Abstracts Book

8TH GLOBAL CONFERENCE on LINGUISTICS and FOREIGN LANGUAGE TEACHING (LINELT-2020)

www.linelt.org

ABSTRACTS BOOKS

(ONLINE CONFERENCE)

Organizing Committee

Organized by
University of Alcalá, Spain
Istanbul Ayvansaray University, Turkey
The Academic Event Group

Honorary Chair
Dr. José Vicente Saz, *University of Alcalá*, Spain

Program Chair
Dr. Jesús García Laborda, *University of Alcalá*, Spain

Adjuncts to the President
Dr. Mary Frances Litzler, *University of Alcalá*, Spain
Dr. David Méndez Coca, *Autonomous University of Madrid*, Madrid

Scientific Committee
Dr. Abdigapbarova Muslimovna, *Kazakh National Pedagogical University*, KZ
Dr. Alejandro Curado, University of Extremadura, Spain
Dr. Alexandra Santamaria-Urbieta, *Alcala University*, Spain
Dr. Ana Gimeno Sanz, *Universitat Politècnica de València*, Spain
Dr. Begoña Montero Fleta, *Universitat Politècnica de València*, Spain
Dr. Carmen Flys, *University of Alcalá*, Spain
Dr. Cristina Tejedor Martínez, *University of Alcalá*, Spain
Dr. Daniel Candel, *University of Alcalá*, Spain
Dr. Elena Alcalde Penalver, *Alcalá University*, Spain
Dr. Elena Barcena Madera, *UNED*, Spain
Dr. Elmira Uaidullakyzy, *Almaty University*, Kazakhstan
Dr. Gul Celkan, *Middle Georgia State College*, USA
Dr. John M. Rian, *University of Northern Colorado*, USA
Dr. José Antonio Gurpegui Palacios, *Instituto Franklin*, Spain
Dr. Juan José Hernández Medina, *Almería University*, Spain
Dr. Julio Cañero Serrano, *Instituto Franklin*, Spain
Dr. Marian Amengual Pizarro, *University of the Balearic Islands*, Spain
Dr. Mathea Simons, *University of Antwerp*, Belgium
Dr. Montserrat López Múgica, *University of Alcalá*, Spain
Dr. Ozge Hacifazlioglu, *Istanbul Kultur University*, Turkey
Dr. Raquel Lázaro Fernández, *University of Alcalá*, Spain
Dr. Sabater, Carmen Pérez, *Universitat Politècnica de València*, Spain
Dr. Santiago Fernández Vázquez, *University of Alcalá*, Spain
Dr. Sazhila Nuzhanova, Kazakh National Pedagogical University, KZ
Dr. Yulia Alizade, *Moscow State University for Humanity*, Russia
Omar Cortes Pena, University of La Costa, Colombia
Dr. Salvador Montaner Villalba, *Polytechnic University of Velncia*, Spain

Organizing Committee

Atefeh Ferdosipour, *Islamic Azad University- East Tehran Branch*, Iran
Dr. Tahir Tavukçu, Cyprus Social Sciences University
Dr. Nihat Ekizoğlu, Ataturk Teacher Training Academy
Blerta Prevalla Etemi, AAB University
Florijeta Hulaj, *AAB College*
Lilia Trushko, Girne American University
Metin Berk Odabası, Warwick University, UK
Nesli Bahar Yavaş, European University of Lefke
Semih Çalışkan, Istanbul Aydın University, Turkey
Zeynep Genç, Istanbul Aydın University,Turkey

Secretariat

Pembe Mehmet, Cyprus International University, Cyprus
linelt.info@gmail.com

International Advisory Board

Alizade, Yulia, Moscow State University for Humanity, Russia
Alonso, Rosa, University of Vigo, Spain
Arguelles, Alexander, American University in the Emirates, UAE
Atasagun, Mehmet, Bahcesehir University, Turkey
Baykut, Sibel, Bahcesehir University, Turkey
Beeman, William O., University of Minnesota, USA
CameenKettanun, Bangkok University, Thailand
Celkan, Gul, Middle Georgia State College, USA
Coombe, Christine, Dubai Men's College, Dubai, UAE
Demirel, Özcan, Cyprus International University, Turkey
Eskicirak, Fatos, Bahcesehir University, Turkey
Gholamreza, Zarei, Isfahan University of Technology, Iran
Hacifazlioglu, Ozge, Istanbul Kultur University, Turkey
Faqeih, Haifaa, Umm Al-Qura University, Saudi Arabia
Hassan, SoodmandAfshar, Bu-Ali Sina University, Iran
Jahangard, Ali, Sharif University of Technology, Iran
Jessica Russell, American University of Dubai, UAE
Karimkhanlooei, Giti, Zanjan University of Medical Sciences, Iran
Kaymakamoglu, Sibel, European University of Lefke, Cyprus
Laborda, Jesús García, University of Alcalá, Spain
Le, Elizabeth, University of Alberta, Canada
LotfolahYarmohammadi, Shiraz University, Iran
Lottie, Baker, U.S. Department of State , George Washington University, USA
Matsuoka, Rieko, National College, Tokyo, Japan
Mirbagheri, Ahmad, Mohajer Technical University, Iran
Nozawa, Kazunori, Ritsumeikan University, Japan
Osam, Necdet, Eastern Mediterranean University, Cyprus
Philip, Mathias, Bangkok University, Thailand
Rahman, Sahragard, Shiraz University, Iran

RamiahNenaThamavithya, Bangkok University, Thailand
Randolf, Brock, Bangkok University, Thailand
R. AskariBigdeli, Yasouj University, Iran
Rahimi, Ali, Bangkok University, Thailand
Richards, Anne, Kennesaw State University, Georgia, USA
Roslan, Samsilah, University of Putra, Malaysia
Salem, Noraziyati, University Teknologi, Malaysia
Saussure, Luis de, University de Neuchatel, Switzerland
Saylağ, Renan, Bahcesehir University, Turkey
Solhi, Mehdi, Bahcesehir University Turkey
Soltani, Ali, Zanjan University of Medical Sciences, Iran
Tahir, ZalinaMohd, University Technology, Malaysia
Turunc, Turgut, BahcesehirUniversity,Turkey
Tony, Page, Bangkok University, Thailand
Uaidullakyzy, Elmira, Abay Kazak State University, Kazakhstan
Ulvydiene,Loreta, Vilnius University, Lithuania
Umairah, Nihal, University of Petra, Jordan
Unvar, Selda, Bahcesehir University, Turkey
Uzunboylu, Huseyin, Near East University, North Cyprus
Walter AlfonsusYuhl, Bangkok University, Thailand
William Griessel, Bangkok University, Thailand
Yaman, Gizem, Bahcesehir University, Turkey
Zarei, Abbas, University of Kashan, Iran

Keynote Speakers

Prof. Dr. Servet Bayram
Director, Institute of Educational Sciences
Chairman, Department of Computer Education & Instructional Technologies
Coordinator, Program of Information Technologies & Social Media Education
Yeditepe University – İstanbul

Keynote Title: "**Current Educational Research Paradigms in the Age of Anthropocene: Innovative Digitalization Tools in Instruction and Learning** "

Keynote Key Terms:
Metamorphisis, Transformation and Sustainability
Social, Industrial, Technical and Digital Revolutions in the Anthropocene Era
Educational Policy and Educational Paradigm Shifts
Computational Social Science and Neuroscience
Educational Research Examples and Future

Bio: Prof. Dr. Servet Bayram graduated with a bachelor's degree from Department of Psychology at the Istanbul University in 1985. After receiving the Certificate of Teaching and the title of Psychologist, he worked as a Consultant/Educational Psychologist at the Bogazici University in Istanbul between 1988-1992. When he completed his master's degree in Guidance & Counseling at the Bogazici University, he went to the United States for doctoral studies. He completed his doctoral studies in "Learning and Teaching Technologies" and received a Doctorate degree from the University of Pittsburgh, Pennsylvania in 1995. As a Post-Doctoral Fellow, he studied on the Electronic Performance Support and Information Systems at the Indiana University, Bloomington in 1996.
Between 1997-1998, he served as a Second Lieutenant & Psychologist at the Air Force Academy in Istanbul. Then as an Assistant Professor, he started to manage curriculum of the Department, Computer Education and Instructional Technology, at the Marmara University. In 2000, he was promoted to Associate Professorship. Then he became a full professor in 2006. Between 2000 and 2015, he had conducted his studies as a Chairman of the Department at the Marmara University, Istanbul.

In 2015, He was transferred to the Yeditepe University in Istanbul. Then he was promoted to Vice Rectorate of the University. As a Vice Rector he completed the "Curriculum Optimization Studies" of the University between 2015 and 2016. Now, he is the Director of Institute of Educational Sciences at the Yeditepe University. Also, he is Chairman of the Department, Computer Education & Instructional Technologies and Coordinator of the Program, Information Technologies & Social Media Education at the Yeditepe University.
His present professional research interest focuses on Psychology of Learning, Neuroscience, Psychological Testing, Human-Computer Interaction, Graphical User Interface Design, Educational Software, School Achievement, Motivation and Innovative Computer Tools.

Prof. Dr. Huseyin Uzunboylu
Higher Education Planning, Supervision, Accreditation and Coordination Board, North Cyprus

Keynote Title: "The Role of Scientific Research for Sustainable Development: Perspectives of Education, Technology and Language"

Bio: Huseyin Uzunboylu graduated from Anadolu University, completing a degree in BSc Educational Communicating and Planning in 1991. He graduated from Ankara University; completed a degree in MA Curriculum and Instruction in 1995 and completed PhD in area of Educational Technology in 2002. He became Assistant Professor in 2013, Associate Professor in 2015 and Professor of Educational Technology in 2010 at Cyprus Near East University.

Ali Rahimi, *Ph.D.*
Professor in Applied Linguistics
School of Social Sciences and Languages, VIT University, India

Keynote Title: "Teaching Languages with Technology: Sine qua non of Pedagogy"

Abstract: Language is a tool for communication, a plethora of teaching methodologies has been suggested to foster students' academic competencies. Using technology has been introduced to help teachers and students enhance their educational practices. In the new global network, it is an inescapable fact that a massive development has been witnessed in IT with regard to education and its mission in and out of classrooms (Vrasidas, 2019). This discussion centers on the effect of using technology generally and digital literacy, blended education and CMC on developing EFL learners' academic achievement. Various methods have been employed by teachers to improve students' performance such as Communicative Language Teaching, Co-operative Learning, Task-based Teaching and so forth. Hence, it is incumbent upon educational practitioners to understand the prevalent attitudes and perceptions of the teaching staff and students towards the presence and functionality of the application of technology to guarantee better knowledge and skill acquisition and to create successful communication via English as a foreign language. Psychologically speaking, Constructivist Learning emphasizes the significance of learners in taking active roles when facing new information to construct their knowledge by linking prior knowledge and experiences (Nidzam, 2015). Similarly, Vygotsky (1978) stressed the importance of powerful experiences with people like classmates and teachers. The role of a teacher in a constructivist environment is one of a guide and facilitator who provides students with opportunities to construct knowledge in individual contexts and through social negotiation, collaboration, and experience. Experimental results indicate that technology increases students' learning achievement through digital literacy; students benefit from peer feedback and they themselves have to provide feedback to their peers, they learn to critically analyze and revise their own writing (Mendoca & Johnson, 2004). Furthermore, the use of technology will help students learn the target language naturally and spontaneously. To fully realize the potential of technology, there should be congruence between pedagogical methodologies and technological opportunities. Some researchers have also found that CALL is useful for

alleviating students' emotional barriers like anxiety, demotivation, etc. For instance, Reinders &Wattana (2014) investigated the use of Ragnarok Online in an English course and found that students' anxiety was greatly reduced when they used online games to communicate in English. Moreover, technology can boost students' autonomy, self-regulation, self-assessment, self-leadership and other soft skills. (Rahimi & Askari (2013); Rahimi & Fahimi (2017); Rahimi & Mouri (2016);

Rahimi & Farivar (2015). We are currently consumed by the panic of the coronavirus and the universities are planning to close down and move all classes online, it has affected us all. In a nutshell, digital literacy, CMC, CMD, blended education, online courses, videoconferencing, flipped learning and technology as a whole are the cornerstone of pedagogy in the world currently afflicted by pandemics like COVID-19 and other natural disasters as well as man-made destructive behavior.

ABSTRACTS

EFL Teachers' Writing Assessment Literacy, Beliefs, Practices, and Training Needs: The Context of Turkey

Mohammadreza Valizadeh, Cappodocia University ,Turkey

Abstract

Teachers' assessment literacy, beliefs, and practices contribute to encouraging or undermining students' learning; therefore, investigating such literacy to fulfill the teachers' training needs is essential. This quantitative survey study investigated the current level of Turkish EFL (English as a Foreign Language) teachers' writing assessment literacy (WAL) and identified their training needs in this area. Further, this research explored the teachers' beliefs about different writing assessment methods, general assessment issues in writing classrooms and then scoring accuracy in writing assessment. Moreover, the teachers' writing assessment practices were studied. The participants were 152 Turkish EFL teachers. The data was collected through a questionnaire. A vast majority of the participants (over 90%) expressed their needs for receiving training in all the investigated WAL areas. Nearly half of the teachers (over 45%) reported that they seldom or never integrate writing with other skills, use portfolios, use computer technology, and ask students to do self-assessment. It also seems that there is not enough collaboration among the teachers. The detailed findings regarding the teachers' beliefs in the above-mentioned issues are explained and discussed in the paper. To improve the situation, the shortcomings in the language teacher education programs in Turkey had better be addressed.

ADDRESS FOR CORRESPONDENCE: Mohammadreza Valizadeh, Cappodocia University ,Turkey

E-Mail Address: mrvalizadeh2015@gmail.com

The Effect of Text Structure On Comprihension

Atefeh Ferdosipour, Assistance professor, department of Humanities, East Tehran Branch, Islamic Azad University (IAU), Tehran, IranIAU

Abstract

The objective of this research is to study and compare the effectiveness of rhetorical patterns on reading comprehension of Islamic Azad University students. The sample group includes 180 students of East Tehran Branch who were selected randomly. The subjects were randomly assigned into experimental groups. The instrumentation of the study included the texts and text comprehension questionnaire. The text included nine versions of a single text, i. e. they had identical content but different structure: The collected data were analyzed by one-way ANOVA test. The results of this study failed to confirm the effectiveness of text type on reading comprehension.

ADDRESS FOR CORRESPONDENCE: Atefeh Ferdosipour, Assistance professor, department of Humanities, East Tehran Branch, Islamic Azad University (IAU), Tehran, IranIAU

E-Mail Address: atefeferdosipour@gmail.com

Constructing an Understanding of Collaborative Learning for Students: A Process or a Product and the Priority of the 'I' rather than the 'We': Case of Algerian Higher Education EFL Teachers and Students.

Atefeh Ferdosipour, Assistance professor, department of Humanities, East Tehran Branch, Islamic Azad University (IAU), Tehran, IranIAU

Abstract

Collaborative learning has its roots in the theory of social constructivism which stated that learning is a social phenomenon that is supported in a social context between students. Though collaborative learning has its wide implication in teaching English as a foreign language in higher education which might take different practical ways/activities and used to serve different aims, it is still unclear what does the term really imply as far as the context is concerned and the way it is practised. Therefore, this work aims at constructing an understanding of collaborative learning from the perceptions of higher education EFL teachers and students, in other words it is to explore whether collaborative learning is the process or the product of learning or both and how it comes to realise from the thinking of students that the sense of individuality is superior than collaboration in group work between EFL students. Several issues have been raised that hinder collaborative work between students, such as: the nature of the studied module, dependency, students' self-image, the teacher's way of teaching, yet most of these issues were understood from the EFL teachers' and leaders' understanding of the impact of the system on learning practices (What is supposed to be and what is actually in reality). That is, looking at the issue of collaborative learning from a broader lens has given a thorough understanding of it! In-depth interviews with Algerian higher education EFL teachers, students and some presidential staff at the EFL department and an observation to some classrooms where collaborative work was taking place in addition to the documentary evidence about the local higher education system are used as the research instruments for constructing an understanding of the case. Following the constructivist approach, the data from different research instruments as well as from different samples has been connected, analysed and interpreted to build the storyline of the situation tackled.

ADDRESS FOR CORRESPONDENCE: Atefeh Ferdosipour, Assistance professor, department of Humanities, East Tehran Branch, Islamic Azad University (IAU), Tehran, IranIAU

E-Mail Address: atefeferdosipour@gmail.com

The Relationship between Learner Autonomy and Motivation

NURAY OKUMUS CEYLAN, Bülent Ecevit University

Abstract

This study attempts to find out the relationship between learner autonomy and motivation in a state university prep school in Turkey in a non-native context. The findings indicate a moderate positive correlation between motivational beliefs (task value, perceived self-confidence, learning and performance goal-orientation) except performance goal-orientation and sections of autonomy (readiness, ability, responsibility, use of English). Thus, this study also suggests and supports that "intrinsic motivation makes learners 'more willing to take responsibility for the outcome' and that giving students more autonomy yields intrinsic motivation" (Scharle and Szabó, 2000: 7).

ADDRESS FOR CORRESPONDENCE: NURAY OKUMUS CEYLAN, Bülent Ecevit University

E-Mail Address: nurayokumus@yahoo.com

EFL WRITTEN COMPETENCE THROUGH TWITTER IN ITS MOBILE VERSION AT COMPULSORY SECONDARY EDUCATION

Salvador Montaner-Villalba, Universitat Politècnica de València

Abstract

Using Information and Communication Technologies at foreign language learning and, to be more specific, at learning the English language as a foreign language has increased notably and, particularly, almost at the end of the second decade of the 21st century with the introduction of the mobile phones within students' learning process. At this paper, we aim to verify whether the social network Twitter, in its mobile version, helps learners improve their quality in EFL written production. An experiment took place in the EFL classroom with students who, during the experiment, studied 4th academic year at compulsory secondary education and, thus, non-university teaching. Having learners completed an initial test before the experiment at the beginning of the academic year, the learners, who participated in this experiment, had the B1 level according to the European Framework of Reference for Languages. Our main concern at this research was to confirm if learners improve, more specifically, their skill consisting of synthesizing while writing using the English language, since the social network Twitter does not allow to write more than 140 characters. One research question was established. From this question, this starting hypothesis was set up: The use of Twitter, in its mobile version, determines positively in the improvement of synthetizing. The chosen model for this research was the research-action method. Thus, quantitative methods were used to analyze the outcomes.

ADDRESS FOR CORRESPONDENCE: Salvador Montaner-Villalba, Universitat Politècnica de València

E-Mail Address: smonvil@idm.upv.es

The Relationship between Learner Autonomy and Motivation

NURAY OKUMUS CEYLAN, Bülent Ecevit University

Abstract

This study attempts to find out the relationship between learner autonomy and motivation in a state university prep school in Turkey in a non-native context. The findings indicate a moderate positive correlation between motivational beliefs (task value, perceived self-confidence, learning and performance goal-orientation) except performance goal-orientation and sections of autonomy (readiness, ability, responsibility, use of English). Thus, this study also suggests and supports that "intrinsic motivation makes learners 'more willing to take responsibility for the outcome' and that giving students more autonomy yields intrinsic motivation" (Scharle and Szabó, 2000: 7).

ADDRESS FOR CORRESPONDENCE: NURAY OKUMUS CEYLAN, Bülent Ecevit University

E-Mail Address: nurayokumus@yahoo.com

Giving effective feedback by making the most out of technology

Sevim Acikgoz, Bilfen Schools- Antalya

Abstract

As teachers, we know that giving effective feedback means a lot to us since we see the interaction, we see the learning point and learning outcomes by giving feedback. As learners, feedback is the place where they can have a "self-check" for their learning process. But what about giving "effective feedback"? What about making it more enjoyable, student friendly and getting help from technology which is a big part of our lives. In this session, we will be talking about giving effective feedback and exchange ideas!

ADDRESS FOR CORRESPONDENCE: Sevim Acikgoz, Bilfen Schools- Antalya

E-Mail Address: acikgoz.sevim@gmail.com

Critical thinking strategies in reading

Erdenebaatar Chimedlkham, Mongolian University of Science and Technology

Abstract

Most of the societies and countries around the world are multilingual, and people are facing an increased need for speaking well in more than one language. Within this larger context, reading in the second language (L2) settings continues to take on increasing importance. English is not only considered as a global language for communication but also it is a language for science, technology, literature and advanced academic research. Benefits of learning a second language give us a greater global understanding of the world such as knowing many fascinating cultures around the world, and academic achievement. Besides that, nowadays, the purpose for most college and university tends to prepare critical thinker and critical readers in the first language (L1) and L2. So, the importance of critical thinking skills has been set as a primary goal in higher education in the world. As an important part of learning process, especially in reading, critical thinking enables students to analyze, evaluate and draw a conclusion. Therefore, this study is devoted to the understanding of reading comprehension and critical thinking skills in reading. The purpose of this study is to analyze current literature based on critical thinking, reading comprehension, critical reading and to investigate the level of Turkish and Mongolian English pre-service teachers' critical thinking skills, the level of reading comprehension and their use of reading strategies. Second, to investigate the relationship between critical thinking skills and reading strategies and to what extent critical thinking skills affect the level of reading comprehension and to what extent reading strategies affect the successful reading comprehension. The research was carried out as a correlational research among 3rd and 4th grade English pre-service teachers in two universities, one in Turkey and the other one in Mongolia. In order to conduct the research, we administered Background Information Questionnaire, Survey of Reading Strategy, Reading Comprehension Test, and Cornell Critical Thinking Tests among the participants. In the analysis of the data, the Pearson product- moment correlation was used to find out the realtionship between critical thinking and reading comprehension. Besides, Pearson Correltion, a t-test was also employed to explore the differences between male and female students' critical thinking skills. Thus, a t-test was used to explore the differences between Turkish and Mongolian students. As a result, first, Turkish and Mongolian English pre-service teachers showed high and medium uses of reading strategies in reading. They used Problem Solving Strategies more frequently than Global and Support Strategies. Second, overall use of the reading strategies was not significantly related to their reading comprehension. Third, the findings reveal that there was not a significant relationship between Turkish and Mongolian English pre-service teachers' critical thinking skills and reading comprehension. The importance of critical thinking in education cannot be ignored. Many studies were conducted to determine the effect and relationship of critical thinking with different areas of language.

_____

ADDRESS FOR CORRESPONDENCE: Erdenebaatar Chimedlkham, Mongolian University of Science and Technology

E-Mail Address: cheeme99@gmail.com

Challenges Faced by EFL Teachers Teaching English Listening and Speaking Skills to Tertiary Level Students at Public Universities in Sulaimaniah: Causes and Recommended Strategies

Fatima Jalal Taher, University Lecturer, Sulaimani University, Iraq

Rasti Nawzad Ahmed, College of Languages, University of Sulaimani, Sulaimaniah

Fatima Jalal Taher, College of Languages, University of Sulaimani, Sulaimaniah

Abstract

Since English has become a global language, learning to speak this language not only results in a better education but also more employment opportunities. Furthermore, English language proficiency is of great importance in conducting research; it helps with searching for scientific and technological resources which are mainly written in English. English is also the key to social connections globally. The field of EFL has greatly expanded around the world and for the past two decades teaching English as a foreign language (EFL) has become a crucial part of the higher educational curriculum at the public universities in Kurdistan of Iraq. Regardless of the great advancement in technology and the expansion in profound teaching methodologies, there are still challenges that are faced by EFL teachers when it comes to teaching English listening and speaking skills. Thus, this study is an attempt to investigate the challenges in teaching listening and speaking skills from the viewpoint of Iraqi Kurdish EFL teachers at tertiary level, identify the causes and provide recommended strategies for dealing with these challenges. To achieve the research aims, we have chosen to conduct our study as a case study in the qualitative paradigm, using recorded semi-structured interviews and questionnaires with 12 participants who are all EFL teachers working at public universities across the region with no less than 3 years teaching experience. The findings were analyzed in a thematic approach by means of coding. As it appears from the findings, the EFL teachers have faced various challenges while teaching English listening and speaking and they have provided reasons for these as well as recommended strategies to take to deal with these challenges.

_____

ADDRESS FOR CORRESPONDENCE: Fatima Jalal Taher, University Lecturer, Sulaimani University, Iraq

E-Mail Address: fatima.taher@univsul.edu.iq

The Role of Teaching Vocabulary In Aviation English Course

Selin Özdemir, Balıkesir University

Fatih Yavuz, Balıkesir University

Abstract

English for Specific Purposes (ESP) has been regarded as one of the most fundamental aspects of English language. It is simply described as the learning and teaching English for academic or professional purposes. There is a great amount of need to define and cope with particular English language requirements since a great number of vocational activities are required to master the English language skills. The essential goal of ESP instruction is to help learners attain and produce necessary abilities to apply English in settings in which English serves as a means of communication. In this respect, one of the most significant vocational settings using English as a medium of communication is aviation industry in which English is the international standard language. Aviation English includes the ability to comprehend and produce English properly with the aim of providing clear communication. Precise and accurate communication comes into prominence since it ensures situational awareness and maintaining safety standards. This highlights the fact that aviation employees should obviate the obstacles which lead to miscommunication. A notable way of impeding misunderstandings in the aviation industry is to acquire lexical competence to make communication reliable and clear. Lexical structures and technical vocabularies confined to aviation should be learned and put to use by aviation employees owing to their indisputable contributions to certain circumstances. Therefore, having lexical competence in English is quite curial for effective and safer communication. In this study, a literature review of concepts on ESP, the impact of lexical competence in aviation and teaching aviation vocabulary has been widely discussed. Hence, the aim of this current study is to unveil issues on ESP, teaching technical vocabulary adhered to aviation and the importance of lexical competence in aviation English course

Keywords: aviation; teaching vocabulary; teaching aviation vocabulary; ESP

_____

ADDRESS FOR CORRESPONDENCE: Selin Özdemir, Balıkesir University

E-Mail Address: selin.1412@hotmail.com

Compounding in English

Jana Bérešová, Trnava University in Trnava, Slovakia

Abstract

Word-formation processes contain compounding as one of principal processes. In English, forming new words by compounding has been recognised since the history of the English language really started. The aim of the study is to search for the examples of compounds used in contemporary literary prose, focusing on a particular conceptualisation of reality. To create and transfer new meanings effectively, compounding seems to be productive as two or more words are combined and function as a single word. The meaning of the compound is influenced by the meanings of its constituents and the relation between them. Different combinations of meanings are determined by the way extralinguistic reality is classified by the language community. Our study will be based on an analysis of excerpted examples that will be sorted according to common features of the way the language users perceive and capture reality.

_____

ADDRESS FOR CORRESPONDENCE: Jana Bérešová, Trnava University in Trnava, Slovakia

E-Mail Address: jana.beresova@truni.sk