

# 7th

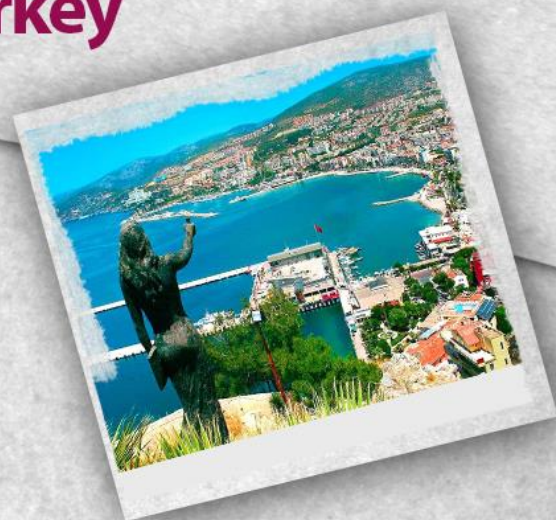


## GLOBAL CONFERENCE on LINGUISTICS and FOREIGN LANGUAGE TEACHING

29 April - 01 May 2019



Pine Bay Hotel Congress Center  
Ephesus Izmir Turkey



# Program Book

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**7th GLOBAL CONFERENCE on LINGUISTICS and FOREIGN  
LANGUAGE TEACHING  
(LINELT – 2019)**

**Pine Bay Hotel Congress Center  
Kusadası (Ephesus) Turkey  
29 April – 01 May 2019**

**PROGRAM BOOK**

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## Keynotes



**Prof. Dr. Krisztina KÁROLY**  
Eötvös Loránd University  
Editor-in-Chief, *Across Languages and Cultures* (SSCI)

**Keynote Title:** New advances in researching discourse strategies in foreign language text production: the case of original and translated texts

**Seminar:** “Journal Across Languages and Cultures”

Bio: Krisztina KÁROLY is professor linguistics at the School of English and American Studies of Eötvös Loránd University, Budapest, Hungary. She holds a PhD and a habilitation degree in English linguistics as well as a “Doctor of the Academy” (DSc) title awarded by the Hungarian Academy of Sciences. She is the head of the Department of Language Pedagogy of the School of English and American Studies and head of the Language Pedagogy PhD Programme of the University. She is currently also working as the vice dean responsible for international affairs of the Faculty of Humanities of Eötvös Loránd University. She is member of the Applied Linguistics Working Committee of the Hungarian Academy of Sciences. Her research interests involve various fields of discourse analysis and translation studies (e.g., FL writing pedagogy, English for academic purposes, discourse competence, discourse level translation strategies, news translation). She has been involved in a number of national and international research projects in these fields and has published her work extensively. Her latest book entitled *Aspects of Cohesion and Coherence in Translation: the Case of Hungarian-English News Translation* was published by John Benjamins Publishing Company in 2018. She is managing editor of *Across Languages and Cultures – A Multidisciplinary Journal for Translation and Interpreting Studies*, and a member of the Advisory Board of the *Benjamins Translation Library* series (published by John Benjamins).

Abstract: This talk focuses on discourse strategies and particular aspects of the development of discourse competence in foreign language (FL) teaching. It reviews achievements of applied text linguistics that enable a deeper understanding of two important, but by nature different kinds of discourse production, namely original and translational FL text production. While abundant research is available on specific aspects of cohesion and coherence (e.g., reference, thematic structure, logical structure) investigated independently of each other (i.e., in isolation), we know very little about how these interact with each other as coherent texts unfold in intercultural communication and translation. This talk intends to bridge this gap by offering theoretical and methodological means to see discourse production in its complexity and to be able to answer some of the (yet unanswered) basic questions related to the creation of coherent FL texts and translations. It proposes a complex analytical model that is capable of revealing the components of coherence identifiable (and thus objectively describable) in discourse structure and exploring the writing/translation strategies that (re)produce the cohesive, rhetorical and generic structures of discourse. The discourse level strategies will be illustrated using a corpus of Hungarian original (source) news texts and their English translations. The talk will end by highlighting future avenues of research in discourse analysis, genre analysis, writing pedagogy and translation studies, and by discussing the possible applications of the findings in FL writing pedagogy and translator training.



**Prof. Dr. Seamus HEGARTY**

University of Warwick, UK

**Keynote Title:** “Beyond Inclusion: Salamanca 25 years on...”

**Bio:** Seamus Hegarty is a visiting professor at the University of Warwick. He served as Director of the National Foundation for Educational Research for twelve years until his retirement in 2005. He served as Chair of the International Association for the Evaluation of Educational Achievement (IEA) from 2005-12. He has written and co-authored more than 20 books plus numerous reports and papers. He has edited the European Journal of Special Needs Education since founding it 34 years ago. He edited Educational Research for 21 years and has served on editorial/advisory

panels for numerous other international journals. He has advised UNESCO and other international bodies on special needs issues for over 30 years. He prepared briefing papers and was Principal Academic Adviser for the Salamanca World Conference in 1994. He was appointed to the National Council for Special Education in Ireland, a statutory body, where he held the portfolio for research and dissemination (2007-2012). He is a member of the Learning Indicators Task Force of the Global Alliance to Monitor Learning (GAML) which is tasked with resolving the technical measurement issues surrounding Sustainable Development Goal 4.1. He chaired the Working Standards Group within the Learning Metrics Task Force under the aegis of Brookings and UIS. He was a member of the Advisory Board for the Assessment and Teaching of 21st Century Skills project launched by Cisco, Intel and Microsoft. Seamus has been awarded honorary doctorates by the universities of London, Oxford Brookes and York. He is a Doctor honoris causa of the Vrije Universiteit Brussel and a Fellow of the College of Preceptors. He is a Chartered Member of the British Psychological Society. In 2011 he was elected as Fellow of the Academy of Social Sciences.

**Abstract:** In 1994 the Salamanca Declaration gave a powerful boost to inclusive education. Governments (92) and NGOs endorsed the principle of inclusive education and agreed a Framework for Action designed to ensure that all children attended neighbourhood schools alongside peers. Many subsequent documents reinforced this movement toward inclusion, among them the United Nations Convention on the Rights of Persons with Disabilities (2006) and the Sustainable Development Goals (2015).

Have we achieved the aspirations of Salamanca? Actually, No! There has indeed been progress but not nearly enough. In 2017 UNESCO reported 262 million children and youth as out of school in 2015; of these 61 million were of primary school age. In addition, many children who were nominally in school were not receiving an effective education; their number is unknown but it is estimated to be at least 300 million. Children with disabilities – and, in some countries, girls – are disproportionately represented among those whose right to education is not being met.

25 years on seems a good time to take stock and see how we can do better nationally and internationally. The presentation will consider four areas:

- The concept of inclusion. Inclusion needs to be problematised: our discourse is shaped in terms of an often-unexamined notion of inclusion which may well be a barrier to progress.
- Purpose of schooling. Educational aspirations for all children must be viewed within the overall purpose of schooling. This is complicated, however, by the reality that schools have not changed nearly as much as the societies in which they are embedded.
- What works. There is a lot of good practice to learn from. This can guide advocacy, policy and implementation.
- Data gathering. Practice needs to be constantly monitored both to identify shortcomings and to support continuous improvement.



### **Assoc. Prof. Dr. Selma Elyıldırım**

Gazi University, Turkey

**Keynote Title:** “The locative alternation in English: A time reaction study”

**Bio:** Selma Elyıldırım completed her BA degree at the Department of English Language and Literature of Atatürk University in 1990 and became a research assistant at the same department. She did her first MA in the field of TEFL at the Department of Foreign Languages in the Faculty of Education of the same university. Her first MA study was about ‘Using Literature as a Source in ELT Classes.’ She was awarded her second MA and PhD degrees by the Department of Linguistic Studies at Reading University of the United Kingdom. The title of her second MA was ‘A Study on Learning Second Language Vocabulary through Reading’ and it

focused on vocabulary learning through extensive reading. In her PhD study, she dealt with the place and importance of collocations and lexical word combinations in EFL learning and teaching. After completing her postgraduate studies she came back and started working as an assistant professor at Atatürk University. In 2008 she had an assistant professor position at the Discipline of English Language and Literature in the Faculty of Letters at Gazi University. In 2010 she went to the United States of America with an exchange programme between Gazi University and Georgia State University in Atlanta to carry out postgraduate studies. In 2012 she became an associate professor and worked for Gazi University until this university was divided into two universities. She has been working as an associate professor at Ankara Hacı Bayram Veli University.

She carried out studies in theoretical and applied linguistics. She edited a book whose title is Representations of Space in Literature and wrote a book called Collocations: Lexical Word Combinations in 2018. She is acting as an editor in various journals besides being one of the editors of the International Journal of Language and Literature and International Journal of Forensic Studies. She is currently the Head of Commission of Forensic Linguistics in the Association of Forensic Studies. Her interest areas range from semantic-syntax correspondence, language acquisition, psycholinguistics, corpus linguistics, discourse analysis and stylistics to forensic linguistics. She has many articles and book chapters published in international and national journals as well as papers presented in international and national conferences.

#### **Abstract**

The locative alternation in English allows the alternating verbs to have both the container and content oriented words in their direct object position whereas nonalternating verbs take just the container or content oriented one as the direct object with certain prepositions. As an example, the verb load can be given for alternating verbs. It has both the content (Ahmet loaded packages onto the truck) and container (Ahmet loaded the truck with packages) oriented versions. For the verb pour, however, only content oriented sentence structure is the correct one (e.g. Alice poured the orange juice into the jug vs. \*Alice poured the jug with the orange juice). The same restriction is valid for the verb cover. It can be used with container oriented structure (e.g. Mary covered the table with the table cloth) but not the content oriented one (e.g. \*Mary covered the table cloth onto the table). Taking this distinction into consideration, this study investigates the comprehension of locative alternation in English by Turkish learners. Although the locative alternation in English is a well-studied area, there is no study looking at the reaction time for their assessments. The aim of this study aims is to fill in this gap. Data of this study came from a sentence judgement task and a cloze test given to 30 English major students at a university in Turkey. Participants carried out the task in a computer assisted medium through a software called OpenSesame. They were supposed to decide if the sentences they saw on the screen of the computer were correct or incorrect by pressing specific buttons. The reaction time and correct responses were recorded in the programme and used to analyse the data. Also a cloze test with 32 blanks was prepared to measure participants’ language proficiency. Subsequent to data collection, the data was analysed by counting the correct responses and time spent on judgements. In addition to the calculation of individual scores obtained by participants, item analysis was carried out on the data to identify the verbs causing difficulty to learners. The findings obtained from the study revealed that participants faced difficulty with non-alternating verbs as they used more time to judge these sentences than the alternating ones. According to the results several sentences were more problematic than the others in data set since their results were higher than the others. There was the effect of proficiency on the results, as well.

In this presentation the experimental study conducted with the participants will be explained and the results of the study will be discussed. Furthermore, the pedagogical considerations of the study will be presented.

# PROGRAM

## IMPORTANT EVENTS

28.04.2019 14:00 – 19:00	Registration Desk Open	Lobby
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29.04.2019 10:00 – 10:20	Opening Ceremony	Hall 1
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TIME	TITLE	SPEAKER	HALL NAME
29.04.2019 10:20 – 11:10 <b>Keynote 1</b>	“Beyond Inclusion: Salamanca 25 years on...”	<b>Prof. Dr. Seamus HEGARTY</b> University of Warwick, UK	Main

TIME	TITLE	SPEAKER	HALL NAME
29.04.2019 11:30 – 12:30 <b>Keynote 2</b>	“Education for sustainable development”	<b>Prof. Dr. Huseyin Uzunboylu</b> Near East University, Cyprus	Main

TIME	TITLE	SPEAKER	HALL NAME
29.04.2019 11:30 – 12:30 <b>Keynote 2</b>	“New advances in researching discourse strategies in foreign language text production: the case of original and translated texts”	<b>Prof. Dr. Krisztina KÁROLY</b> Eötvös Loránd University Editor-in-Chief, Across Languages and Cultures (SSCI)	LINELT

29.04.2019 21:30 – 23:00	Networking and Show Time	Lobby Bar
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TIME	TITLE	SPEAKER	HALL NAME
30.04.2019 09:00 – 10:00 <b>Workshop</b>	Journal of Across Languages and Cultures (SSCI)	<b>Prof. Dr. Krisztina KÁROLY</b> Eötvös Loránd University Editor-in-Chief, Across Languages and Cultures (SSCI)	Main

TIME	TITLE	SPEAKER	HALL NAME
30.04.2019 10:00 – 11:00 <b>Workshop</b>	European Journal of Special Needs Education (SSCI)	<b>Prof. Dr. Seamus HEGARTY</b> University of Warwick, UK	Main

TIME	TITLE	SPEAKER	HALL NAME
30.04.2019 11:30 – 12:30 <b>Keynote 3</b>	“The locative alternation in English: A time reaction”	<b>Assoc. Prof. Dr. Selma Elyıldırım</b>	LINELT

TIME	TITLE	SPEAKER	HALL NAME
30.04.2019 16:30 – 18:00 Workshop 1	“Designing of Course with Moodle LMS”	<b>Semih Çalışkan, Ph.D Student</b> İstanbul Aydın University, Turkey	Main Hall

30.04.2019 18:00 – 18:20	Closing Ceremony	
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01.05.2019 09:00 – 18:00	Historical Places and Shopping Tour.	
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## 28/04/2019, Sunday

14:00 – 19:00: Registration Desk Open  
 18:00 – 19:00: Welcome Cocktails, Lobby Bar  
 19:00 – 21:00: Dinner  
 21:30 – 23:00: Life Music and Show  
 23:00 – 24:00: Late Dinner

## 29/04/2019, Monday

### IMPORTANT EVENTS

29.04.2019 07:00 – 09:00	Breakfast	Main Restaurant
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29.04.2019 10:00 – 10:20	Opening Ceremony	Hall 1
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TIME	TITLE	SPEAKER	HALL NAME
29.04.2019 10:20 – 11:10 Keynote 1	“Beyond Inclusion: Salamanca 25 years on...”	Prof. Dr. Seamus HEGARTY University of Warwick, UK	Main Hall

11:10 – 11:30	Coffee Break	
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TIME	TITLE	SPEAKER	HALL NAME
29.04.2019 11:30 – 12:30 Keynote 2	“Education for sustainable development”	Prof. Dr. Huseyin Uzunboylu Near East University, Cyprus	Main

12:30 – 14:00	Lunch	
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TIME	TITLE	SPEAKER	HALL NAME
29.04.2019 14:00 – 15:00 Keynote 2	“New advances in researching discourse strategies in foreign language text production: the case of original and translated texts”	Prof. Dr. Krisztina KÁROLY Eötvös Loránd University Editor-in-Chief, Across Languages and Cultures (SSCI)	LINELT

### Session 1 15:00 – 16:00

#### LINELT

ORDER	TITLE	AUTHOR, AFFILIATION and COUNTRY
1	EMI and Teacher Education: Effect on Teacher Learning in Pakistani Context	Rabea Saeed, Aasia Nusrat, Saadia Kashif, <i>COMSATS University Islamabad, Pakistan</i>
2	Code Switching and Identity in Relation to Arabic and Hebrew: The Hegemony of Hebrew language in Affecting Identity and Heritage of Palestinians among 1984 students at The Arab American University - Palestine	Mohammad Salah Zaid, <i>Birzeit University</i>
3	Engineering Lecturers’ Perceptions towards Student Self-Assessment in Enhancing Undergraduates’ Oral Presentation Skills	Benraghda Abdelmajdid, Noor Raha Mohd Radzuan, <i>Universiti Malaysia Pahang, Malaysia</i>
4	Quality of Motivation and Achievement in Preparatory Programs for English: Implications for Curriculum and Instruction	Aslıhan Tuğçe Güler, <i>Bilkent University, Turkey</i>

16:00 – 16:30	Coffee Breaks
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**Session 2**  
**16:30 – 18:00**

**LINELT**

ORDER	TITLE	AUTHOR, AFFILIATION and COUNTRY
1	The Grammatical Competence of University Students: Importance Versus Performance Using Rasch Analysis	Fatimah Ali, <i>Universiti Malaysia Pahang, Malaysia</i>
2	Real English for professional translation purposes: what future translators need to know	Alexandra Santamaría Urbieto, Elena Alcalde, Jesús García Laborda, <i>Univesity of Alcalá, Spain</i>
3	A Spanish Case Study: Engaging Undergraduates and Lecturers in A Non-Face-To-Face Communication Plan	Mónica Olivares, Manuel Megias Rosa, Jesus García Laborda, <i>University of Alcalá, Spain</i>
4	An investigation on Chinese programs in US higher institutions using ordinal logistic regression	Huiqiang Zheng, Lukun Zheng, United States
5	Implementing polylingual space into the process of training future primary school teachers	Zhumabayeva A.E., Kdyrbaeva A.A., Nurzhanova S.A., Stambekova A.S., Uaidullakzy E., Abay Kazakh National Pedagogical University

29.04.2019 19:00 – 21:00	Special Dinner	Main Restaurant
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29.04.2019 21:30 – 23:00	Networking and Show Time	Lobby Bar
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29.04.2019 23:00 – 24:00	Late dinner	Main Restaurant
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**30/04/2019, Tuesday**

29.04.2019 07:00 – 09:00	Breakfast	Main Restaurant
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TIME	TITLE	SPEAKER	HALL NAME
30.04.2019 09:00 – 10:00 <b>Workshop</b>	Journal of Across Languages and Cultures (SSCI)	<b>Prof. Dr. Krisztina KÁROLY</b> Eötvös Loránd University Editor-in-Chief, Across Languages and Cultures (SSCI)	Main

TIME	TITLE	SPEAKER	HALL NAME
30.04.2019 10:00 – 11:00 <b>Workshop</b>	European Journal of Special Needs Education (SSCI)	<b>Prof. Dr. Seamus HEGARTY</b> University of Warwick, UK	Main

\*A workshop will be held with those who want to publish their papers in this journal. Please come prepared with your draft article.

TIME	TITLE	SPEAKER	HALL NAME
30.04.2019 11:30 – 12:30 Workshop 1	"The locative alternation in English: A time reaction	<b>Assoc. Prof. Dr. Selma Elyıldırım</b>	LINELT

### Session 3 14:00 – 15:40

#### LINELT

ORDER	TITLE	AUTHOR, AFFILIATION and COUNTRY
1	(A)synchronous Live Presentations (A)LP: A Next Level Framework for Tech-enhanced ESL Proficiency Assessment	Rabeya Binte Habib, <i>Daffodil International University</i> , Bangladesh
2	M-learning of French language: Its effectiveness among post-modern learners in the post-colonial society	Govindarajan Parthasarathy, <i>VIT University</i> , India
3	An investigation on Chinese programs in US higher institutions using ordinal logistic regression	Huiqiang Zheng, United States
4	DEVELOPMENT METHOD OF STUDENTS' READING ABILITIES THROUGH STUDY OF LITERARY READING	ZhanarSeisenbayeva, Saule Nurgali, Meruyert Alibayeva, Nurgul Shadiyeva, Yermekbayev Muhtar, Abay Kazakh National Pedagogical University, Eurasian Humanities Institute, Pedagogical sciences or Regional socio-innovative University
5	CRITERIA OF SUBJECTIVITY OF STUDENTS OF THE MASTER'S DEGREE PROGRAM	Sovetkanova D.M., Umirbekova A.N., Uaidullakzy E., Ageleuova A.T., PhD doctoral student of KazNPU named after Abay

15:40 – 16:30	Coffee Breaks, Snacks near the poolside
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### Session 4 16:30 – 18:00

#### LINELT

ORDER	TITLE	AUTHOR, AFFILIATION and COUNTRY
1	Research-Action Study on the Blogs to promote Written Production in English within the Cooperative Learning approach at A-level	Salvador Montaner-Villalba, <i>UNED</i> , Spain
2	A Study of Specialization Levels of Online Corpora in the Field of Medicine with Pedagogical Purposes	Ingrid Carolina Garcia-Ostbye, Antonio Martínez-Sáez, <i>Universitat de València</i> , Spain
3	Observations on contemporary German-speaking young readers' metal iterate narrative in the development of reading-literacy competence	Juan José Hernández Medina, <i>University of Almería</i> , Spain
4	Constraints in teaching English in a Teacher's College	Jesus Garcia Laborda, Eva Jechimer, <i>Universidad de Alcalá</i> , Spain

TIME	TITLE	SPEAKER	HALL NAME
30.04.2019 16:30 – 18:00 Workshop	"Designing of Course with Moodle LMS"	Semih Çalışkan, <i>Ph.D Student</i> İstanbul Aydın University, Turkey	Main Hall

30.04.2019 18:00 – 18:20	Closing Ceremony
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30.04.2019 19:00 – 21:00	Special Dinner	Main Restaurant
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30.04.2019 21:30 – 23:00	Live music	Lobby bar
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30.04.2019 23:00 – 24:00	Late dinner	Main Restaurant
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## 01.05.2019, Wednesday

01.05.2019 07:00 – 09:00	Breakfast	Main Restaurant
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01.05.2019 09:00 – 18:00	Historical Places and Shopping Tour.	
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