounded by core theoretical tenets (Kane, 2006), this study examined two assumptions of the generalization inference in the interpretive argument (Chapelle, 2021): ratings of different instructors are consistent (Assumption 1) and test scores are dependable (Assumption 2). A total of 30 ESP students completed the test, and their oral performances were rated by four raters who were trained by using a top-down training approach (Knoch et al., 2021). The study adopted generalizability theory to investigate the score reliability of the SDS-based role-play test tasks and to determine the number of tasks and raters for an acceptable level of reliability. The results revealed that the raters were consistent with an interrater reliability of .94 and the 67% of the score variability was due to students' oral communication ability. There was no task effect found on the score variability, whereas it was only 5% for raters. There were also little to no effect of interaction between tasks, raters, and students on the score variance. Finally, it was found that an acceptable level of score dependability can be achieved with three tasks and only one rater. These findings suggest that the SDS-based role-play test tasks were able to successfully distinguish different level of students. In order to address the logistic problems that prevent ESP classroom instructors from assessing their students' oral communication skills, this study introduces an innovative approach by shedding light on the design and use of specialized SDS-based role-play tasks for an ESP assessment.

**Keywords:** ESP assessment, spoken dialog system, oral communication

2 July 2020, Saturday

Yolanda Joy Calvo Benzie

Abstract

**“The family lived in a small farm\*”, “The little sheep went to the school\*” An Analysis of Social Education ESP Problems with Verb Tenses, Prepositions, Articles, Pronouns and Subjects**

Spanish and English are languages which differ quite a lot, grammatically speaking. For example, a) Spanish has specific forms in the subjunctive (fuera o fuese, hubiera o hubiese ido, haya ido...) whereas the subjunctive in English is formed by some tenses (past simple, past perfect...) and, b) subject omission, which is generally accepted in Spanish but not in English. Spanish students begin to learn English when they are 3 years old and continue to do so until they are 17 or 18. Hence, at the time they decide to enroll in a university degree, they have been in contact with this language for around 15 years. Moreover, since the implementation of the Bologna system, university students of all degrees need to obtain a B1/B2 level in a foreign language before they are allowed to graduate. In the case of the degree of Social Education at the University of the Balearic Islands (UIB, Spain), students are offered the possibility of taking an optional ESP subject to help them meet the language level requirement before graduating. It would hence be feasible to say that Spanish students should make few grammar mistakes after having been exposed to the language for so long. However, is this true or do they continue to have some problems? If so, what aspects do they have more problems with? Prepositions? Articles?...

In this paper we will analyse the grammatical mistakes made by Social Education ESP undergraduates. The research materials used are some stories on social issues, which were written by the ESP students themselves and are addressed to primary school children. The main reason why we motivated them to write a story on a social issue is that, unfortunately, we live in a world in which new cases of crimes like murder, rape, gender violence or discrimination appear daily in newspapers and social networks. Children are particularly susceptible to these behaviors (Walters, 2018) and they may even end up seeing them as something normal. It is hence crucial to help develop young students “empathy, social and moral values and attitudes, self-confidence and self-esteem” (Hwee-Hwang, 2004, 140) and we believe one way of doing so is by listening to stories. Slightly over 500 grammar mistakes were found in the stories analysed. These errors were afterwards classified and sub-classified into different thematic groups. Out of these, the five most productive types of mistakes registered are: a) problems with verbs (tenses, incorrect structure), with 211 (44.42%) mistakes recorded, b) prepositions (90 (18.94%) mistakes registered), c) articles, with 47 (10.58%) mistakes found, d) pronouns (35 mistakes, i.e., 7.88% of the total) and subjects (23 (5.18%) mistakes registered). Hence, ESP university teachers should be aware of these learners’ grammatical mistakes and create activities to help them overcome as many of them as possible. In this paper, we will explain the story-writing project in detail and afterwards, describe the main grammar mistakes found according to the (sub)classification followed, together with specific examples of the mistakes found.

**Keywords:** English for Social Education, story-writing, grammar mistakes, ESP

2 July 2020, Saturday

Renata de Souza Gomes

Abstract

**ESP Material Production in Covid 19's Time: A Case Study in Brazil**

Since the teaching of English for Specific Purposes has been introduced in the Brazilian context by Professor Maria Alba Celani (2005), many aspects of its pedagogy and understanding have been redesigned in the educational scenario. One of the most important changes made was a consequence to the understanding of the subject's concept of language. The subject's name went from "Instrumental English", which evoked the idea of using language as a set of structural tools in a technical context of a certain profession, to "English for Specific Purposes", that leads us to understand language as discourse in a myriad of different specific real contexts where people need to communicate themselves in many different forms. The changing winds and shifting sands in ESP through the years brought also a new perspective to the instructional material design for each specific language classroom. According to Dudley-Evans and Maggie St Joan (1998) the material development empowers teachers in the sense that they stop being consumers and start being the ones who produce exactly the specific content they want and need to teach. As material designers and managers of their own content, teachers have realized how the tools and sources for their labor have changed over the years, especially due to the advent of the so-called new technologies. There are two aims intertwined in this presentation. The first one is to review and study how material design has changed over the years focusing on technological tools and sources that help building the lessons. The second objective came into light with the unfortunate advent of the pandemic Sars Covid-19 years. Never before in the planet's history, humanity has faced a pandemic moment, immersed in a technological and hyper connected world, where online classes were the solution to continue the lessons during long lockdown moments. At the same time, a profound abyss was opened between those who could comfortably afford to follow the lessons at home and those who simply did not have a smartphone to study and ended up evading from school. Following Boaventura Souza Santos' (2020) idea of "the cruel pedagogy of the virus", two study cases will be analyzed: the production and delivery of ESP material to two distinct groups of students: a group of industrial mechanics technician students and a class portuary technician students. Both groups derive from the same federal technical educational institution, in Brazil at the city of Rio de Janeiro: CEFET-RJ, and both of them had lessons through Microsoft Teams platform.



2 July 2020, Saturday

Rachel Hall Buck &amp; Silvia Vaccino-Salvadore

Abstract

**Translanguaging as a Method to Accomplish Tasks: Socio-emotional and Task-oriented Uses of Arab Engineering Students' Linguistic Resources**

Code-switching refers to “switches between languages that occur within or across sentences during the same conversation or discourse” (Baker & Wright, 2021, p 107). According to Allard (2017), “Translanguaging includes flexible language practices such as code-switching, co-languageing, and others, though the term extends the understanding of these practices as ‘dynamic and functionally integrated’ in ways not previously captured by a focus on the alternation between two separate codes (p. 117). This definition, however, does not highlight a key difference between code-switching and translanguaging: the varying conceptualizations of “named” languages and linguistic boundaries. Code-switching suggests “a theoretical endorsement of the idea that what the bilingual manipulates, however masterfully, are two separate linguistic systems” (Otheguy et al., 2015, p. 282). Translanguaging, on the other hand, “questions the very existence of the boundaries between named languages” (Wei, 2019, as cited in Vallejo & Dooley, 2020, p. 8). In other words, translanguaging does not “refer to two separate languages nor to a synthesis of different language practices or to a hybrid mixture” (Garcia & Wei, 2014, p. 21), but treats the “diverse languages that form [a speaker’s] repertoire as an integrated system” (Canagarajah, 2011, p. 401). Many scholars use the term translanguaging as a theoretical framework to study language use. Translanguaging draws on students’ linguistic resources in order to create meaning. This is especially vital in ESP classrooms. In this session, the presenters discuss a study of engineering students’ use of Arabic and English in small groups in order to solve problems. Using Translanguaging as a theoretical framework, and Interaction Process Analysis (see Bales, 1950), which provides thematic categories including socio-emotional and task-oriented categories, we present the findings of students’ translanguaging practices as part of their authentic coursework.

2 July 2020, Saturday

Ezgi Topuz Sezen

Abstract

**Dictogloss: An Alternative Way to Enhance Student-centered Learning in ESP Classes**

The relevant literature shows that Dictogloss has been mainly used to teach grammar (Wajnryb, 1995) although the procedure could be considered quite appropriate for adaptation and a great number of variations in practice which have been studied and exemplified in literature. Some examples of the variations include adaptations of stages of the procedure with an objective to teach grammar through dictation (Thornbury, 1997; Jacobs and Small, 2003; Gibbons, 2015), or teaching especially listening skills (Cooke & Leis, 2018; Vasiljevic, 2010; Rezaei, 2018). However, there seem to be very few examples of using Dictogloss to teach organizational structures in literature and none for using it to teach organizational components of an academic speech. To help fill this gap in the literature, the present study, therefore, aims to experiment with the “dictogloss procedure” by using “video dictogloss” as a variation of the technique in an Oral Presentation Skills lesson to teach the components of the introduction part of an academic oral presentation. More specifically, the purpose of the study is to find out if the dictogloss procedure helps students notice the structure and organizational components of the introduction part of a presentation. This may create a learner-centered and interactive learning environment that supports increased student involvement and autonomy. The study also aims to find out if using the dictogloss procedure might increase student talking time, decrease teacher talking time and minimize teacher intrusion or involvement as the teacher would be providing the students with a chance to actively contribute to their own learning process during the lessons. In order to collect data, this qualitative study utilized peer observation notes by two colleagues, written work of students, student questionnaires, recordings of group discussions of the students and recorded student presentations. The data were analyzed through content analysis which is “a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use” (Krippendorff, 2013, p. 24). The results obtained from the preliminary analysis seem to show that this procedure encourages noticing and discovering the structure and components in oral presentations and can also be used for teaching structure and organizational components. Moreover, the findings also support that dictogloss provided opportunities for simultaneous use of multiple skills by the students, active involvement of the students in their learning process and that they enjoyed exploring the technique in this academic skills course. Considering these, it would be argued that using this procedure in Oral Presentation Skills lessons could serve as an alternative classroom practice that promotes student-centered learning and contributes to the improvement of classroom practices of ESP teachers.

2 July 2020, Saturday

Selahattin Yılmaz &amp; Ferda Ilerten

Abstract

**Metadiscourse in Critical Response Papers by Pre-Service EFL Teachers**

Not only does college-level critical writing aim to boost students' causal thinking and reasoning skills, but it also eventually reflects the cognitive change in their assignments (Carroll, 2007; Nosich, 2022). However, to our knowledge, students' process of developing these skills has not been studied extensively. Therefore, this study examines the language of critical thinking through interactional metadiscourse markers in Hyland (2005) and phraseological items commonly used to express evaluation in the critical response papers written by pre-service EFL teachers over the course of a semester in a Turkish public university. Research questions are as follows: (1) What are the commonly used interactional metadiscourse markers as listed in Hyland (2005), as well as linguistic items used only in the critical response papers by pre-service EFL teachers?; (2) How does the use of these markers differ across tasks?; and (3) How does the use of these markers differ across students? The Critical Response Corpus, henceforth CRP, includes 198 response papers written by 22 students. Of the 81 students enrolled in "Critical Reading and Writing," an undergraduate course offered primarily to sophomore-level students in a TEFL program, texts on the current issues in ELT such as translanguaging, use of digital platforms in ELT classes, advocacy, mindfulness, and social-emotional learning, by 22 students who submitted all nine papers were included. The submissions were based on critical responses to the articles read and discussed in class every week. The frequencies of metadiscourse markers listed in Hyland (2005) were extracted from the corpus using AntConc 3.5.9 (Anthony, 2020). Additionally, following the manual annotation of the papers by five students, that is, over 20 percent of the data, multi-word units including interactional metadiscourse markers were closely examined. Preliminary findings suggest that students made frequent use of engagement markers (e.g., should, parenthetical information, and we) and boosters (e.g., think, must, and know), while the use of self-mention (e.g., I, we, and my) and attitude markers (e.g., important, even, and agree) decreased from the first to the last task. These results align with Carroll (2007) in that the students moved from sharing their personal experiences to using research evidence to support their arguments. However, the frequency of hedging devices (e.g., should, may, and would) was found to be closely linked to the topics of the readings. Students were found to use hedging devices more frequently when critiquing the readings about instructional practices, which, in a way, supports Liu and Stapleton's (2018) finding that lack of familiarity with the topic affects students' writing negatively. Overall, the findings shed light on the important linguistic qualities of critical writing (Woodward-Kron, 2002), and the key role of topic selection in assigning critical writing tasks.

**Keywords:** L2 academic writing; critical thinking; metadiscourse; corpus linguistics; pre-service teacher education



2 July 2020, Saturday

Ali Sükrü Özbay &amp; Ayşenur Hoşoğlu

Abstract

**Implementing DDL Activities in a Corpus-Based EAP Course for MS and PhD Engineering Students**

This study reports on an EAP study aimed at spreading the data-driven learning (DDL) approach to research writing among MS and PhD engineering students in a mid-sized university located in the eastern Black Sea region of Turkey. A series of 90-minute EAP courses were delivered by the researchers under the Graduate Institute of Natural and Applied Sciences through a course titled "FBE 5008 Scientific Article Writing in English" which lasted for 14 weeks across. The course was delivered online via Microsoft Teams during the fall term of the 2021/2022 academic year, and it was elective, and the registration was not mandatory. A total of 50 post-graduate students from 12 different engineering departments, including architecture and earth sciences, registered for the course accounting for almost 20% of the whole research graduate student population in the university for that year. Participants were first introduced to the free online corpus tool "AntConc 4.0.7", which is used to analyse various lexical and discoursal features encountered during research writing. Then, a teacher built discipline-specific corpus was shared with students after the initial training on how to use the corpus tool was done. Each student participant was also asked to compile a specific corpus in their prospective fields of study. Using a specific corpus and comparing it to the discipline-specific one provided by the teacher and by means of using hands-on activities as well as the follow-up discussion series, which were done interactively, the participants of the study were able to observe and compare multi-word combinations, sentence structures, genre-based terminologies and their usage patterns, lexico-grammatical patterns and various discourse strategies that were used in the both corpora of research articles across different disciplines in engineering. The linguistics realizations that are made in this process were carefully observed and noted by the researchers in an effort to shed light on the level of students' self-achievement and the recent development in using corpus tools. At the end of the study, it was observed that the student participants were able to compile their own corpus based on their field of research and the self-selected participants took part in the evaluation of the course. Their feedback related to the implementation of the course was positive for the large part, though there were few who found corpus use somewhat challenging and time-consuming. The feedback provided in this way will be taken as useful insights for future improvement of the course as well as the successful implementation of DDL activities in the study is expected to provide positive outcomes for prospective researchers who aim to employ this approach in their own classrooms.

**Keywords:** DDL, corpus, EAP, engineering, graduate level

2 July 2020, Saturday

İbrahim Halil Topal

Abstract

**Utilizing Digital Tools to Teach Pronunciation for ESP Learners**

Communication is defined as the exchange of meanings between individuals through a common system of verbal and nonverbal symbols (Gordon, 2021). Effective communication is viewed as the ultimate goal of any language learning practices (Richards, 2015), and this does not exclude English for Specific Purposes (ESP) contexts (Lu, 2018). Communication is also one of the 4C's (alongside of creativity, collaboration, and critical thinking) included in the 21st-century learning skills (Partnership for 21st Century Skills, 2007). Referring to the “act or manner of pronouncing syllables, words, and phrases with regard to the production of sounds and the placing of stress, intonation, etc.” (Collins Dictionary, 2022, n.d.), pronunciation is one of the salient components to effective verbal communication (Levis, 2018) as mispronunciation might cause misunderstandings and communication breakdowns (Pennington & Rogerson-Revell, 2019). The criticality of intelligible pronunciation might be observed well in such contexts as but not limited to business and aviation, where effective communication is rightfully required (Kim & Billington, 2018; McGregor & Reed, 2018). It has been revealed that pronunciation tends to be thorny for many nonnative speakers, including Turkish (Demirezen, 2021), French (Horgues & Scheuer, 2014), German (Kresta, 2020), Greek (Papachristou, 2011), Italian (Wheelock, 2016), and Spanish (Rallo Fabra & Jacob, 2015). Given that accented speech is a common problem among nonnative speakers of English and influences intelligibility (Munro, 2008), and that most communication occur between nonnative speakers, the place of pronunciation acquires particular significance. Notwithstanding this significance, pronunciation has oftentimes been overlooked owing to such reasons as lack of time, inadequate teacher training, or insufficient assurance of long-term outcomes, teachers' beliefs and attitudes (Derwing & Munro, 2015; Thomson, 2012; Tergujeff, 2012). Research has shown that pronunciation might be trained and that intelligibility, comprehensibility, and accentedness might all be improved through such training (Derwing, Munro & Wiebe, 1997; Fouz-González, 2019). The advent of mobile and computer technologies has furthermore enabled the teaching of pronunciation in a more engaging and entertaining way, making it pedagogically appealing. To this end, this paper aims to surmount pronunciation teaching within the context of ESP by way of digital tools. Given the significance of both segmental and suprasegmental features of pronunciation for effective communication (Pennington, 2021; Suzukida & Saito, 2021), digitally practicable techniques for teaching segmental and suprasegmental features of pronunciation are presented. To achieve this, academically significant segmental and suprasegmental pronunciation features are initially identified. Appropriate mobile, computer, and web-based technologies are subsequently selected for their instruction.

**Keywords:** Pronunciation, ESP, digital tools, international communication, pronunciation training

2 July 2020, Saturday

Mohammad Amerian

Abstract

**Lessons Learned from Media ESP: Fresh Findings from a Unique Broadcasting University**

Throughout the (at least) last three decades, ESP courses' design has been -decently- shaped, lubricated and set all around analysis of the needs, wants and necessities of the target commonly specialized audience, along with injecting considerable dosages received from the corresponding 'corpus' studies. While the principles still tune fine, there seem to be new insights into the arena according to the distinct nature of specific courses bearing their unique contextualized atmospheres in mind. This paper proposes a framework to design the ESP courses for the students of media arts in the new cybernetic age. The idea is to amalgamate the technological innovative principles inherent with the media studies (i.e., media ESP's classic raw data for the content/subject matter modification and implementation) and the seemingly more varied, diverse and multi-colored tendencies of the target population of students towards technical practices. The core notion is partly borrowed from my earlier study (Amerian, 2010) tied to the specific 'inclinations' of the students studying arts. The study had suggested priming and prioritizing of the audio-visual properties of the content being taught when teaching ESP to the aforementioned students as to noticeably enhance the students' intrinsic motivation to follow-up and engage with the course. Now, considering the necessity of attending also the 'lacks' in ESP teaching, after updating and expanding its data as a result of instant feedbacks from a variety of media English courses in all levels (B.A., M.A. and Ph.D.) in one of the unique state universities across the world focused merely on media-related majors (IRIB University, Iran), this paper argues for recognition of the specific 'wants' in particular media ESP contexts. In mass communication and media studies, following Marshall McLuhan's (1964) 'Global Village', 'convergence' is a theory mainly pushed by advances in media technology emphasizing bringing various mediums together to suit the ecological needs of the new environment through the interaction of telecommunication and IT technologies (Jenkins, 2006). Borrowing from the same ground, here it is alarmed that simple classic mixing of the 'special' contents with teaching practices will not ring the bell. Believing that particular academic/professional communities possess particular non generalizable features (my book chapter, 2020), the recommended design is not only comprised of the ESP rituals (e.g. context-specific texts and tasks) but also involves serious consideration of the feedbacks received (lessons learned) during the early sessions from the students themselves during four academic semesters from 2020 to 2022. They entail (not limited to, though) tuning the resources, activities, tasks and content of the courses with the 'very' peculiar tastes of the students of media (who have been most often experiencing significant artistic background during their college years) as shaped by both their very background, interests and tendencies, and their forthcoming occupational positions in which they need/use English. The rationale is also backed by participant observation, in-depth interviews and researcher-made and context-tailored questionnaire.

**Key Words:** ESP, Media, Convergence, Audio-Visual, Motivation



2 July 2020, Saturday

Elif Tokdemir Demirel

Abstract

**The use of a Corpus Based Approach in ESP: The case of Medical Terminology**

Translation and Interpretation Department students can be regarded as language learners throughout their education and training since they need to develop their language repertoire continuously. The teaching of subject specific terminology is an important component of translator training. In this sense, activities carried out with the aim of developing students' English repertoire can be regarded as work in ESP. In the recent decades, corpus and corpora which was initially used by linguists for analysis of languages has found its way into language teaching as well as translation studies. A corpus based approach is a unique approach to language since is based on real language data and allows analyses of vast amounts of language data in a short time efficiently. In the teaching and learning of subject specific terminology in English, the corpus approach is very effective since it provides opportunities of exploring vast amounts of readily available data compiled by researchers for researchers and learners. This study will introduce a corpus based approach to the teaching of medical terminology tested out with English Translation and Interpretation students. The steps in the corpus based approach include creation of a corpus by students, its lexical analysis and eventually terminology creation and analysis. In the study, first students are going to be trained in creating their subject specific medical language corpora and analyzing their corpora on a concordance program, namely AntConc. The students will specifically create their corpora of Covid-19 and then they will extract the terminology and study and analyze it in detail. The students will explore the terms, their collocations and common lexical bundles in their corpora. The aim of this study is to share steps and outcomes of this corpus based approach to the teaching of subject specific terminology as well as challenges it presents and ways of overcoming these challenges.

**Keywords:** Corpus based approach, lexicology, medical terminology, ESP, translator training

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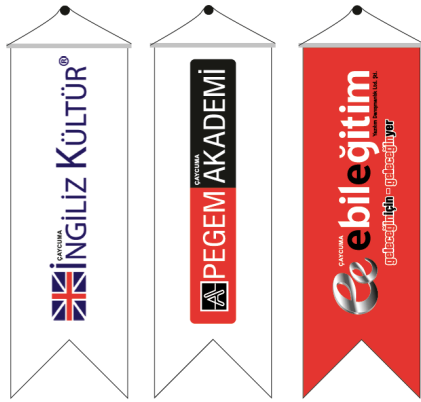
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