

9th

LINELT-2021

GLOBAL CONFERENCE ON LINGUISTICS AND FOREIGN LANGUAGE TEACHING

 29 April - 01 May 2021

 University of Kyrenia

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**ABSTRACTS
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University of Kyrenia
Kyrenia, North Cyprus
29 April – 01 May 2021

ABSTRACTS BOOK

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KEYNOTES



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Editor-in-chief of Computer Assisted Language Learning

Keynote Title: Designing Language Tasks for Acceptance, Identification and Self-Regulation: the Role of Autonomy

Abstract: In recent years, task-based language teaching (TBLT) has become a relevant and predominant movement in language teaching worldwide, with its own theory, organization and conference. This presentation begins with the observation that TBLT does not significantly account for the impact of psychological-motivational factors. The recent Erasmus + project TeCoLa (www.tecola.eu) aimed to develop a task design model for telecollaboration with a special focus on acceptance, identification and self-regulation in the minds of the students. The TeCoLa task design model is based on the following axes or parameters: pedagogical-didactic fit, activity type (Tell, Interact, Do and Make), task result (nil, affect, effect or artifact) and autonomy type (in terms of degrees of freedom).

Subsequent doctoral research and master's theses indicate – surprisingly – that autonomy is perhaps the most important factor in this interplay of motivational elements. When the appropriate degrees of freedom are provided in accordance with the actual context and profile of the learner, mental acceptance of the task will increase significantly. Conversely, activity type and outcome seem to affect motivation much less than expected.

The presenter's line of research now focuses on separating the didactic-linguistic layer from the motivational layer in the task design model. The best possible didactic approach can fail if the psychological layer is neglected.

This presentation will conclude with some concrete guidelines and suggestions for researchers in applied linguistics and for language teachers worldwide.

Bio: Jozef Colpaert is editor-in-chief of Computer Assisted Language Learning (Taylor and Francis). He teaches Instructional Design, Educational Technology and Computer Assisted Language Learning at the University of Antwerp (Belgium). He is currently working on the theoretical and empirical validation of Educational Engineering, an innovating design model. His research interests include motivational task design, contextualization, transdisciplinarity, natural language decoding and multimodal learning environments.

He has been organizing the International CALL Research Conferences since 2002 (www.call2022.org). He started the LinkedIn Groups Computer Assisted Language Learning (2,762 members) and INEC (International Network of Editors in CALL).

He teaches and presents in English, Dutch, French and Spanish. He is a frequently invited speaker and a provocative but entertaining keynote that makes people think.



Professor Badrie EL Daou

Lebanese University
Faculty of Education-UNESCO

Keynote Title: The Effect of SRSD Strategy on Students' Writing Quality and Motivation to Write in an inclusive Lebanese school

Objective: This study aimed at examining the effects of the “POW + WWW H2 W2” (a narrative planning strategy) writing strategy instruction through the Self-Regulated Strategy Development (SRSD) model on narrative writing of 48 fifth grade EFL students studying in a private suburb school in Beirut-Lebanon. The current study specifically focused on if instruction on pre-writing planning through the SRSD model would result in improvements on the quality of written expression and motivation to write. For the study, forty eight fifth grade students in two mainstream classes were taught strategies for planning and drafting narrative paragraphs, and the procedures for regulating the use of these strategies.

Method: A quasi-experiment design was employed. Prior to the instruction, grade 5 students were administered a pretest in narrative writing. To explore the effectiveness of this strategy, students participated in posttest writing at the end of the instructional period which lasted seven weeks.

Tools: The data collection tools included comparison of students' final pieces of writing in terms of overall quality, number of narrative elements, and length, and motivation to write questionnaires all of which were conducted both at the pre-intervention and the post-intervention phases.

Results: As a result, the pre-test and the post-test writing scores indicated that students experienced improvement in terms of overall quality and length of the written products. The strategy training helped students become more aware of the need for pre-writing planning and they started to engage in planning prior to writing in real practice. After the treatment, the students also experienced increased motivation to write.

This study has some implications for language teaching and learning. Although the present study suggests that the strategy is beneficial to English Foreign Language for elementary students, the researcher sheds lights on areas that need to be studied further.

Keywords: English as a Foreign Language (EFL), POW strategy, Self-regulated strategy development model (SRSD).

Bio: A Lebanese full time Professor at the Lebanese University, faculty of Education, teaches post and undergraduate educational psychology and special education and research methodology courses. Supervisor of educational psychology and special education post graduate thesis at Deanery branch, Faculty of Education, supervises PhD students in Ecole doctoral at the Lebanese University Sin Elfil, Beirut – Lebanon. Dr. EL Daou has many international education publications in the field of special education and educational psychology and Teaching strategies in English and Arabic languages . she is an AUB and USJ Alumni, Member in the Lebanese order of nurses, Sigma Theta Tau association and the Lebanese Psychology Association.



Prof.Dr. Özcan Asilkan

Leuphana University Lüneburg
Lüneburg, Germany

Keynote Title: Digital Transformation

Abstract: Are you ready for Digital Transformation? Do you really know where to start, how to proceed and manage the change? There is no longer any doubt about whether the businesses should realize the digital transformation. Any business that wants to survive or increase profitability in today's highly competitive marketplace must definitely go digital to satisfy the increasing expectations of its customers. The main concern for digital transformation should be how correct and efficient to realize it.

Performing a right digital transformation is crucial for all organizations. Researches show that most of them fail the transformation when they primarily focus on IT investment. In fact, digital transformation is a complete transition that affects all areas of a business. It must start with a thorough understanding of the philosophy of digitalization and continue with modification of the current business plans to a new digital business model. When done right, it modifies the way organization works along with significant changes. That requires a thorough understanding of change management. Companies doing the digital transformation in the right way will be surviving and becoming more profitable while others will be disappointed.

This keynote will present the core issues on digital transformation to understand it better and implement successfully.

Bio: Prof. Dr. Özcan Asilkan is an experienced professor and computer engineer with a demonstrated academic and professional experience in universities and industry. His research interests focus on Computer Science, Management Information Systems, Database Systems, Data Mining, Machine Learning, Health Informatics and Hospitality. With more than 20 years of academic and business expertise, he has held many engagements throughout the world like Turkey, Germany, North Cyprus, Albania, North Macedonia, etc. As computer engineer, he worked at various positions like System Analyst, Database Administrator, Application Developer and Consultant. As academic, he founded and chaired the departments of Computer Engineering and Management Information Systems in various universities. He chaired several international conferences and took part as Keynote speaker in several others. In addition to his native tongue (Turkish), he also knows fluent English and intermediate German. From 2019 to 2020 he worked as the Dean of the Faculty of Computer Science and IT at Metropolitan University of Tirana in Albania. Since September 2020, Prof. Asilkan has been working as Research Fellow at the Institute of Information Systems of Leuphana University Lüneburg in Germany.



Dr. Loreta Huber

Professor of Inter-Cultural Communication & Translation at Vilnius University Kaunas Faculty, Lithuania

Keynote Title: Euphemisms And Media Framing in The Context of English-Speaking Media: the Case of CNN and BBC

Abstract: Speakers often employ euphemisms for discretion when discussing socially sensitive topics that may cause disapproval, fear, offense or embarrassment. Such euphemistic framing is noticeable in the media as well. Since the responsibility of being socially discreet is embedded in the media coverage, new wording originates in order to neutralize any potential harm towards the readers. As various researches show, euphemism is most prominent in sex, death, and disability-related stories as well as politically or economically oriented topics. The need to soften certain expressions is extremely relevant nowadays when more and more subjects tend to be sensitive and it becomes essential to report stories in the most neutral sense. As the media tries to adapt to the constant and rapid change of wording, the extent of the verbal transformation and the role of euphemisms in mass media communication is questionable. The aim of this study was to identify, investigate and quantify sex-related, military-related, disability-related, and death-related euphemisms in the context of English-speaking media. A hypothesis was raised that stories about social problems are often euphemistically framed with the intention to neutralize any possible negative reaction from the public. Written structured surveys were used to collect data that was processed by using content analysis and descriptive statistics, which were employed to describe the basic features of the data in the study.

Keywords: Mass Media Communication, Media Framing, Euphemisms.

Bio: Dr. Loreta Huber is a Professor of Inter-Cultural Communication & Translation at Vilnius University Kaunas Faculty. She is also a visiting professor at Kaunas University of Technology and the chair of Communication studies. Dr. L. Huber is a keynote speaker at international congresses, guest editor of scientific journal *Procedia – ELSEVIER* (2014), Vice-editor of *Respectus Philologicus*, an author of over 57 scholarly articles, the most significant ones published by John Hopkins University Press in journals such as *Partial Answers* and *Procedia* 2013. Dr. Loreta Huber is a co-author of a collective monograph *Population and Social Development* (FP7 “Pro-ecological restructuring for job” Marie Curie International Research Staff Exchange Scheme (IRSES), currently leading an Erasmus+ – KA2 – Capacity Building in the field of Higher Education project funded by the European Commission and initiated and coordinated by Ben-Gurion University of the Negev. DEMO aims to raise awareness on the need to extend knowledge about migrants’ lives in Israel and to teach about the subject matter at Higher Education Institutions (HEIs). Dr. L. Huber is known as a visiting lecturer at the Hebrew University of Jerusalem (Israel) and Middlesex University in London (UK). She also gave lectures as a guest lecturer at Augsburg University (Germany). Research interests: Communication and Information Management Technologies, Media Communication, US Literature, Translation, AVT, subtitling for the d/Deaf and hard-of-hearing (SDH), Voice over and Dubbing, Intercultural communication.

Team teaching in languages in higher education

Inma Alvarez, The Open University, UK

Mara Fuertes, The Open University, UK

Abstract

Research has reported the benefits of team teaching and coteaching practices in schools' classrooms in a range of subjects, including for the purpose of learning a second language. However, team teaching pedagogical principles have not been implemented widely at tertiary level. This paper presents a scoping review of 17 empirical studies found on team teaching or coteaching in language and language related disciplines at undergraduate and postgraduate level in universities around the world. The aims are, firstly, to understand the nature and extent of these practices in higher education by mapping the academic identity of those involved in teaming practices in the teaching of languages, the range of approaches they use and the languages involved; and secondly, to assess the methodological characteristics and findings of the studies conducted examining team teaching practices in higher education globally. Findings of this scoping review of the research and grey literature revealed isolated cases in all continents of an experimental nature rather than consolidated formal practices, the dominance of these practices in the teaching of the English language, the introduction of team teaching in mostly non-immersion contexts and in undergraduate lessons of an interdisciplinary nature. Research approaches to team teaching practices are mostly qualitative with limited information on the participants' profiles and the ethical implications of the research approaches. These results raise questions about how team teaching practices are actually carried out, researched and their impact on teaching and learning at university level.

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PRE-SERVICE ENGLISH TEACHERS' SENSE OF EFFICACY WITH REGARD TO GENDER AND ACADEMIC GPA

Ulviye Keten, Ministry of Education, Turkey

Abstract

This study aims to find out in what ways pre-service English language teachers feel efficient in teaching and it seeks for whether there is a relationship between self-efficacy of the pre-service teachers and their academic grades taking into consideration of the gender as well. It is important to do research on teacher's self efficacy because when it is developed earlier and understood by the teachers, it can lead to a better teaching performance in the future (Tschannen- Moran, Woolfolk Hoy, and Hoy (1998). The sample group for this research involves 44 senior students who study at a state university in Turkey. In order to gather data, Turkish version of Teacher's Sense of Efficacy Scale developed by apa, akirođlu, & Sarıkaya(2005) is used. This questionnaire includes three underlying groups: efficacy for student engagement (SE), efficacy for instructional strategies (IS), and efficacy for classroom management (CM). Independent samples t-test and correlation analyses are run in order to analyze the data. Significant differences can be observed in two categories of the questionnaire between the genders unlike the results of the correlation analyses between the efficacy beliefs of pre-service teachers and their GPA. For further studies, researchers can work with in-service teachers, focusing on the relationship between the self-efficacy of teachers with collective efficacy, job satisfaction or burn-out level of the teachers.

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Benefits of Exploiting Authentic Materials for Developing Sociolinguistic Competence

Jana Bérešová, Trnava University in Trnava, Slovakia

Abstract

Being a competent user of a target language includes mastery of sociolinguistic appropriateness and cultural repertoire alongside linguistic and pragmatic competences. The article is based on the results of an ongoing research project that seeks to explore the implications of communicative teaching at secondary schools in the local context. The article reports students' experiences related to intercultural communicative competence teaching during their secondary studies, gained by means of questionnaires. An analysis of the achieved results stimulated an insight into the real language and culture authentic materials offer in order to find out their benefits for developing sociolinguistic awareness and cultural repertoire. The article presents the findings that can encourage English teachers to use authentic materials in their English classes in case they have not discovered their relevance to language and culture acquisition.

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Attrition of Oral Communicative Ability among English Language Graduates in Turkey

Mohammadreza Valizadeh, Department of Translation and Interpreting (English), Faculty of Humanities, Cappadocia University, Cappadocia, Turkey

Abstract

This study explored the relationship between the period of Turkish EFL (English as a Foreign Language) graduates' not using English as well as their ages with the attrition of their oral communicative ability. The study also indicated the language maintenance strategies the Turkish EFL graduates pursue to prevent the attrition of their oral communicative ability. To investigate the issues, the present study used a quantitative design and the convenience sampling. The participants included 153 Turkish graduates majoring in English fields. A test of oral communicative ability as well as a checklist including 20 'Language Maintenance Strategies' were used to collect the required data. The results showed that the longer the period of language non-use, the more likely the attrition of oral communicative abilities of Turkish EFL graduates will occur. As for the language maintenance strategies, the item 'watching movies with its corresponding subtitle in English' was the most frequent, followed by 'listening to English songs', whereas 'speaking in English with Turkish friends' was the least frequent one, and this was followed by 'speaking in English with foreigners'. The study highly recommends enhancing the conditions and quality of the EFL teacher education programs in Turkey.

Keywords: Turkish EFL graduates, Attrition of oral communicative ability, Period of English non-use, Language maintenance strategies

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Investigating the Impacts of Mobile Assisted Reading on EFL Learners' Vocabulary Knowledge Development

Mohammadreza Valizadeh, Department of Translation and Interpreting (English), Faculty of Humanities, Cappadocia University, Cappadocia, Turkey

Abstract

In recent years, the proliferation of mobile technologies is transforming educational practices around the world. In this regard, students are attending classes with their mobile or tablet devices, on which they do most of their reading and writing activities. This has resulted in new understanding of literacy as being multimodal, fluid, sociocultural, and dynamic social practices. Within this growing body of knowledge, mobile assisted language learning (MALL) developed exponentially, and its implementation has been reported to be generally effective in language education compared to traditional materials. Following this line of research, the current study investigated the impacts of mobile assisted reading on English as a foreign language (EFL) learners' vocabulary development. The participants were 52 adult language learners divided into experimental and control groups. The participants in the experimental group used mobile devices for reading some selected and simplified news reports, while the control group used traditional materials for reading the same materials over the course of 10 weeks. The results of pre- and post-tests revealed that both groups improved their vocabulary knowledge, but the experimental group outperformed the control group and learned more vocabulary items. The findings highlighted the potentials of mobile devices in teaching second language reading with associated impacts on vocabulary development. The study has some implications for EFL teachers and materials developers.

Keywords: MALL, Reading, Vocabulary, EFL, educational technology

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Constraints in language education during the pandemic in secondary compulsory school

Jeannette Valencia-Robles, Universidad de Alcala

Jesus Garcia Laborda, Universidad de Alcala

Abstract

The pandemic has prevented language learners worldwide to get the right education. English is just one of those subjects in which this has been remarkably significant due to the lack of classroom interaction and the reduced amount of input students have received. This presentation addresses the problems that are associated to this input scarcity. The paper stresses that it is clear the role that input and strategies have in language learning. The paper concludes that the gap in learning may require additional support in the incoming years.

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Social factors of bilingualism as indicators of individual adaptation in a multicultural society

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Zhanagul Rakisheva, Aktobe Regional State University named after K.Zhubanov (Aktobe, Kazakhstan)

Assel Utegenova, Aktobe Regional State University named after K.Zhubanov (Aktobe, Kazakhstan)

Abstract

The bilingualism is a subject of close attention of many scholars. According to statistics, the English language by popularity is in the first place (about 754 million people). In Kazakhstan's education policy also relies more on reforms for the development of a bilingual society on the principle of language constructions - Kazakh - English, Kazakh - Russian. In this article we consider social factors, contributing to the development of bilingualism in the period of professional formation of Kazakhstan youth. In this article provide a review of scientific literature, the results of the experiments, carried out earlier in some countries of the world, the results of a pedagogical experiment, carried out teachers of English language of Aktobe Regional State University named after K.Zhubanov (Kazakhstan).

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