



# 10<sup>TH</sup>



## GLOBAL CONFERENCE ON LINGUISTICS & FOREIGN LANGUAGE TEACHING

12-14 MAY 2022  
GRAND PARK LARA HOTEL CONVENTION CENTER  
ANTALYA - TURKEY



# ABSTRACTS BOOKS

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# INTERNATIONAL PROGRAM CHAIR



**Professor Jesus Garcia Laborda, Universidad de Alcalá, College of Education-Instituto Franklin**

**Keynote Title:** “Enhancing critical thinking skills in an English for Specific Purposes class: new approaches and methodologies ”

**Abstract:** In the English for Specific Purposes class, critical thinking skills play a very important part in language learning, since they are going to be intrinsically related to the different specialized topics that

students will have to deal with in the classroom. Developing these skills in a way that makes them feel related to the topic is fundamental so as to motivate them and make them be willing to communicate. In this sense, audiovisual media can play a fundamental role and can be used for their development. Thus, in this presentation the results of a study in which students were encouraged to speak about a financial topic will be presented. To communicate, they had to watch an online documentary and use virtual tools. Results will show that activities of this kind can contribute dynamically and engagingly to the development of critical thinking skills while enhancing students’ oral competency and the use of specialized terminology at the same time.

## **Biodata**

He has Master in ESL (University of Georgia), a Master in Comparative Language and Literature (University of Wisconsin), a Doctor in English Philology (Complutense University of Madrid) and a European Doctor 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 Lithuania, Cyprus, Turkey, Colombia 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. Since 2013, he has been the director of the RELTS research group in which researchers from the Franklin Institute participate. In 2017-2018 he was Acting Director of the TAEG Knowledge Center (Cyprus) where he continues to hold different positions. He has more than 240 publications. Since 2019 he has been dean of the Faculty of Education at the University of Alcalá and before that he has been director of the Department of Modern Philology at the same university (2016-2019). He belongs to the Cloister of the University of Alcalá, to the Board of the Faculty of Educational Sciences, to the Board of the Faculty of Sciences of Philosophy and Letters and to the Governing Council of the University of Alcalá in addition to numerous commissions. He is editor-in-chief of Encuentro Magazines (ESCI / web of Science), Global Journal of Foreign Language Teaching (Requested ESCI / SCOPUS), Internal Journal of Learning & Teaching (Requested ESCI / SCOPUS) and co-editor of Computer Assisted Language Learning Electronic Journal (SCOPUS), as well as a member of the scientific or evaluating committee of 15 other high-impact journals (JCR / SCOPUS / ESCI). He is also a 3rd member of the European Association of Languages for Specific Purposes. He is a specialist in language teaching, assessment, educational technology, and bilingual education. More information at <https://orcid.org/0000000301254611>.

## KEYNOTES



**Dr. Camino Bueno Alastuey**  
Public University of Navarra, Spain

### Keynote

**Title:** “Preservice teachers virtual exchange and the development of teacher digital competence”

**Abstract:** The development of key competences has become an important objective in education systems in Europe. One of those key competences is the digital competence, which became even more important with the closure of schools due to the pandemic of COVID-19. Nevertheless, the forced movement to online learning evidenced the fact the teachers were not sufficiently prepared to teach online as they felt an important lack of training in teacher digital competence in their university training programmes. In this conference, I will present the effect a virtual exchange aimed at improving the technological pedagogical and content knowledge (Mishra & Koehler, 2006) of pre-service bilingual teachers had in the development of their teacher digital competence.

The participants were four groups of pre-service foreign language teachers (two control and two experimental groups) from UPNA (Universidad Pública de Navarra) and CUCC (Universidad de Alcalá). Pre and post questionnaires were administered to the four groups to compare their pre- and their post teacher digital competence. Quantitative results showed improvements in the five areas of the competence in both the control and the experimental groups, but improvements were higher in the experimental groups and manifested the benefits a virtual exchange can bring to teacher training educational programs.

**Bio:** M.C. Bueno-Alastuey, PhD, is a Senior lecturer at the Public University of Navarre where she teaches English teaching methodology courses related to ICT for learning and teaching foreign languages to Education degree and Master students and English for Specific Purposes. Her research focuses on CALL, and factors affecting SLA. She has published nationally and internationally on these topics. <https://www.scopus.com/authid/detail.uri?authorId=55135963800>



**Elena Alcalde Peñalver**  
**University of Alcala**

**Keynote Title:** "Enhancing critical thinking skills in an English for Specific Purposes class: new approaches and methodologies"

### **Abstract**

In the English for Specific Purposes class, critical thinking skills play a very important part in language learning, since they are going to be intrinsically related to the different specialized topics that students will have to deal with in the classroom. Developing these skills in a way that makes them feel related to the topic is fundamental so as to motivate them and make them be willing to communicate. In this sense, audiovisual media can play a fundamental role and can be used for their development. Thus, in this presentation the results of a study in which students were encouraged to speak about a financial topic will be presented. To communicate, they had to watch an online documentary and use virtual tools. Results will show that activities of this kind can contribute dynamically and engagingly to the development of critical thinking skills while enhancing students' oral competency and the use of specialized terminology at the same time.

**Bio:** ELENA ALCALDE PEÑALVER holds a PhD on Translation from the University of Granada (Spain) and works as a lecturer and researcher at the University of Alcalá (Madrid). She has teaching and research experience at international level in the field of language learning and specialized translation.





**Dr. Idoia Elola**  
**Professor of Spanish & Applied Linguistics & Second Language Studies**  
**Academic Director of Spanish program for the Texas Tech University Center in Seville**  
**Department of Classical & Modern Languages & Literatures**  
**Texas Tech University**  
**Lubbock, TX 97409-2071**  
**Email: [idoia.elola@ttu.edu](mailto:idoia.elola@ttu.edu)**

**Keynote Title:** “L2 Composing in the Digital Era: digital storytelling at its best”

**Abstract:**

The L2 writing class is not merely the place where learners become aware, learn about, and practice writing conventions, but it is also the place where we, as researchers and educators, could and should provide students with access to the digital literacies they need to succeed in today’s world. L2 writing is not just a vehicle for language practice, but an empowering that shapes multiliterate and multilingual writers and communicators in a dynamic digital world. Due to the increase of digital tools, notions of the term L2 has expanded to include digital text construction, digital genres, authorship, ownership, collaboration, and audience in ways that fit new tools’ affordances and the times we live in.

This talk will be a guide to understand how digital tools influence communicative modes and written genres, encourage innovative multimodal forms of composing such and how feedback and assessment practices for L2 writing must adjust to reflect the changing processes and products of digital composing. Using digital storytelling as a genre, this talk will bring attention to factors that impact digital L2 writing in the 21st century as we continue our own digital multimodal journeys with and for our students and continue promoting our students’ learning in compelling, thoughtful and creative ways.





**Prof. Dr. Sahure Gonca TELLI**  
**Doğuş University- Economics and Adminis-**  
**trative Faculty of Sciences-(Dean)**

**Keynote Title: “Digital Transformation”**

**Abstract:** After the Industrial Revolution with the introduction of mass media into the life of mankind, the questions that he faced with the structures developed by digital technologies began to differ gradually. The fact that digitalization affects the present and future of humanity necessitates careful evaluation of this issue.

In today’s world, where the fiction of the world and the future is transferred to digital environments, digitalization has become almost indispensable for individuals, societies and businesses. If we accept management as an orchestration, it should be kept in mind that practices should consist of melody but good-sounding melodies. Because orchestral layout requires a good composition, the inclusion of all orchestral elements and the harmonization of sounds from different instruments. Based on this, it can be observed from our environment how tiny touches motivate institutions and individuals within the existing density.

The necessity of examining the Digital Transformation process on the academic side is obvious. We are also faced with changes in the management side. In this case, digital transformation differentiates both business and social life. In fact, we witness this sometimes consciously and sometimes unconsciously. It is also clear that universities should focus on such new issues.

Transformations such as the transformation of thousands of years of development stages into seconds at some points or reaching thousands of people with a single click, encountering different places or characters with applications such as virtual reality such as holograms throw us into digital realities with the taste of fairy tales or mythology. It introduces issues such as the fact that some of them are still at the point of scenarios and that the course of some of these scenarios should be designed by universities and researchers.

That’s why I find it very valuable in the academic community that issues such as how this digital transformation is, how it develops, what technologies it includes, how it is handled in sectors such as communication, business and engineering, in a way that will be evaluated from the window of opportunity in Turkey.



**Prof. Dr. Servet Bayram**  
**Dean, Faculty of Education**  
**İstanbul Medipol Üniversitesi**

**Keynote Title: “Current Perspectives in Educational Technologies: Cyberpsychology, Neuroscience and Ethical Issues ”**

**Abstract:** Cyberspace is an extension of our individual and collective minds. How we react to the different educational environments within this space—be it computer game, social media, text messaging, e-mail, web, augmented reality or exotic virtual worlds,—depends on how that particular IT environment is constructed using the dimensions of Cyberpsychology and Neuroscience. Cyberpsychology and neuroscience use some useful transdisciplinary theories in analyzing the psychological impact of different digital learning environments, assessing an individual's digital lifestyle, investigating critical issues in learning and the using principles of general ethics. Future dimensions of IT, as it relates to dijital ethics, neuroscience, cyberpsychology, Education 5.0, training, and research intuitives are discussed.

**Bio:** Prof. Dr. Servet Bayram received his BS degree from Istanbul University, Department of Psychology in 1985. For a while, he worked with various groups of people who were treated in hospitals in the field of Clinical Psychology. After receiving the title of psychologist, he started to work as an Educational Psychologist at Boğaziçi University in 1988. He received his Master's degree in Guidance and Psychological Counseling at Boğaziçi University in 1991 and went to the United States for his PhD. He studied “Learning and Teaching Technologies” at the University of Pittsburgh and received his PhD in 1995. In his doctoral studies, he worked on "modeling of human mind and thought schemes with instructional design and computer software". After receiving a postdoctoral fellowship from Indiana University, he did Post-Doct studies on Electronic Performance Support and Information Systems. Here, he worked in fields such as Machine Learning, Artificial Intelligence, Human-Computer Interaction, Software Engineering and Usability between 1995-1997. Between

1997-1998, he served as a Lieutenant Psychologist - Instructor at the Istanbul Air Force Academy. Later, he started to work as a faculty member at Marmara University. He became Associate Professor in 2000 and Professor in 2006. He worked as the Head of the Department of Computer Education and Instructional Technologies at Marmara University for 15 years. During this period, he also carried out the Master's and Doctorate programs of the department. He carried out many academic-scientific studies in the fields of neuroscience, intelligence

modeling and learning in the 'Human-Computer Interaction Laboratory' he founded in the department.

He started working at Yeditepe University in 2015. Here, he served as the Vice Rector, the Director of the Institute of Educational Sciences, the Head of the Computer-Instructional Technologies Education Department and the Head of the Information Technologies-Social Media Education Graduate Program. His work here has been on the adaptation of Artificial Intelligence, Industry 4.0 and Society 5.0 to human psychology, education and training.

Since 2021, he has been working as the Dean of the Faculty of Education at Istanbul Medipol University and the Head of the Educational Sciences (Guidance and Psychological Counseling) Department. He has given many courses at undergraduate / graduate level in different universities in Turkey and abroad. He takes part in Research Projects, international peer-reviewed journals and symposiums.

Research interests: The Effects of Human-Computer Interaction, Cyber Psychology, Cognitive-Learning Psychology (Attention, Perception, Motivation, Understanding and Intelligence), Psychological Testing, Neuroscience, Industry 4.0/5.0 and Education-Society 5.0 Approaches to the Digital Anthropocene (New Humanity) Age.

# ABSTRACTS

## Shifting from Hybrid back to “Traditional”: University Students’ Attitudes Towards the Different Modes of Teaching and Learning

Randa Bou Mehdi, American University of Sharjah

### Abstract

With the sudden shift to online learning in March 2020 due to the outbreak of COVID-19, many teachers found themselves thrown into the realm of online teaching with minimal experience and almost no knowledge of how to make the best out of this change for students. The recent developments have led students to experience online lessons, hybrid lessons, and then return back to the “traditional” mode of teaching and learning within a relatively short period of time. This paper shares the results of a survey that investigates the attitudes of 100 freshmen and junior level students towards the different modes of teaching and learning that were offered by the courses that they were enrolled in at an American institution in the United Arab Emirates. The survey reveals the challenges faced by students in online and hybrid classes, and highlights the perceived advantages and lessons learned from their limitations.

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ADDRESS FOR CORRESPONDENCE: Randa Bou Mehdi, American University of Sharjah

E-Mail Address: [rboumehdi@aus.edu](mailto:rboumehdi@aus.edu)

# Pragmatics of English proverbs containing graduonymy: an empirical corpus-based analysis

**Nargiza Erkinovna Abdullaeva**, National University of Uzbekistan

## **Abstract**

Nowadays, pragmatic features of proverbs are of great interest to linguists as proverbs are often used in conversations in order to polish the speech stylistically and semantically, and at the same time, pragmatically. The paradigms such as synonymy, antonymy and polysemy were investigated as lexical-semantic relations in proverbial contents in recent works (Mieder, 2012, 2014; Norrick, 1985, 2014; Grzybek, 1994, 2014). This research is devoted to analyse another lexical-semantic relation in proverbial contents: graduonymic relations and their types, which are frequently seen in proverbial contents, their role in the pragmatic peculiarities of proverbs in particular contexts. The empiric corpus-based analysis of proverbs containing graduonyms in the chosen text fragments that were created by native speakers of the English language provided to disclose the pragmatics of proverbs such as graduonyms function as various types of deixis, emphasise the speech act steps of the proverb, increase the pragmatic potential of the proverb. The results of the paper were discussed in the context of theoretical and pragmatic perspectives.

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**ADDRESS FOR CORRESPONDENCE:** Nargiza Erkinovna Abdullaeva, National University of Uzbekistan

E-Mail Address: [nargizabdullaeva89@gmail.com](mailto:nargizabdullaeva89@gmail.com)

# What IT applications do prospective English Primary teachers

**Jesus Garcia Laborda**, Universidad de Alcala

**Eva Jechimer Ramírez**, Universidad de Alcala

**Antonio Pareja Lora**, Universidad de Alcala

## **Abstract**

This paper addresses the questionnaire that was done to 27 prospective teachers about the applications that want to be taught for further use upon graduation. The info is collected from their own experience in their Practicum internship..

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**ADDRESS FOR CORRESPONDENCE: Jesus Garcia Laborda**, Universidad de Alcala

E-Mail Address: [jesus.garcialaborda@uah.es](mailto:jesus.garcialaborda@uah.es)

# **Instructors' perceived Pre-service Primary ELT teachers' ICT needs**

**Jesus Garcia Laborda**, Universidad de Alcala

**Eva Jechimer Ramírez**, Universidad de Alcala

**Antonio Pareja Lora**, Universidad de Alcala

## **Abstract**

This papers shows the current needs of ICT as preceived by the university iof Alcala instructors.

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**ADDRESS FOR CORRESPONDENCE: Jesus Garcia Laborda**, Universidad de Alcala

E-Mail Address: [jesus.garcialaborda@uah.es](mailto:jesus.garcialaborda@uah.es)



# Comparison of the effect of peer assessment on the speech accuracy of male and female language learners

**Atefeh Ferdosipour**, Islamic Azad university of Larestan

**Abdolrahim Moghimi**, Islamic Azad university of Larestan

## **Abstract**

The present study tried to investigate the effect of peer assessment and language learners on the accuracy and performance of English language learners in accurate speech. For this purpose, 60 homogeneous students were selected from 90 students of Rah-e Farda Bastak Institute in Hormozgan province based on the Oxford Rapid Determination Test. The instruments of this study were the Oxford Positioning Test, Patri (2002) Peer Assessment Questionnaire, and Weir Analytical Speech Criteria. Also, the training material was based on an English book called Top Notch. During 20 sessions, the results were calculated on SPSS version 20. According to the results, peer evaluation had a significant effect on performance on speech accuracy and also gender (male and female) learners did not have a significant effect on learners' performance on speech accuracy.

Key Words: Peer-assessment, Speech

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**ADDRESS FOR CORRESPONDENCE:** Atefeh Ferdosipour, Islamic Azad university of Larestan

E-Mail Address: [atefeferdosipour@gmail.com](mailto:atefeferdosipour@gmail.com)

# **On the Comparative Impact of Self-assessment and Peer-assessment on Iranian Male and Female EFL Learners' Accuracy in Speech**

**Atefeh Ferdosipour**, Islamic Azad university of Larestan

**Abdolrahim Moghimi**, Islamic Azad university of Larestan

## **Abstract**

**Introduction:** The current study tried to explore the effects of assessment types and learners' gender on EFL learners' performance in accuracy speech. **Methods:** To this end, 60 homogenous students out of 90 students from Rahe Farda institute in Bastak in Hormozgan province were selected based on the Quick Oxford Placement Test. The instruments of the study were an Oxford placement test, peer and self-assessment questionnaires adopted from Patri (2002), and Weir's Analytic Speaking Criteria. the results were calculated on SPSS version 20. **Results:** It can be seen that the means were close together, but the mean score for the male students was a little higher than that of the female students. was run. generally it can be concluded that there were not any significant differences between male and female EFL learners in speech with regarding to self and peer-assessments ( $1.00 > .05$ ). **Conclusion:** According to the outcomes, assessment types had significant influence on performance in accuracy speech, and peer-assessment was more effective than self-assessment on performance in accuracy speech, as well as, the learners' gender had no significant effect on learners' performance in accuracy speech. **Key words:** Peer-assessment, Self-assessment, Speech

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**ADDRESS FOR CORRESPONDENCE:** Atefeh Ferdosipour, Islamic Azad university of Larestan

E-Mail Address: [atefeferdosipour@gmail.com](mailto:atefeferdosipour@gmail.com)