

INTERNATIONAL TACELT CONFERENCE ON TEACHER EDUCATION



TACELT
TURKIC ACADEMIC COMMUNITY
OF ELT

CONFERENCE PROGRAM AND ABSTRACTS

March 13, 2021

INTERNATIONAL TACELT CONFERENCE ON TEACHER EDUCATION

March 13, 2021



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INTERNATIONAL TACELT CONFERENCE ON TEACHER EDUCATION

March 13, 2021 10 AM - 4 PM



Conference Program

MORNING SESSION START	10.00 AM
Members join the meeting	
OPENING REMARKS	10.10-10.15 AM
Dr. Ismail Hakkı Mirici, TACELT President	
THE DIFFICULTY OF MULTIPLE ARTICULATIONS IN PRONUNCIATION IN TEACHER EDUCATION	10.15-10.35 AM
Dr. Mehmet Demirezen - Turkey	
ENGLISH LANGUAGE TEACHER EDUCATION IN KAZAKHSTAN	10.35-10.55 AM
Dr. Meruyert Seitova - Kazakhstan	
BREAK	10.55-11.05 AM
DYS2GO APP AS A TOOL FOR TEACHERS IN THE INTERVENTION PROCESS OF DYSLEXIA FOR YOUNG ADULTS	11.05-11.25 AM
Dr. Ilze Ivanova and Mag. Kristine Serova - Latvia	
UTILIZING THE EUROPEAN PROFILING GRID FOR PRE-SERVICE EFL TEACHER TRAINING IN TURKEY	11.25-11.45 PM
Dr. Ismail Hakkı Mirici - Turkey	
INFORMATION PROCESSING SPEED AS A DETERMINANT OF SCHOOL PERFORMANCE	11.45-12.05 PM
Dr. Iveta Kovalčíková - Slovak Republic	
LUNCH BREAK	12.05-13.00 PM

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March 13, 2021 10 AM - 4 PM



Conference Program

AFTERNOON SESSION START	13.00 PM
Members rejoin the meeting	
WRITING EDUCATION & THE ELT DYNAMIC IN TURKEY: A DIVISION OF LABOR?	13.05-13.25 PM
Teaching Assist. Haris Haq - USA	
THE CONTEMPORARY LANGUAGE TEACHER: A PSYCHOLINGUISTIC PERSPECTIVE	13.25-13.45 PM
Dr. Ilknur Savaskan - Turkey	
THE EFFECT OF LANGUAGE (L1/L2) ON THE UNDERSTANDING OF SCIENCE IN ELEMENTARY CLASSES: A COMPARATIVE STUDY	13.45-14.05 PM
Dr. Hanan Halabi - Lebanon	
BREAK	14.05-14.15 PM
FOSTERING LEARNER AUTONOMY OF ELT PRE-SERVICE TEACHERS BY USING SELF AND PEER ASSESSMENT TOOLS DURING TEACHING PRACTICE	14.15-14.35 PM
Dr. Bengu Aksu Atac - Turkey	
STUDENT TEACHERS OF ENGLISH-ANALYSING THE PAST AND LEARNING LESSONS OF THE PRESENT TO CHANGE THE FUTURE	14.35-14.55 PM
Dr. Evija Latkovska - Latvia	
A NEW HISTORICIST READING OF SELECTED LITERARY TEXTS WRITTEN ABOUT THE 2011 SYRIAN REVOLUTION	14.55-15.15 PM
Rawaa Nizar Amin Al Khatib - Egypt	
THE IMPACT OF NON-VERBAL COMMUNICATION IN PRE-SERVICE AND IN-SERVICE ENGLISH LANGUAGE TEACHER EDUCATION	15.15-15.35 PM
Dr. Ismail Firat Altay - Turkey	
CLOSING REMARKS	15.35-16.00 PM

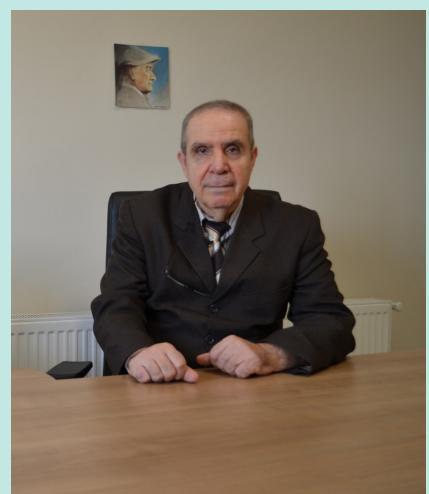
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ABSTRACTS

INTERNATIONAL TACELT CONFERENCE ON TEACHER EDUCATION

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THE DIFFICULTY OF MULTIPLE ARTICULATIONS IN PRONUNCIATION IN TEACHER EDUCATION

Dr. Mehmet Demirezen
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The words articulation and pronunciation are two different linguistic terms. When speaking of languages and speech, it is valuable to know the difference between articulation and pronunciation. Articulation refers to the usage of speech organs such as tongue, jaws, lips, etc. in order to make sounds. But pronunciation refers to the way words need to be sounded when speaking. In this sense, it can be stated that the main difference between articulation and pronunciation lies in the fact that articulation is more individualistic where it concentrates on the individual making sounds. On the other hand, pronunciation is more about how syllables of a word or longer words need to be said focusing on rhythm, stress and intonation. By nature, articulation can be single, double, or multiple in structure, which gives hard times to non-native students and teachers of English. The non-native English teachers and English majors must know and apply these two terms properly, by realizing the difference between articulation and pronunciation. In this presentation, the confusions and hardships in the multiple articulations (2 or more articulations taking place simultaneously) of certain vocabulary items in North American English will be demonstrated and discussed by means of authentic texts.

Keywords: articulation, pronunciation, primary articulation, secondary articulation, multimodal approach, multisensory approach

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ENGLISH LANGUAGE TEACHER EDUCATION IN KAZAKHSTAN

Dr. Meruyert Seitova

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The development of English language teacher education in Kazakhstan is closely connected with promoting trilingual education. During recent years, much has been done in this direction. The educational standards have been renewed; Centers of Excellence to train teachers have been established; 117 schools are piloting trilingual education, which makes up 2.3% of the total; in 42 higher educational institutions there are departments where English is a language of instruction, while 34 higher educational institutions prepared pedagogical cadres to teach in English in 2015; in 2016-2017 there was a one-hour increase in the number of English language classes in the first grade.

The concept of the English language teaching educational programs are based on the principle of training highly qualified competitive specialists in the field of foreign language vocational and pedagogical training. The educational programs are distinguished by the variety of choice of the trajectory of disciplines for the formation of various professional competencies.

Keywords: English language teaching, trilingual education, student teachers, professional competencies, disciplines

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DYS2GO APP AS A TOOL FOR TEACHERS IN THE INTERVENTION PROCESS OF DYSLEXIA FOR YOUNG ADULTS

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As the availability of mobile devices increases, so does the demand for their use in various everyday situations. Learning is our everyday activity and it happens throughout our lifetime. It changes its form, it becomes self-directed. Mobile devices are more and more used in teaching and learning practice. The article analyzes the opportunities to use mobile apps for overcoming or decreasing the dyslexia disorder for young adults using mobile app's DYS2GO. The research question is the following: how do special education teachers, speech and language therapists and young adults with dyslexia use mobile app DYS2GO for managing disorder's correction process? Are future teachers ready to use mobile tools in the classroom to decrease dyslexia disorder. For data analysis primary data have been gathered from mobile app's DYS2GO users' – teachers' and young adults' surveys.

Keywords: mobile learning games, mobile app, dyslexia, user experience, DYS2GO

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UTILIZING THE EUROPEAN PROFILING GRID FOR PRE-SERVICE EFL TEACHER TRAINING IN TURKEY

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The European Profiling Grid (EPG) is a European document which focuses on language teaching competences and teaching quality. The EPG can also be utilized for pre/in-service teacher training and professional development of foreign language teachers. As a comprehensive document it comprises both definitions and explanations of language teaching qualifications and some grids or tables to illustrate these definitions together. It comprises certain descriptors covering four key areas as follows: 1) Qualifications, teacher training, and experience; 2) Core competences (methodology – knowledge & skills, lesson and course planning, interaction with and monitoring of learners, and assessment); 3) Enabling skills, such as language awareness, intercultural competence and the ability to use digital media; 4) Professionalism. This study presents some practical suggestions about how to adopt the EPG for pre-service teacher education in ELT departments in Turkey.

Keywords: European Profiling Grid, EFL, pre-service teachers, teacher training

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INFORMATION PROCESSING SPEED AS A DETERMINANT OF SCHOOL PERFORMANCE

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In the study of intelligence, the emphasis is currently on a holistic approach, taking into account the multifactorial structure of an individual's cognitive abilities. In defining the intelligence construct of an individual's cognitive abilities, basic cognitive constructs are often considered. Among these biologically predetermined constructs is the concept of mental speed/information processing speed. In previous approaches, the temporal aspects of cognitive performance were perceived exclusively as dependent variables - the speed of information processing was perceived as a functional role of some basic cognitive mechanism. Recent studies of cognitive performance consider speed as a phenomenon that is an independent variable and causes differences in cognitive performance. It is argued that within the structure of an individual's cognitive processes, there is a general velocity construct whose function is intrinsically "basic." Extensive research focused on mental / cognitive speed has been conducted in a global context. The paper presents the results of a survey in which the relationship between motor speed, information processing speed and school performance of the student was examined.

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WRITING EDUCATION & THE ELT DYNAMIC IN TURKEY: A DIVISION OF LABOR?

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English language education in Turkey is a major goal in its national curricula and serves as the driver behind the ELT academic infrastructure within the nation. This infrastructure that at its undergraduate level, is the pipeline responsible for the training of the next generation of English teachers, and at the graduate level, for university instructors and academics, is undoubtedly significant enough to deserve its own scrutiny, particularly in light of intended student goals.

This project then is aimed at one component of the larger English language learning journey, and that is of composition and writing, a major piece of the CEFR descriptors for English competency. In particular, the notion of a “A Disciplinary Division of Labor”, as the regarded scholar Dr. Paul Matsuda, can be seen as relevant within the larger ELT infrastructure in Turkey. This division refers to the professionalization of disciplines that is relevant in the context of the United States, where teachers and students of writing at the university level found (and fine) themselves stuck with a particular framework of education that did not prepare them for dealing with L2 students’ writing challenges.

In Turkey, with no formal composition studies discipline, I argue that this division exists in a unique and nationally specific context and thereby present a relevant recommendation for its remedy. Simply put, the ELT instructors responsible for the training of teacher candidates are specialists in linguistics, but not writing. Thus, there is a need for the ELT community in the country to promote composition related training and scholarship over the long term in order to progress the English writing competencies of the nation in the aggregate.

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THE CONTEMPORARY LANGUAGE TEACHER: A PSYCHOLINGUISTIC PERSPECTIVE

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Psycholinguistics, a field of interdisciplinary study embedding cognitive sciences, investigates the underlying psychological processes of language learning. In the twenty-first century, psycholinguistics with its technology-driven nature, witnessed the addition of cognitive neurosciences. Since psycholinguistic research dwells on issues relating to how language is processed in the brain, the field of language teaching also embraces psycholinguistics. In language teaching pedagogy, it is essential for the English language teacher to be equipped with skills that are needed for enhancing the effectiveness of student knowledge building of that from the known to the new. While early psycholinguistic research covered the relation between language comprehension and production processes in an asymmetric manner, at present these processes are explained in integrated models. Therefore, it is highly beneficial for the contemporary language teacher to be aware of these shifts and developments regarding research on how language is processed in the brain, and the factors which impede or promote these processes during comprehension and production. Along these lines, the present study is twofold; The first dimension discusses literature regarding the current issues of comprehension and production in language learning from a psycholinguistic perspective. The second dimension investigates how recent developments in psycholinguistics are reflected in contemporary language teaching pedagogy.

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THE EFFECT OF LANGUAGE (L1/L2) ON THE UNDERSTANDING OF SCIENCE IN ELEMENTARY CLASSES: A COMPARATIVE STUDY

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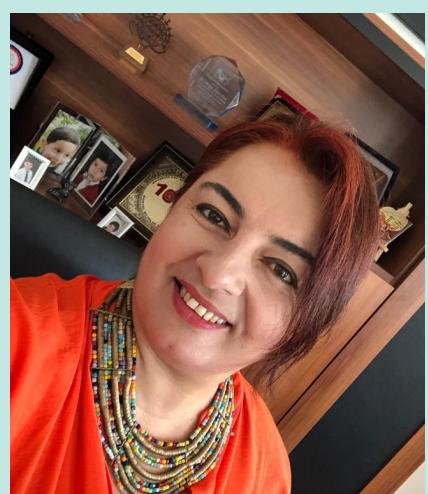
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This study examines the effect of language of instruction on the understanding of science in grade 3. It investigates if learning science using native language (L1) improves students' understanding or if learning science using foreign language (L2) is better for students' understanding. Participants included 25 science teachers and 59 third grade students chosen from different Lebanese schools that use L1 or L2 to teach science. Data were collected through pretests and posttests distributed to students before and after explaining a science lesson and through questionnaires distributed to science teachers. The analysis of the data revealed that students who got science instructions in L1 outperformed students who got science instructions in L2. When the pretest and the post-test of group 1 who used the first language were compared, P value was $0.005 < 0.05$; and when the pretest and the post-test of group 2 who used the second language was compared, P value was $0.01 < 0.05$. T-test was performed to analyze the quantitative data using SPSS (V. 20).

Keywords: science, native language (L1), foreign language (L2), performance, understanding.

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FOSTERING LEARNER AUTONOMY OF ELT PRE-SERVICE TEACHERS BY USING SELF AND PEER ASSESSMENT TOOLS DURING TEACHING PRACTICE

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In a communicatively designed language classroom focus has been shifted from teacher to learner and adapting reflective tools into teacher education becomes a requirement. This study tries to help pre-service teachers to get control over their own learning and become aware of the possible strategies that can be beneficial in their future teaching career. With the guidance of four teacher trainers, these tools can form a base for rising awareness and help student teachers to understand their own learning process. In this context, this study aims to foster learner autonomy by using European Portfolio for Student Teachers of Languages (EPOSTL) as a self-assessment tool, an observation sheet as a peer assessment tool and semi structured interviews. The findings are expected to reveal both self and peer assessment have important roles to promote autonomy, reflection and awareness while they decrease the students' dependence on the feedback of the trainers.

Keywords: learner autonomy, reflection, portfolio, self-assessment, peer assessment

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STUDENT TEACHERS OF ENGLISH-ANALYSING THE PAST AND LEARNING LESSONS OF THE PRESENT TO CHANGE THE FUTURE

Dr. Evija Latkovska
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The study course Teaching and Learning Methodology of the English Language Aspects at the University of Latvia, the faculty of Education, Psychology and Art is one of the first methodology courses both for student teachers whose first qualification will be Teacher of English and student teachers to whom Teacher of English will be their second qualification. As student teachers' perception of what it means to be a good teacher might start to develop already at school, the objective of teacher education studies is to reinforce their good memories and provide answers to negative experience situations. It is necessary to let student teachers come up with ideas of themselves as student teachers of languages and future teachers who are able to enrich the world of teaching and learning by interacting with learners professionally and confidently.

A comprehensive and practical tool to carry out the previously mentioned objective is EPOSTL – European Portfolio for Student Teachers of Languages. In spite of being published back at the beginning of the 21st century, it still offers topical issues for discussions, critical thinking, and creative interpretation. Its first part Personal Statement is a valuable combination of informative special questions which help student teachers reflect on their past and concentrate on the present in order to be ready to change the future.

A total of 40 full-time and part-time students wrote answers to four special questions included in the Personal Statement part of EPOSTL. Using content analysis as data analysis method in qualitative research, it is possible to find out types of teachers student teachers remember as good teachers from their school days, highlight teacher education topics student teachers are interested in the most, and visualise what kind of teacher 21st century student teachers living in the Covid 19 pandemic consider to be an idol to strive for.

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A NEW HISTORICIST READING OF SELECTED LITERARY TEXTS WRITTEN ABOUT THE 2011 SYRIAN REVOLUTION

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This thesis undertakes the study of a selection of literary texts which are exemplary of the Syrian Revolution. Among these are Abdullah Maksour's *Ayam Fi Baba Amr* (2013), Maha Hassan's *Tubuul Al Hob* (2013), Samar Yazbek's *A Woman in the Crossfire* (2012), and a co-written play Ruth Sherlock, Zoe Lafferty and Paul Wood entitled *The Fear of Breathing* (2013). This study aims at investigating the historical contextualization of the selected literary texts. It analyzes the history of the Syrian Revolution between 2011 and 2013-as seen from the rebels' perspective only-and the most prominent historical events that led to its outbreak. This topic was chosen due to the significance of the seminal years of the history of the Syrian revolution. It draws on the tenets of New Historicism. It explores to read the selected literary texts in juxtaposition to non-literary and co-texts 'contemporaneous' to the events presented in the selected texts. Through the presented cross-textual testimonies and analyses, this study aims at proving the interrelatedness and interconnectedness of literary, non-literary and social texts. Thus, this thesis not only hopes to give the reader a chance to "speak with the dead" (Parvini 103). as Stephen Greenblatt would say, but, most importantly, feel "The touch of the real" as Catherine Gallagher puts it (Gallagher 14).

Keywords: new historicism, the textuality of history and the historicity of texts, intertextuality, digital literature, history, revolution, Abdullah Maksour, Maha Hassan, Samar Yazbek

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THE IMPACT OF NON-VERBAL COMMUNICATION IN PRE-SERVICE AND IN-SERVICE ENGLISH LANGUAGE TEACHER EDUCATION

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It is a widely known fact that non-verbal communication constitutes a significant part of communication process. In terms of percentage, it is even much more than written and spoken interaction. Non-verbal communication does not only support verbal communication but it can also be used alone. Unfortunately, it is not given sufficient place in language teaching, in specific English language teaching. In order to realise this aim, not only what non-verbal communication is but also what its elements are going to be given place in this study. Later, non-verbal communication and English language teaching methodology will be touched on. Its practical in-class uses and benefits needs to be handled for pre and in-service English language teacher. At this step, direct and indirect influence of non-verbal communication in conveying the message will be presented while noticing semiotic competencies. Finally, the study will end up with concluding remarks emphasizing basic pedagogical implications.

Keywords: non-verbal communication, English language teacher education, non-verbal communication and ELT relation



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