

LINELT-2023

11TH GLOBAL CONFERENCE ON
LINGUISTICS AND FOREIGN LANGUAGE TEACHING

www.wces.info

29 - 30 MARCH 2023 | UNIVERSITY OF BARCELONA | BARCELONA - SPAIN



ABSTRACTS BOOKS

LINELT-2023 Participants Flags



taegcenter taeg_center taegcenter taeg_center





**11TH GLOBAL CONFERENCE on LINGUISTICS
and FOREIGN LANGUAGE TEACHING
(LINELT-2023)**

ONLINE and FACE-TO-FACE
University of Barcelona, Facultat de Filosofia, Geografia i
Historia
Barcelona, Spain

March 29-30, 2023

ABSTRACTS BOOKS

Organizing

The Academic Event Group
University of Barcelona

Presidents

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

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 Uaidullakzy, *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*

Dr. Omar Cortes Pena, *University of La Costa, Colombia*

Dr. Salvador Montaner Villalba, *Polytechnic University of Valencia, Spain*

Organizing Committee

Dr. Atefeh Ferdosipour, *Islamic Azad University- East Tehran Branch, Iran*

Dr. Tahir Tavukçu, *Cyprus Social Sciences University, Cyprus*

Dr. Nihat Ekizoğlu, *Ataturk Teacher Training Academy, Cyprus*

Dr. Blerta Prevalla Etemi, *AAB University, Kosova*

PhD Candidate Beria Gokaydin, *Near East University, Cyprus*

PhD Candidate Nesli Bahar Yavaş, *European University of Lefke, Cyprus*

PhD Candidate Semih Çalışkan, *Izmir Tinaztepe University, Turkey*

PhD Candidate Zeynep Genç, *Istanbul Aydın University, Turkey*

PhD. Daniel Sekyere-Asiedu, *Near East University, Cyprus*

Msc. Mustafa Korucu, *Bahçeşehir Cyprus University, Cyprus*

Florijeta Hulaj, *AAB College, Kosova*

Lilia Trushko, *Girne American University, Cyprus*

Metin Berk Odabası, *Warwick University, UK*

Tolga Savaskurt, *Istanbul Aydın University, Turkey*

Secretariat

Victor Nwaogu

linelt.info@gmail.com

International Advisory Board

Alizade, Yulia, Moscow State University for Humanity, Russia
Alonso, Rosa, University of Vigo, Spain
Alfonso Corbacho Sanchez, University of Extremadura, 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
Cameen, Kettanun, 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
Lotfolah, Yarmohammadi, 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
Natalya Khokholova, Yeosu Technical Institute in Tashkent, Uzbekistan
Nozawa, Kazunori, Ritsumeikan University, Japan
Osam, Necdet, Eastern Mediterranean University, Cyprus
Philip, Mathias, Bangkok University, Thailand
Rahman, Sahragard, Shiraz University, Iran
Ramiah Nena, Thamavithya, Bangkok University, Thailand
Randolf, Brock, Bangkok University, Thailand
R. Askari, Bigdeli, 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, Zalina Mohd, University Technology, Malaysia
Turunc, Turgut, Bahcesehir University, Turkey
Tony, Page, Bangkok University, Thailand
Uaidullakzyz, 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 Alfonsus, Yuhl, Bangkok University, Thailand
William Griessel, Bangkok University, Thailand
Zarei, Abbas, University of Kashan, Iran

KEYNOTES



Prof. Dr. Huseyin Uzunboylu

Professor of Educational Technology

Member, Higher Education Planning, Supervision, Accreditation and Coordination Board, Nicosia, **CYPRUS**

President, Cyprus Educational Sciences Association (Members of EERA & WERA)

ORCID: <https://orcid.org/0000-0002-6744-6838>

Scopus: <https://www.scopus.com/authid/detail.uri?authorId=14030910200>

Web of Science: <https://www.webofscience.com/wos/author/record/179327>

Keynote Title: “Internationalization in Higher Education”

Bio: Prof. Dr. Huseyin Uzunboylu he had completed high school at 20 Temmuz High School in Cyprus. In 1995, his higher education career began by winning the Anatolia University, Department of Communication and Planning on Education in Turkey. And after he had completed his preparatory education in one year and he has completed his undergraduate degree in 1991. Prof. Dr. Huseyin Uzunboylu has started his graduate education in Ankara University, the Department of Curriculum and Instruction in 1993 and graduated in 1995. He was accepted into the doctoral program in the same university, Educational Technology Department of Educational Sciences in 1995 and he has completed his PhD degree in 2002. In 2003, he became an Assistant Professor in the Department of Computer Education and Instructional Technology at the Near East University, he was an Associate Professor in 2005 in Ataturk Faculty of Education, and in December 2010, with respect to the members of juries he was appointed as a professor. After doctoral studies he started working at the Near East University, Faculty of Arts and Sciences Department of Psychology in 1996 and he taught courses that educational sciences and research methods. He coordinated of ‘Pedagogy Certificate Program’ which was conducted by the University from 1997 to 1999, and since he conducted Chairman of the Department of Computer Education and Instructional Technology from 2004 to 2013. From 2013 to 2018, he serves as a Dean of Faculty of Education. Since 23 October 2019, he is appointed to member of Higher Education Planning, Supervision, Accreditation and Coordination Board by President of North Cyprus (TRNC). Prof. Dr. Uzunboylu has five academic books published by Turkey’s respected publishing firms; he has supervised five doctoral and 63 master’s theses up to now. He has 103 high-level articles that searching by Web of Science (SSCI, SCI, SCI-Expanded, ESCI); He has 27 searching article and published papers are presented on the international or national conferences. He is editor-in-chief of the Cypriot Journal of Educational Sciences; also, Prof. Dr. Uzunboylu serves as the boards of many journals referee within the searching in the Social Sciences Citation Index. Since 2004, he is taking place on the list as founders, and he is president of the Cyprus Educational Sciences Association (KEB-DER). In 2010, Prof. Dr. Uzunboylu has a major role



Prof. Dr. Jesus Garcia Laborda
Dean of the College of Education
Universidad de Alcala, Spain

Keynote Title: “Why Does Economy Affect Education?”

Abstract: While most people ignore it, economy shapes most of the decisions we take in management and educational policies. Finding a balance between expenses and quality of education is usually a hard endeavor. However, what do usually know educators about these hard decisions we need to take frequently? This presentation analyzes the factors that have a potential effect in educational decision especially in relation to the development of the most humble sectors of the population.

Bio: Jesús García Laborda has a Master’s in ESL (University of Georgia), a Master’s in Comparative Language and Literature (University of Wisconsin), a Ph.D. in English Philology (Complutense University of Madrid) and a Ph. European in Didactics (Complutense University of Madrid). He has been an assistant professor at the University of Georgia and the University of Wisconsin. He has also been a Visiting Scholar at Penn State University and the University of Antwerp and has taught courses in Colombia, Lithuania, Cyprus, Turkey, and Brazil. He has been principal investigator in four R&D projects and participated in seven more. He has also directed five teaching innovation projects at the University of Alcalá and the Polytechnic University of Valencia. He was director of the Department of Modern Philology at the University of Alcalá (2016-19) and since 2019 he is Dean of the Faculty of Education at the same university. He is also Editor-in-Chief of the journals Global Journal of Foreign Language Teaching, Internal Journal of Learning & Teaching and co-editor of Computer Assisted Language Learning Electronic Journal (SCOPUS), as well as a member of the scientific committee or evaluator of another 15 impact journals (JCR/SCOPUS/ESCI). He is a specialist in language teaching, assessment, educational technology and bilingual education. He has published more than 85 articles indexed in SJR / SCOPUS / WOS <https://www.uah.es/es/estudios/profesor/Jesus-Garcia-Laborda/>



Dr. Miguel Zapata-Ros
Ph.D. in Computer Engineering.
Universidad de Murcia: Murcia, Murcia, Spain
Editor of Distance Education Journal (RED) (ESCI and Scopus)
Orcid: <https://www.um.es/ead/mzapata/>

Keynote Title: The generative “Transformer” AI systems, an opportunity for formative assessment? (The paper will be delivered in Spanish with simultaneous translation into English)

Abstract: There is increasing evidence that the statistical improvisations of programs such as ChatGPT produce apparently credible texts but have no support. The problem is not so much whether they allow fraud in projects and articles, as that they some

responses are assumed as correct when are only the generation of “soulless” texts [without “beingness”] or just written without theoretical or empirical validation, which are accepted as uncritically true. Learning is not giving an account only through exams and projects, data or texts describing concepts or facts. According to the classics (Gagne, Merrill, Reigeluth), it requires features as understanding, attributing meaning, autonomously applying what has been learned and transferring it to different and changing environments.

For that reason, there must be a processes of interaction and feedback. In addition, if projects are in progress, they must, in the evaluation, be supervised in their realization, in the understanding and in the attribution of meaning that the apprentice makes.

All this constellation of ideas, methods and practices constitutes, in the context of instructional design, formative assessment. Formative assessment is continuous assessment + feedback. In this sense, there should be continuous evaluation activities that offer students formative feedback on their progress and/or to help them self-assess the development and quality of the design. Assessment for learning (commonly known as formative assessment) focuses on feedback for both teachers and students.

In a world where AI learns and outperforms us in a growing list of cognitive domains, *Beingness* is the ultimate domain of human intellectual endeavor and should be at the core of education. Moreover, formative assessment [formative assessment] must be an instrument to achieve this goal.

Bio: He is Honorary Professor of the *Department of Electromagnetism and Electronics* at the University of Murcia. Additionally, he is a member of the Information and Knowledge Engineering PhD program at the University of Alcalá and a researcher at the Interuniversity Institute of International Economics of the Universities of Alicante, Valencia and Jaime I of Castellón. Dr. Zapata got his PhD in Computer Science from the University of Alcalá, after getting his Master’s Degree in Educational Theory from the University of Murcia and a BA in Mathematics from the University of Valencia.

His main job has been as a professor of Education, specialized in Mathematics. Currently, he is an international evaluator of the A3ES-Agência de Valiação e Acreditação do Ensino Superior de Portugal. His honored recognition has led him to become a Representative at the New York headquarters and Member of the International Council (Geneva headquarters) of the INTERNATIONAL COMMISSION ON DISTANCE EDUCATION which, since 2003, has consultative status with the UNITED NATIONS Economic and Social Council. Besides all these extraordinary achievements, Dr. Zapata is the Editor and founder of *RED Revista de Educación a Distancia* (WOS, Scopus indexed) since 2001. He has also authorized more than 200 publications on teaching, learning, ICT and on teaching and university policy in the Knowledge Society in refereed and indexed publications. He has been a visiting professor and advisor to universities in the US, UK, Uruguay, Argentina, Mexico, Chile, Colombia, Peru, Ecuador, Venezuela, Portugal, Turkey and Cyprus. Advisor to ANEP Uruguay and the Telefónica Foundation of Spain, Uruguay and Argentina, among others. And Advisor and technical adviser to the scientific journals of University Teaching and Law Education

All these merits in recognitions have gained him the recognition not only in the fields of education and technology, but he was also recognized by the Association of Ecuadorian University Faculties of Medicine which granted him its Recognition of Institutional Merit AFEME 2017



Dr. Ana Otto Canton

Universidad Complutense of Madrid, Spain

Keynote Title: “Formative Assessment in English Language Teaching and CLIL”

Abstract: In the last decades, educational institutions have moved onto more formative ways of assessing students’ progress and abilities. However, for this formative turn to happen, teachers need a new look at their role, the best ways for students to take responsibility for their learning, and the

best methods and techniques to do so. The main aim of this paper is to reflect on the differences between formative and summative, to identify the best formative assessment practices in EFL, and Content and Language Integrated Learning (CLIL), and to use summative tests in a formative way. The participants will be given practical examples, and there will be some time for questions and brief discussion at the end.

Bio: Ana Otto holds a degree in English Studies, a Masters’ Degree in Teaching English as a Foreign Language, and a PhD in Modern Languages and Education for her research on assessment practices in Madrid bilingual sections. She currently teaches English and Didactics at Complutense University and supervises teaching practices and Masters’ Thesis. She has wide experience in secondary education and Escuela Oficial de Idiomas as well as in higher education in numerous universities where she has taught in the degrees of English Studies, Translation, Education and several Masters’ Programs of Bilingual Education. Her main research interests are Bilingual Education, Program Evaluation and Assessment.



Dr. Cristina Calle Martínez

Universidad Complutense of Madrid, Spain

Keynote Title: “Implementation of Active Methodologies in The Language Classroom”

Abstract: Immersed in the digital era and in the growing multilingual and multicultural reality in which we find ourselves, it is essential to update the methodology of every teacher in the educational field. Students are increasingly demanding and demand active and meaningful participation in their learning process. The objective of this study is to provide a description of the current landscape of methodologies and strategies applicable in Content and Language Integrated Learning in foreign languages. Based on the structure of a course that the author developed for the National Institute of Educational Technologies and Teacher Training (INTEF, Ministry of Education, Spain) (Mena and Calle, 2020), four main blocks are presented that will analyze (i) the theoretical basis of key concepts such as methodology, strategy and resource; (ii) group-based teaching methods such as Cooperative and Project-Based Learning along with Design Thinking; (iii) personalized learning strategies focused on the multilevel approach and the flipped classroom; (iv) strategies focused on games and reinforcement such as gamification and learning based on digital games. All blocks offer examples of good practice and practical resources, thus contributing to the much-needed methodological innovation in the language classroom.

Bio: Cristina Calle, PhD in English Linguistics, has been teaching at Complutense University since 2005, mainly focused on English for Specific Purposes, in the Faculty of Economics and Business Studies and the Faculty of Commerce and Tourism. Besides, she has also been part of the teaching staff at Camilo José Cela University (2010-2020), teaching in the Faculty of Social Sciences and Education in the area of Foreign Language, in the Master of International Education and Bilingualism, Master of Secondary Education as well as in the Degree of Infant and Primary Education. In addition, Professor Calle has had the opportunity to give training courses for teachers in bilingual secondary schools as a result of her studies on English teaching methodology, educational resources and new technologies used in the language classroom. Her extensive teaching experience has allowed her to participate as a speaker in more than 40 congresses on research and language teaching. Currently her teaching career is completed with her studies oriented to the role of teaching/learning English in the digital era, the application of information technologies in the university environment and strategies in integrated language learning.

The Mediating Role of Masculine Gender Role Stress on the Relationship between the EFL learners' Self-Disclosure and English Class Anxiety

Muhammed Kk, Erzurum Teknik Universtiy

Adem Kantar, Erzurum Teknik Universtiy

Abstract

Learning a foreign language can be affected by various factors such as age, aptitude, motivation, L2 disposition etc. Among these factors, masculine gender roles stress (MGRS) that male learners possess is the least touched area that has been examined so far. MGRS can be defined as the traditional male role stress when the male learners feel the masculinity threat against their traditionally adopted masculinity norms. Traditional masculine norms include toughness, accuracy, completeness and faultlessness. From this perspective, these norms are diametrically opposed to language learning process since learning a language, by its nature, involves stages such as making mistakes and errors, not recalling words, pronouncing sounds incorrectly, and creating wrong sentences etc. Considering the potential impact of MGRS on the language learning process, the main purpose of this study is to investigate the mediating role of MGRS on the relationship between the male EFL learners' self-disclosure and English class anxiety. Data were collected from Turkish male EFL learners (N=282) who study different majors in various state universities across Turkey. Data were analyzed by means of the Bootstrapping method using the SPSS Process Macro plugin. The findings show that the indirect effect of self-disclosure level on the English Class Anxiety via MGRS was significant. We conclude that one of the reasons why male Turkish EFL learners have English class anxiety might be the pressure that they feel because of their traditional gender role stress.

Key Words: masculine, gender role stress, English class anxiety, self-disclosure, masculinity norms

ADDRESS FOR CORRESPONDENCE: Muhammed Kk, Erzurum Teknik Universtiy

E-Mail Address: muhammed.kok@omu.edu.tr

Arabisms in Spanish: historical background and semantic aspects

Leona Grigoryeva, Kazan Federal (Volga Region) University

Roza Zakirova, Kazan Federal (Volga Region) University

Albert Yalaltdinov, Kazan Federal (Volga Region) University

Abstract

This article deals with the study of lexical units of Arabic origin in Spanish, analysis of historical factors as well as division of arabisms into the main semantic groups of borrowings from Arabic. The presence of arabisms in literature is also taken into consideration. For many centuries, Spanish culture experienced a great influence of Arabic world. This process has influenced the appearance of new vocabulary in Spanish. This vocabulary is present until modern days in different spheres. In order to increase motivation of learners of Spanish and understand language better, it is necessary to be familiar with etymological characteristics of lexical units. In this article, the notion of “borrowings” is studied, history of Arabic invasion on Spanish territories is briefly described, more than 100 arabisms are divided into the main thematic groups. The results of the study will be useful for the Spanish language learners; everyone interested in the processes of language formation, Spanish language and culture development; researchers studying Arabic influence on world languages.

ADDRESS FOR CORRESPONDENCE: Leona Grigoryeva, Kazan Federal (Volga Region) University

E-Mail Address: grigoryevaleona@gmail.com

The role of framing on TikTok in the Johnny Depp-Amber Heard Defamation Trial

Iman Mohamed Mahfouz, Arab Academy for Science, Technology and Maritime Transport (AASTMT)

Abstract

In April, 2022, American actor Johnny Depp filed a defamation lawsuit against his ex-wife Amber Heard over an op-ed she wrote for the Washington Post in 2018. In the op-ed, Heard presented herself as a victim of domestic violence, which Depp viewed as detrimental to his reputation despite not mentioning his name. Cameras have been controversially allowed into the court room leading to a media frenzy surrounding the case. As a high profile trial, social media has played a significant role with hundreds of posts and videos about the trial going viral every day. On social media, particularly TikTok, people overwhelmingly supported Depp throughout the defamation trial, to the extent that the trial came to be termed 'a TikTok trial'. #JusticeForJohnnyDepp and #AmberHeardIsAPsychopath, among other hashtags, were trending for over a month. Videos mocking, manipulating, and reenacting Heard's testimony became nearly inescapable across social media platforms. Depp's online army of supporters, mostly women, launched a widespread harassment campaign against Heard, making her the most hated woman online. It took the jury a little over a month to decide Heard was guilty of defamation. Using framing theory, the study examines a purposefully selected sample of TikTok videos in order to find out how Heard was portrayed as a liar, in an attempt to prove her allegations of domestic violence untrue. The study highlights how social media campaigns can have a significant impact on shaping public opinion in the real-world.

ADDRESS FOR CORRESPONDENCE: Iman Mohamed Mahfouz, Arab Academy for Science, Technology and Maritime Transport (AASTMT)

E-Mail Address: imahfouz@gmail.com

Autogenously Motivated Language Learning of EFL Learners

Husain Abdulhay, Iran, Islamic Republic Of

Abstract

Inspired by the prospective direction of person-oriented approach, developed by Bergman and Lundh (2015), to research, this study aims to explore the autogenously motivated learning behaviors of EFL overachievers in the context of university classroom. In so doing, the present study adopts a focus on the individual theoretical framework hinged upon the holistic-interactionistic research paradigm. Eventually, a broader footwork will be provided for the developmental learning by discussing the empirical evidence and parameters and canvassing and addressing the implications and applications as to find a way for uplifting the spirit of underachievers. Furthermore, and the gains of this new individualistically kaleidoscopic trend of the study make it possible to be harnessed for the future remedial teaching and consequently extrapolated to the development of language education.

ADDRESS FOR CORRESPONDENCE: Husain Abdulhay, Iran, Islamic Republic Of

E-Mail Address: husainabdolhay@yahoo.com

How plausible is the possibility of learning a second language using AI? - A case study on the acquisition of Mandarin via comparing reading spectrums

Yoke Lian Lau, Universiti Malaysia Sabah

Abstract

The research tries to determine the gap between human and artificial intelligence reading spectrums. By comparing the spectrums of Mandarin native speakers, Mandarin language as a foreign language student, and online service AI readings, we can determine the spectrum disparities between these three groups. The study employs two methods: text-to-speech MPS web service to obtain AI reading spectrums and NCH Wavepad sound system to generate Mandarin learner, AI reading, and Mandarin native speaker spectrums. Using the NCH Wavepad sound system, a comparison is made between the reality of AI teaching Mandarin and what online learners of Mandarin can achieve in the future.

ADDRESS FOR CORRESPONDENCE: Yoke Lian Lau, Universiti Malaysia Sabah

E-Mail Address: yokelian@ums.edu.my

Using AR in EFL: influence on students' motivation

Victor Marrahi-Gomez, University of Alicante

Abstract

The recent emergence and popularity of digital tools related to Augmented Reality (AR), such as Zooburst, Roar or Aumentaty, has facilitated the integration of this breakthrough technology in Education. Thanks to the worldwide penetration and the easy access to new technological devices today, such as tablets and smartphones, AR applications can be effectively used by EFL students in the classroom. In a current in progress investigation, a total of 103 of Secondary Education students participated in this experiment aimed at the acceptance and the reaction of the students and the in-service teachers toward this new pedagogical approach through AR-based lessons. For this purpose, students were randomly divided into a control group (CG) and an experimental group (EG), and they had to complete several class activities using traditional paper-based materials (CG) or AR-based materials (EG). All participants completed a placement test, an on-line pre-test and a post-test, which was based on a validated scale and included different items. Additionally, qualitative data were gathered through semi-structured interviews and class debates. The research findings revealed that the learning progress and motivation were significantly higher among students in the EF as compared to the CG. Moreover, the attitude of those who take part in the investigation group was, in general, extremely positive towards the implementation of AR in their educational process. However, some problems were found through the whole investigation as, for example, we observed some issues as regards in-service teachers' attitudes and lack of preparation with the use of new technologies.

ADDRESS FOR CORRESPONDENCE: Victor Marrahi-Gomez, University of Alicante

E-Mail Address: marrahigomez.v@gmail.com

Investigating assessment literacy of pre-service English language teacher-educators

Erkin Mukhammedov, Westminster International University in Tashkent

Kamola Muradkasimova, Uzbekistan State University

Abstract

“With a few notable exceptions, colleges of education continue to produce new teachers and administrators who are poorly prepared to face the increasingly complex challenges of classroom assessment” (Stiggins, 1995, p239). Very similar ideas were shared by Taylor (2009) who claims that language education courses at postgraduate level do not allocate much time or give much attention to assessment theory and practice; sometimes such programs have a short module on testing and assessment which could be an optional module in some cases. This topic has been widely researched in various levels of education in some European countries (Vogt & Tsagari, 2014); in the USA (Stiggins, 1991, 1995); in Australia (Pill & Harding, 2013; O’Loughlin, 2013; Scarino, 2017). However, not much research has been done around this topic in Central Asia where English is taught as foreign language and limited data can be found teacher-educators’ level of assessment literacy. Stiggins’s (1991) frame for differentiated levels of assessment literacy applies for this explorative research. This study explores English language teachers-educators’ self-reports about their level of and needs in assessment literacy in pre-service universities in Uzbekistan and attempts to complete the gap. A mixed method approach has been applied to this research. A survey was used to collect data to answer the research question while an interview was employed to collect more in-depth information. Responses from 103 teacher-educators from three pre-service institutions across the country were collected. The findings show that assessment literacy is a top priority for most English language teacher-educators. Some recommendations on how to build assessment literacy into continuing professional development activities of teacher-educators were given.

ADDRESS FOR CORRESPONDENCE: Erkin Mukhammedov, Westminster International University in Tashkent

E-Mail Address: emukhammedov@wiut.uz

What did the APTIS bring and what has happened to it? The BRITISH COUNCIL REF. APTIS-2015-01 project

Jesus Garcia Laborda, Universidad de Alcala

Abstract

The APTIS exam is about to close. However, very few people have asked what was so good about it. This presentation intends to show what it brought and its limitations and the ultimate decision to terminate it.

ADDRESS FOR CORRESPONDENCE: Jesus Garcia Laborda, Universidad de Alcala

E-Mail Address: jesus.garcialaborda@uah.es

Teachers' Views on the Effect of Bilingual Education on Preschool Students' Language Development

Yesim Ustun Aksoy, Near East University

Abstract

Nowadays learning a foreign language is accepted as one of the necessities of the age, but it is known that mother tongue education is also very important. Interest in language education in early childhood is increasing day by day. Today, this expectation has become a criterion that affects the educational quality of schools. The more efficiently a preschool institution performs language education, the more it can be preferred by families. In order to increase the quality of language education in Cyprus, the number of schools that provide bilingual education (Turkish and English) at early ages and in the pre-school period is increasing day by day. In this study, the opinions of preschool teachers were taken in order to describe the general situation of bilingual education in Cyprus in the preschool period. The research was conducted with 14 preschool teachers working in the Near East Preschool Institution, which provides bilingual education in the Nicosia district, which was based on qualitative study and determined in accordance with the easily accessible case sampling, which is one of the purposive sampling methods. In the research, the data were obtained through a semi-structured opinion form and analyzed in accordance with content analysis techniques. According to the research findings, although the preschool teachers stated that bilingual education positively affects language development, they also expressed that there were some negativities. It has been emphasized that children learn a foreign language (English) more quickly and easily at an early age, so that they can use their mother tongue and a foreign language in daily life. It has also been revealed that students do not have any problems in using their mother tongue Turkish correctly and effectively in bilingual education. It was emphasized that listening and speaking, which are oral language skills, develop better than monolingual education. It was stated that another gain is the development and enrichment of the vocabulary, and that children learn words in two languages easily, quickly and permanently. Some of the negative opinions obtained from the teachers' opinions in the research are as follows: Since the children do not know a foreign language in the first days of school, they have difficulties in understanding and are afraid that they will not be able to learn a language they do not know. It is not easy for foreign students who do not speak Turkish to adapt to education in two languages. The teachers who participated in the research stated that bilingual education caused some problems in the preparation of literacy and in the perception of grammar rules. As a result, although it has some limitations, it has been revealed that bilingual education contributes to the language development of preschool children and it is emphasized that it is important for children to receive multilingual education from the moment they start preschool institutions, as in European Union countries.

Keywords: Early childhood period, preschool education, language development, bilingual education.

ADDRESS FOR CORRESPONDENCE: Yesim Ustun Aksoy, Near East University

E-Mail Address: yesimustun84@hotmail.com

Teacher's Role and EFL Learners' Performance: Learners' and Teachers' Perspectives

Zahra Mosalli, Mohaghegh Ardabili University

Mehdi Ghasemi, Mohaghegh Ardabili University

Ayaz Sepehri Rad, Mohaghegh Ardabili University

Abstract

To be well-prepared for the future education, life, and real-life situations, both learners and teachers should identify some challenges of English as a foreign language (EFL) learning classrooms (Keiler, 2018). Educators have developed some approaches (e.g., learner-centered instruction) to deal with these challenges. Despite of its importance, the ways to equip and support teachers in these contexts have been ignored by researchers. To address this gap, this study aimed to explore (1) roles teachers adopt in their STEM classes; (2) the possible effects of these roles on teachers' and learners' opinions about challenges or difficulties they faced and their enjoyment and satisfaction with the classroom; and (3) their possible effects on learners' academic performance. To this end, 25 English teachers and 45 EFL learners were invited to participate in interview sessions to illuminate their ideas on the concerns of the present study. The results indicated that the most dominantly-adopted role by teachers were democratic and autocratic (Williams et al., 2015), respectively. Furthermore, the results showed that the majority participating teachers and students were mainly satisfied with being in a learner-centered classroom. More specifically, they were satisfied with the tasks, methods, and procedures used in these classes. However, some difficulties and challenges (e.g., learners' current beliefs and identities) were mentioned by these groups of participants. More interestingly, it was found that learners' academic performance was fostered in these classes thank to the procedures done in class and the learners' motivation to learn new things. Some theoretical and pedagogical implications are discussed in the current study.

Keywords: EFL learners, STEM, learner-centered classroom, enjoyment.

ADDRESS FOR CORRESPONDENCE: **Zahra Mosalli**, Mohaghegh Ardabili University

E-Mail Address: z.mosalli@gmail.com