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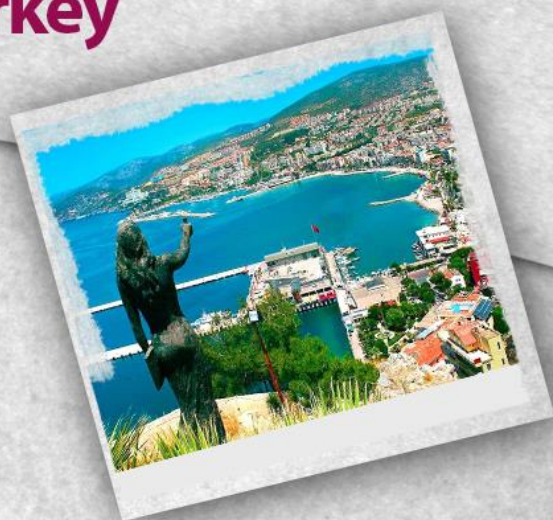


GLOBAL CONFERENCE on LINGUISTICS and FOREIGN LANGUAGE TEACHING

29 April - 01 May 2019



Pine Bay Hotel Congress Center
Ephesus Izmir Turkey



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ABSTRACTS BOOK

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ABSTRACTS

Using New Techniques in Teaching English Grammar In Iraq

Rabea Saeed, COMSATS University Islamabad

Aasia Nusrat, COMSATS University Islamabad

Saadia Kashif, COMSATS University Islamabad

Abstract

Language proficiency of teacher educators, who are placed in EMI immersion programmes, stands as one the biggest challenge not only in Pakistan but globally too (Huq, 2018). Teacher Language Awareness (TLA) (Andrews, 2007) framework connects teacher language awareness to pedagogical content, and reveals that a teacher educators language awareness, with respect to both declarative and procedural knowledge, affects the pedagogical content knowledge. Applying this framework, written assessments of non-native teacher educators (Pakistan) are assessed and analysed. Present study is mix-method research that uses qualitative and quantitative methods for data analysis. Number of errors and written responses to assessments are evaluated as per CEFR (Common European Framework of References for Languages) descriptors. Value of relationship coefficient 'r' between EMI and teacher performance is worked upon, and findings reveal a strong downhill relationship indicating negative effect of EMI on teacher performance. These findings necessitate measures to be taken which could help improve language proficiency of the teacher educators, as well as reconsider the choice of medium for maximum output and effective learning.

Key words: teacher language awareness, EMI, pedagogy, subject matter cognitions, procedural knowledge.

ADDRESS FOR CORRESPONDENCE: **Rabea Saeed**, COMSATS University Islamabad

E-Mail Address: rabea@live.com

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, Birzeit University

Abstract

It's through language that people express their thought and opt for communication. Still, there are certain issues that may hinder understandability and thus create confusion and misunderstanding. Code switching between two languages or more is often confusing and problematic as stated by (Kanellos, 1993). In this research, the focus will be on the use of Hebrew language beside Arabic among 1984 students in Palestine at AAUJ. Hebrew is considered the first language in Israel at school, so it is typical for 1984 people to learn the language. But what's not typical is that they use it frequently besides Arabic when conversing with others. This research is meant to address the factors lying behind their use of Hebrew at AAUJ being a different social environment of what they have been used to in Israel. The problem of their social integration at AAUJ is accompanied by "their identity". 1984 students have their own concept of identity when it comes to social assimilation, a term used by (Lipshitz, 1998). This research studies the concept of identity and code switching, and how they affect understandability and social integration on the other side of 1967 students

ADDRESS FOR CORRESPONDENCE: **Mohammad Salah Zaid**, Birzeit University

E-Mail Address: mszaid@birzeit.edu

Engineering Lecturers' Perceptions towards Student Self-Assessment in Enhancing Undergraduates' Oral Presentation Skills

Benraghda Abdelmajdid, UNIVERSITI MALAYSIA PAHANG

Noor Raha Mohd Radzuan, UNIVERSITI MALAYSIA PAHANG

Abstract

In recent years, self-assessment has been increasingly implemented as an alternative method of assessment in tertiary educational contexts. The research described in this paper employed a semi-structured interview instrument to evaluate engineering lecturers' perceptions towards student self-assessment in developing their non-verbal communication skills in technical oral presentations. A sample of 12 engineering lecturers from a technical university participated in the study. Semi-structured interview data revealed that most engineering lecturers viewed student self-assessment positively and they reported on student self-assessment as providing learning values, because the latter viewed student self-assessment as a learning aid. The results showed that student self-assessment could promote the students' learning, an increase of students' willingness to deliver oral presentations, and self-enabling. Therefore, student self-assessment can be a powerful method to increase learning by raising the awareness about the necessity of non-verbal communication skills in delivering technical oral presentations.

ADDRESS FOR CORRESPONDENCE: **Benraghda Abdelmajdid**, UNIVERSITI MALAYSIA PAHANG

E-Mail Address: engmadjid@gmail.com

The Grammatical Competence of University Students: Importance Versus Performance Using Rasch Analysis

Fatimah Ali, UNIVERSITI MALAYSIA PAHANG

Abstract

Learning the grammar of a language is fundamental to all learners as grammar is not only the core of a language, but a theoretical tool in regulating the language. In Communicative Language Teaching (CLT) approach, language instructors focus more on language functions and teaching of grammar is embedded in other language skills. Learners are expected to acquire grammatical competence through interactions with speakers of the target language inside and outside of the classrooms. In the context of learning English as a second language (ESL) in Malaysia, the environment outside the classroom unfortunately is not conducive for learners to acquire grammatical competence. Hence, it impedes grammatical accuracy of spoken and written discourse among most learners. This present study aims to measure the grammatical competence of undergraduate students in correlation with what deem as important by language educators in public universities in Malaysia. It employed a self-developed grammar test and a set of online teachers' questionnaire as research instruments. A total of 1694 first-year undergraduate students sat for the grammar test while the teachers' questionnaires were distributed via email English language instructors at four public universities in Malaysia. The Rasch measurement model was used to analyse the data. From the findings, it was found that students had difficulty in answering the following grammatical items: tenses, subject-verb agreement, relative clauses and conditional. Interestingly, language instructors believe that tenses and subject-verb agreement are the grammar items which are important for learners to acquire to be communicatively competent. The significance of this is that there is a need for language instructors to give equal importance for both language forms and functions for the learners to perform effectively in academic and professional settings. Future research needs to focus on how language instructors enhance students' grammatical competence in a communicative language teaching environment at higher educational institutions

ADDRESS FOR CORRESPONDENCE: **Fatimah Ali**, UNIVERSITI MALAYSIA PAHANG

E-Mail Address: tym@ump.edu.my