



# 16TH INTERNATIONAL ULEAD CONGRESS

09-11 MAY 2022  
AMASYA, TURKEY

## 6TH INTERNATIONAL CONFERENCE ON RESEARCH IN APPLIED LINGUISTICS AND FOREIGN LANGUAGE TEACHING

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ABSTRACT DEADLINE  
30 MARCH 2022

# 16TH INTERNATIONAL CONGRESS ON RESEARCH IN EDUCATION



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ULEAD CONGRESS**

**6TH INTERNATIONAL CONFERENCE  
ON RESEARCH IN APPLIED LINGUISTICS  
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09-11 MAY 2022 / AMASYA, TURKEY

School of Foreign Languages, Amasya University

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**6th International Conference on Research in Applied Linguistics  
ICRAL 2022**

**Bridging the Gap in the Digital Era: Optimistic Problem-Solving  
in Applied Linguistics and Language Teaching**

**ABSTRACT BOOK**

**Editörler**

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Aralık 2022



## 6th International Conference on Research in Applied Linguistics ICRAL 2022

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# 6th International Conference on Research in Applied Linguistics ICRAL 2022

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## FOREWORD

Once more we as the International Education Researchers Association-ULEAD are pleased to have organised the 6th International Conference on Research in Applied Linguistics- ULEAD ICRAL 2022, hosted by Amasya University held both online and face-to-face on May 09-11, 2022. Due to the pandemic, we had to convene ICRAL 2020 and ICRAL 2021 conferences online; thus, we are happy to hold ICRAL 2022 both online and in person. The theme of the 6th International Conference on Research in Applied Linguistics- ULEAD ICRAL 2022 is "Bridging the Gap in the Digital Era: Optimistic Problem-Solving in Applied Linguistics and Language Teaching".

The world is in the digital era, and every field of science takes its shares from this digitalization process. Although the digital era has several advantages, it also has its own drawbacks in the field of Applied Linguistics. Thus, providing optimistic problem-solving in Applied Linguistics and Language Teaching will guide the researchers, academics, practitioners and all the other stakeholders in this field to the future. Due to the significance of focusing on these issues to be able to embrace the future, we have chosen this as our conference theme in the 6th International Conference on Research in Applied Linguistics.

We have ten distinguished keynote speakers. Hereby, I would like to thank all our authors and keynote speakers in contributing to this conference. We are especially honoured to introduce our keynote speakers Prof. Dr. Charles Brown, Prof. Dr. Gonca Yangın Ekşi, Prof. Dr. Hasan Bedir, Prof. Dr. Hacer Hande Uysal, Prof. Dr. Abdulvahit Çakır, Assoc. Prof. Dr. İpek Kuru Gönen, Assoc. Prof. Dr. Anıl Rakıcıoğlu-Söylemez, Assoc. Prof. Dr. Tamar Dolidze, Assoc. Prof. Dr. Christine Coombe and Claudia Lopes.

I would like to express my thanks to Assoc. Prof. Dr. Kadim Öztürk for his endorsement and commitment to support this conference as the co-host of the 6th ICRAL. Also, I would like to thank all those who have been involved or contributed in any capacity, whether members of the organising and scientific committees, academic or administrative personnel, students, other supporters and helpers, and of course all the delegates who are participating.

I hope that everybody will find ample opportunity to expand their knowledge, exercise their minds and connect with colleagues during the conference. We are delighted that you are all able to attend this conference, but I think we shall be even more delighted if we have the opportunity of welcoming you in person to the following ICRAL conferences.

**Prof. Dr. Dinçay KÖKSAL**

President of ULEAD

# 6th International Conference on Research in Applied Linguistics ICRAL 2022

## CONFERENCE PROGRAM

### OPENING SPEECHES

Monday, 09 May / 09:00 - 09:45 Keynote

09:00-09-15 / PROF. DR. SÜLEYMAN ELMACI – RECTOR OF AMASYA UNIVERSITY

09:15-09-30 / ASSOC. PROF. DR. KADİM ÖZTÜRK

09:30-09-45 / PROF. DR. DİNÇAY KÖKSAL

### COFFEE BREAK

Monday, 09 May / 09:45 - 10:00 Coffee Break Event Venue: RECTOR OF AMASYA UNIVERSITY

### KEYNOTE SPEECHES - PROF.DR. GONCA YANGIN EKŞİ

Monday, 09 May / 10:00 - 10:45 Keynote

21st Century Teaching Skills

### KEYNOTE SPEECHES - PROF. DR. CHARLES BROWN

Monday, 09 May / 11:00 - 12:00 Keynote

The new general service list project: A modular approach for the systematic development of second language vocabulary

### KEYNOTE SPEECHES - PROF.DR. ABDULVAHİT ÇAKIR

Monday, 09 May / 13:00 - 14:00 Keynote

### Session 1 Room 1

Monday, 09 May / 14:15 - 15:15 Oral Abstract Session Moderator: Kadim Ozturk

- **MIXED METHODS PROFICIENCY IN APPLIED LINGUISTICS**

Mohammad Amini Farsani (IR), Maryam Beykmohammadi

- **AUTONOMY AMONG EFL LEARNERS IN RELATION TO THE DEMOTIVATIONAL FACTORS**

Kadim Ozturk, Gülşah Tıkız Ertürk, Ferdane Denkeç Akkas (TR)

- **PRAGMATICS TEACHING IN SCHOOLS OF FOREIGN LANGUAGES IN TURKEY: DEVELOPMENT OF THE PRAGMATICS TEACHING SCALE (PTO)**

Cigdem Karatepe, Gülşah Tıkız Ertürk (TR)

# 6th International Conference on Research in Applied Linguistics ICRAL 2022

## Session 1 Room 2

Monday, 09 May / 14:15 - 15:15 Oral Abstract Session Moderator: Prof. Dr. Arif Sariçoban

- **TEACHING LITERATURE IN THE DIGITALIZED ERA**

Mehmet Takkaç (TR)

- **AN EVALUATION OF AUGMENTED REALITY (AR) TECHNOLOGY IN EARLY CHILDHOOD LANGUAGE EDUCATION**

Ayşegül Takkaç Tulgar (TR)

- **Student opinions on education models and online exams in higher education during the Covid 19 pandemic**

Arif Sariçoban (TR), Hasan Çağlar Başol, Aylin Yardımcı

## Session 1 Room 3

Monday, 09 May / 14:15 - 15:15 Oral Abstract Session Event Venue: Session 1 Room

3 Moderator: Erdem Akbaş

- **Learner Corpus Research and Natural Language Processing**

Hakan Cangır (TR), Kutay Uzun, Taner Can

- **AN INQUIRY INTO EXPLOITING CORPORA IN LANGUAGE LEARNING AND TEACHING: PRACTICAL IDEAS FOR LANGUAGE TEACHERS**

Ibrahim Halil Topal (TR)

- **From negative evidence to learning opportunities: Investigating informal formative assessment practices in L2 classroom interaction**

Erdem Akbaş (TR), Zeynep Ölçü-Dinçer, Ufuk Girgin, Yasemin Acar, Emine Yavuz, Dürdane Tor

## KEYNOTE SPEECH - ASSOC. PROF.DR. ANIL RAKICIOĞLU-SÖYLEMEZ

Monday, 09 May / 15:30 - 16:15 Keynote

Cultivating growth in mentoring: EFL practicum from a relational perspective

## Session 2 Room 1

Monday, 09 May / 16:30 - 17:30 Oral Abstract Session Moderator: Ali Erarslan

- **The Role of Proficiency Factor in the Development of Pragmatic Awareness among Turkish Pre-Service EFL Teachers**

Semin Kazazoğlu, Kardelen Yaman (TR)

- **The Effects of Blogwriting on English Language Learners' L2 Writing Motivation, Attitudes and Peer Feedback through Blogs on the Middle Schools in Turkey**

Enes Sevinçli (TR)

- **THE ROLE OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) IN LIFELONG LANGUAGE LEARNING**

Gülberk Atak Çağan (TR), Özcan Demirel

## KEYNOTE SPEECHES - ASSOC. PROF.DR. TAMAR DOLIDZE (VIRTUAL SPEECH)

Tuesday, 10 May / 09:00 - 09:45 Keynote

The change of English during the pandemic and beyond

# 6th International Conference on Research in Applied Linguistics ICRAL 2022

## KEYNOTE SPEECHES - PROF.DR. HACER HANDE UYSAL

Tuesday, 10 May / 10:00 - 10:45 Keynote

An overview of research exploring writing in relation to social and cultural factors

## Session 1 Room 1

Tuesday, 10 May / 11:00 - 12:00 Oral Abstract Session Moderator: Safiye İpek Kuru Gönen

- **DESIGNING AN ENGLISH SPEAKING MOOC: OUTCOMES OF A STRATEGIC PARTNERSHIP PROJECT IN ADULT EDUCATION**

Neslihan Köse, İlknur Civan (TR), Safiye İpek Kuru Gönen, Burcu Şentürk, Hüseyin Kaygın

- **Language Mindset, Anxiety, and Proficiency: A Path Analysis Approach**

Shadi Sadat Seyed Shoja (IR), Mohammad Amini Farsani

- **Dialogic Reflection: An investigation into increasing the effectiveness of micro-teaching**

Hatice Ergül (TR), Özge Gümüş

## Session 1 Room 2

Tuesday, 10 May / 11:00 - 12:00 Oral Abstract Session Moderator: Mehmet Kılıç

- **A COMPARISON STUDY: PRESERVICE EFL TEACHERS' SPEAKING ANXIETY LEVELS**

Melike Şen (TR), Dilek Büyükahıskı

- **An investigation into speaking performance: The role of vocabulary knowledge and student perceptions**

Seda Asil, Mehmet Kılıç (TR)

- **ITEM WRITING PROBLEMS APPEARED IN CEFR-LEVELLED READING AND LISTENING TESTS**

Tuba Arabacı Atlamaz (TR), Levent Yakar, Elif Kantarcioglu, Erkan Hasan Atalmis, Reyhan Ağçam, Nuri Dogan

## Session 1 Room 3

Tuesday, 10 May / 11:00 - 12:00 Oral Abstract Session Moderator: Yusuf Demir

- **Why Selection of Reporting Verbs Matters in Academic Writing?**

Abdu Al- Kadi (JO), Yusuf Demir

- **POSITIONING L2 (DOMAIN-SPECIFIC) GRIT: A BURGEONING CONSTRUCT IN SLA RESEARCH**

Yusuf Demir (TR), Abdu Al- Kadi

- **A SCOPING REVIEW OF LANGUAGE TEACHER IDENTITY RESEARCH WITH NARRATIVE INQUIRY METHODOLOGY**

Asiye Doğan Uçar (TR), Erdem Akbaş

## LUNCH BREAK

Tuesday, 10 May / 12:00 - 13:00 Lunch Break



# 6th International Conference on Research in Applied Linguistics ICRAL 2022

## KEYNOTE SPEECH - PROF.DR. HASAN BEDİR (VIRTUAL SPEECH)

Tuesday, 10 May / 13:00 - 13:45 Keynote

Thinking and acting both locally and globally in ELT teacher education

## Session 2 Room 1

Tuesday, 10 May / 14:00 - 15:00 Oral Abstract Session Moderator: Ali Erarslan

- **THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND LANGUAGE LEARNER AUTONOMY OF TURKISH EFL LEARNERS**

Şeyma Yıldırım, Büşra Nur Durmaz (TR)

- **A study of boredom in English language learning: From the perspectives of pre-service English language teachers**

Ali Erarslan (TR), Mehmet Asmalı

- **ONLINE SOLUTIONS TO POST-PANDEMIC PROBLEMS FOR ENGLISH LANGUAGE TEACHERS**

Safiye Nur Kahya (TR)

## Session 2 Room 2

Tuesday, 10 May / 14:00 - 15:00 Oral Abstract Session Moderator: Erdem Akbaş

- **Pragmatic Aspect of English Language Teaching: Views of Pre-service EFL Teachers**

Gamze Erdem Coşgun (TR)

- **The elephant in the Room: The Essential role and Necessity of Learners' Idiomatic competence in Mastering English Language**

Amir Farjami (TR)

- **A CONVERSATION ANALYTIC STUDY ON CRITICAL INTERCULTURAL AWARENESS IN TASK ENHANCED VIRTUAL EXCHANGE**

Cennet Çalışmış (TR)

## KEYNOTE SPEECH - ASSOC.PROF.DR. İPEK KURU-GÖNEN

Tuesday, 10 May / 15:10 - 15:55 Keynote

Mindfulness in Learning and Teaching

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## VIRTUAL PRESENTATIONS - Session 3 Online Room 1

Tuesday, 10 May / 16:00 - 17:00 Online Abstract Session

- **TURKISH EFL TEACHERS AND CORPUS LITERACY: IS THERE A CONVERGENCE?**  
Tuğba Şimşek (TR), Marcus Callies
- **CHARACTERIZATION AS A STRUCTURE OF NARRATIVE DISCOURSE**  
Orhun Büyükkarcı (TR)
- **A contrastive study of phonetic repetitions in the epics “Beowulf” and “The Book of Dede Korkut”**  
Sevinj Fataliyeva (AZ)
- **Stylistic Analysis of a Short Story: Nathaniel Hawthorne's "'The Birthmark'"**  
Ceren Kahraman (TR)
- **A Study on the Relationship among High School EFL Learners' Autonomy, Self-esteem, and Choice of Vocabulary Learning Strategies**  
Çağla İçöz (TR), Ayhan Kahraman
- **Investigation of the Tertiary Level EFL Learners' Perceptions on Online Language Learning and Teaching**  
Hacer Kaçar (TR), Hasan Bedir

## KEYNOTE SPEECH - ASSOC.PROF.DR. CHRISTINE COOMBE (VIRTUAL SPEECH)

Wednesday, 11 May / 09:00 - 09:45 Keynote

The Quest for Academic Excellence in EL

## KEYNOTE SPEECHES - CLAUDIA LOPES (VIRTUAL SPEECH)

Wednesday, 11 May / 10:00 - 10:45 Keynote

The Science of Learning in the Language Classroom

# 6th International Conference on Research in Applied Linguistics ICRAL 2022

## VIRTUAL PRESENTATIONS - Session 1 Room 1

Wednesday, 11 May / 11:00 - 12:00 Online Abstract Session

- **A Functional investigation of Lexical bundles in Veterinary Medicine Academic Writing**  
Mustafa Özer (TR), Erdem Akbaş
- **A COMPARATIVE ANALYSIS OF INTERLINGUAL ENGLISH-TURKISH PROVERBS IN TERMS OF THEIR EQUIVALENCY: A CROSS-CULTURAL STUDY**  
Fatma Kimsesiz (TR)
- **AN ANALYSIS OF FOREIGN LANGUAGE LEARNERS' INTERCULTURAL COMMUNICATION COMPETENCE**  
Burak Aksoy (TR)
- **INVESTIGATING THE PROFESSIONAL IDENTITY OF EFL TEACHERS IN A NON-NATIVE CONTEXT**  
Fatma Kimsesiz (TR)
- **An Error Analysis on Turkish EFL Learners' Writings**  
Berfu Duygun (TR), Pınar Karabacak
- **IMPROVING SELF-EFFICACY BELIEFS OF PRE-SERVICE EFL TEACHERS IN USING WEB 2.0 TOOLS: AN EXPERIMENTAL STUDY**  
Gülten Genç, Özge Kırmızıbayrak (TR)
- **A REVIEW STUDY: INTEGRATION OF SECOND LIFE INTO LANGUAGE LEARNING AND TEACHING**  
Çağla Ceren Kebeci (TR), Betül Bal Gezeğin

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# ABSTRACTS

**AUTONOMY AMONG EFL LEARNERS IN RELATION TO THE  
DEMOTIVATIONAL FACTORS**

**Kadim Ozturk , Gülşah Tıkız Ertürk & Ferdane Denkci Akkas**

**Abstract**

Being two key factors in any learning environment, autonomy and motivation have long been studied in various EFL contexts. First, the level of motivation or demotivation is significant since it determines how much effort L2 learners will put in to acquire the target language. In addition, autonomous learners with high levels of self-awareness manage to take the responsibility of their L2 learning. That is, they know the best way to learn the target language for themselves and utilize effective strategies to overcome the difficulties on their way. To this end, this study aims to describe the degree of autonomy among EFL learners studying at university preparatory programs as well as the demotivating factors that influence their L2 learning process adversely. This is a descriptive study with a correlational survey design since it also intends to reveal any possible relation between the mentioned variables. The participants will include preparatory school students who are currently studying English at Turkish universities. The data will be collected through a background questionnaire in addition to the *Learner Autonomy Scale (LAS)* and the *Scale of Turkish Preparatory School University Students' Demotivational Factors Towards Learning English*. The quantitative data will be transferred to SPSS software and a statistical analysis will be conducted via descriptive statistics, and the test of Pearson Correlation Coefficient, independent samples t-test and one way ANOVA. The results will be discussed considering the related literature on learner autonomy and demotivation among EFL learners.

**Keywords:** Autonomy, motivation, EFL learners, preparatory level

**PRAGMATICS TEACHING IN SCHOOLS OF FOREIGN LANGUAGES  
IN TURKEY: DEVELOPMENT OF THE PRAGMATICS TEACHING  
SCALE (PTQ)**

**Cigdem Karatepe & Gülsah Tıkız Ertürk**

**Abstract**

Pragmatic proficiency is one of the key indicators of successfully and appropriately communicating in a target language, and accordingly, pragmatics teaching plays an important role in teaching English as a foreign language (EFL). However, to our information there are very few studies and no comprehensively developed scales on pragmatics teaching to explore the views of lecturers working in foreign language preparatory programs. In addition, the instructors who teach English as a foreign language often adhere to the textbooks in their course content and presentations, and their awareness level about pragmatics teaching has been reported low. (Tajeddin, 2020). To this end, this study aims to develop a scale examining the views of instructors in higher education in Turkey in terms of the place of pragmatics in foreign language teaching, pragmatics teaching, error correction and feedback, the place of pragmatics in educational materials and the evaluation of pragmatic teaching. The items of the PTQ were written by considering the relevant literature by the researchers. Following this, validity and reliability analyzes were run for all items existing in the scale. Since a scale with low reliability causes bias in the measurement and may pave the way for some undesirable decisions in educational applications, the development of a scale that is valid and reliable is crucial to conduct further comprehensive studies in the field. Completing the item writing process, expert opinions of five faculty members working in the field of Foreign Language Education at different universities in Turkey were achieved. When the items were finalized by considering the expert views, data were collected from the participants, and a pilot application was conducted for the validity and reliability of the scale. Having collected the data, exploratory and confirmatory factor analyzes were performed for the validity of the scale with the SPSS package program. Based on the results of the statistical tests, items with high factor power were included in the scale and all items with a total variance below 0.50 were removed from the scale. Considering the factor loads of all items, the item selection process was repeated until the optimal level was reached. Upon completing the validity analyzes, the



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reliability analysis was run via the SPSS program and the final version of the scale was given. By collecting data through this scale, the thoughts and perceptions of foreign language instructors working in Turkey will be revealed in depth and pedagogical suggestions will be made. Given the low level of awareness of the instructors on pragmatics teaching, they will hopefully realize the necessity of emphasizing the importance of pragmatics in language teaching and help learners in achieving pragmatic awareness and proficiency at higher levels.

**Keywords:** Pragmatic teaching, views of instructors, scale, items, validity, reliability

**TEACHING LITERATURE IN THE DIGITALIZED ERA**

**Mehmet Takkac**

**Abstract**

Since literature is the mirror of our lives, our lives in the digitalizing world can be said to be reflected through the digitalization of literature from its design and creation to its presentation and consumption. We can observe and experience the shift from the classical era of literature encompassing the Gutenberg model of literature in printed format to the digital era of literature revealing the distinct connection between literature and modern information and communication technologies, the Internet and electronic media in particular. It is an undeniable fact that diverse forms of technology have enabled world readers to have easy access to literary content piling up on the internet with an increasing flow of information. The revolutionary effects of the digital era have been observed, discussed and analyzed not only in relation to the way people read, think and analyze various genres of literature through EBooks, podcasts, movies, blogs and social media but also in relation to the way to teach literature at different educational levels. Hence, it is essential that language educators be aware of ways to appropriately integrate the facilities of digitalization in literature education in order to actualize pedagogical aims. Setting out from this conception, this study aims to offer some pedagogical implications in teaching literature through technology. In the study of literature, digital materials bring the advantage of presenting multimedia sources that refer to multiple intelligences and further draw students' attention to the literary content. Compared to the major reliance on linguistic content covered in print sources, rich content presented with the integration of technology increases learners' motivation and interest in literary studies. The presence of multiple input is expected to offer chances for successful reception and internalization of rich content, which is essential for full understanding and analysis. Therefore, literary content is suggested to be presented with the inclusion of multimedia accompanying linguistic presentation. Another favorable aspect of the use of modern technologies in literary studies is the possibility of one-to-one contact with other populations who are conducting literary studies as well. Technology enables readers, that is, teachers and students in the educational setting, to go over contextual and temporal boundaries to conduct collective analysis and discussion of literary works. Since one of the major aims in education is to train students capable of taking an active part in collaborative work, technology can be

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utilized in the form of on-line courses, conferences or forums to encourage learners to exchange information on intercultural literary criticism and interpretation, which is fundamental in performing thorough and critical literary analysis. Besides socio-cultural sharing, interdisciplinary studies of literary analysis can also be stimulated with the integration of technological facilities to inspire multi-dimensional analysis. The aforementioned advantages of technology integration in literary studies are expected to create an atmosphere in which learners can have easy access to rich literary content, contribute to the flow of information developed by readers holding different analytical perspectives and develop themselves in dynamic communities of readers through intensive reading, analysis and interpretation. However, it should, once more, be underlined that technology integration should not overshadow the pedagogical aim in literary studies. In a digitalized era in which technology is and will be a constant part of educational processes, technology should be a tool to assist literary studies by enriching literary content through the provision of socio-cultural and interdisciplinary sharing.

**Keywords:** Teaching literature, literary studies, technology

**AN EVALUATION OF AUGMENTED REALITY (AR) TECHNOLOGY  
IN EARLY CHILDHOOD LANGUAGE EDUCATION**

**Aysegül Takkac Tulgar**

**Abstract**

Uniting real-life experiences with digital perceptions, Augmented Reality (AR) has brought novelty into various areas, education in particular. Within the educational processes, language education has also taken its share with the introduction of AR technology, which serves as a bridge between reality and virtuality. With its potential to present physical information in a digitalized format, AR has been a topic of increasing attention in the field of language education at different educational levels. Setting out from the popularity of this technology, this study aims to analyze and discuss the pros and cons of AR which has been gradually integrated into early childhood language education. The review of the literature on AR and teaching English to young learners (TEYL) reveals the possibility of interacting with the language through observation and trial, exploring the language concretized and presented in digital form, integration of multiple intelligences with the main inclusion of auditory, visual, linguistic, kinesthetic, intrapersonal and interpersonal intelligence types, and increased motivation, interest and active participation in the language learning process as the major advantages of AR integration in early childhood language education. The disadvantages are basically related with the issues of practicality and usability of this specific technology. While the ease and practicality of use, excessive exposure to technology in this digital era and possible risk of isolation/lack of communication are considered as the main drawbacks on the part of young learners, key challenges on the part of language teachers are technical problems commonly experienced with the integration of different forms of technology, lack of training and parental concerns regarding overdose of digital engagement of their kids. In line with these considerations, it can be concluded that the integration of AR technology in early childhood language education is to bring major advantages to the process if certain measures are taken. While using this particular technology in their language classes, language teachers should take the developmental characteristics of their students into account not to turn the integration of AR into a source of confusion. The significance of encouraging learners to interact with each other should also be kept in mind so that young learners are not individually isolated while focusing their attention only on the digitalized content. These two

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major suggestions underline the necessity that language teachers should be well-informed about and trained in the field of TEYL to meet the requirements of the digital era.

**Keywords:** Augmented Reality, early childhood education, teaching English to young learners

**STUDENT OPINIONS ON EDUCATION MODELS AND ONLINE  
EXAMS IN HIGHER EDUCATION DURING THE COVID 19  
PANDEMIC**

**Arif Sarıcoban , Hasan Çağlar Basol & Aylin Yardımcı**

**Abstract**

The ongoing global coronavirus pandemic had unprecedented effects on every sphere of life. It still affects millions of people and their entire life with a tremendous impact on social relations, economy, business models, working conditions, and education models. In the first term of the pandemic, almost all the countries around the world decided to shut down the schools to mitigate the spread of the virus, and they initiated emergency remote teaching programs to alleviate its effect on education. As the pandemic persisted, telecommuting, remote work, and distance education became the new normal, and educational institutions started offering various forms of distance and hybrid education as an alternative to face-to-face teaching.

This quite permanent new form of education affects millions of students and raises concerns over equal opportunity in education. Readiness of the students and their teachers to the new normal and their accessibility to technical equipment for sustainability in distance education emerges as the main concerns. The study moves from this fact and aims at understanding the opinions and experiences of the students at the tertiary level about the education and exam models applied at their institutions during the Covid 19 pandemic.

The study collected the data through a questionnaire with a combination of closed and open-ended items. Participants informed the researchers about the education models (i.e., synchronous, asynchronous, blended, hybrid, or face-to-face) employed by their institutions between the 2019-2022 academic years for each term. Later, they evaluated their experiences with technical and academic issues. The final part of the closed-item section consists of questions in a Likert-type format regarding student perceptions on online exams. By comparing and contrasting the results through a series of descriptive and inferential statistical analyses, the study revealed the possible effects of distance education models and technological equipment access on students' perceptions of technical and academic issues and online exams.

This presentation will reflect the preliminary results of the study.

**Keywords:** distance education, online exams, higher education, student opinions, Covid-19

**FROM NEGATIVE EVIDENCE TO LEARNING OPPORTUNITIES:  
INVESTIGATING INFORMAL FORMATIVE ASSESSMENT  
PRACTICES IN L2 CLASSROOM INTERACTION**

**Erdem Akbas , Zeynep Ölcü-Dincer , Ufuk Girgin , Yasemin Acar , Emine  
Yavuz & Dürdane Tor**

**Abstract**

Defined as providing information with respect to the correctness of language use, *negative evidence* appears to promote learning opportunities when/if a teacher provides it to help language learners notice the mismatch between their language use and what is potentially correct in the target language. Nevertheless, in the phase of providing negative evidence, a teacher essentially monitors learner production in real-time and carries out an informal formative assessment to provide feedback. This process requires a teacher to be actively involved in the interaction and responsive to the unfolding talk so that students could be encouraged to reexamine their language productions. This study sets out for a micro-analytical investigation of the informal formative assessment process in an L2 Turkish classroom triggered by negative evidence in the classroom interaction. To this end, we employ multimodal conversation analysis of our data coming from an adult Turkish as a Second Language classroom. With detailed excerpts from classroom interaction, we discuss the ways how the negative evidence triggers an informal formative assessment process and contributes to learning. We evidence that this process contributes to maximizing learning opportunities and shaping learner contributions in the immediate or subsequent turns of speech following teacher's assessment and feedback with or without metalinguistic information and embodied actions. The study contributes to the growing body of research combining assessment and classroom interaction by gaining insights into the interactional patterns of informal formative assessment process in L2 classes.

**Keywords:** classroom interaction, informal formative assessment, negative evidence, learning opportunities, feedback

**THE ROLE OF PROFICIENCY FACTOR IN THE DEVELOPMENT OF  
PRAGMATIC AWARENESS AMONG TURKISH PRE-SERVICE EFL  
TEACHERS**

**Semin Kazazođlu & Kardelen Yaman**

**Abstract**

Previous studies have emphasized the role of pragmatic and linguistic skills in language proficiency maintenance. Accordingly, the purpose of this study is to determine whether Turkish pre-service EFL teachers have pragmatic awareness, and if so, what the relationship is between proficiency and pragmatic awareness. As a result, two groups of students were studied: first-year university students and fourth-year university students. To collect the data, a questionnaire including a number of instances that represent various speech acts of formality levels has been assigned. Students were instructed to reply to these scenarios verbally in this period. The study's findings revealed that there is a strong link between the individuals' level of proficiency and their pragmatic awareness. Furthermore, it is concluded that pragmatic awareness can be taught and developed with general language proficiency.

**Keywords:** pragmatic awareness, speech acts, EFL pre-service teachers, applied linguistics



**THE EFFECTS OF BLOGWRITING ON ENGLISH LANGUAGE  
LEARNERS' L2 WRITING MOTIVATION, ATTITUDES AND PEER  
FEEDBACK THROUGH BLOGS ON THE MIDDLE SCHOOLS IN  
TURKEY**

**Enes Sevincli**

**Abstract**

The use of blogs in the lessons by using English on the blog pages has an effect on the students' attitudes and motivations to the lesson. The aim of this ongoing study, which was applied to 60 secondary school students, is to examine the effect of English comments from blogs on their motivation and attitudes towards learning English. The research has the characteristics of a case study. In the research, the researcher will use questionnaires and interviews as data collection tools. It is planned to apply an attitude scale to the students as a pre-test before the study. The research is planned to last 8 weeks, including the data collection process. Students will do an English writing activity on the blog page about the grammar subject and theme determined from the English curriculum for 1 lesson each week. At the end of the study, it is planned to apply a five-point Likert scale about the attitude scale and blog use as a post-test. Data will be collected using quantitative methods. The possible result of the study is that blog experiences significantly affect students' writing skills through blogging activities.

**Keywords:** EFL writing, blogs, blog assisted language learning

**THE ROLE OF INFORMATION AND COMMUNICATION  
TECHNOLOGY (ICT) IN LIFELONG LANGUAGE LEARNING**

**Gülberk Atak Çağın & Özcan Demirel**

**Abstract**

The current study aimed to analyze the effectiveness of ICT in improving the quality of learning English by finding out the students' attitudes to the ICT in North Cyprus and also by investigating their attitudes and perceptions related to the use of ICT in language education. The data were gathered through an attitude scale called *Attitudes toward Using Information Communication Technology* (ATUICT) prepared by the researcher considering technological devices used in class in the spring term of the 2010 -2011 academic year. The study adopted a mixed-method research design. 100 participants from Cyprus International University and a private language course in Cyprus participated in the study. The quantitative data gathered were analyzed by using SPSS program. Qualitative data obtained from open ended questions and the interviews were analyzed thematically to investigate the participants' attitudes. The findings revealed that there was a strong tendency among the participants towards using ICT in language learning. However, there was no significant difference regarding the ages and the attitudes of the participants towards using technology in language learning and there was no statistically significant difference regarding the use of technology in relation to gender.

**Keywords:** ICT, use of technology, tendency, attitudes, perceptions, language learning.

**DESIGNING AN ENGLISH SPEAKING MOOC: OUTCOMES OF A  
STRATEGIC PARTNERSHIP PROJECT IN ADULT EDUCATION**

**Neslihan Köse , İlknur Civan , Saffive İpek Kuru Gönen , Burcu Sentürk &  
Hüseyin Kaygın**

**Abstract**

Recent advancements in technology and interest in virtual learning environments have made allowances for creating enriched learning opportunities and fostered integration of Massive Online Open Courses (MOOCs) into educational contexts. This study reports the design and implementation of a MOOC targeted at improving speaking skills funded by Erasmus+ Strategic Partnership Program with the participating countries Turkey, Austria, and Spain. Following the ideals of creating and implementing new practices at the local, regional, and European levels within the Erasmus+ Program, Speak English MOOC-English Language MOOC to Improve Speaking Skills Project was developed in the field of adult education. Considering the need for designing MOOCs in English as a Foreign Language (EFL) contexts, the current project aimed at extending the supply of high-quality learning opportunities tailored to the needs of individual low-skilled or low-qualified adults as well as supporting individuals in acquiring and developing basic communication skills and key competences in English. The main outputs produced according to these priorities were a six-week English language MOOC concentrating on speaking skills for adult learners at the A2 level and the design of a platform to host the content produced. While developing the content, the first step was diagnosing the needs of the target group through a needs analysis carried out in all partner countries. The results of needs analysis were used in identifying the speaking functions and topics to be included in the content of the MOOC. Accordingly, five theme-based modules including various activities, tasks, materials were developed that enabled the learners to communicate in daily life situations. With the development of a well-designed and systematic MOOC, the project contributed to adult education and intended to be a pioneering project due with its focus on improving speaking skills. The project also caters for the needs of language learners, language teachers, and the relevant stakeholders in adult language education. This study reported here proposes various insights on how to teach and foster speaking skills in online EFL learning environments.

**Keywords:** MOOC, Speaking Skills in EFL Contexts, Online Learning Environments, Strategic Partnership Programs.

**DIALOGIC REFLECTION: AN INVESTIGATION INTO INCREASING  
THE EFFECTIVENESS OF MICRO-TEACHING**

**Hatice Ergül & Özge Gümüs**

**Abstract**

Dialogic reflection is used to define sessions during which learners, teachers, or pre-service teachers reflect on their performances collaboratively to mediate their learning process and think over their teaching practices (Mann & Walsh, 2017). Dialogic reflection (DR henceforth) is a concept initially introduced to aid teachers in their professional development. More recent studies employed DR in understanding language learning processes as well (Johnson & Mercer, 2019; Mercer, 2004). This study uses DR with pre-service language teachers to reflect on their online micro-teaching practices. 110 pre-service teachers took part in the study as a part of the Teaching English to Young Learners course. Each student-teacher carried out a 12-minute online micro-teaching and recorded it. In the second step, the participants filled in a self-viewing checklist which also has some open-ended questions for self-reflection. Next, in groups of 3, they watched their micro-teaching recording and carried out an online dialogic reflection session. Qualitative Content Analysis is adopted to analyze the transcripts of dialogic reflection sessions. The preliminary findings suggest that student teachers focus on (1) the use of L1, (2) materials selection, and (instruction giving practices during the dialogic reflection session.

**Keywords:** dialogic reflection; micro teaching, pre-service teachers

**A COMPARISON STUDY: PRESERVICE EFL TEACHERS' SPEAKING  
ANXIETY LEVELS**

**Melike Sen & Dilek Büyükaşka**

**Abstract**

Given the impact of anxiety on foreign language speaking, having the awareness of the possible existence of speaking anxiety of their students is crucial for language teachers to enhance the students' speaking process effectively. Regardless of the levels and genders of the students, this speaking anxiety may occur in language classrooms. This study aims to investigate whether there exist the speaking anxiety of the first and fourth-grade pre-service Turkish EFL Teachers and then to compare and contrast their anxiety levels in terms of on their genders. The sample of the research consisted of a total of 124 EFL learners, including 88 females and 36 males divided equally for both grades. A mixed-method approach was adopted to collect data. The same process was employed for both groups. Quantitative data collection was held by using a five-point Likert Scale which is EFL Teachers' Foreign Language Anxiety by Wood (1999) then developed by Karakaya (2011), containing a total of 15 items. Interviews were used to collect qualitative data. SPSS was used to analyze quantitative data, the content analysis was also adopted for the qualitative part of the study. The findings of the study revealed that participants of both groups had a moderate level of anxiety and a significant difference between male and female participants was found. Additionally, the study showed that although the participants of both sexes experienced a moderate level of speaking anxiety, following t-test results, it was found out that female participants exhibited a relatively higher level of speaking anxiety when compared to male participants in both groups. Besides, interviews done by 16 participants revealed the same result with the questionnaire, supporting the idea of female participants were tend to have speaking anxiety compered to males. These findings lend suggestions to some interventions that English teachers may attempt to reduce speaking anxiety in EFL classrooms. Moreover, the psychology of the students should be taken into consideration for a desirable stress-free classroom environment.

**Keywords:** foreign language, anxiety, speaking anxiety,

**AN INVESTIGATION INTO SPEAKING PERFORMANCE: THE ROLE  
OF VOCABULARY KNOWLEDGE AND STUDENT PERCEPTIONS**

**Seda Asil & Mehmet Kılıç**

**Abstract**

The current study set out to explore the relationship between vocabulary knowledge and speaking performance. In order to achieve this goal, 57 B1 level students, based on the Common European Framework of Reference for Languages (CEFR), were recruited. The participants were studying in an intensive English Language Learning Program at a state university in Southeastern Turkey. A mixed-methods research design was utilized. The data were collected through Productive Vocabulary Levels Test (PVLTL), AuralLex (A-Lex), Speaking Performance Test (SPT), and interviews. The results show that the two dimensions of vocabulary knowledge (productive and phonological vocabulary knowledge) are significantly correlated with speaking performance. Multiple regression analysis indicates that both productive and phonological vocabulary knowledge explains 32% of the variance in speaking performance. Qualitative findings revealed that the participants consider vocabulary knowledge as one of the essential elements of speaking performance. Besides, most of them stated that vocabulary knowledge influences their speaking performance in the individual interviews. As a result, the present study proved the significant role of vocabulary knowledge in speaking performance in its research context. Based on these findings, implications for teaching English as a foreign language and recommendations for further studies are given.

**Keywords:** productive vocabulary knowledge, phonological vocabulary knowledge, speaking performance, vocabulary size, language teaching

**ITEM WRITING PROBLEMS APPEARED IN CEFR-LEVELED  
READING AND LISTENING TESTS**

**Tuba Arabaci Atlamaz , Levent Yakar , Elif Kantarcioglu , Erkan Hasan  
Atalmis , Reyhan Ağcam & Nuri Dogan**

**Abstract**

In Turkey, majority of the newly enrolled university students attend Schools of Foreign Languages (SFLs) to learn English before they start taking lessons from their faculties. These SFLs generally use Common European Framework of Reference (CEFR) to design their programs and create appropriate assessments to place their students into the appropriate level and to understand students' proficiency levels at the end of the courses. The SFLs mostly urge their own testing units or the instructors to develop tests rather than using test booklets developed by publishers. Although the instructors are encouraged to use alternative assessment techniques or tests with various question types, they are also expected to create tests consisting of multiple-choice questions (MCQs) to be used in placement and/or proficiency tests. However, it is found that MCQs are hard to write even though these tests are cost and time effective to conduct (e.g., Kaplan & Atalmis, 2019) and there is an increasing need for teachers to receive a training on MCQ item writing (e.g., Allason & Notar, 2019). Although this is the case, the SFLs rarely provide a training for their instructors to create reliable and valid tests, and even if they are trained the instructors still may face problems with item writing. This paper, which is part of a larger project, will provide brief information about a training on CEFR-leveled item writing for assessing reading and listening. The training lasted for three weeks with 36 participants from various SFLs around Turkey. The major aim of this paper is to present several common item writing problems such as writing plausible distractors that the language instructors faced while writing CEFR-leveled reading and listening questions. The careful examination of the items written by the participants and the survey results also showed that the item writing requires explicit instruction and training. It is apparent that item writing process for MCQs requires careful attention, and the teacher education programs may provide a thorough and explicit instruction for the teacher candidates. Teacher educators may also provide opportunities for in-service teachers to improve their test preparation skills.

**Keywords:** item writing, multiple-choice questions, language assessment, teacher training

**WHY SELECTION OF REPORTING VERBS MATTERS IN  
ACADEMIC WRITING?**

**Abdu Al- Kadi & Yusuf Demir**

**Abstract**

Academics and researchers need to use a shared language and writing style across disciplines to disseminate scholarly writing. Particularly in human sciences, individual writers customarily follow common writing conventions to facilitate understanding the messages they deliver through their papers (Creswell & Creswell, 2018; Hyland, 2009; Jarkovská & Kučírková, 2020). A salient convention of academic work is the use of reporting verbs (RVs) that authors manipulate when introducing a quotation or paraphrase into their writing (Hyland, 2009; Loan & Pramoolsook, 2015) or reporting their own findings and thoughts. Being part of rhetorical and discourse issues, RV is an enticing interest that has given rise to “the exigency for further instructive research” (Tu & Wang, 2013, p.) on how different parts of a paper are put together to provide an effect on readers. Writers generally review other contributions to synthesize evidence of arguments in correspondence to their research problems. They need to place their work coherently within the existing body of relevant literature (Efron & Ravid, 2019; Sirijanchuen & Gampper, 2018). While doing so, numerous writers tend to overuse monotonous verbs such as *argue* and *say*, which nags the reader and results in incomplete or deviated messages. This is especially evident in texts written by inexpert (newbie) researchers who generally show an inability to employ RVs in their work and thus fail to appropriately direct their arguments toward rhetorical purposes.

The intended work will provide— to a certain extent— an appraisal of how authors should employ RVs in their academic papers, depending on their disciplines. It will (a) highlight how appropriate RVs use increases the readability of academic work and (b) reflect how misuses of RVs affect writers’ insights and arguments. Besides providing an overview of RVs and their functions in academic writing, this work will furnish a list of evaluative potential RVs. These RVs are categorized into positive, negative, and neutral RVs depending on how academic writers use them to convey strong, weak, and neutral arguments. Additionally, it will elucidate how factors such as disciplinary conventions, academic writing expertise, willingness to show stance, and writers’ native language influence the effective uses of RVs. This endeavor encourages authors to examine the broader context of a citation, integrate other authors’ ideas into their writing, and present their evaluation of the cited information



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persuasively. Besides developing critical awareness of RV choices to establish a rhetorical relationship between authors and the readers, it will provide implications for pedagogy and research. In addition to suggestions for employing RVs properly, it will suggest teaching RVs in academic writing courses, offering some insights as to why students with certain language or cultural backgrounds have difficulties adopting certain types of verbs so that teaching could take that into account. It will also provide implications for journal editorial boards and reviewers to consider the appropriate uses of RV as a criterion of publishable papers.

**Keywords:** Academic writing, Rhetoric, Reporting verbs (RVs), Journal articles, genre

**POSITIONING L2 (DOMAIN-SPECIFIC) GRIT: A BURGEONING  
CONSTRUCT IN SLA RESEARCH**

**Yusuf Demir & Abdu Al-Kadi**

**Abstract**

A growing body of research in the SLA literature has investigated individual difference factors that relate to or impact on L2 achievement. These studies were traditionally and typically characterized by a number of commonly addressed variables such as age, learning styles, learner strategies, intelligence types, gender, language aptitude, and so on. However, in recent years, the *nouveau individual differences* fashion, Positive Psychology movement, and their correlates such as enjoyment, resilience, emotions, anxiety, willingness to communicate, alongside others, have displayed an exponential growth in the SLA literature and become the epicenters of achievement-related inquiries. This study sets out to elucidate and arouse scholarly interest in *grit*, a burgeoning psychological construct that has been a hot topic of inquiry in the general periphery of education as well as in the field of SLA.

Having its roots in social psychology, grit is simply defined as “perseverance and passion for long-term goals” (Duckworth et al., 2007, p. 1087). Grit, a higher-order construct including two lower-order components, that is, perseverance of effort (the ability to sustain effort for long-term goals) and consistency of interest (the ability to maintain interest over an extended period of time in the face of challenges), has recently assumed a domain-specific character in SLA research, with recently mushrooming foundational, causal-comparative, descriptive, and correlational studies. Such a running start, naturally, does not seem to remain immune to some conceptualization, measurement, and methodological issues, while on the other hand calls are already being issued to consider L2 grit among other well-established individual differences linked to L2 development. With such a perspective, this study seeks to find answers to emerging questions concerning L2 grit in light of the relevant literature. The focal points worthy of mention are therefore whether L2 grit is a necessary condition for L2 development, which individual difference factors were juxtaposed with L2 grit in earlier work, and some cautionary recommendations for researchers and future research on L2 grit.

**Keywords:** L2 Grit, individual differences, L2 achievement, perseverance

**A SCOPING REVIEW OF LANGUAGE TEACHER IDENTITY  
RESEARCH WITH NARRATIVE INQUIRY METHODOLOGY**

**Asive Doğan Ucar & Erdem Akbas**

**Abstract**

Since the late 1990s, a considerable literature has grown up around the theme of language teacher identity, the complexities of which have been investigated by many researchers within the field of applied linguistics employing various research methodologies. Narrative inquiry is one such methodology that has been attracting an increasing interest over the last two decades. So far, however, there has been no single scoping review study which has attempted to map the existing literature on language teacher identity research adopting narrative inquiry methodology. Therefore, to address this gap, this scoping review aimed to characterize and describe the nature of research that seeks to shed light on the identities as they are constructed and displayed in the narratives of language teachers. For the purposes of the present study, which was conducted based on the framework developed by Arksey and O'Malley (2005) and further refined by Levac et al. (2010), we carried out a web search of articles which were published in the highly reputable academic journals indexed in the Web of Science database. We adopted a scoping review methodology by zooming in on the bibliographic features, the context and the participants and the narrative inquiry dimensions of the empirical studies that met the selection criteria. The findings of the study indicated a growing methodological trend for narrative inquiry as a means of examining how language teacher identities develop over space and time and thus suggested a significant role for narrative inquiry in the exploration of the various aspects of language teacher identities. We hope that this review will prove useful in expanding our understanding of the depth and breadth of the current literature and laying the groundwork for future research attempting to reveal the multifaceted nature of language teacher identities adopting narrative inquiry.

**Keywords:** language teacher identity, narrative inquiry, scoping review

**A STUDY OF BOREDOM IN ENGLISH LANGUAGE LEARNING: FROM THE  
PERSPECTIVES OF PRE-SERVICE ENGLISH LANGUAGE TEACHERS**

**Ali Erarslan & Mehmet Asmalı**

**Abstract**

Students experience class-related boredom commonly and boredom influences student learning, motivation and achievement. Since there are limited number of studies regarding students' state of boredom in the context of English language learning, this study tried to fill this gap in the related literature. This is preliminary research for a larger project which aimed at investigating the state of boredom among high-school students in English language classes. This study was conducted with the participation of 16 pre-service English language teachers who needed to have the school practicum for 12 weeks. The data were collected through pre-service English language teachers' weekly observations, written reports of the high school students, and interviews. The results showed that students' negative attitude towards English courses was among the most common reasons for their boredom. Also, students generally started to get bored in the middle of the lesson due to teachers' implementing limited course activities. Grammar-based activities were reported to be more boring for the students. When the findings of the study are considered, it may be concluded that boredom has a multifaceted nature affected by various factors such as teachers' way of teaching, classroom activities, language learning skill being taught, and students' own motivation toward language learning.

**Keywords:** boredom; English language course, high school, pre-service language teachers

**ONLINE SOLUTIONS TO POST-PANDEMIC PROBLEMS FOR  
ENGLISH LANGUAGE TEACHERS**

**Safive Nur Kahva**

**Abstract**

There are various effects of a sudden pandemic beginning in 2020. After two years of the online education phase, students yearn to go back to school much as they get used to the benefits of online education. One of the side effects of online education is using technology and learning whenever and wherever learners want. Also, digital native students of ours are in favor of online tasks since it's bridging a gap between their teachers. Thus, teachers may not go back to the online phase, but they can answer learners' needs by balancing Web 2.0 tools and face-to-face learning. To accomplish this goal, English language teachers need to be aware of the Web 2.0 tools; and how to implement them for each skill and different level of students. This presentation offers a wide range of Web 2.0 tools that may help English language teachers within the skill and level-based models. First, the focus will be given to a specific Learning Management System, Symbaloo. With the help of this tool, a practical example will be provided. Afterward, a brief introduction will be held about creating interactive, personalized activities or lessons for learners. Up-to-date tasks include creating stories, mind-maps, animations, movie posters, and posts for Instagram that may enhance foreign language learning and teaching. Due to a long time staying at home phase, students tend to lose concentration and interest in internalizing the target language now more than ever; creating a balanced world will help them participate in and out of classroom activities. The main goal of this presentation is to give an example of this world with a few Web 2.0 tools rather than lots of tool names ineffectively. English language teachers should use technology to meet learners' needs and turn the crisis into an opportunity, which is the entailment of the Web 2.0 tools.

**Keywords:** Keywords: web 2.0 tools, technology, post-pandemic, English language, teacher, learner

**PRAGMATIC ASPECT OF ENGLISH LANGUAGE TEACHING:  
VIEWS OF PRE-SERVICE EFL TEACHERS**

**Gamze Erdem Cosgun**

**Abstract**

Pragmatics has long been regarded as a main component of communicative competence. However, English language teaching programs generally do not have a specific course teaching pragmatic aspect of language. Pragmatic aspect of the language is either mentioned partially within other courses or it is never mentioned. However, related literature in the field shows that pragmatics is one of the crucial aspects of language learning for an effective communication in the target language. In addition, teaching pragmatics is especially important in foreign language teaching environments like Turkey in which exposure to the target language is limited. Hence, language teachers are seen as one of the primary sources in improving students' pragmatic competence in the target language. Therefore, the present study investigated preservice EFL teachers' views regarding pragmatic aspect of language and their awareness of pragmatics concepts. Participants were fourth grade pre-service EFL teachers at a state university in Turkey. Data were collected through a survey which include Likert type items and a few open-ended questions. Quantitative data were analyzed via descriptive and frequency analysis, while qualitative data were analyzed via constant comparative method. Descriptive analysis indicated that participants regarded communicative competence as important in learning the target language indicating that they gave importance to pragmatic aspect of language. They also thought that both linguistic and communicative aspects of language were crucial in language learning. In addition, qualitative results showed that participants had an idea on what pragmatics is theoretically. Moreover, it was realized that pre-service EFL teachers were taught various pragmatic concepts in their courses at university such as speech acts, pragmatic awareness and face threatening acts, but they were less familiar with some pragmatic concepts compared to others. The results implicated that pre-service EFL teachers gave importance to pragmatic competence, and they gained a certain degree of pragmatic awareness through courses at university.

**Keywords:** Pragmatic awareness, preservice EFL teachers, communicative competence

**THE ELEPHANT IN THE ROOM: THE ESSENTIAL ROLE AND NECESSITY OF  
LEARNERS' IDIOMATIC COMPETENCE IN MASTERING ENGLISH LANGUAGE**

**Amir Farjami**

**Abstract**

Considering the everyday usage and prevalent situations in which idioms are used and the vital role that they play in communication and discourse, both orally and written, there is almost no doubt that English language learners need to be familiar with their importance and natural uses. In spite of the ubiquity of idioms and their common usage by native speakers in any context, these idiomatic chunks seem to be neglected by the instructors and the learners as well. Since idiomatic expressions are an intrinsic property of all natural languages and most of our everyday language is inspired by figurative expressions, a great number of linguists and scholars interested in teaching a foreign language specifically idioms are still trying to unravel the mystery surrounding the practical and productive method for absorbing idioms. Yet, idioms remain ‘the elephant in the room’ of lexis teaching either not by putting enough emphasis in the course books of English or skipping the instruction of idiomatic expressions through some productive methods by the English instructors or even the learners’ lack of interest in acquiring and infusing them to their speech or writing. Motivated by this, the present paper offers some practical strategies in order to transfer one of the most avoided and the chaotic world of idioms into a smooth and comprehensible aspect of absorption.

The main objective of this study is the investigation of EFL learners’ perspectives regarding the difficulty and the source of perplexity of learning idioms naturally and using them properly. Participants were 38 EFL preparatory students at the University of Yildirim Beyazıt in Ankara, Turkey. A five-point Likert-scale questionnaire was employed to obtain data for the study. Data analysis of the questionnaire revealed the learners’ preferred strategies, cultural differences and sources of difficulties when learning and using idioms. The findings highlight the huge gulf between comprehension and usage, the mutual connection between idiomatic expression and the target culture, and the implication of practical methods of learning idioms.

**Keywords:** Idiom learning, Culture, University students' attitudes, Learning strategies, Figurative language difficulties

**CHARACTERIZATION AS A STRUCTURE OF NARRATIVE DISCOURSE**

**Orhun Büyükkarç**

**Abstract**

Though dating back to the times of Aristoteles and Plato, the source of current studies on narrative discourse as a discipline in its own right originates from the structural studies in Europe since 1960. In the light of the information gathered from the developmental phases of narratology, it is possible to suggest that systematized and consistent ways of depicting the constructive elements of a narrative have been prevalent. One of those constructive elements is the characterization process through which the introduction of characters are fulfilled. Accordingly, the primary aim of this study is to foreground the characterization process in one of O. Henry's famous stories, "The Last Leaf". Such research is believed to provide a better understanding of the story's structure and the author's preferences regarding introducing story characters. Besides, revealing characterization within a story will approximate the researchers to the adapted characterization method from Manfred Pfister's work published in 1984 and be promising for others.

The study is composed of three chapters. The first one comprises the preliminary remarks on the 'whys' of the study, such as the justifications of construction of the adapted method or opting for the O Henry's short story as narrative discourse to be analyzed. Furthermore, the possible benefits of such a revealment on characterization will be discussed in this chapter. In the second part of the study, the characterization analysis will take place. Whether explicitly or implicitly, how much information about the characters in the story is available will be revealed. Also, the ways of presenting this information will be highlighted. Then, the data will be categorized according to the accepted tenets of the characterization process. Chapter three is the last, and it involves the discussion on information seeping through the characterization analysis of the story to be performed in the second chapter. As appropriate to the purpose of the study, the discussion is assumed to be presenting explanatory information on both the story itself and the author's preferences on characterization techniques.

**Keywords:** Narrative Discourse, Characterization, O Henry, Discourse Analysis, Narratology





