ILTERG

INTERNATIONAL LANGUAGE TEACHER EDUCATION RESEARCH GROUP

3rd
INTERNATIONAL
ILTERG CONFERENCE

PROCEEDINGS BOOK

Editors
Prof. Dr. Gonca YANGIN EKŞİ
Dr. Ahmet Erdost YASTIBAŞ

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FOREWORD

Greetings to all participants and esteemed colleagues as we come together for the 3rd ILTERG Conference. It brings us great pleasure to welcome you to this gathering, which serves as a platform for collaboration and research in the field of language teacher education. ILTERG, an acronym for the International Language Teacher Education Research Group, was established as part of an Erasmus+ project seven years ago and continues to thrive as a non-profit organization, fostering cooperation and knowledge sharing among language teacher educators worldwide.

The ILTERG Conference holds the key objective of uniting language teacher educators from diverse contexts, creating abundant opportunities for exchange and networking. We are fortunate to be joined by a remarkable array of colleagues and researchers from across the globe, each contributing valuable insights from their studies. This convergence of ideas will not only inspire fruitful dialogue but also facilitate the establishment of future plans and collaborative projects in the realm of language education research.

The central theme of this conference revolves around teacher education and development, particularly within the context of English Language Teaching (ELT). ILTERG recognizes the significance of incorporating research, theoretical frameworks, and best practices from a wide range of language teacher education contexts. As language teaching evolves, it is increasingly vital to contribute to the professional growth and development of language educators. Hence, ILTERG Conference aims to play an instrumental role in advancing both language teacher education and English language teaching itself.

We extend our sincerest gratitude to all participants attending this conference, including academics, foreign language teachers, teacher trainers, and graduate students in the field of English Language Teaching. Your presence and willingness to share current research findings in the domains of foreign language teaching and teacher education greatly enrich this event. Your contributions will undoubtedly contribute to the collective knowledge and professional advancement of language educators worldwide.

It is also an honor to host a number of distinguished speakers to present their research and scholarly papers. We would especially like to thank Dr. Katie Welch, Prof. Dr. Yasemin Bayyurt, Prof. Dr. Gölge Seferoğlu, Prof. Dr. Kenan Dikilitaş, Dr. Kyria Rebeca Finardi for their invaluable contributions to the conference. We would also like to express our gratitude to workshop presenters Prof. Dr Turan Paker, Prof. Dr. Meltem Huri Baturay and Rupert Breheny, Assoc. Prof. Dr. Sedat Akayoğlu and Tom Godfrey. We look forward to listening to them and all other participants, whose studies will be a feast of mind for us.

The 3rd ILTERG Conference serves as a vibrant forum for collaboration, exploration, and the dissemination of research in language teacher education. We encourage you to actively engage in discussions, forge connections, and immerse yourself in the rich tapestry of ideas presented here. Let us seize this opportunity to collectively shape the future of language teaching and education. We also thank the Regional English Language Office of U.S. Embassy, Ankara, Turkey for giving us a grant for this conference.

Once again, a warm welcome to the 3rd ILTERG Conference!

Prof. Dr. Gonca Yangın Ekşi
ILTERG Conference Chair

3rd ILTERG CONFERENCE
DAY 1 - June 2, 2023 Friday

Time		Room 1	Room 2	Room 3	Room 4	Room 5
08:30 - 9:15	REGISTRATION					
09:15 - 09:30		Opening Remarks **Prof. Dr. Gonca YANGIN-EKŞİ** **Assoc. Prof. Dr. Bengu AKSU-ATAÇ** **Roger COHEN**				
09:30 -10:30	Plenary Session (1)	MEETING LINK: https://tinyurl.com/iltergroom1-ps1 From Theory to Practice: Transforming Language Teacher Education through Explicit Pedagogical Modeling **Prof. Dr. Katie WELCH** *(Chair: Gonca YANGIN-EKŞİ)*				
10:45 - 11:45	Concurrent Sessions (1)	Distance Language Education as a New Paradigm in Higher Education in Algeria **Badra HAMİDİ** Application of Modern Methods in Teaching English **Irodakhon ZAYNOBİDİNOVA** Combining Multiple Applications in Online Speaking Classes: Student Perceptions **Elif TOKDEMİR-DEMİREL** Online Problem-Based Learning in an ESP Course **Burçak YILMAZ-YAKIŞIK** *(Chair: Burçak YILMAZ-YAKIŞIK)*	Developing Speaking and Writing Skills of Sport School Pupils **Makhbubakhon YAKUBOVA - Hulkaroy ABDUVALİYEVA** Language Teachers Perceptions and Practices of Social and Emotional Learning **Aydan IRGATOĞLU** Measuring Foreign Language Teaching Anxiety Levels of Pre-Service English Language Teachers: Sources and Coping Strategies **Samet TAŞÇI** *(Chair: Samet TAŞÇI)*	Teaching Critical Thinking Skills to University Students in the Age of Misinformation and ChatGPT **Anita TJAN** In Search of New Approaches to Teaching and Learning Language in the Age of Transhumanism within the Perspectives of Augmented Intelligence and Algorithmic Management **Feride Zeynep GÜDER** The Cross-Cultural Effect: How Does Erasmus+ Mediates in Intercultural Contexts? **Assoc. Prof. Dr. Bengü AKSU-ATAÇ - Mine NURLU** Foreign Language Instructors' Metaphorical Perceptions of Using Technology in Classes **Fatma BAŞARIR - Özge SIRMA** *(Chair: Fatma BAŞARIR)*	An Examination of ChatGPT Report on Teaching English as a Foreign Language to Young Learners **Fatma KİMSESİZ** Using Technology in Modern ELT Lessons as an Assessment Tool **Kıvanç ERTÜRK** Analysis of the Inherent Artistic-Figurative Means of Expression of the Binary Opposition of Good and Evil **Ozodakhon Kuchkarova** EFL Teachers' Insights and Appraisals Concerning 21st Century Learning And Innovation Skills **Hacer KAÇAR - Prof. Dr. Hasan BEDİR** *(Chair: Gamze EMİR)*	Digital Platform as a Tool for Language Teaching: Instagram Captions **Şerife Ruşen DARANDELİ** Tertiary-Level L2 learners' Perceptions of Online and Face-to-Face Language Learning in a Hybrid Learning Context **Tuğçe TEMİR - Fatma Melike EŞDUR** Teacher Educators' Opinions on ChatGPT" **İrem AYDIN - Devrim HÖL** Podcasting as a Supplementary Activity for Speaking Practice in Emergency Distance Education **Yusuf ÖZTÜRK** *(Chair: Yusuf ÖZTÜRK)*
12:00 – 13:00	Concurrent Sessions (2)	**Workshop 1** Skill-Based Formative Assessment in English at A2 and B1 Levels **Prof. Dr. Turan PAKER** *(Chair: Mehmet TUNAZ)*	Using Universal Design to Promote Equity in the Classroom **Ginelle HANAWAY** The Role of PDC in English Language Teachers' Professional Career: A Theoretical Perspective **Tuba BAYKARA - Dilara KARABIYIK** From the Eyes of Student Teachers: A Qualitative Study on Challenges Through Reflective Practice **Nilgün KARSAN - Erdem AKBAŞ** From A Practitioner to A Researcher Perspective: Dilemma between Practice and Research **Serdar TEKİN** *(Chair: Serdar TEKİN)*	The Place of Speech Acts of a Please in The General System of Classification of Speech Acts **Shakhnoza SHOKIROVA** Self-perceived Competency Levels of In-service EFL Teachers in Turkish MoNE Context **Ayşe ZAMBAK- Prof. Dr. Hasan BEDİR** Exploring Turkish EFL Learners' Self-Regulated Vocabulary Learning through Information and Communication Technologies **Gamze EMİR - Prof. Dr. Gonca YANGIN-EKŞİ** *(Chair: Gamze EMİR)*	Self-Efficacy Beliefs of EFL Students About Their Writing Skill in English at A Preparatory Program **Duygu İŞPINAR-AKÇAYOĞLU** Learning in Times of Existential Uncertainty: A Holistic Study of Language Learning through Crises **Chad C. DAVIDSON** The Attitudes and Perception of EFL Students in Turkey Towards Writing **Meltem KAYGUSUZ - Prof. Dr. Hasan BEDİR** The Role of Discussion Activities in Promoting Tolerance in English as a Foreign **Emre SOBACI - Hayriye AVARA** *(Chair: Hayriye AVARA)*	English as the Key to a Successful Career **Oyatullo BAKHODIROV - Gulchehrahon RAHMANOVA** Now in Theaters: Mindfulness! Incorporating Mindfulness in Foreign Language Classrooms **Assoc. Prof. Dr. Bengü AKSU-ATAÇ - Ayşe Gamze ÇAM** Orthographic Similarity Causing Confusion over the Retrieval and Recognition of Words for EFL Learners **Mustafa YILDIZ** EFL Learners' Metaphorical Perspectives on English Language Learning and English Teachers in Turkey **Fatma KİMSESİZ** *(Chair: Fatma KİMSESİZ)*
13:00 – 14:00		LUNCH				
14:00 -15:00	Plenary Session (2)	MEETING LINK: https://tinyurl.com/iltergroom1-ps2 Multilingual and Multicultural Awareness in English Language Learning in EFL Contexts **Prof. Dr. Yasemin BAYYURT** *(Chair: Bengu AKSU-ATAÇ)*				
15:15 – 16:15	Concurrent sessions (3)	Investigating the Effect of ChatGPT on Writing Proficiency and Learner Autonomy **Halil İbrahim ŞAHİN** Native or Nurture: Technology as a Forgotten Tool in English Language Teacher Training **Aslıhan Nur EROL** Informal Digital Learning of English (IDLE): Pre-service ELT Teachers' IDLE Practices and Their Thoughts about IDLE **Prof. Dr. Gonca YANGIN-EKŞİ - Ahmet Erdost YASTIBAŞ** Reflections on EFL K-12 Student Engagement in Flipped Learning: Highlights from an Action Research Study in the Intercultural Context **Işıl Günseli KAÇAR** *(Chair: Işıl Günseli KAÇAR)*	Research Trends Related to AI in Language Education: A Bibliometrics Analysis **Ali ERARSLAN - Prof. Dr. Meltem Huri BATURAY** Was it Proofread by a Human or ChatGPT? **Nermin PUNAR-ÖZÇELİK** English as a Lingua Franca (ELF) through the Metaphors of English Major Students **Elif KEMALOĞLU-ER** Describing Pre-service EFL Teachers' Digital Assessment Levels according to DigCompEdu **Mehmet TUNAZ** *(Chair: Mehmet TUNAZ)*	A Case Study on EFL Teachers' Perspectives on Teaching Vocabulary through Realia **Enes ALTAN - Devrim HÖL** English in Medicine: Putting the Learner in the Spotlight **Firuza ABDULKHAIROVA** Forms of Counteraction Speech in English Dialogues **Nargizoy MIRZAEVA** ELT Students' Reflections about Explicit and Implicit Written Corrective Feedback **Selda ÖZER** *(Chair: Selda ÖZER)*	An Examination of Test Anxiety among Undergraduate Students Enrolled in the Programme of Translation and Interpreting **Ömer ÖZER - Duygu İŞPINAR-AKÇAYOĞLU** Covid-19 Salgınının İlk Günlerinde Doktorların Kullandığı Örtmeceler Üzerine Bir Analiz **Nihal YETKİN-KARAKOÇ** The Impact of Games in Boosting English Language Speaking Skills of Turkish Elementary School Learners **Bora GÜR - Meryem AKÇAYOĞLU** Reiss With ChatGPT: Community Translation during the Covid-19 Pandemic **Prof. Dr. Oktay ESER - Özge ÇETİN - Ali DURAN** *(Chair: Oktay ESER)*	Investigating Graduate ELT Students' Uncertainty Experiences and Uncertainty Management **Büşra ŞATIR - Mehmet BARDAKÇI** "You Want A Missionary": A Duoethnography on How An English Teacher Becomes A Drama Advocate **Perihan KORKUT - Ertan DEREN - Fırat AKDOĞAN - Prof. Dr. Şevki KÖMÜR** The Semantics of Stylistic Device Litotes in English and Uzbek **Zulfiya DJABBAROVA** "What gives me nightmares is ….": A Preliminary Analysis of Pre-service EFL Teachers Apprehensions **Aydan IRGATOĞLU - Özkan KIRMIZI** *(Chair: Aydan IRGATOĞLU)*
16:30 – 17:30	Concurrent sessions (4)	**Workshop 2** Discovering your Teaching Self **Tom Godfrey** *(Chair: Samet TAŞÇI)*	Psikodilbilim Açısından Karşılaştırmalı Çözümleme Yaklaşımı **Surayyokhon OMONULLAYEVA** Investigating the Effects of Telecollaboration on Pre-service English Teachers' Intercultural Communicative Competence Development **Samed Yasin ÖZTÜRK - Sabahattin YEŞİLÇINAR** Gender – Pragmatic Features of Phonetic Non-Verbal Means **Nigora KHAYDAROVA** The Interplay between Assessment Literacy and Teacher Well-being: A Pathway to Effective Teaching and Learning. **Sabahattin YEŞİLÇINAR - Samed Yasin ÖZTÜRK** *(Chair: Sabahattin YEŞİLÇINAR)*	Teachers' Perspectives on the Use of Artificial Intelligence in English Language Teaching **Ömer ÖZER** Learner Autonomy of EFL Students: A Qualitative Study **Hatice ÖZGAN-SUCU** AI in EFL context: A Bibliometric Study **Şerife FİDAN - Devrim HÖL** The Impact of "Kahoot!" on English as a Foreign Language Learners' Vocabulary Knowledge **Tuğba ÜNAL - Ceylan YANGIN-ERSANLI** *(Chair: Ceylan YANGIN-ERSANLI)*	Interkulturelles Filmmaterial im Fremdsprachenunterricht **Çiğdem KIRCA - Neslihan ACAR** Die Motive in der Phantastischen Kinder und Jugendliteratur und deren Einsatz im DaF-Unterricht **Fatma ALTUN** Hofstede's Dimensions of National Culture and Their Implication in Language Classrooms **Deren Başak AKMAN-YEŞİLEL** Possible Prospects and Challenges of ChatGPT in Foreign Language Teaching and Learning **Esen GENÇ** *(Chair: Esen GENÇ)*	Linguocultural Characteristics of Compound Nouns in English and Uzbek **Nargiza YULDASHEVA** Investigation of the Factors that Affect EFL Learners' Productive Collocational Knowledge **Zeynep ÖZDEM-ERTÜRK** Comparative Analysis and The Effect of Different Types of Corrective Feedback On EFL Students' Writing **Tubanur PİRDAL** The Development of the Veterinary Medicine Academic English Collocation List (VMCL) **Mustafa ÖZER - Erdem AKBAŞ** *(Chair: Erdem AKBAŞ)*
17:45 – 18:45	Plenary Session (3 & 4)	MEETING LINK: https://tinyurl.com/iltergroom1-ps3 Translanguaging in TESOL **Prof. Dr. Gölge SEFEROĞLU** *(Chair: Burçak YILMAZ-YAKIŞIK)*				

3rd ILTERG CONFERENCE
DAY 1 - June 2, 2023 Friday

Time		Room 6: A Cup of English	Room 7	Room 8	Room 9	Room 10
08:30 - 9:15	REGISTRATION					
09:15 - 09:30						
09:30 -10:30	Plenary Session (1)					
10:45 - 11:45	Concurrent Sessions (1)	RELO (Regional English Language Office) U.S. Embassy	**MEETING LINK:** https://tinyurl.com/iltergroom6-cs1 Towards Raising University Students' Awareness on the Indigenous Languages in Mexico **Anna V. Sokolova GRINOVIEVKAYA** Empowering Learners as Global Citizens: Incorporating Sustainable Development Goals in Language Teaching **Arzu EKOÇ-ÖZÇELİK** Classroom Interactional Competence: Contributory Factors And Related Learning Opportunities **Mojtaba BAZVAND - Mohammad Ali MOKHTARI** Schoolscapes: Linguistic Landscapes at Primary Educational Settings in Turkey **Melike ÜNAL-GEZER** *(Chair: Hatice ÖZGAN-SUCU)*	**MEETING LINK:** https://tinyurl.com/iltergroom7-cs1 Preparing Corpus-Based Materials to Teach Phrase-Frames to Computer Engineering Students **Ayça SOLSUN - Erdem AKBAŞ** Augmenting the Interest and Involvement of Teachers and Students to Engage in Hybrid Education Today: An Exploratory Study **M. Al Muthassir FARHANA - Jabbar Al Muzzamil FAREEN** Pre-Service ELT Teachers' Emotional Experiences During Teaching Practicum: A Study on Causes and Consequences **Aynur KESEN-MUTLU** Blended Learning in Teacher Education : A Flipped Classroom Model for the TEFL (Teaching English as a Foreign Language) Course **Amel BENYAHIA** *(Chair: Selda ÖZER)*	**MEETING LINK:** https://tinyurl.com/iltergroom8-cs1 The Effects of the Quizlet on Turkish EFL High School Students' Vocabulary Learning **Esra ATALAN - Gonca SUBAŞI** Computer and Mobile Assisted Focus on Literary Text for the Advanced EFL Classroom: A New-age Pedagogical Stylistics **Yaser HADIDI - Mahsa Golmohammad GHAREDAGHI - Abolfazl Bafandeh POUR** Translanguaging in Writing: Theory, Practice, and Research **Havva ZORLUEL-ÖZER** Cross-linguistic Metaphorical Variation in Les Miserables and its English Translation **Mahsa Golmohammad GHAREDAGHI - Yaser HADIDI - Abolfazl Bafandeh POUR** *(Chair: Yasemin AKTAŞ)*	**MEETING LINK:** https://tinyurl.com/iltergroo9-cs1 Investigating Iraqi EFL Student-teachers' Assessment Literacy: Matches and Mismatches between Their Perceptions and Knowledge **Entidhar JANABI** Emotional Intelligence, Self-efficacy and Autonomy as Predictors of Iranian EFL Learners' Reading Comprehension: A Structural Equation Modeling **Mohammad Ali Safa - Rezvan Sadat Mousavi** The Perception of Iranian EFL Learners on Vocabulary Knowledge in Speaking Development **Maryam Ghassab SEDEHI - Esmat AGHAHOSSEINI** Teaching English for Specific Purposes **Negar Sobhi - Behzad Nezakatgoo** *(Chair: Ahmet Yastıbaş)*
12:00 – 13:00	Concurrent Sessions (2)		**MEETING LINK:** https://tinyurl.com/iltergroom6-cs2 Multimodal Feedback Using AI Techniques in ELT Online Classes **Azra TAJHIZI - Santosh Kumar BEHERA** AI-supported L2 Writing Tools: Facilitators or Troublemakers in English Language Teaching and Learning **Sibel SÖĞÜT** Modeling the Contribution of Anxiety, Enjoyment, and Classroom Environment to Boredom among Students of English as a Foreign Language **Elias BENSALEM** Exploring Formation of Language Teacher Identity: A Phenomenological Study **Ümran ÜSTÜNBAŞ** *(Chair: Fatma Aslı KARACAOĞLU)*	**MEETING LINK:** https://tinyurl.com/iltergroom7-cs2 Multisensory Teaching and Theta/beta Ratio Oscillatory Activities in Foreign Language Vocabulary Retention **Farnaz Farrokh ALAEE** An Urgent Call for Teacher Training in English for Specific Purposes (ESP) **Ouafa OUARNIKI** The Relationship between Non-native Pre-service EFL Teachers' Foreign Language Teaching Anxiety and Self-efficacy Beliefs **Zeliha YÜKSEL** Agentive Teachers in Times of Crisis: A Qualitative Investigation of Post-Earthquake ELT Practices in Turkey **Aysel EYERCİ** *(Chair: Merve BULUT-YÜCELEN)*	**MEETING LINK:** https://tinyurl.com/iltergroom8-cs2 On the Feasibility of a Context-based Approach to Language Assessment: A Model Abbreviated in Speaking **Gholam-Reza ABBASIAN** Language Teacher Identity as Peacebuilder **Hamid ALLAMI** *(Chair: Fatma BAŞARIR)*	**MEETING LINK:** https://tinyurl.com/iltergroo9-cs1 Competence and Performance in Language Teaching **Pedram Qanbari - Behzad Nezakatgoo** BRAIN-BASED Teaching era in language learning situation **Alireza Navidmoghaddam Gavgani** The Investigation of the Types of Pragmatic Failures among Iranian EFL Learners across Gender **Maghsoud Hassanimehr** On the Feasibility of a Context-based Approach to Language Assessment: A Model abbreviated in Speaking **Gholam-Reza Abbasian** *(Chair: Ahmet Yastıbaş)*
13:00 – 14:00						
14:00 -15:00	Plenary Session (2)		**MEETING LINK:** https://tinyurl.com/iltergroom6-ps4 Methodology and Technology in ELT Education and Practice **Prof. Dr. Kyria Rebeca FINARDI** *(Chair: Serdar TEKİN)*			
15:15 – 16:15	Concurrent sessions (3)		**MEETING LINK:** https://tinyurl.com/iltergroom6-cs3 A Qualitative Research on Designing Games Using Authentic Materials in Teaching English to Children **Dilber Yaren POLAT - Enise BALCIK - Emine KAYMAK - Meryem Başak SIRAKAYA - Prof. Dr. Feyza DOYRAN** Developing Professional Communicative Competence via Wordwall **Pulatova DURDONA - Ilhamova IRODA** The Relationship Between Turkish EFL Learners' Personality Traits and Their Written Corrective Feedback Preferences **Mehtap YORGANCI** Challenges of Evaluating Presentations in LSP Prepared by Philology Students **Joanna KIC-DRGAS** *(Chair: Yasemin AKTAŞ)*	**MEETING LINK:** https://tinyurl.com/iltergroom7-cs3 Gifted and Non-Gifted Students' Differences on Textually Explicit, Textually Implicit, and Script Based Reading Items: Are Gifted Students Also Gifted L2 Readers? **Kamal HEIDARI** Ecopedagogical Analysis of Middle School EFL Coursebooks Published by the Turkish Ministry of National Education **Gülçin CİVAN-ARTUN - Kürşat CESUR** Piloting the 'Sustainable Development Goals in English Language Teaching' Course Syllabus **İlknur BAYRAM - Özlem CANARAN** Determining The Opinions of English Teachers Working in Secondary Educational Institutions on the Secondary Education English Course Curriculum – Nevşehir Province Sample **Ersan UZ** *(Chair: Fatma BAŞARIR)*	**MEETING LINK:** https://tinyurl.com/iltergroom8-cs3 Ethical Considerations in Internet Research: What Researchers Need to Know? **Goudarz ALIBAKHSHI** Mapping Quality of Research in Different Methodological Orientations: The Case of Mixed-Methods Research **Mohammed Amini FARSANI** The Future of Seereer Language in a Context dominated by the Evolution of Wolof and Foreign Languages in Senegal **Jean Christophe FAYE** *(Chair: Tuğçe KAPLAN)*	**MEETING LINK:** https://tinyurl.com/iltergroo9-cs1 Exploring AI in Education **Adel Dastgosshadeh - Raheleh Khosrawi** Self-efficacy in Language Education **Fatemeh Ebrahimi** Reflective Practices for Language Teachers **Olena Soloviova** Multimodal feedback using AI techniques in ELT online classes **Reza Ebrahimi - Ebrahim Amiri** *(Chair: Burçak Yılmaz Yakışık)*
16:30 – 17:30	Concurrent sessions (4)		**MEETING LINK:** https://tinyurl.com/iltergroom6-cs4 L2 Proficiency and Multilingualism in Learners' FL Vocabulary Profiles and Vocabulary Strategy Use **Maria Pilar Agustín LLACH** Need for Cognition in Education: A Comparison of the Mindsets of Pre-Service and In-Service Teachers **Erol POYRAZ** Examining Middle School EFL Teachers' Perceptions of Alpha Generation Learning Features **Imane TIAIBA - Bouchra Nour El Houda ALLEM** A Micro-Analytic Investigation into EFL Teachers' Extended Wait Time Practices in L2 English Classrooms **Duygu GÜNEŞ - Ufuk GİRGİN** *(Chair: Selda DEMİR)*	**MEETING LINK:** https://tinyurl.com/iltergroom7-cs4 The Effect of the Speaking Tasks On Intercultural Awareness at Tertiary Level: A Case Study in Turkey **Gizem ÇOŞKUN - Zekiye Müge TAVİL** The Role of Sundanese and Indonesian in Schools in Garut (Indonesia) **Luca LEZZI** Culture in EFL Context: What Do Iranian Teachers Do? **Mohammad Ahmadi SAFA - Zahra Karim ABADİ** The Effect of Vignette Cases on Instruction Giving Practices of Preservice Teachers: A Case Study in A State University **Melike KOÇAK-MAT - Zekiye Müge TAVİL** *(Chair: Olcay UZUN)*	**MEETING LINK:** https://tinyurl.com/iltergroom8-cs4 From Research Methods to Teaching Methods: Examining the Case of Eye-Tracking in EFL Reading **Behzad GHONSOOLY** Professional EFL Teachers' Identity, Vision, and Agency **Azizeh CHALAK** *(Chair: Samet Taşçı)*	**MEETING LINK:** https://tinyurl.com/iltergroo9-cs1 Motivation of Language Learning **Azad Sabadloei** Classroom Management: Pedagogy and Practice in Second Language Learning **Melika Delhonar - Behzad Nezakatgoo** Mixed Methods Designs **Malihe Zomorrodi** Teaching Mixed Level Classes **Maryam Akhavan** *(Chair: Burçak Yılmaz Yakışık)*
17:45 – 18:45	Plenary Session (3 & 4)					

3rd ILTERG CONFERENCE
DAY 2 - June 3, 2023 Saturday

Time		Room 1	Room 2	Room 3	Room 4	Room 5
9:30 -10:45	Concurrent Sessions (1)	**MEETING LINK:** https://tinyurl.com/iltergroom1-cs1 Workshop 3 ChatGPT: A Game Changer in English Language Learning and Teaching **Assoc. Prof. Dr. Sedat AKAYOĞLU** *(Chair: Ahmet YASTIBAŞ)*	Identifying Apology Strategies Used by Turkish EFL Teachers **Safiye Nur KAHYA** Can Mindfulness Make Us Better Language Learners? **Safiye Nur KAHYA - Deren Başak AKMAN-YEŞİLEL** "Here & Now" in Language Classrooms with Mindfulness-based Activities **Asuman AŞIK - Zeynep KOÇALİ** Insights into the Digital Future of Language Teaching **Oğuzhan AKTÜRK - Gözde ERECE - Prof. Dr. Oya TUNABOYLU** Workshops for Pre-Service Teachers of English On Web 2.0 Tools and E-Twinning Projects **Zühal KARDEŞLER - Ceylan YANGIN-ERSANLI - Adem ÜNLÜ** *(Chair: Ceylan YANGIN-ERSANLI)*	Exploring Vocabulary Learning in English as an Additional Language: What does the Current Literature Tell Us? **Şeyma ÇİDEM - İhsan ÜNALDI** What Puzzles Them Reflects Them! A Narrative Inquiry of Research Engagement **Asiye DOĞAN-UÇAR - Erdem AKBAŞ** Faculty-School Collaboration in Action: Insights of Pre-Service Teachers from the English Fest **Ahmet ÖNAL - Nihan ERDEMİR - Derya COŞKUN** Action Research: What Teachers Learn From It **Sema TURAN** Humanizing Qualitative Research Courses in Applied Linguistics through Critical Autoethnographic Narrative **Ufuk KELEŞ - Bedrettin YAZAN** *(Chair: Ufuk KELEŞ)*	Motivation Levels and Sources of Private School Language Teachers in Turkish EFL Context **Şule İTAH** Investigating the Effect of an Intercultural Telecollaboration on Turkish Pre-Service Teachers' Communication Competence **Hülya TUNCER** Replication as A Rising Trend in SLA Research: Affordances and Challenges **Özlan KIRMIZI** Early Evidence of Kahramanmaraş Earthquake on EFL Teachers' Well-being **Prof. Dr. Hasan BEDİR - Semra KARAALİ - Meltem KAYGUSUZ** *(Chair: Meltem KAYGUSUZ)*	
11.00 -12:15	Concurrent Sessions (2)	**MEETING LINK:** https://tinyurl.com/iltergroom1-cs2 Workshop 4 Metaverse/ AR / AI Harnessing the Tools to Future Proof Your Career **Prof. Dr. Meltem Huri BATURAY** **Rupert BREHENY** *(Chair: Ahmet YASTIBAŞ)*	Evaluation of 9th Grade Teenwise and Relearn English Textbooks in terms of Values **Sevim EMECEN- Prof. Dr. Arif SARIÇOBAN** Exploring the Identity Development Process and Attitudes of Bilingual Children towards Heritage Languages **Rumeysa YÜCEL - Prof. Dr. Kenan DİKİLİTAŞ** 'We Have Talked about it Earlier': Examining the Use of Organizational Metadiscourse by EMI Lecturers **Sinem BİLGİN-YÜCEL - Erdem AKBAŞ** Classrooms beyond the Tradition: A Classroom Discourse Analysis **Tuba BAYKARA - Yasemin AKTAŞ** *(Chair: Tuba BAYKARA)*	Teaching Literature to EFL Students at University Level: In The Example of Muriel Spark's Novel "Aiding and Abetting" **Malohat DJALALDINOVA** Parallelism Between Stylistics and Literary Views in 'A Suitable Boy' **Mürüvvet MESCİGİL - Songül TAŞ - Fatma SOLMAZ** Rhetoric Power to Flout the Taboos: Christians and Saracens in Gui De Warewic and in Boeve De Haumtone **Mürüvvet MESCİGİL - Songül TAŞ - Fatma SOLMAZ** Racism and Gendered Islamophobia in Zadie Smith's White Teeth **Zühal GÖKBEL** *(Chair: Zühal GÖKBEL)*	Examination of Media Literacy Levels of Pre-Service Foreign Language Teachers **Ahmet AYCAN** The Analysis of "Indian Education" by Sherman Alexie **Gamze AR** Students' and Teachers' Perceptions on ESP Teaching and Students' Willingness to Communicate in English – Burdur Vocational and Technical Anatolian High School Case Study **İdil KARPUZ** Teaching Culture through Literature: Marriage Age and Elopement in Jane Austen's Pride and Prejudice **Nazlı GÜNDÜZ** *(Chair: Nazlı GÜNDÜZ)*	
12:30 – 13:30	Plenary Session (1)	**MEETING LINK:** https://tinyurl.com/iltergroom1-cs3 Designing Feedback for Teacher Development: Implications for Language Teacher Educators **Prof. Dr. Kenan DİKİLİTAŞ** *(Chair: Mehmet TUNAZ)*				
13:30 – 13:45		**MEETING LINK:** https://tinyurl.com/iltergroom1-cs3 Closing Remarks **Prof. Dr. Gonca YANGIN-EKŞİ**				

3rd ILTERG CONFERENCE
DAY 2 - June 3, 2023 Saturday

Time		Room 6: A Cup of English	Room 7	Room 8	Room 9	Room 10
9:30 -10:45	Concurrent Sessions (1)	Talk with Katie WELCH M.A. & Ph.D. Students Invited	**MEETING LINK:** https://tinyurl.com/iltergroom7-d2cs1 An Investigation of the Effects of Photovoice on Iranian Intermediate EFL Learners' Speaking Skill **Somayeh POURNIA - Azizeh CHALAK** Effect of Cooperative Learning Activities on Speaking Skill of Iranian ESP Students **Marjan CHAHIAN - Azizeh CHALAK** Virtual-reality Infused Instruction and Extraneous Cognitive Load (ECL) among EFL Learners with Expressive Language Disorder **Mojgan KHAKI - Hossein Heidariv TABRIZI** Relationship between L2 Grit and Iranian EFL Learner's Proficiency: Gender as Moderator **Akram ALAEDINI - Azizeh CHALAK** Developing a Model of Foreign Language Teacher Agency: A Mixed Methods Study **Mehrdad AMIRI** *(Chair: Mehmet TUNAZ)*	**MEETING LINK:** https://tinyurl.com/iltergroom8-d2cs1 On the English NP in Italian Students' Writings **Enrico CASTRO** Transformative Pedagogy and EFL Teacher Education **Ayşe KIZILDAĞ** The Impacts of Podcasting on Improving Language Learners' Knowledge of Idioms **Parisa COŞKUN** The Influence of Cultural Intelligence on English Language Learners' Writing Ability Within Different Cultures: A Literature Review **Fatemeh GHANBARBEHESHTI** Analyzing the Beliefs of Pre-service English Language Teachers Toward Intercultural Communicative Competence **Eylül KARABULUT - Emrah EKMEKÇİ** *(Chair: Uğur ÜNALIR)*	**MEETING LINK:** https://tinyurl.com/iltergroom9-d2cs1 Perceptions of English Pre-service Teachers about Plagiarism **Fatma KAYA** The Use of Art Technologies in Foreign Language Teaching **Rozahon AHROROVA - Shakhlo YUSUFJONOVA** Systematic Review of the Studies on Foreign Language Teacher Identity: Recent Trends **Gamze DEMİRTAŞ-ÇELEBİ** English as a Language of Instruction in Teacher Education **Ananda MAJUMDAR** Learning English in Late Adulthood: Challenges of Online Learning **Ebru NOYAN - Asuman AŞIK** *(Chair: Esma ÜNALIR)*	**MEETING LINK:** https://tinyurl.com/iltergroom10-d2cs1 Speaking Instruction **Arghavan M. Rad - Behzad Nezakatgoo** The Relationship Between Language and Education **Soheila Alsadat Salimi** Learner Strategies **Arefe Ebrahimi - Christine C. M. Goh** Teaching English for Specific Purposes **Phatemeh Mohammadi - Behzad Nezakatgoo** *(Chair: Ahmet Yastıbaş)*
11.00 -12:15	Concurrent Sessions (2)	ILTERG Talk: Novice & Expert Researchers Prof. Dr. Yasemin BAYYURT Prof. Dr. Oya TUNABOYLU Prof. Dr. Turan PAKER Prof. Dr. Şevki KÖMÜR Prof. Dr. Hasan BEDİR Prof. Dr. Arif SARIÇOBAN	**MEETING LINK:** https://tinyurl.com/iltergroom7-d2cs2 Does Explicit/Implicit Instruction Raise Indirectness of EFL Students? Focus on the Employment of Request Mitigators **Sadegh SADEGHIDIZAJ** To Have an E-Assessment or not to Have an E-Assessment **Kaveh JALILZADEH - Nasibeh BAGHERPOUR** The Role of EFL Teachers' 21st Century Digital Competence in Shaping Their 21st-century Digital Skills: An Exploratory Study **Amir Reza RAHIMI** Demystifying the Relationship between Self-Efficacy and Emotional Intelligence among Turkish English Language Teachers **İsmail PEHLİVAN - A. Kasım VARLI** *(Chair: Özge SIRMA)*	**MEETING LINK:** https://tinyurl.com/iltergroom8-d2cs2 "Oral Communication Is Like Cycling, You Develop Yourself In Time": Attitudes Towards L2 Oral Communication **Arzu KANAT-MUTLUOĞLU** Nominative Field of English and Uzbek Means Expressing the Concept "Mouth" **Botirbek OTAJONOV - Abdurashid ISMOILOV** Bringing Peace Education Through Social Justice Matters **Gökçe GÖK** Emotional Intelligence, Self-efficacy, and Autonomy as Predictors of Iranian EFL Learners' Reading Comprehension: A Structural Equation Modeling **Rezvan MOUSAVI** The Role of External and Internal Factors in Learning Vocabulary of English as Foreign Language **Alham MUSLAH** *(Chair: Selda ÖZER)*	**MEETING LINK:** https://tinyurl.com/iltergroom9-d2cs2 The Impact of Peer Collaboration, Game Based Learning and Poster Presentation on ESP Vocabulary Teaching in Higher Education **Büşra DAĞDEMİR - Haticetül Kübra ER - Büşra Nur ÇİFTÇİ-AKSOY** Globalization or Personalization by Artificial Intelligence in ELT Online Classes **Faisal FAYYAZ - Azra TAJHIZI** Common Mistakes Made by EFL Teachers and Their Suggested Solutions **Hande Gül AYAS - Kürşat CESUR** Artificial Intelligence and Critical Thinking New Horizons Investigation in ELT Outcomes **Azra TAJHIZI** Analyzing Cohesion and Coherence in L2 Studies Using TAACO **Hooman BROOMANDNIA - Mohammad Hossein Afshari POUR** *(Chair: Yelda SARIKAYA)*	**MEETING LINK:** https://tinyurl.com/iltergroom10-d2cs2 Teaching Adults **Zahra Daem** Teacher Inquisitiveness on Positive Psychology of Iranian EFL Learners **Maryam Ghassab SEDEHI - Esmat AGHAHOSSEINI** Motivation **Parisa Aghazade - Behzad Nezakatgoo** Input Processing in Adult SLA **Neda Etemadi - Forough Shabibi** *(Chair: Gonca Yangın Ekşi)*
12:30 – 13:30	Plenary Session (1)					
13:30 – 13:45						

TABLE OF CONTENTS

DESCRIBING PRE-SERVICE EFL TEACHERS' DIGITAL ASSESSMENT LEVELS ACCORDING TO DIGCOMPEDU

Mehmet TUNAZ[1]
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Abstract

The European Framework for the Digital Competence of Educators (DigCompEdu) is designed for teachers in a variety of settings, including formal and informal classrooms, as well as those that serve for students with special needs. Its objective is to act as a foundation upon which European Member States, regional governments, appropriate national and regional organizations, educational organizations, and public or private professional training institutions may build their own models of Digital Competence. DigCompEdu consists of six main areas which are professional engagement, digital resources, teaching and learning, assessment, empowering learners, and facilitating learners' digital competence. The aim of the current study is to determine the digital assessment proficiency levels of pre-service EFL teachers in accordance with the subcategories of the "assessment" part involved in the DigCompEdu report. 40 per-service EFL teachers took part in this descriptive research. The data were collected through the proficiency sub-scale in assessment part of the DigCompEdu report and semi-structured interview sessions held with 10 participants. The results indicated that pre-service EFL teachers perceived their proficiency in digital assessment as higher than their actual levels revealed in interview sessions. It was concluded that new courses or activities related to digital assessment competence should be provided for pre-service EFL teachers.

Keywords: DigCompEdu, EFL, Digital assessment, Pre-service

INTRODUCTION

The assessment procedure in English as a Foreign Language (EFL) classrooms is crucial because it serves multiple purposes beyond measuring students' language proficiency. Initially, the assessment procedure provides significant insights into the linguistic proficiencies of students, enabling educators to evaluate individual strengths and weaknesses. This facilitates the identification of knowledge gaps, domains requiring additional attention, and potential obstacles to the acquisition of knowledge. According to Brown and Abeywickrama (2010), educators can tailor their instruction to the requirements of each student by conducting assessments and modifying instruction as necessary. This instructional differentiation is capable of meeting the varied needs of learners. In addition, the process of evaluation empowers students by providing them with opportunities to demonstrate their linguistic skills, thereby

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fostering a sense of accomplishment. According to Öz (2014), Alderson et al. (2017), and Wu et al. (2021), learners' self-awareness can be increased by monitoring their progress and setting objectives for advancement. However, commonly used paper-based assessments may not accurately assess practical language usage, limiting their ability to evaluate communicative competence. Digital assessment, in contrast to conventional methods, enables the incorporation of diverse multimedia components, such as audio, video, and interactive tasks that simulate authentic language contexts. Luoma (2004) asserts that the introduction of authenticity in learning environments provides students the chance to exhibit their language proficiency in a more authentic and significant manner.

The application of digital assessment methodologies facilitates collaborative and interactive learning opportunities. The use of online platforms and tools facilitates learners' participation in peer assessment by providing them with opportunities to assess and provide feedback to their peers. This procedure facilitates understanding of evaluation standards, promotes the growth of analytical thinking skills, and encourages participation in the evaluation process. According to Brown and Abeywickrama (2010), collaborative digital assessment has the potential to foster a sense of community among students through their participation in discussions and assessments of one another's work. Moreover, digital assessment in EFL contexts not only facilitates language learning but also promotes the development of digital competencies among learners. In modern times, the mastery of digital skills and competencies is essential for success in a variety of fields. The incorporation of digital assessment strategies in EFL classrooms provides students with the opportunity to develop and demonstrate proficiency in digital literacy, digital communication, and digital collaboration. In this vein, proficiency in digital tools and platforms enables individuals to interact with and investigate digital resources more effectively (Durriyah & Zuhdi, 2018; Alfia et al., 2020; Lee, 2021)

In the current era characterized by technological progress and digital change, educators encounter the task of acquiring the essential digital skills to proficiently navigate the changing educational context. DigCompEdu (Redecker, 2017), the European Framework for the Digital Competence of Educators, has been developed as a comprehensive resource with the objective of improving the digital skills and competencies of teachers in various educational contexts. The assessment domain of the DigCompEdu framework (Redecker, 2017) plays a crucial role in determining the students' digital assessment proficiency levels.

The primary objective of the paper is to investigate the perceived and observed digital assessment proficiency of pre-service teachers who specialize in teaching English as a Foreign Language (EFL) according to the assessment part of the DigCompEdu report. In order to

effectively equip prospective teachers with the skills necessary for successfully integrating technology into their teaching practices, it is imperative to possess an in-depth awareness of their digital assessment proficiency levels. Therefore, this paper aimed to answer the research questions presented below:

1. What are pre-service EFL teachers' perceived digital assessment proficiency levels according to the subcategories of the "assessment" component outlined in the DigCompEdu report?

2. Do pre-service EFL teachers' perceived levels of digital assessment proficiency comply with their real proficiency levels?

REVIEW OF LITERATURE

The Content and the Structure of the Framework (DigCompEdu)

As it relates to the classroom setting, Area 1 (Professional Engagement) highlights how educators make effective and appropriate use of digital learning possibilities to connect with one another, their students, and their families. Furthermore, it underscores the significance of educators engaging in both personal and collaborative introspection regarding their pedagogical approaches, conducting a critical evaluation of the efficacy and suitability of their digital instructional methods, and proactively enhancing them.

The DigCompEdu framework's fundamental components are encapsulated in areas 2 to 5, wherein technologies are incorporated into pedagogical practices in a meaningful manner. The second area of focus pertains to digital resources and encompasses the processes of selecting, creating, modifying, and managing educational resources in digital format. This encompasses the safeguarding of individual data in adherence to data protection statutes and the observance of copyright legislation while amending and disseminating digital assets.

The teaching and learning domain pertains to the strategic development, conceptualization, and implementation of digital technologies in pedagogical contexts. The primary emphasis is on the amalgamation of digital tools and techniques to facilitate collaborative and self-directed learning procedures. Additionally, it underscores the significance of providing adequate guidance and support measures to complement these learner-driven processes.

The fourth area of focus pertains to the practical application of digital technologies in evaluating student performance and learning requirements. This involves a thorough analysis of performance data to offer personalized and timely feedback to learners.

The fifth area of focus, known as empowering learners, places significant emphasis on the creation of learning activities and experiences that cater to the needs of students and facilitate their active participation in the learning process. This approach enables students to effectively develop their learning journey. Educators can leverage digital technologies to facilitate differentiation and personalization through the provision of varying levels and paces, customized learning paths, and distinct learning goals. The educational institution promotes the active involvement of students in digital activities, while also striving to provide equitable access to technological resources.

According to the guidelines outlined in Area 6, it is imperative that educators who possess digital proficiency play an active role in fostering their pupils' digital competence. This involves equipping them with the necessary skills to navigate digital platforms in a secure and responsible manner, while also being able to identify and mitigate potential risks. Educators ought to possess the capacity to advance information and media literacy among their students, while also incorporating exercises that facilitate digital problem-solving, digital content generation, and the utilization of digital technology for communication and collaboration.

The DigCompEdu framework delineates each discrete competency across six levels of proficiency (ranging from A1 to C2) that exhibit a cumulative progression, akin to the Common European Framework of Reference for Languages (CEFR). The Figure 1 below indicates the content and structure of the framework.
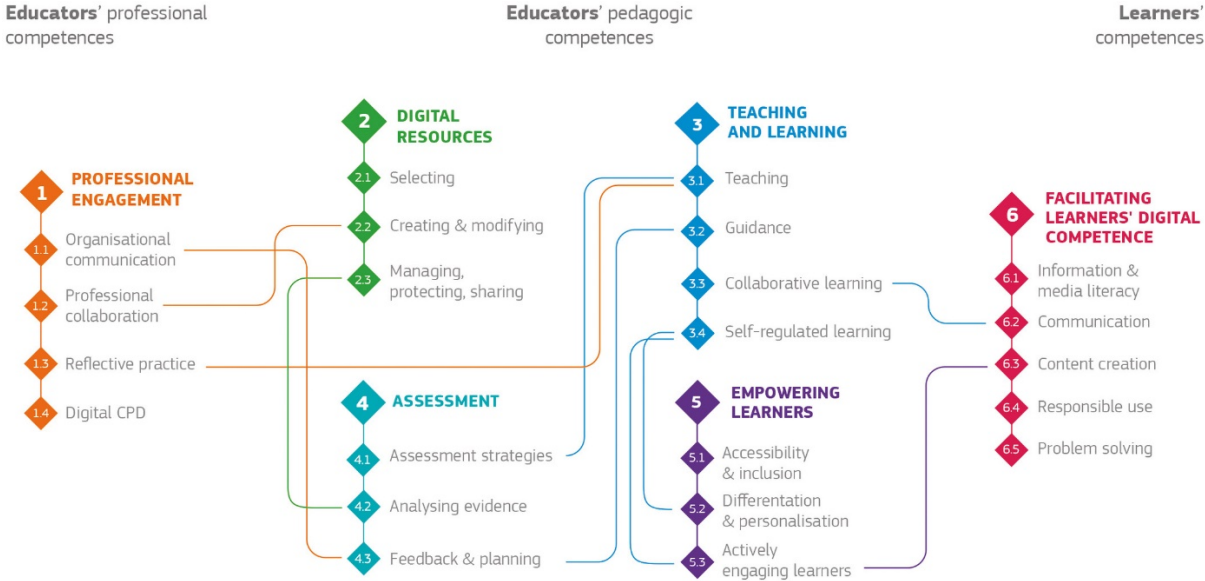

Figure 1. *The content and structure of the framework (DigCompEdu)*

Educators at the initial two levels (A1-A2) have initiated the integration of technology in select domains and possess an understanding of the prospective benefits of digital technologies in augmenting pedagogical and professional conduct. Individuals at the intermediate proficiency level (B1-B2) have already incorporated digital technologies into a diverse range of situations and settings. At the advanced proficiency levels of C1 and C2, individuals engage in knowledge-sharing with colleagues, explore cutting-edge and intricate technologies, and devise novel teaching methodologies and evaluation techniques. The delineation of proficiency levels for individual competencies is designed to facilitate educators' introspection and comprehension of their respective areas of proficiency and deficiency.

Additional competencies that are specific to educators, such as those related to particular subjects and general digital proficiency as outlined in the DigCompEdu framework, are crucial prerequisites for the advancement of DigCompEdu. Nevertheless, these aspects fall outside the purview of the framework, which centers on digital competence that is specific to educators. According to Mishra and Koehler's (2006) TPACK framework, the combination of technological (T), pedagogical (P), and content (C) knowledge is necessary for the integration of technology in teaching. On the other hand, the DigCompEdu framework has a broader perspective, encompassing the digital competences of educators as a composite of knowledge, skills, and attitudes, where the skill dimension takes precedence over the knowledge dimension. The statement incorporates a deliberate focus on the professional work setting of educators, as well as the various interactions that take place between educators, learners, colleagues, and external stakeholders.

Simultaneously, it can be observed that DigCompEdu has a narrower scope than TPACK in terms of teaching and learning procedures (i.e., Areas 2 to 5) since it concentrates solely on the pedagogical dimension (PK). The approach in question fails to consider the unique characteristics and limitations of various subjects, namely the dimension of content knowledge (CK), which it presumes is outlined in educational curricula and instructional directives. The present study adopts the viewpoint that alternative frameworks, such as the DigComp framework, have adequately explained the technological dimension (TK). It confines its focus to the intersection between the pedagogical dimension and the technological dimension.

Studies Related to DigCompEdu

Núñez-Canal et al. (2022) have conducted a research study on the development of Educators' Digital Competence (EDC), exploring its correlation with students' digital proficiencies and its influence on the educational process. A study has been conducted on the subject of digital competence learning within the framework of the student-centered learning approach. It is

proposed that a comprehensive approach to endocrine-disrupting chemicals (EDCs) be adopted. The DigCompEdu, which is the European Framework for the Digital Competence of Educators, has delineated 22 competences that are categorized into six distinct areas of competence. This study has conducted an analysis of 251 responses obtained from a convenience sample of professors in business administration from universities in Madrid. The instrument used for data collection has been validated. The findings indicate the significance of educators' attributes in relation to the educational process, particularly with respect to their prior knowledge of technology, training background, and attitudes towards technology. Theoretical considerations have led to the categorization of these competencies into four distinct areas of competency, with their respective impacts on student learning ascertained. To conclude, it can be observed that digital competence has undergone a transformation from being a simple tool to a crucial pedagogical component.

Sadaf et al. (2012) looked into the attitudes and potential use of Web 2.0 technologies among pre-service teachers in the United States. The results indicated that the participants held the belief that technology has the capacity to enhance student learning. The majority of them believed that technology was a necessary part of modern life, according to Koc's (2013) investigation into student teachers' perceptions of it in Turkey. Nonetheless, a minor segment of the participants perceived technology as menacing and conveyed unfavorable opinions regarding its implementation in educational settings. Koc (2013) contends that the concepts, both positive and negative, identified in the findings necessitate the inclusion of these factors in teacher education to counterbalance excessively optimistic and pessimistic perspectives. According to Koc (2013), it is imperative to discourage student teachers from perceiving technology as a panacea for educational challenges or a potential disruptor of educational practices. Gudmundsdottir and Hatlevik (2018) conducted a national survey among 356 recently qualified teachers in Norway to investigate their level of readiness to utilize technology. The study revealed that over 80% of the teachers held affirmative attitudes towards the efficacy of ICT. Nonetheless, the researchers also discovered that 50% of the participants held unfavorable attitudes towards information and communication technology (ICT) and regarded it as a hindrance during their instructional sessions. McGarr and Gavaldon (2018) conducted a small-scale longitudinal study in Spain and discovered comparable mixed results regarding the expressed attitudes of student teachers towards technology. The study revealed that student teachers exhibited favorable attitudes towards the integration of technology in education. However, they also expressed apprehension about excessive utilization of technology. The authors arrived at the conclusion that the divergent perspectives on technology

use among student teachers may be attributed to their inclination to conform to the distinct technological usage standards set by their respective university colleges and placement schools.

METHODS

Participants

The present descriptive research was conducted with third- and fourth-year students enrolled in English Language Teaching (ELT) programs at state universities in Turkey. The research employed a convenience sampling technique to select its participants. Convenience sampling is a non-probability sampling technique in which units are included in the sample based on the researcher's ease of access to them (Creswell, 2012). Prior to completing the assessment sub-scales in DigCompEdu report, all participants were requested to provide their informed consent, with assurance that the information they provided would remain confidential and solely utilized for research objectives. The participants additionally signed a consent form, indicating their willingness to participate in the research. The study involved a total of 40 participants, with 28 students from the third year and 12 students from the fourth year, as indicated in Table 1.

Table 1. *Demographic information about the participants*

Year of Study	Male	Female	Total
3rd	12 (30.0 %)	16 (40.0 %)	28
4th	7 (17.5 %)	5 (12.5 %)	12
Total	19 (47.5 %)	21 (52.5 %)	40

Data Collection Instruments

DigCompEdu report includes sub-scales for six themes which are professional engagement, digital resources, teaching and learning, assessment, empowering learners, and facilitating learners' digital competence. For the first data set, the sub-scales for assessment part in the report was used to collect the data on the future educators' self-assessment scores on digital assessment proficiency. The assessment part consists of three categories which are assessment strategies, analyzing evidence, and feedback and planning. For each category, there is a list of features/activities related specifically to that category which is followed by a sub-scale consisting of six levels: A1 (Newcomer), A2 (Explorer), B1 (Integrator), B2 (Expert), C1 (Leader), and C2 (Pioneer). The purpose of the sub-scales was to determine pre-service EFL teachers' perceived proficiency levels by using the proficiency statement written on the scale. Below is a part of the sub-scale presented in the framework by Redecker (2017, p. 63).

Figure 2. *Example of sub-scale in the assessment part of the framework*

For the second data set, a semi-structured interview session was held with 10 participants in order to gain insight into the pre-service teachers' objective proficiency levels in digital assessment. The predetermined questions for interview sessions were listed as:

1. What do you think about using digital technologies to enhance formative and summative assessment strategies? Please explain your ideas by giving specific examples.

2. Do you think you are capable of digital assessment tools to monitor the learning process and obtain information on learners' progress? Why / not?

3. Do you think you improved your skills during your university education on analyzing and interpreting learners' progress depending on their involvement in digital activities?

4. Do you know the ways of using digital technology to grade and give feedback on electronically submitted assignments? If yes, give some examples.

5. Can you give some examples of using assessment management systems to enhance the effectiveness of feedback provision?

Data Analysis

The research data came from two sources: the sub-scales within the framework and semi-structured interview sessions. The responses provided by the participants on the sub-scale were

utilized as descriptive data in order to figure out their levels of perceived proficiency in digital assessment. The discrete levels (e.g., A1, A2, and B1) chosen by the respondents were computed individually, and the frequency of responses was calculated to gain insight into the overall tendency of participants' perceived digital assessment skills. The data derived from the interview sessions were utilized to better understand the actual levels of digital assessment proficiency of the participants. The interview questions were formulated with a direct correlation to the sub-scales within the framework, with the intention of verifying the consistency between the two data sets. The researcher documented the interviewees' responses by means of a checklist. Furthermore, subsequent to each session, the participants were requested to reevaluate their levels of proficiency once again, in order to identify any potential changes in their perceived levels of digital assessment proficiency.

RESULTS

This research is based on two sets of data collected through DigCompEdu assessment sub-scales and semi-structured interview sessions. Therefore, the results of each data group is presented separately.

Findings from the Sub-scales

1st Sub-scale: Assessment Strategies

Out of 40 students 33 of them perceived their level of assessment strategies at the level of B1 (Integrator) in this sub-scale. The rest, 7 participants, identified themselves as B2 (Expert) level. The other proficiency levels in the scale were not chosen by any participants. The proficiency statements for B1 level require knowing how to employ and modify existing digital assessment tools and formats whereas B2 level means strategically using a range of digital assessment formats.

2nd Sub-scale: Analyzing Evidence

35 participants perceived themselves at B1 (Integrator) level at analyzing evidence sub-scale. 5 of the participants stated their level at this scale as B2 (Expert). One more time, none of the participants chose any other level to define their proficiency. B1 level in this sub-scale includes "evaluating a range of digital data to inform teaching" while B2 level requires the ability to strategically employ digital tool for data generation.

3rd Sub-scale: Feedback and Planning

In this scale, 16 participants perceived their level as A2 (Explorer) for feedback and planning. Another 17 participants stated their level as B1 (Integrator) while 5 of them chose B2 (Expert) to define their levels in feedback and planning. Only 2 participants in this scale perceived their levels as C1 (Leader). The variation in the participants' preferences was highest in this sub-

scale. A2 level in this sub-scale is explained the framework as using digital technologies to inform feedback while B1 level similarly means using digital technologies to provide feedback. As for the explanation of B2 level in the framework, it is stated as knowing how to use digital data to enhance the effectiveness of feedback and support. As the final level chosen by the participants, C1 level is explained as using digital technologies to personalize feedback and support. Table 2 below indicates the results obtained from the scales in the framework.

Table 2. *The distribution of the participants according to their perceived levels*

	Assessment strategies	Analyzing evidence	Feedback and planning
A1 (Newcomer)	-	-	-
A2 (Explorer)	-	-	16
B1 (Integrator)	33	35	17
B2 (Expert)	7	5	5
C1 (Leader)	-	-	2
C2 (Pioneer)	-	-	-

Findings from the Interview Sessions

Following completion of the sub-scales to determine their digital assessment proficiency levels, a group of 10 students were selected at random to participate in individual interview sessions. In the beginning, participants were presented with a series of questions associated with the tripartite division of the assessment section, namely assessment strategies, analyzing evidence, feedback and planning. The scoring of each participant was based on their responses to the given questions. The results of the interview sessions indicated that the actual proficiency levels of the participants were generally lower than their perceived proficiency levels as assessed by sub-scales. Most of the participants self-reported their competency in the domain of assessment strategies as B1 level; however, their actual proficiency levels in this category were determined to be A1 or A2 level based on their responses to the interview questions. In the domain of feedback and planning, a majority of the respondents exhibited scores that were one or two levels lower than their actual performance on the scale. As a result of the inconsistency observed between two sets of data, the participants were requested to provide additional information regarding their perceived levels of proficiency in each sub-scale. The analysis revealed that the participants exhibited a tendency to decrease their scores in the absence of any intervention from the researcher. The statements from one of the participants is given below to exemplify this issue.

"For the analyzing evidence part, I scored myself as B2 in the sub-scale, but now, after reading the proficiency statements, I realize that I am not actually at B2, but probably A2 or B1 at most. This is because I don't know how to design digital assessments by checking if they are valid and reliable.

Another participant also lowered her perceived proficiency level by stating:

"I think I cannot strategically use a range of digital assessment. Although I stated that I am at B2 level, probably it might be due to the lack of knowledge in using a range of e-assessment software, tools and approaches "

In order to explain the comparison of perceived and observed proficiency levels of the participants, Table 3 is presented below.

Table 3. *Pre-service EFL teachers' perceived vs. observed proficiency levels*

	Perceived proficiency levels	Observed proficiency levels
Assessment strategies	B1 (82.5 %)	A1 (30 %)
	B2 (17.5 %)	A2 (60%)
		B1 (10%)
Analyzing evidence	B1 (87.5 %)	A2 (80%)
	B2 (12.5 %)	B1 (20%)
Feedback and planning	A2 (40 %)	A2 (50 %)
	B1 (42.5 %)	B1 (40 %)
	B2 (12.5 %)	B2 (10%)
	C1 (5 %)	

DISCUSSION AND CONCLUSION

The inconsistency between sub-scale scores and interview results actually can be explained with some individual and external factors. For instance, many students today assume themselves as very competent although they do not have enough experience in some areas. Therefore, assuming themselves as more talented without understanding the real objectives of the scales is one of the main reasons for the inconsistency between perceived and observed proficiency levels in digital assessment. As the second issue to overcome, students might not pay attention to the options they choose when they are asked to complete the sub-scales on their own. However, the most important reasons might the lack of actual classroom practices which is just provided with limited practicum at the state schools. Therefore, this research initially suggests the implementation of digital assessment activities during the practicum, which might

be achieved by starting practicum process at 3rd grade. Secondly, the courses at ELT department can be adapted to include more practical digital assessment activities since these features are very important and listed as the characteristics of 21st century teachers.

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FROM A PRACTITIONER TO A RESEARCHER PERSPECTIVE: DILEMMA BETWEEN PRACTICE AND RESEARCH

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Abstract

It is a common belief that research and practice have affected and hence complemented each other in the field of language teaching. Research sometimes has a leading power and role in this relationship, but it is vice versa in other cases. Although both research and language teaching practice go parallel with each other, there are sharply diverging points between what research suggests and what is actually applied in the field probably due to practical constraints. This paper focuses on several of these aspects from the perspective of a previous language teacher and current academic and teacher educator in the field of TESOL. More specifically, it scrutinises classroom language use, the use of most up-to-date teaching methods, and preparing a lesson plan. To illustrate, the dominant belief in academia suggests an exclusive use of L2 in language teaching and hence teacher educators mostly train pre-service teachers accordingly. However, the language teachers working in the field could struggle to maintain L2-only policy because of several practical issues such as learner and teacher proficiency level, motivation, time constraints, and curriculum. Thus, teacher educators in academia should be aware of the practical and contextual issues, and hence educate teacher candidates so that they can customise their teaching by taking into consideration contextual factors. In this way, language teachers could make informed decisions, become more empowered, and hence teach more effectively.

Keywords: Pre-service teacher education, Empowering teachers, Practitioner perspective

INTRODUCTION

The field of language teaching has always been a topic of interest and discussion for educators, researchers, and practitioners alike. The debate on the relationship between research and practice has been ongoing for many years. Some argue that research should lead the way, while others believe that it is practice that guides research. However, what is widely accepted is that both research and practice are essential in developing effective language teaching methods. Thus, there must be a complementary relationship between the two (Cochran-Smith, 2005; Cohen et al., 2007; Meyer et al., 1998)

Despite the importance of research in language teaching, there are instances where the recommendations suggested in research do not align with what is practiced in the classroom. This can be due to various practical challenges that language practitioners face (Cochran-Smith,

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2005). These challenges could include factors such as limited resources, varying student needs, and cultural differences. As such, finding ways to bridge the gap between research and practice remains a challenge in the field.

This paper aims to shed light on several aspects of language teaching from the perspective of a researcher who has extensive experience as a language teacher and currently works as an academic and teacher educator in TESOL. Specifically, it will look into how L1-L2 use and lesson planning can impact language teaching as well as how pre-service teachers are currently trained and the ideal way of educating them in these two aspects. By examining these issues, it is hoped to provide insights and recommendations that can bridge the gap between research and practice in language teaching and hence educate pre-service English teachers more effectively.

DILEMMA IN LANGUAGE CHOICE

In the field of TESOL, there is an ongoing debate about whether using L2 exclusively in language teaching is the most effective approach. Related research often advocates for this method and the dominant idea in academia are mostly in favour of L2-only policy (Bruen & Kelly, 2014; Hall & Cook, 2012) and pre-service teachers are usually trained accordingly (Tekin, 2022). The prevalence of exclusive L2 policy is expressed by Hall and Cook (2012 p. 297) as "entrenched monolingualism in ELT" that still keeps its dominant space in educational contexts across the world. Although it could be argued to have many benefits of maintaining exclusive L2 use in theory, the reality of teaching in the classroom may require a different approach. Practical limitations encountered by language teachers may make the implementation of L2-only norms challenging. These limitations include elements like the proficiency of the learner and teacher, motivation, time constraints, curriculum, and more (Tekin & Garton, 2020).

When selecting whether to employ L2 entirely in language education, proficiency level is an important consideration (Richards, 2017). Although this method may be supported by studies in Applied Linguistics, it might not always be possible in a classroom setting. The success of employing L2-only policies can be considerably impacted by teachers' and students' competency levels. For instance, learners who are beginners or have minimal skill in L2 may find it difficult to understand the course material or follow directions if it is exclusively in L2. In a similar vein, teachers who are not fluent in the L2 may find it difficult to adequately explain topics or respond to students' inquiries (Butler, 2004; Emery, 2012). Therefore, when choosing the best language teaching techniques and strategies, language teachers must consider both their own skill level and that of their students. In some circumstances, a mixed approach that uses both L1 and L2 may be more successful in accomplishing language learning goals.

Another significant aspect that may influence the choice to employ L1-L2 in language instruction is time constraints. The amount of time allotted for language training is frequently constrained by time restrictions in language courses (Tekin & Garton, 2020). For instance, teachers may only have a few hours each week to teach a specific language, and they must cram a lot of material into that time. In these circumstances, using L1-L2 effectively can help maximize learning outcomes while making the most of the time that is available. Teachers may begin by swiftly explaining difficult grammar principles or brand-new vocabulary terms in L1, then go on to L2 to give examples and practice questions. This strategy can facilitate language learning while ensuring that students are exposed to both languages enough. To avoid having an excessive reliance on L1 at the expense of the development of L2 competency, teachers must be cautious while employing L1-L2 in the classroom.

To address these issues, teacher educators must give pre-service teachers the knowledge and skills necessary to modify their education based on contextual circumstances. Instead of being made to utilize a specific quantity of L2, teacher candidates must be taught how to balance theory and practice. According to Kumaravadivelu (1994), language teachers must integrate theory and practice to meet the diverse requirements of their pupils. The focus of teacher education programs should thus be on providing teacher candidates with the opportunity to practice context and situational adaptability.

Teacher educators should also consider the crucial role of L1 in L2 learning. According to research, L1 can be a useful resource for language learning (Butzkamm, 2003; Edstrom, 2006; Hall and Cook, 2012; Littlewood and Yu, 2011; Tekin & Garton, 2020). Therefore, while promoting the use of L2 in the classroom, teacher educators should also encourage the use of L1 where it can be helpful. For instance, teachers can use L1 to explain complex concepts or to provide translations for challenging vocabulary.

A forthcoming study (Tekin, 2023c) reveals that L1 is also actively used by teacher educators with pre-service English teachers. Carried out in a state teacher education programme, the study investigated five teacher educators' language choices in terms of L1-L2 use whilst teaching teacher candidates. Although students are meant to be English teachers and hence their proficiency level is high, all participants stated that they needed to recourse to L1 at times in order to compensate lack of understanding in certain situations, particularly with too specific topics. Considering the findings of this study, it would be unfair to impose L2-only policy to teacher candidates considering the abovementioned practical constraints. Instead, it would be a good idea to train them to effectively use both L1 and L2 during their teaching. The details are explained in the following section.

SOLUTION TO LANGUAGE CHOICE: PEDAGOGICAL TRANSLANGUAGING

Pedagogical translanguaging is an approach to language teaching and learning that promotes the use of multiple languages in the classroom (Cenoz, 2017). It recognizes that students often have rich linguistic repertoires that include their home language(s), as well as the language of instruction, and encourages teachers to draw on these resources to support learning (Galante, 2020; Vogel & García, 2017). In pedagogical translanguaging, the instructor consciously offers opportunities for the students to use all of their languages in order to improve both their language proficiency and academic performance. This could entail permitting language switching, utilizing information and resources in multiple languages, or specifically teaching ways for forming links between different languages. To promote more inclusive and equitable learning settings that recognize and celebrate students' language and cultural diversity, pedagogical translanguaging is a goal. It has gotten more attention in research and practice regarding language education since it has shown particularly helpful in promoting the achievement of multilingual learners. (Cenoz & Gorter, 2020).

The L1-L2 use dilemma in English instruction may be resolved through pedagogical translanguaging. Teachers can foster a more welcoming and encouraging learning environment that recognizes the linguistic resources of all students by occasionally using students' L1 in addition to English (Cenoz, 2017). Code-switching is one way that pedagogical translanguaging can handle the L1-L2 use dilemma. The free use of their native tongue and English by teachers as they seek to improve their students' language abilities might be encouraged. Students may benefit from this as they develop complex concepts, expand their vocabulary, and clarify meaning in both languages. It also adopts that using L1 can aid in the second language's linguistic growth. Using multilingual materials and resources is another method that pedagogical translanguaging can address the L1-L2 use dilemma (Gorter & Cenoz, 2017; Kubanyiova & Crookes, 2016). Texts, films, and other resources that are available in various languages can be incorporated by teachers, or they can develop their own bilingual or multilingual materials. For students who might not yet be at the highest level of English ability, this can serve as scaffolding while still offering rigorous academic material.

Finally, pedagogical translanguaging can address the L1-L2 use dilemma by explicitly teaching strategies for making connections across languages. Teachers can model how to transfer knowledge and skills from the first language to the second language and teach students strategies for leveraging their linguistic and cultural knowledge to support learning. This can help students to develop metalinguistic awareness and become more autonomous learners.

PREPARING LESSON PLANS

The preparation of lesson plans is a critical aspect of language teaching. The latest research in Applied Linguistics suggests that lesson plans should be designed around the communicative approach, task-based learning, or content-based instruction (Gülten, 2013; Haynes, 2010). Teacher education programs often focus on training pre-service teachers in these methods. However, in actual classroom practice, there are practical constraints that may impact the implementation of these teaching methods (Ogeyik, 2009).

Based on personal experiences, it could be argued that there are some cases in which teacher candidates are asked to prepare too detailed lesson plan. In other words, they are required to plan a lesson minute by minute and teach accordingly. However, this is quite opposite the dynamic nature of the classroom environment where unexpected situations can occur depending on the contextual factors (Collinson et al., 2009). Teaching in a real classroom is a complex and multidimensional profession that necessitates taking into consideration a great many of factors (Durmuşoğlu Saltalı, 2022). If the age group is younger, the situation could be more challenging. For example, compared to older learners, young learners are more likely to behave unexpectedly due to their characteristics arising from their young age (Garton & Tekin, 2022; Moon, 2005; Pinter, 2017). For this reason, overplanning does not necessarily mean that a teacher candidate can have control over everything happening in the classroom. There are many factors to consider during teaching, and it is almost impossible to predict them in advance.

For instance, teachers might only have a limited amount of access to materials or technology, or they might be pressed for time. In these circumstances, teachers must strike a balance between using ideas based on research and customizing their lessons to meet the requirements of their students. Teachers also need to develop the ability to adapt their lesson plans to the needs of their students. In order to satisfy the needs of their pupils, teachers must be adaptable in their approach and prepared to change their predetermined course of action. In this aspect, it appears that they must behave impromptu, therefore a very detailed lesson plan is highly unlikely to be effective at this time.

Furthermore, it's crucial to keep in mind that overplanning a lesson might actually make it harder for the teacher to be adaptable and responsive to the requirements of their students. A teacher may miss opportunities to interact with their students or address areas where students might need further support if they are overly preoccupied with following their meticulous lesson plan. Both the teacher and the pupils may experience less effective learning as a result of this. Therefore, rather than concentrating primarily on minute-by-minute planning, it is imperative that teacher education programs highlight the value of flexibility and adaptation in lesson

planning (Collinson et al., 2009). Teachers need to develop the ability to strike a balance between planning and adapting to the particular requirements of each classroom setting.

It's also essential to remember that lesson planning shouldn't follow an established pattern that is prepared in a micro level. Lesson plans do not always cover what will happen in the class and hence spontaneous decisions are needed for various circumstances. This means that educators could feel the necessity to modify their pre-determined plans in accordance with the unique situation in which they teach. In order to be able to do this, teachers must be familiar with their students, the curriculum, and any other contextual elements that can affect the success of implementation of their lesson plans.

CONCLUSION

It could be challenging to balance research and practice in language teaching. One the one hand, research offers helpful knowledge on effective language teaching methods. On the other hand, it might be difficult for instructors to use these tactics in actual classroom settings due to practical limits that they constantly run across. For example, teachers' way of teaching can be dependent on a great variety of contextual factors such as class size, time of teaching, motivation, proficiency level, and more.

Language choice between L1 and L2 in language teaching is a controversial area that should be focused on. Although there is a lot of evidence emphasising the advantages of inclusion of L1, teachers and teacher candidates have some certain of anxiety whilst employing it due to several reasons, including overreliance on L1, negative effects on exposure to L2, and so on. They can considerably benefit from training on language use so that they can feel at ease in terms of language choice. This training could focus on pedagogical translanguaging which could be an effective solution for L1-L2 dilemma. It could help teachers draw on their and students' linguistic repertoires and foster inclusive teaching and learning environments.

For teachers and teacher candidates, lesson planning could be a little tricky, as well. Although it is necessary to make preparations prior to actual classes, lesson plans should allow teachers to be flexible rather than strictly guiding them on how to behave minute-by-minute. The main reason for this is that classroom contexts are mostly unpredictable and dynamic. Therefore, instead of trying to train teacher candidates how to behave in every specific situation, it would be much better and applicable to help them improvise and react to any possible unanticipated cases that could arise during teaching. In this way, they would be much more independent and autonomous as well as empowered.

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THE ANALYSIS OF "INDIAN EDUCATION" BY SHERMAN ALEXIE

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Abstract

Sherman Alexie, a vibrant and youthful poet, short story writer, and novelist, is known for his engaging performances of his literary works before live audiences. His personal experiences growing up on reservations strongly influence his writing, and one of his notable works is "Indian Education," which recounts the challenges faced by an Indian boy throughout his school years. Through this piece, Alexie sheds light on his encounters with racism and injustice, drawing from both historical events and cultural references. The presence of racism is evident in every stage of education depicted in the narrative, and Alexie skillfully narrates the experiences of Indian boys using a wide range of illustrations rooted in history and culture. This particular study delves into the theme of racial discrimination as depicted in Native American literature, specifically focusing on Alexie's "Indian Education." Furthermore, the study highlights other prominent Native American writers from that period, such as N. Scott Momaday, Leslie Marmon Silko, and Louise Erdrich, who have made significant contributions to the field. By providing background information on Native American literature and discussing these critical writers, the study aims to create a comprehensive framework for analyzing and understanding the themes and messages conveyed in "Indian Education" by Sherman Alexie.

Keywords: Native American Literature, Education, Racism, Sherman Alexie, Indian Americans

INTRODUCTION

Native Americans constitute one of the minority groups that experience ethnic discrimination in the United States of America. Their literature predominantly reflects their lifestyle and traditions. To thoroughly understand Indian Americans' culture, it is crucial to assess their literature and psychological backgrounds. The Indian population has undergone significant changes throughout history. For instance, as per the 1910 census, there were only 210,000 Indians. However, in the twentieth century, the Indian population dramatically increased. According to the 1980 census, which the native people of the United States and Alaska consider giving an inadequate count, the figure stood at 1,418,195 (Ruoff, 2). The reservations hold immense significance in their literature, and numerous writers have drawn inspiration from their

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life stories to create literary works. History has shaped their literature, and many have authored autobiographical books.

During the early history of Indian Americans, their roots were based on tribal survival and oral traditions. When Europeans arrived in America, they introduced several diseases that impacted the physical and psychological well-being of the Native Americans. The dominant and hegemonic identity group, i.e., the Europeans, labeled the Indians as primitive and savage. In response, Indian Americans resisted white colonists' assimilationist efforts while preserving their cultural and traditional heritages, including their literature. Indian American literature is rooted in the oral tradition and encompasses diverse motifs reflecting Native Americans' stories and experiences. In the history of Native Americans, over 200 groups and 500 languages exist. A significant aspect of their literature is the importance of being an adept speaker, owing to their rich narrative tradition. This study aims to analyze "Indian Education," written by Sherman Alexie, in the context of education.

THE ANALYSIS OF "INDIAN EDUCATION" BY SHERMAN ALEXIE

Sherman Alexie is a prolific writer primarily known for his works that center on life on and off the Spokane Indian Reservation, where he grew up. In addition to his portrayal of reservation life, Alexie explores alcoholism, authenticity, violence, and Native American culture. His works include short stories, poems, and novels, and he is known for his energetic and engaging live performances. Alexie is aware of the oral tradition of poetry and places great emphasis on the spoken word. Alexie's upbringing on the Spokane Reservation in Wellpinit, Washington, has dramatically influenced his literary production, including his work "Indian Education." This autobiographical piece recounts the various trials and tribulations that an Indian boy experiences throughout his school years, and it is interspersed with personal incidents from Alexie's own life. Alexie describes himself as " mixed up, kind of odd, not traditional. I'm a rez kid who's gone urban, and that's what I write about." This perspective highlights Alexie's complex in-betweenness as someone with cultural ties to Indian and American cultures.

In "Indian Education," Alexie exposes the racist and unjust practices that are often directed toward Indians in education. The story is replete with cultural and historical references, and Alexie employs diverse illustrations from history and culture to demonstrate the prevalence of racism in education. By recounting the experiences of the Indian boy in the story, Alexie provides a nuanced perspective on the intersection between education and racism.

In Sherman Alexie's "Indian Education," the first grade is portrayed as a time of traumatic memories for the Indian boy, Victor. The violent executions carried out by the U.S. Government are depicted in a harsh light, as they assert their racist policies through force.

Alexie vividly describes one such instance: "They pushed me down, buried me in the snow until I couldn't breathe, thought I'd never breathe again." Racism is a recurring theme throughout the story, and one of the ways it manifests is through the names given to the Indian children. The white society's mockery of Indian naming practices with derogatory nicknames such as "Bloody Nose" or "Steal-His-Lunch" serves as a reminder of the Indian's bloody history and their portrayal as thieves. Another handle, "Cries-Like-a-White-Boy," is significant because it underscores the unequal life expectancy between Indians and whites. The final statement, "It's a good day to die, it's a good day to die," projects historical events and implies the bloodshed of war.

In the second grade of Sherman Alexie's "Indian Education," racism and discrimination remain prominent themes. The protagonist, an Indian boy named Victor, is blamed for apologizing by his teacher Betty Towle. Towle's response illustrates the tendency of white-dominated society to generalize and belittle the Indian culture. Furthermore, Towle segregates the Indians within the context of religion by stating that "her God would never forgive me for that." This statement not only implies religious discrimination but also refers to the historical war events between the two groups. The author's portrayal of Towle's racist behavior and the Indian boy's cultural pride is noteworthy. Towle refers to the protagonist without capitalizing the word "Indian," displaying her racist viewpoint. However, Victor expresses his pride in his cultural identity by stating, "Yes, I am. I am Indian. Indian, I am…." This statement reveals the Indian boy's strong attachment to his cultural heritage and underscores the significance of identity and pride in Native American literature. Alexie's "Indian Education" highlights the cultural and historical injustices and discrimination that Native Americans have faced in the U.S. The story highlights the importance of cultural identity and pride in the face of ongoing racism and prejudice.

In the third grade, Sherman Alexie's "Indian Education" portrays the stereotypical images of Native Americans and the discrimination they face. Victor, the Indian boy, recounts his experiences in art class, where he draws his first portrait titled "Stick Indian Taking a Piss in My Backyard." This example indicates the limitations imposed on Native Americans in expressing themselves due to the censorship prevalent in white society. Moreover, Victor's punishment of standing alone in the corner and facing the wall underscores the ongoing and pervasive inequities faced by Native Americans. As Victor states, "I'm still waiting," this punishment can be seen as a metaphor for the continued marginalization of Native Americans in various aspects of their lives.

In the fourth-grade section of Sherman Alexie's "Indian Education," the protagonist Victor's dream of becoming a doctor is explored in the context of the challenges faced by Indigenous people in white society. The racism prevalent in the story is exemplified by the use of the word "guilty" to describe an Indian boy, highlighting the deeply ingrained stereotypes held by the white society towards Indigenous people. Mr. Schluter's mockery of Victor's dream of becoming a doctor due to the alcoholism problem among Indians adds another layer of discrimination that Indigenous people face. Furthermore, the mention of HUD (Housing and Urban Development), a US government department that provides housing and community development assistance in America, highlights the poor living conditions of Indigenous people in America. The description of the HUD house as "separate, dark places" further emphasizes the isolation and marginalization that Indigenous people face in American society. Alexie's use of vivid imagery and language conveys the struggles. Indigenous people face as they strive to achieve their dreams and aspirations within a community that systematically discriminates against them.

In the fifth grade, "The Absolutely True Diary of a Part-Time Indian," the theme of Indians' fates in America is strengthened. Despite their attempts to lead their own lives and draw their paths, the discriminatory practices of the American system do not allow them to do so. Indians are shown to suffer from societal issues such as drugs and alcohol, which are revealed through the example of Steven Ford. This traumatic event highlights the lousy mood of Indians facing psychological and social hardships. Furthermore, the question posed at the end of the grade, "Do you remember those sweet, almost innocent choices that the Indian boys were forced to make?" is an emotional reference to the forced lives of Indians and their lack of agency in shaping their futures.

In the sixth grade, Sherman Alexie portrays the prevalence of racist language and attitudes towards Indians in the white-dominated society. The use of terms such as "squawman," "pussy," and "punk" are examples of the derogatory and dehumanizing language that Indians are subjected to during their school years. The discriminatory attitudes of the white society towards Indians are further highlighted in the altercation between Stevie and Randy. The fight depicts the conflict between the two groups and the aggression and impatience of individuals towards those who are different from themselves. Moreover, the scene where Randy delivers the punch to Stevie carries an important message for Indians: always strike first to survive in the dominant white society. This message reflects the harsh reality that Indians face in a world constantly subjected to discrimination and marginalization. Through this scene, Alexie portrays

the Indian experience as one of perpetual struggle and the need to be always on the defensive against the oppressive forces of the white world.

Seventh grade has many historical references, such as reservations and tribes. Reservations are a cruel execution for Native Americans because they attempt to destroy their culture and assimilate them into white society. The beginning of this grade illustrates the dual nature of white society as a white girl is raped by another white person, highlighting the tragedy of human beings. In this reservation, the Native American boy Victor develops feelings for the white girl, and his final statement, "No one spoke to me for another five hundred years," illustrates the isolation that Native Americans experience under white oppression.

Eighth grade begins by highlighting the luxuries of white society, where white girls make themselves vomit to stay thin while Native Americans struggle to find bread to survive. This highlights the injustice of life. Furthermore, the harsh and brutal experiences and insulting expressions demonstrate how Native Americans are not viewed as human beings in white society. Alexi's comment about the food, "Even the dogs wouldn't eat it," summarizes their impoverished lifestyle.

Ninth grade explores two significant issues: alcoholism and racism within Native American communities. The issue of racism is a common thread in Native American alcoholism. The Chicano teacher's response to the Native Americans' alcoholism demonstrates how even members of the same racial group can hold prejudices, and the final statement, "Sharing dark skin doesn't necessarily make two men brothers," undermines the relationship between Native Americans and other people, as well as their hopes for the future.

Tenth grade explores the death of Wally Jim, a Native American, and emphasizes how white society violates and even kills Native Americans. This brutal incident illustrates how appearances can be deceiving. Alcoholism is also a prevalent issue in this grade and throughout the book. The grades collectively showcase a great example of satire, with tones of both bitterness and pain. Native Americans are portrayed as human beings who resist all hardships in life.

Eleventh grade refers to the newspaper headline, "INDIANS LOSE AGAIN," which implies the racist historical representation of Native Americans losing many wars and territories throughout history. Racism is again present in the use of language. Victor attends a play where the team mascot is the "Indians," he remarks, "I'm probably the only actual Indian ever to play for a team with such a mascot." This illustrates how white supremacy and oppression towards Native Americans are present in every aspect of life.

The final grade, twelfth, highlights the futility of the future for Native Americans as their desperate situation is expressed through the statement, "Back home on the reservation, my former classmates graduate: a few cannot read, one or two are just given attendance diplomas, most look forward to the parties. The bright students are shaken, frightened because they do not know what comes next." Additionally, the tribal newspaper emphasizes, "We still exist!" even though they do not have much hope for a better future. Victor's statement, "I look towards the future," strengthens his hope and gives people a reason to live.

CONCLUSION

In conclusion, Native American history encompasses diverse elements, such as natural phenomena, medicinal practices, and sincere customs. As a result, their literature draws from a rich array of sources, from ancient oral traditions to contemporary works. Before European colonization, Native American cultures relied heavily on an extensive oral tradition known as American Indian oral literature. This type of literature was based on traditional storytelling and primarily consisted of various stories orally transmitted to entertain, educate, and preserve indigenous cultural traditions. Sometimes, these stories were accompanied by pictographs, dramatic presentations, and other theatrical elements, which witnessed the performance and dramatization of Native American oral storytelling traditions, highlighting their similarities to the theater. Following a period of conflict, Native peoples sought to establish a shared cultural identity that would enable them to resist European oppression. This required finding common ground beyond tribal affiliations and creating a unified sense of purpose based on shared experiences, cultural elements, needs, and fate. In this context, Native Americans began to write and publish their first literary works, moving from oral tradition to written expression in genres such as novels, short stories, poetry, and autobiography. This emergence of Native American literature in the 18th century served as an essential means of preserving Native cultural heritage and identity throughout history.

Native American literature explores diverse themes, including racism, the pursuit of freedom, alcohol, education, and discrimination. These themes provide insight into the historical and cultural backgrounds of Native American communities and are often written in a sincere and authentic style. In the past fifty years, Native American literature has grown and matured considerably. However, it remains a challenging endeavor, as writers must overcome persistent stereotypes and cultural conflicts while mastering non-Indian literary techniques and forms while maintaining a distinct Native voice and vision.

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USING TECHNOLOGY IN MODERN ELT LESSONS AS AN ASSESSMENT TOOL

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Abstract

The purpose of the study is to review the use of technology in assessment. The study will be real time presented and the lack of real time presentation of technology as an assessment tool shed light to this study. The study is literature review of using technology as an assessment tool. In this study, assessment types, how the concept of assessment evolved with the time, the importance of documentation in the assessment using technology and the history of the technological tools for assessent and the usage of the technological tools and web 2.0 tools for assessment, the new generation and the benefits of using technological tools for ELT will be discussed. The aim is to create a valuable resource for the academics who wants to enhance their knowledge of using technology as an assessment tool for modern ELT lessons.

Keywords: Assessment, Technology, Lessons

INTRODUCTION

When the studies in the literature are analysed, it is stated that linguists have examined technology in terms of facilitating the testing process in language assessment. This is recognised as an advance in education in many ways. Language assessment is related to language learning, language teaching and knowledge in the world. When language assessment is carried out, the technology story should also be included.

The adequacy of technological achievement has a positive effect on these tests. These tests are especially seen as a way for language learners to intersect with other factors in the educational process. The devices used in the testing process are listed as follows. These are; recording equipment, statistical programmes, programmes capable of language recognition from databases (Burstein et al., 1996). Another focal point here is the use of computer technology for the administration of exams and the processing of test takers. Technology applications used in language education assessment are seen as the applications that have the most direct impact on test takers and educational programmes.

The use of computer technology in language assessment is referred to as computer-assisted language assessment or computer-assisted language testing (CALT), two phrases used interchangeably. It has been found that there are many studies in the literature supporting the

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use of technology to improve students' language learning in the field of education. Many of these studies are interested in how new technology might be used in evaluation (Nicol & Macfarlane-Dick, 2006; Chalhoub-Deville, 1995, Chapelle & Douglas, 2006). When these studies were analysed, it was determined that the majority of them focused on the concept of computer-based assessment and e-assessment. It is seen that these studies tend to be especially interested in high quality education and high school students. Additionally, the shift in pedagogy toward the integration of digital technology into language classes, particularly in the primary grades, impacts how teachers view students' learning and assessment.

LITERATURE REVIEW

Background Information

Educators are beginning to consider the possibility that these new digital technologies may embrace new forms of assessment that support both the collection of evidence of student learning and the active involvement of students in the assessment process (MacMillan & Hearn, 2008).

As a result of the use of digital technologies such as ipods and ipads used in primary school classrooms, it has been determined that the Reggio Emilia Approach has shown the potential to support and develop the concept of pedagogical documentation as a formative form of learning (Rinaldi, 2001; Rinaldi, 2004).

The method that encourages the collection of a real record of the learning that takes place in the classroom is the concept of documentation. The collection of concrete evidence of students' learning process and learning strategies is included in the concept of documentation. The concrete evidences here are identified as photographs, audio recordings and videos.

As a formative tool, documentation enables teachers to reflect on how students construct their knowledge and understanding. It also allows them to observe the appropriateness of their own pedagogical practices for the needs of different learners. As teachers and students revisit the content of the documentation, the learning process becomes visible to students, allowing them to evaluate their knowledge construction process as they interact with others.

Types of Assessment

According to Web 2.0 assessment tool "Prodigy" there are six types of assessment:

Diagnostic Assessment

When you structure diagnostic assessments around your lesson, you'll get the information you need to understand student knowledge and engage your whole classroom.

Some examples to try include:

- Short quizzes

- Journal entries
- Student interviews
- Student reflections
- Classroom discussions
- Graphic organizers (e.g., mind maps, flow charts, KWL charts)

Formative Assessment

Formative assessments help you track how student knowledge is growing and changing in your classroom in real-time. While it requires a bit of a time investment — especially at first — the gains are more than worth it.

Some examples of formative assessments include:

- Portfolios
- Group projects
- Progress reports
- Class discussions
- Entry and exit tickets
- Short, regular quizzes
- Virtual classroom tools like Socrative or Kahoot!

Summative Assessment

Summative assessments measure student progress as an assessment of learning. Standardized tests are a type of summative assessment and **provide data for you, school leaders and district leaders.**

They can assist with communicating student progress, but they don't always give clear feedback on the learning process and can foster a "teach to the test" mindset if you're not careful.

But just because it's a summative assessment, doesn't mean it can't be engaging for students and useful for your teaching. Try creating assessments that deviate from the standard multiple-choice test, like:

- Recording a podcast
- Writing a script for a short play
- Producing an independent study project

Ipsative Assessment

Ipsative assessments are one of the types of assessment *as* learning that compares previous results with a second try, motivating students to set goals and improve their skills.

When a student hands in a piece of creative writing, it's just the first draft. They practice athletic skills and musical talents to improve, but don't always get the same chance when it comes to other subjects like math.

A two-stage assessment framework helps students learn from their mistakes and motivates them to do better. Plus, it removes the instant gratification of goals and teaches students learning is a process.

You can incorporate ipsative assessments into your classroom with:

- Portfolios
- A two-stage testing process
- Project-based learning activities

Norm Referenced Assessment

Norm-referenced assessments are tests designed to compare an individual to a group of their peers, usually based on national standards and occasionally adjusted for age, ethnicity or other demographics.

Unlike ipsative assessments, where the student is only competing against themselves, norm-referenced assessments draw from a wide range of data points to make conclusions about student achievement.

Types of norm-referenced assessments include:

- IQ tests
- Physical assessments
- Standardized college admissions tests like the SAT and GRE

Criterion Referenced Assessment

Criterion-referenced assessments compare the score of an individual student to a learning standard and performance level, independent of other students around them.

In the classroom, this means measuring student performance against grade-level standards and can include end-of-unit or final tests to assess student understanding.

Outside of the classroom, criterion-referenced assessments appear in professional licensing exams, high school exit exams and citizenship tests, where the student must answer a certain percentage of questions correctly to pass.

Evolution of Assessment

In the 21st century, student assessment is at the centre of teaching and learning. Here, it should be perceived as the most important point of effective teaching and learning. The standardized classroom-based tests and summative assessments that have dominated the education system in recent years are mainly concerned with measuring students' achievement levels. When

summative assessment tools are analysed here, it is seen that they focus on learning products. They contribute little to teaching practice to improve student learning.

Assessment for 21st century learning and teaching requires a shift from assessment of learning to assessment strategies for learning (Stiggins & Chappuis, 2006). In order for teachers to adapt their teaching strategies to meet student needs, students' learning and understanding are made visible (Feld & Bergan, 2002; Collins, Brown, & Holum, 1991). The transparency of the learning process should therefore be emphasized more by disclosing not just what students know but also how they come to their knowledge and understanding. In this way, students learn. As a result, self-assessment becomes a very important tool.

When the studies in the field of assessment in the literature are examined, it is seen that self-assessment has an important potential to improve students' participation and learning (Bingham, Holbrook, & Meyers, 2010; McMillan & Hearn, 2008).

The practice of evaluating one's own work in order to improve it in the future is known as self-assessment. Here, using metacognitive skills is extremely necessary. It also includes the ability to keep an eye on things, assess them, and decide what to do. Performance improves in this way (McMillan & Hearn, 2008: 2; Rolheiser & Ross, 2003).

Self-reflection within the self-assessment process plays a critical role in helping students identify what they do well and what aspects of learning need to be improved (McMillan & Hearn, 2008). In addition, it provides students with the opportunity to have a say and ownership over their own learning (Bingham et al., 2010).

By allowing students to take part in the evaluation of their own learning processes, self-assessment promotes teaching and learning for a new era.

The Importance of Documentation in the Assessment

The word documentation is frequently used in assessment literature in the twenty-first century. It is seen that the concept of documentation itself is far from new. The concept of documentation first emerged in the study of Loris Malaguzzi within the Reggio Emilia Approach (Rinaldi, 2004).

After the Second World War, the Malaguzzi approach was developed and started to be used in Italy. It was later used in North America. Documentation in the context of education was first used with preschool and kindergarten children, but its value as a rich and meaningful way to gather evidence and authoritative information about student learning has been explored by others with educational contexts (Vienna, 2008; Cox Suárez & Daniels, 2009).

The concept of documentation must be defined as the construction of traces that make learning visible to teachers and learners, thereby enabling processes of repetition, interpretation,

self-reflection and self-evaluation of learning (Rinaldi, 2001). This concept has helped educators to better understand the relationship between learning and teaching (Gandini & Kaminsky, 2004; Rinaldi, 2004). Concrete evidence of learning can serve as a guide for the teacher's lesson and also inform the student's own learning process. Documentation processes should therefore be considered an integral part of both teaching and learning (Rinaldi, 2004). Documentation has also been described as a formative form of assessment that makes learning concrete and visible for teachers, students, and parents (Rinaldi, 2001; Krechevsky, Rivard, & Burton, 2010).

Documentation captures the learning process and allows learning to be deepened by reviewing it later by both teachers and students (Krechevsky, Rivard, & Burton, 2010). Documentation also allows students to have a voice in the interpretation of their progress.

Technologies such as digital video recorders and digital cameras are being used in the education system as new tools to help document student learning. It is possible for teachers and students to revisit the collected documents and engage in a process of dialogue and interpretation (Boardman, 2007). These devices have also been identified as tools that contribute not only to students' awareness of their own learning, but also to their active participation in both the documentation and interpretation of content.

According to Rinaldi (2001: 4), discussion is a key component of document modification because learning is largely about communication. The idea of documentation is fundamentally based on the idea of dialogue. Additionally, as students collaborate to update documents, they can reflect on their own learning by watching others' progress (Rinaldi, 2001).

Generation Z

When the historical process of foreign language teaching is examined, it is seen that the approaches that emerged consisted of methods centred on learning, the learner and the target language itself. However, in spite of this vicious circle that constantly reveals new learning and teaching approaches, a new era has been entered in foreign language education as in many other fields. Kumaravadivelu (2008) states that this new era offers many opportunities as well as new challenges. Within the framework of today's conditions, the most prominent of these opportunities is undoubtedly to know how technology can be used effectively in foreign language education and to proceed accordingly.

First of all, it would be appropriate to start by recognising our target audience. Today, the audience we are trying to teach language to is called Generation Z by some. This audience, which Prensky (2010) defines as digital natives, is a group born into technology. Of course, this audience has its own characteristics. For this reason, in foreign language teaching, it is

necessary to create environments suitable for the learning characteristics of the target audience, to attract them into the learning action, to increase their interest and motivation, and to include technology, which is almost indispensable for them and has become a part of their lives, into the educational process. Of course, the necessity of using technology is not only due to the technological environments and digital devices that today's students are familiar with.

The most important contribution of the use of technology to foreign language education is to increase the duration and quality of students' exposure to the target language. Especially in countries like Turkey, where the target language is taught as a foreign language and the opportunity to be exposed to this language in the society is extremely limited, the foreign language learning process does not progress very easily. Students who do not make foreign language a part of their lives and think of it only as a subject they learn at school are not sufficiently exposed to the comprehensible input that Stephen Krashen (1980) puts forward, or this input is limited to communicative activities in the classroom. As it is known, it is extremely important to be exposed to as much and as high quality language input as possible in the process of foreign language education, especially in the production phase which includes speaking and writing skills. However, unlike in many European countries where the target language is used considerably in the society, in Turkey students are not exposed to comprehensible input outside the classroom, which is a major disadvantage. This is exactly where technology comes into play to compensate for this disadvantage. Thanks to technology, it has become very easy to access quality language input. With hundreds of websites, various web 2.0 tools, mobile applications and computer games, today's students can easily access the language input they need or students can be encouraged to take advantage of these opportunities by making them aware of their own learning responsibilities.

Technology in Foreign Language Education

Another contribution of the use of technology in foreign language education is that it plays an important role in the acquisition and development of 21st century skills such as critical thinking, collaboration, creativity, communication, information literacy, media literacy, flexibility, leadership, entrepreneurship, productivity and social skills. Again, through different mobile applications and websites, foreign language teachers are able to design more student-centred lessons, whereby students can take responsibility for what, when and how they learn outside the classroom. This, of course, will lead to autonomous learning and students who take responsibility for their own learning will be more exposed to the foreign language they are learning outside the classroom in order to improve their foreign language or to fulfil certain tasks given by the teacher. In the same way, numerous applications and technological tools that

aim to foster creativity can be used for the development of critical thinking skills that contribute to the affective and cognitive development of students. In addition to the advantages mentioned so far, perhaps one of the most important benefits of using technology in foreign language education for today's students is gamification, which was first used in 2008 and described as "the use of game design elements in situations outside the context of the game". Even students with low motivation, high anxiety levels and timid personalities can exhibit a much more positive attitude towards language learning with technology-supported gamification elements that can be included in the foreign language education process. The concept of educatainment, which has emerged from the combination of the concepts of education and entertainment in recent years, is based on the presentation of content in a way that the individual feels comfortable and learns without realising it. Taking advantage of this opportunity offered by technology in foreign language teaching will be extremely useful especially for today's students who are constantly involved with games or game-based applications and will increase the interest in foreign language learning.

When we look at the benefits of technology in foreign language skills, it is seen that technology offers very serious opportunities for both perceptual (listening and reading) and productive (speaking and writing) skills. It can be said that many written and listening text resources that will provide comprehensible input to students can be accessed through various websites. It is very important for the development of listening and reading skills that these resources, which are graded according to language levels, are supported with various visuals and videos that will facilitate comprehension. Most of the websites prepared for this purpose also have mobile applications. Likewise, there are many websites and applications prepared to support the development of speaking and writing skills, which are productive skills. Speaking skill, which is the most visible output of foreign language education, is almost an indicator of whether one knows the language or not.

Considering that many students have difficulties with speaking skills, it is seen that this difficulty can be overcome to a great extent thanks to technology. For example, in the 1990s, it was generally possible for a student who was exposed to enough language input to reach and interact with a native speaker in a foreign language through pen palship. However, thanks to the developing technological possibilities, it is much easier for them to reach their native speakers and improve their speaking skills through language exchange platforms. As it is known, there are also many private companies that provide this service professionally. The same is true for writing skills. On many platforms such as wikis, blogs, social media posts, electronic boards, students can interact and receive feedback in writing.

It is necessary to examine the use of technology in foreign language education from the perspective of foreign language teachers. It is unthinkable for foreign language teachers who want to address today's students to remain indifferent to the technological advances that are increasing day by day. However, incorporating technology into the process just for the sake of using it may perhaps cause harm instead of benefit. The most critical point about effective technology use is that teachers should blend their pedagogical content knowledge with their technological knowledge and analyse and decide which web 2.0 tool or which website to use to support which skill or activity.

Technology is solely considered as a tool that aids education in achieving the goal and not as the end in itself. Before adopting any web 2.0 application or website into their lesson plans, foreign language teachers must pass it through a pedagogical filter. To do this, it is advised that teachers become more familiar with technology integration models and make decisions in keeping with these models. In conclusion, the field of foreign language teaching will unavoidably continue to be impacted by the advances brought about by information and communication technology. The role of educational administrators is to build the infrastructure necessary for students and teachers to take advantage of these technologies, and the job of foreign language teachers is to select from among hundreds or even thousands of tools and websites those that are most appropriate for pedagogical purposes and integrate them into the language teaching process.

METHODOLOGY

Research Design

This study utilized a literature review approach to examine the use of technology as an assessment tool in modern English Language Teaching (ELT) lessons. The researcher conducted an extensive review of relevant research articles, books, and online resources to gather information on the various types of assessment, the evolution of assessment practices, the importance of documentation in assessment, and the use of technology in assessment. The literature review included studies from different contexts and perspectives to provide a comprehensive understanding of the topic.

FINDINGS

The findings of the literature review revealed several key points regarding the use of technology as an assessment tool in modern ELT lessons. First, technology offers various types of assessment, including diagnostic, formative, summative, ipsative, norm-referenced, and criterion-referenced assessments. Each type serves a specific purpose in evaluating student learning and progress.

The evolution of assessment practices in the 21st century has shifted the focus from traditional assessment of learning to assessment strategies for learning. Self-assessment, in particular, has emerged as a powerful tool for improving students' participation and learning. It allows students to reflect on their own work, identify areas for improvement, and take ownership of their learning process.

Documentation plays a crucial role in assessment as a formative form of evaluation. The concept of documentation, derived from the Reggio Emilia Approach, involves capturing concrete evidence of student learning through photographs, audio recordings, and videos. It enables teachers and students to review and interpret the learning process, fostering reflection and self-evaluation.

In the context of modern ELT, the use of technology in assessment provides numerous benefits. It enhances students' exposure to the target language, compensating for limited opportunities for language immersion in the classroom. Digital tools, such as websites, web 2.0 tools, mobile applications, and computer games, offer students access to high-quality language input and interactive learning experiences.

DISCUSSION

The findings of this study contribute to the understanding of the role of technology as an assessment tool in modern ELT lessons. The use of technology enables teachers to implement a variety of assessment methods that support student learning and engagement. It empowers students to take an active role in their assessment and facilitates the documentation of their learning process.

The integration of technology in assessment aligns with the needs and characteristics of Generation Z learners, who are digital natives. Technology creates an environment that appeals to these learners, increases their interest and motivation, and provides opportunities for authentic language exposure.

However, it is important to acknowledge the challenges associated with the use of technology in assessment. Teachers need appropriate training and support to effectively integrate technology into their assessment practices. Furthermore, careful consideration should be given to ensure that the technology used is accessible and inclusive for all students.

CONCLUSION

This study highlights the importance of using technology as an assessment tool in modern ELT lessons. The findings emphasize the diverse types of assessment that technology enables, the evolution of assessment practices towards student-centered approaches, the significance of documentation in assessment, and the benefits of technology for Generation Z learners.

The integration of technology in assessment practices has the potential to enhance student engagement, provide timely feedback, and promote meaningful learning experiences. As technology continues to advance, it is essential for educators to stay informed about the latest tools and strategies to effectively incorporate technology into their assessment practices.

Overall, this study serves as a valuable resource for academics and educators seeking to enhance their knowledge and understanding of using technology as an assessment tool in modern ELT lessons. Further research and practical implementations are encouraged to explore the full potential of technology in promoting effective assessment practices and improving student learning outcomes in ELT.

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THE IMPACT OF PEER COLLABORATION, GAME-BASED LEARNING, AND POSTER PRESENTATION ON ESP VOCABULARY TEACHING IN HIGHER EDUCATION

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Abstract

The aim of this paper is to investigate the impact of 'Peer Collaboration, Game Based Learning and Poster Presentation on English for specific purposes (ESP) Vocabulary Teaching' in Higher Education in an EFL context of a state university in Turkey. The participants' level is B1 and the name of the course is 'ESP Vocabulary'. There were two groups (experimental and control) in the study. The experimental group received treatment through Peer Collaboration, Game-Based Learning, and Poster Presentation whereas the control group received traditional vocabulary teaching procedures. The current study adopted a quantitative design and the treatment process lasted for ten weeks. Data collection tools for the current study are; Vocabulary Exam Scores (Pre-test and Post-test for both Experimental and Comparison groups). The current study adopted a quantitative design. Kolmogorov-Smirnov and Shapiro-Wilk tests were run to explore the normality of data distribution. As the study findings suggested, the group that received the treatment of Peer Collaboration, Game-Based Learning, and Poster Presentation outscored the comparison group.

Keywords: Peer collaboration, game-based learning, poster presentation, ESP, vocabulary teaching

INTRODUCTION

The use of language is the most significant tool for interaction, and getting an extensive vocabulary is crucial for communicating effectively. Once it concerns terms in English as a global language, there is a seemingly limitless variety of phrases. Language students must engage in keeping work in order to become proficient in the language. Learners' capacity to comprehend a language is heavily reliant on their familiarity with the terms used, thereby helping them to comprehend the concepts that are transmitted (Zahrani & Chaudhary, 2022).

When it involves generating an understandable piece of language, learners are frequently unable to find the right words. The absence of comprehension of vocabulary among

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students triggers anxiety and depression, and consequently, students get demotivated and dissuaded from taking part in interpersonal interactions or acquiring new languages. Learners' worries regarding the challenge of acquiring ESP terms in their answers must be dealt with with the goal to assist teachers and learners comprehend the significance of acquiring vocabulary in the process of learning a language and boosting their consciousness of the significance of developing vocabulary techniques. These techniques assist learners to accomplish their objectives while enabling them to become more involved and autonomous learners (Masrai & Milton, 2012).

Most people who learn second languages recognize that vocabulary acquisition is a critical component of their language acquisition process. A strong command of vocabulary is critical for ESL/EFL students, especially those who are proficient students of English for specific purposes. To successfully navigate the difficulties of particular vocabulary utilization, students must be instructed or acquired regarding different kinds of vocabulary, how to use them, and the particular methods that will assist them in acquiring vocabulary. At the same time, instructors must be conscious of the different kinds of vocabulary words that should be concentrated on (Brooks, 2014). The purpose of this paper is to look into the impact of 'Peer Collaboration, Game-Based Learning, and Poster Presentation on English for Specific Purposes (ESP) Vocabulary Teaching' in Higher Education in an EFL context at a Turkish state university. Detailed information about these strategies will be provided in the literature review.

LITERATURE REVIEW

Peer Collaboration

Peer learning is a method of instruction and learning in which groups of learners collaborate to figure out a difficulty, finish a project, or develop a product. Every member of the team is responsible not only for learning what is taught but also for assisting team members in studying, thus fostering an atmosphere of accomplishment. Learners work by means of the task till all the participants comprehend it and finish it effectively (Johnston, 2009). In any classroom, communication is essential. Learners can benefit from collaborating with and promoting their peers during lesson-learning tasks. Students' collaboration can be found in a variety of contexts. Collaboration among peers is crucial for numerous "hands-on" subjects, such as physical education, drama, and languages, where listening and speaking abilities are vital. Peer collaboration is frequently observed at an array of ages and crucial phases, as well as across a wide range of subjects and topics. It's no coincidence that peer collaboration has become so common. There are numerous advantages to promoting it in the educational setting, including:

- A chance to present and debate responses, thoughts, and points of perception.

- Learners can benefit from their other people's unique insights and perspectives.

- Learners can provide each other with assistance, direction, and recommendations.

- Working with other people, collaboration, listening, and authority are just a few of the competencies that can be developed through cooperation between peers.

- Collaborating with classmates can aid in the development of beneficial bonds in the educational setting, particularly when they are outside of their known circle of friends (Jones, 2023).

Simply students to groups and instructing them to interact do not mean that they comprehend collaboration. Working cooperatively requires substantially more than just proximity to other students. It has been said that a collaborative class must include five elements. The five components are positive interdependence, face-to-face promoting engagement, individual accountability, social skills, and group processing (Johnston, 2009).

Game-Based Learning

Game-based learning is generally mentioned with the term gamification. Gamification as a form of instruction involves integrating game elements into teachings such as badges, points, levels, duties, and leader boards to involve learners in content, motivate action and modify conduct to foster learning. When GBL is used as an activating teaching method, instructors believe that students may also facilitate and participate in an unforgettable educational experience. During the lesson, both physical and computer games are considered to be motivating and interactive. The instructors stated that they keep in mind the learning sessions vividly, both as students and as educators since feelings and enthusiasm were present. Both learners and instructors benefit from an indelible educational experience accompanied by excellent achievement in learning (Wu,2018).

GBL enables students to take part in authentic educational settings that are enjoyable, dynamic, and tricky, allowing them to engage with and utilize information (Chen, Huang &Liu, 2020). These teaching tools are not limited to the primary and secondary levels of education. They're additionally employed in a variety of ways in higher education. Even though the majority of gamification and GBL experiences depend on digital resources and video games, board games are experiencing a renaissance, and their numerous possibilities open up fresh possibilities for the use of physical resources in higher education classrooms. New commercial board games, in this regard, are possible valuable resources and an appropriate choice for instructional and educational chances in higher education. According to the findings of a survey carried out by three researchers, learners who engaged in the game-based learning interventions

examined in the study have a positive attitude toward the use of this GBL teaching methodology. According to the responses, the sessions generated high levels of perceived enthusiasm and inspiration (Gonzalo-Iglesia, Lozano-Monterrubio, & Prades-Tena, 2018).

Poster Presentation

Posters provide some aid when difficult material is presented; for instance, when an audience is attentive, presenters can reinforce their points of view using pictures displayed on a poster (Chi, 2018). It was suggested that posters can help students apply course material by displaying and presenting it to their peers (Boggu & Singh, 2015). Posters were seen as a visual aid to help students envision how their presentations should look. In other words, posters provide just the most essential information for presentations, ensuring that students apply their language skills to make a complete speech. Thus, pupils have many opportunities to utilize and develop their language for interaction (Morgan, 2012). There are various benefits to using posters in language classrooms, but both teachers and students must invest a substantial amount of effort into poster presentations. To aid students in producing their poster designs and conducting demonstrations, instructors must provide precise step-by-step instructions and guidance (Chi, 2018).

METHODOLOGY

Research Questions, participants, context, data collection tools and procedure, and data analysis are discussed in this section.

Research Question

Below is the research question in the current study:

What are the impacts of Peer Collaboration, Game-Based Learning, and Poster Presentation on ESP Vocabulary Teaching' in Higher Education in an EFL context of a state university in Turkey?

Research Design

Data collection procedures lasted for 10 weeks. While the experimental group received treatment involving; game-based learning, peer collaboration, and poster presentation learners in the comparison group went through a traditional vocabulary teaching procedure. Both of the groups; Experimental and Control went through similar course materials; Computer Engineering ESP vocabulary syllabus, Computer Engineering ESP Vocabulary Sample Lesson Materials, and Target Vocabulary List (See Appendix A, B, C). A pre-test (Vocabulary Exam Sheet) was administered at the beginning of the first week for both 'The experimental and Comparison group.' After the treatment process that lasted for 10 weeks, a post-test was administered for both 'The experimental and Comparison group' to see the effectiveness of the treatment (See Appendix D). As for the treatment process; the experimental group went through

several extra assessment components and course practices including Game-based learning, a poster presentation as well as peer collaboration. Here are the brief descriptions of the assessment components and course practices for the experimental group;

- **Game-based Learning**: Students go through a game-based learning procedure with different types of game-based tools every week during the course. These game tools include Kahoot, Wheeldecide, and Voscreen which are designed and prepared in accordance with the course syllabus and the target word list (See Appendix E).

- **Poster Presentation:** Students were required to prepare and present a poster presentation every two weeks during the course as a group in order to learn the ESP vocabulary in an effective way (See Appendix F).

- **Peer Collaboration:** Students were required to assess their classmate's presentation according to the Peer Assessment Rubric for Poster Presentation (See Appendix G).

Participants

The participants are the (N:40) students at Erzurum Technical University School of Foreign Languages studying in the Faculty of Computer Engineering. Participants' English level of proficiency is B1. The name of the course taken is 'ESP Vocabulary'. There are two groups (experimental and control) in the study. The experimental group received treatment through Peer Collaboration, Game-Based Learning, and Poster Presentation whereas the control group received traditional vocabulary teaching procedures.

Data Collection Tools

Data tools are The Vocabulary Exam scores are Pre-Test and Post-Test which are administered for both groups so as to explore the effectiveness of the treatment.

Data Analysis

The current study adopted a quantitative design. Kolmogorov-Smirnov and Shapiro-Wilk tests were run to explore the normality of data distribution. Quantitative data was analyzed through the Wilcoxon Signed Rank and Mann-Whitney Test.

FINDINGS

In the first phase of the analysis, Kolmogorov-Smirnov and Shapiro-Wilk tests were run to explore the normality of data distribution. The table below shows the results of the Normality Tests.

Table 1. *Tests of normality*

	Kolmogorov-Smirnow[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Exp. Pre-Test	,160	42	,008	,940	42	,028
Exp. Post-Test	,155	42	,013	,945	42	,041

a. Lilliefors Significance Correction

Two tests revealed that data does not have a normal distribution (sig=.00; sig= .01; sig=.02; sig=.04; p<,05) that is why non-parametric tests of The Mann-Whitney U test and Wilcoxon Signed Rank test were used for data analysis (Greasley, 2008).

In the second phase of the analysis, Mann Whitney and Wilcoxon Signed Rank Test were conducted in order to explore the impacts of Peer Collaboration, Game-Based Learning, and Poster Presentation on ESP Vocabulary Teaching'. The table below shows the results of the Mann-Whitney Test.

Table 2. *Mann-Whitney Test*

Ranks

	Group	N	Mean Rank	Sum of Ranks
Exp. Pre-Test	Exp	21	23,33	490,00
	Contr	21	19,67	413,00
	Total	42		
Exp. Post-Test	Exp	21	32,00	672,00
	Contr	21	11,00	231,00
	Total	42		

Test Statistics

	Exp. Pre-Test	Exp. Post-Test
Mann-Whitney U	182,000	,000
Wilcoxon W	413,000	231,000
Z	-,995	-5,565
Asymp. Sig. (2-tailed)	,320	,000

The Mann-Whitney Test results indicate that for the pre-test, there is no discernible difference between the experimental and control groups. The experimental and control groups, however, differ significantly for the post-test. The mean rank table shows that the experimental group has a much higher mean rank, therefore the experimental group has significantly outperformed the control group. Table 3 below shows the results of the Wilcoxon Signed Ranks Tests.

Table 3. *Wilcoxon Signed Ranks Test*

Ranks

		N	Mean Rank	Sum of Ranks
Exp. Post-Test – Exp. Pre-Test	Negative Ranks	0[a]	,00	,00
	Positive Ranks	21[b]	11,00	231,00
	Ties	0[c]		
	Total	21		
Ctr. Post-Test – Ctr. Pre-Test	Negative Ranks	2[d]	15,50	31,00
	Positive Ranks	17[e]	9,35	159,00
	Ties	2[f]		
	Total	21		

a. Exp. Post-Test < Exp. Pre-Test

b. Exp. Post-Test > Exp. Pre-Test

c. Exp. Post-Test = Exp. Pre-Test

d. Ctr. Post-Test < Ctr. Pre-Test

e. Ctr. Post-Test > Ctr. Pre-Test

f. Ctr. Post-Test = Ctr. Pre-Test

Test Statistics

	Exp. Post-Test – Exp. Pre-Test	Ctr. Post-Test – Ctr. Pre-Test
Z	-4,024[a]	-2,624[b]
Asymp. Sig. (2-tailed)	,000	,009
Exact Sig. (2-tailed)	,000	,007
Exact Sig. (1-tailed)	,000	,003
Point Probability	,000	,000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks

The results of Wilcoxon Signed Ranks Tests indicate that both control and experimental groups reached significant progress when their pre and post-test were compared. Hence, there is a significant difference between pre and post-tests for each of the groups in favor of the post-test.

DISCUSSION

This study aimed to examine the effect of 'Peer Collaboration, Game Based Learning and Poster Presentation on English for specific purposes (ESP) Vocabulary Teaching' in Higher Education in an EFL context of a state university in Turkey. When the quantitative data were analyzed, it was observed that the students who took the 'ESP Vocabulary' course through Game-Based learning, Poster Presentation, and Peer Collaboration applications achieved higher test results than the students who took the course with traditional methods. The results confirm the association between using Peer Collaboration, Game-Based Learning, Poster Presentation, and ESP Vocabulary Teaching. More specifically, the results are in agreement with Wu's (2018) findings which argued that game-based classes enable students to feel motivated and increase their engagement level while playing. The findings also support the ideas of Boggu and Singh (2015) who suggested that poster presentation has the potential to be an effective tool for teaching vocabulary in the EFL context. The findings are in accord with Sun's (2016) study indicating that peer collaboration has an important role in the development of basic language teaching factors such as helping students, applying, sharing, and respecting. All in all, it is possible to say that the use of Poster Presentation, Peer Collaboration, and Game-based Learning in 'ESP Vocabulary' teaching has a positive effect on students' learning by increasing their motivation.

CONCLUSION

The aim of this paper is to investigate the impact of 'Peer Collaboration, Game Based Learning and Poster Presentation on English for specific purposes (ESP) Vocabulary Teaching' in Higher Education in an EFL context of a state university in Turkey. The participants' level is B1 and the name of the course is 'ESP Vocabulary'. There were two groups (experimental and control) in the study. The experimental group received treatment through Peer Collaboration, Game-Based Learning, and Poster Presentation whereas the control group received traditional vocabulary teaching procedures. The current study adopted a quantitative design and the treatment process lasted for ten weeks. Data collection tools for the current study are; Vocabulary Exam Scores (Pre-test and Post-test for both Experimental and Comparison groups).

The current study adopted a quantitative design. Quantitative data was analyzed through the Wilcoxon Signed Rank and Mann-Whitney Test. As the study findings suggested, the group

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APPENDICES

Appendix A: Computer Engineering ESP Vocabulary Syllabus

COMPUTER ENGINEERING / ESP VOCABULARY SYLLABUS

Week 1	Technology and Society
Week 2	Algorithmic Thinking
Week 3	Programming and Coding
Week 4	Artificial Intelligence (AI)-Metaverse-VR-DeepFake
	Documentary
Week 5	Information Technology
Week 6	Crime- Fighting and Security
Week 7	Hacking and Cyber Wars
Week 8	Bitcoin- Blockchain-Digital Currencies
	Cite Digging: **Tech magazines** https://www.cnet.com/ https://www.bestproducts.com/ https://www.sciencefocus.com/ https://www.quantamagazine.org/computer-science/
Week 9	Web Technologies-Game Programming- Data Mining Web tech: Game Programming
Week 10	Big Data-Cloud Based Systems
Week 11	Robotics
Week 12	Ways in to Technology
	Poster Presentation
Week 13	The future of Technology
Week 14	Article Abstract

ASSESSMENTS TYPES

- Digital Dictionary
- Documentary
- Poster Presentation
- Cite Digging
- Essay Abstract

Appendix B: Computer Engineering ESP Vocabulary Sample Lesson Material

WEEK 6 CYBER FIGHTING and SECURITY

Speaking in a ***broad*** way we can say that Cyber crimes are ***categorized*** into four major types. These are Financial, ***Privacy***, ***Hacking,*** and Cyber Terrorism. The financial crime is they steal the money of users or ***account*** holders. Likewise, they also stole data from companies which can ***lead*** to financial crimes. Also, transactions are heavily risked because of them. Every year hackers stole money from businessmen and the government. Privacy crime includes stealing your private data which you do not want to share with the world. Moreover, due to it, people suffer a lot and some even ***commit*** suicide because of their data's ***misuse***. Hacking they ***intentionally*** deface a website to cause ***damage*** or loss to the public or owner. Apart from that, they destroy or make changes in the ***existing*** websites to ***diminish*** its value. Modern-day terrorism has grown way beyond what it was 10-20 years ago. But cyber

terrorism is not just related to terrorists or terrorist organizations. The web world or cyberspace is a ***massive*** community of millions and billions of users and websites. Besides, the internet has opened a world of information on which anyone can connect. Due to this the rate of crime ***especially*** the rate of Cyber Crime has increased much faster. Moreover, the rate of ***circulation*** of data has also increased much faster due to the higher speed of the internet. Above all, due to all these issues, ***Cybersecurity*** has become a major concern for society.

To stop the spread of Cyber Crime and to ***safeguard*** the interest of people the government has made several laws ***related*** to Cyber Crimes. Also, these laws serve as ***protection*** against Cyber Crime. Apart from that, the government has also ***introduced*** cyber cells in police stations to ***counter*** the problem of Cyber Crime as fast as they can. Cyber Crime is not something which we cannot deal with ourselves. Likewise, with little use of our common sense and logic, we can stop Cyber Crimes from happening. To conclude, we can say that Cyber Crime is a dangerous offense to someone's privacy or any material. Also, we can avoid Cyber Crime by following some basic ***logical*** things and using our common sense. Above all, Cyber Crime is a violation of not only law but of human rights too.

WEEK 6 CYBER FIGHTING and SECURITY

A. READING COMPREHENSION QUESTIONS:

1. **What is the passage about?**

   _____
   _____
   _____

2. **What is the main idea of the passage?**

   _____
   _____
   _____

3. **Can you summarize the passage in your own words?**

   _____
   _____
   _____

POST READING ACTIVITY

1. **What are your own opinions about 'Cyber Crime?**
2. **Talk about the ways of stopping cyber crime?**

B. VOCABULARY EXERCISES

CREATE YOUR OWN SENTENCES
Choose five words from the passage and use them in a sentence.

   1. _____
   2. _____
   3. _____

WORD PUZZLE

```
C O M M I T G L N L R Z B D G Z L
D A O R B Y D V B J R Y A V L Z J
L A N O I T N E T N I E K G R Z J
Z J P Y L O G I C A L J T C M L Z
M G N T T R R R J E T R N G A L N
A B P Y Q I E E C M D N P B N H D
S Y T T L L R U T R P R U O G A Z
S B R Q A L D U A N O R I O M N T
I D Q T B O A U C T U T I A C S Z
V D E W R R G I E E A O G V I C R
E D I T P E K C C L S E C X A X A
L Z N M F N T T U E D R E Q M C V
N I N A I I W C J J P Y E R K T Y
N T S N O N R N T N Z S M B L Q J
T B N N N I I T Q Z J T E R Y M Y
Q X T J C B J S L W Q Z J K J C K
Y X M J L R Y J H M L V Y R Y P Z
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Broad	Massive
Privacy	Especially
Hack	Circulation
Account	Cybersecurity
Lead	Protection
Commit	Introduce
Intentional	Logical
Damage	Counter
Exist	Related
Diminish	Safeguard

C. WRITING TASK

Please write a short paragraph or dialogue on the 'Cyber Crime"
Make sure that you use at least 5 new target words.

_____
_____
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D. WORD LIST
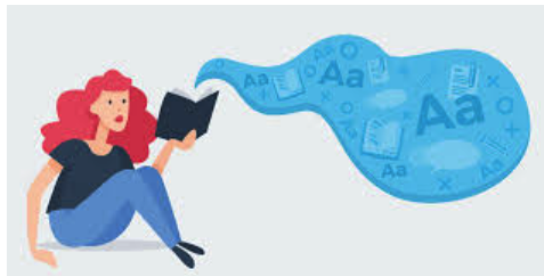
Broad, Privacy, Hack, Account, Lead, Commit, Intentional, Damage, Exist

Diminish, Massive, Especially, Circulation, Cybersecurity, Protection

Introduce, Logical, Counter, Related, Safeguard

Appendix C: Target Vocabulary List

WEEK 1 TECHNOLOGY & SOCIETY	WEEK 2 ALGORITHMIC THINKING	WEEK 3 PROGRAMMING AND CODING	WEEK 4 ARTIFICIAL INTELLIGENCE	WEEK 5 INFORMATION TECHNOLOGY	WEEK 6 CRIME FIGHTING	WEEK 7 HACKING AND CYBER CRIME	WEEK 8 BITCOIN	WEEK 9 WEB TECHNOLOGIES AND GAME PROGRAMMING	WEEK 10 BIG DATA	WEEK 11 ROBOTICS
Individual	Calculating	Coding	artifical	led	broad	Unauthorized	Currency	Designer	decision making	Shipwreck
communicate	Sorting	Compiled	intelligence	immense	privacy	Mainframe	Mystery	Character	capacity	Defuse
determine	solving	Execute	software	possibility	hack - hacker	Operator	Identity	Storyboard	safe guard	Substantial
interacts	Endeavor	Specific	attempt	e-commerce	account	Agent	Promise	Graphic	warehouse	Pinnacle
improvement	Replicable	refer	consider	gather	lead	Attack	Traditional	Allow	enhance	Nascent
declination	approach	responsive	display	revolution	commit	Define	Operate	Alarming	visibility	Consolidated
practice	In other words	functioning websites	robotic	piece	intentional	Perform	Authority	Professional	evaluate	Catapulted
impact	Sequential	progress	vending machines	receive	damage	Functionality	Cryptocurrency	Qualities	purchase	Reliability
Invent	Replicable	drag and drop	voice to text	fraction	exist	Multinational	Cryptography	Creative	problem solving	Domain
Eliminate	instructions	stratch	development	share	diminish	Expert	Verify	Requirement	fraud	Flip Side
declination	essential	responsive	challenge	organize	massive	Define	Tender	Data Mining	detect	Customisation
including	principles	engage	diagnosis	essential	especially	Research	Commodity	Generate	data streams	
advancement	emphasize	valuable	effective	parcel	circulation	Gain	Collective	Vast	high powered	
Access	indispensable	significant	discussion	track	cyber - cyber security	Interest	Refer	Pattern	multi structure	
	sustainable	demand	state of the art	transaction	protection	Benefit	Virtual	Commercial		
		lead	necessary	in this manner	introduce	Adverse	Counterfeit	Proactive		
			profit	in a nut shell	logical	Profit	Distribute			
			loss	workload	counter	Classification	Enforce			
					related	Promotion	Interference			
					safeguard	Remote	Manipulation			
						Monitor				

Appendix D: Vocabulary Exam Sheet

ERZURUM
TEKNIK ÜNIVERSİTESİ
2010

SCHOOL OF FOREIGN LANGUAGES / CE VOCABULARY FINAL

Student Name: _____   Overall Grade: ____/____

A. Match the words with their meaning.

1. Individual	___a. collect	
2. Develop	___b. electronic trade	
3. Execute	___c. assess	
4. Replicable	___d. certify, check	
5. Gather	___e. run	
6. Immense	___f. improve advance	
7. Defuse	___g. buy	
8. Verify	___h. duplicate	
9. Identity	___i. enormous, huge, big	
10. Hack	___j. method	
11. E-commerce	___k. gain unauthorized access to data.	
12. Purchase	___l. take	
13. Evaluate	___m. deactivate	
14. Approach	___n. personality, name, character	
15. Receive	___o. personal	

B. Create 5 sentences with the words given in the box.

Execute	Demand	Expert	Display	
Improve	Domain		Hacker	Currency

16. _____
17. _____
18. _____
19. _____
20. _____

C. Fill in the blanks with the correct words. There are 3 EXTRA words.

Software	Organize	Advancement	Account	Robotic
Operate		Drag and Drop		Cyber

21. _____ is a very common feature. It is when you "grab" an object and paste it to a different location.

22. An improvement relating to a particular activity or area of knowledge is called _____.

23. _____ is a set of instructions, data or programs used to operate computers and execute specific tasks.

24. _____ is involving computers or computer networks (such as the Internet)

25. You should delete your instagram _____.
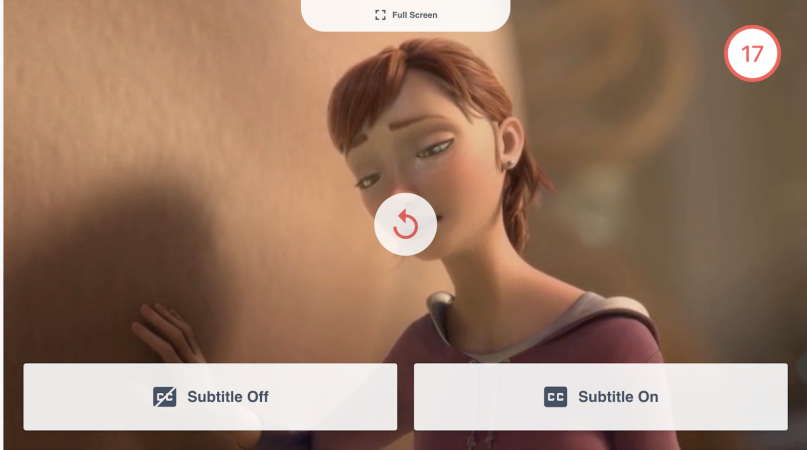
Appendix E: Game-Based Materials

Appendix E: Poster Presentation

Phrases Related to Progress

"the darkness did not stop my progress"

"we are making progress towards equal rights"

Phrases Related to Execute

"The corporation executed a series of financial deals"

"He was convicted of treason and executed"

Phrases Related to compiled

You'll need to compile a playlist of the MP3's you want to stream.

With a book, you'll need a program to compile your code.

Phrases Related to coding

There is special coding that needs to be learned, but in minutes you can add information.

I'm studying computer engineering and learning different coding languages
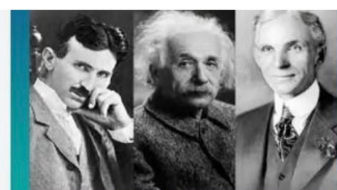
BERFIN'S PART

- All *inventions* have been found as a result of people's efforts to make life easier, and thanks to the things invented, technologhy is developing every day.

- Technological revolutions are of *significant* for humanity.

- Employee *organized* a conference to explain the importance of technology developments.

- The *commercial* of this phone model with new features
- added will be published added will be published on the screen this evening.

SENA'S PART

- *Data mining* is getting famous, even schools giving lectures about how the future of its going to shape.

- All the *advancements* we had as a child is important for our future it has a big impact our live.

- As a society we should know the *substantial* effect of the health care in world, and we should spread awareness about it.

- '*Identity* theft is not a joke Jim' quote is a very popular among the internet also it is from the office show.

Appendix G: Peer Assessment Rubric for Poster Presentation

Process – Peer Evaluation   Student Name: _____

Category	+ 4 –	+ 3 –	+ 2 –	+ 1 –
Quality of Work	*Name* provides work of the highest quality.	*Name* provides high quality work.	*Name* provides work that occasionally needs to be checked/redone by other group members to ensure quality.	*Name* provides work that usually needs to be checked/redone by others to ensure quality.
Monitors Group Effectiveness	*Name* routinely monitors the effectiveness of the group, and makes suggestions to make it more effective.	*Name* routinely monitors the effectiveness of the group and works to make the group more effective.	*Name* occasionally monitors the effectiveness of the group and works to make the group more effective.	*Name* rarely monitors the effectiveness of the group and does not work to make it more effective.
Contributions	*Name* routinely provides useful ideas when participating in the group and in classroom discussion. *Name is* a definite leader who contributes a lot of effort.	*Name* usually provides useful ideas when participating in the group and in classroom discussion. *Name* is a strong group member who tries hard!	*Name* sometimes provides useful ideas when participating in the group and in classroom discussion. *Name* is a satisfactory group member who does what is required.	*Name* rarely provides useful ideas when participating in the group and in classroom discussion. *Name* may refuse to participate.
Problem-solving	*Name* actively looks for and suggests solutions to problems.	*Name* refines solutions suggested by others.	*Name* does not suggest or refine solutions, but is willing to try out solutions suggested by others.	*Name* does not try to solve problems or help others solve problems. Lets others do the work.
Focus on the task	*Name* consistently stays focused on the task and what needs to be done. Very self-directed.	*Name* focuses on the task and what needs to be done most of the time. Other group members can count on this person.	*Name* focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on task.	*Name* rarely focuses on the task and what needs to be done. Lets others do the work.

https://www.yumpu.com/user/classconnect.ca

71

PERCEPTIONS OF ENGLISH PRE-SERVICE TEACHERS ABOUT PLAGIARISM

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Abstract

Academic writing is an indispensable part of higher education and issues related to academic writing should be handled with great concern including plagiarism. The present study aimed to investigate undergraduate students' perceptions about plagiarism. The participants were pre-service teachers (n: 12) enrolled in English Language Teaching (ELT) department at a state university in Turkey. A qualitative method was adopted and the researcher employed semi-structured interview for data collection. To analyze data, content analysis was employed, and interviews with the participants revealed that they had limited knowledge about plagiarism. The reasons for committing plagiarism ranged from lack of awareness, lack of instructor guidance to issues related to previous and current curriculum students were exposed to. The results showed that they needed explicit guidance related to what constitutes plagiarism and how to avoid plagiarism.

Keywords: EFL, Plagiarism, L2 writing

INTRODUCTION

Becoming a worldwide problem, plagiarism poses a great threat to academic integrity and has created great concern in higher education across the world (Eret & Ok, 2014; Ehrich, Howard, Mu, & Bokosmaty, 2016; Basic, Kružić, Jerković, Buljan & Marušić, 2018). It is possible to see different forms of plagiarism in different domains ranging from duplication of any artistic work, scientific work to technology (Heckler & Forde, 2015). Various definitions have been proposed for plagiarism. In his definition, Park (2003:472) calls it as "literary theft" in which "words or ideas belonging to someone else are copied and used without referencing the source".

The act of plagiarizing could be intentional or unintentional. However, it is difficult to detect whether plagiarism is committed unintentionally (Park, 2003). The problem becomes more complex in writing in a second language (L2); because of inadequate competence in the target language, students may find it difficult to rewrite the original statement with their own words and may fail, which is likely to result in plagiarism (Marshall & Garry, 2006). In higher education, several steps have been taken for the purpose of dealing with plagiarism thorough finding out and penalizing it (Eret & Gökmenoğlu, 2010). To fight against plagiarism, teachers

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also should take some responsibility and discuss issues including cheating, academic integrity explicitly, and inform students about the sanctions related to plagiarism (Stephens & Wangaard, 2009).

LITERATURE REVIEW

Studies about plagiarism mainly focused on students' perceptions about it, why they commit plagiarism, and whether and how it is coped with at the institutional level. To start with perceptions and reasons, in their study with undergraduate EFL students, Amiri &Razmjoo (2016) found that the students were not fully familiar with the concept, and causes of plagiarism included teacher negligence about the issue, lack of academic writing and research skills, and higher expectations of teachers. Similarly, in the study conducted by Babaii & Nejadghanbar (2017), partial unfamiliarity with the concept was reported and similar reasons were stated by the participants in addition to lack of competence in L2. Apart from unfamiliarity with the concept, unintentional plagiarism was detected in higher education especially because students were not good at academic writing and research (Zangenehmadar & Hoon, 2017). On the other hand, Zarfsaz & Ahmadi (2017) found that undergraduate EFL students were familiar with the concept of plagiarism thanks to the instructors. However, they did not know how to avoid plagiarism, which was among the main reasons for committing plagiarism. According to James, McInnis & Devlin (2002), possible reasons behind unintentional plagiarism are learners' not having a thorough understanding of what is considered as plagiarism, and total or partial lack of academic writing skills which include citation and referencing norms, summarizing, paraphrasing, posing an argument, and, finally, incapability in managing time, stress and handling group work. Misunderstanding of plagiarism is among the reasons for committing it in higher education.

Lack of institutional sanctions has been found to be among the major reasons for encouraging students to plagiarize (Heckler & Forde, 2015; Foltynek & Glendinning, 2015; Glendinning, 2014). In the study carried out by Glendinning (2014), participants from different countries indicated that there were no effective policies to cope with plagiarism and academic dishonesty in higher education. In another study (Foltynek & Glendinning, 2015), most of the participants from countries including Austria, the UK, Finland, and Greece agreed that they received training about plagiarism and policies exist against plagiarism in their institutions while it was vice versa in some other western countries including Spain, France, and Portugal. As stated above, internet technology has contributed to this growing problem of plagiarism a lot. Eret & Ok (2014) claimed that undergraduate students from a college of education were likely to commit internet plagiarism because of the challenging nature of assignments and time

pressure. In fact, communication technologies including the web were found to be among the main reasons for committing plagiarism as they made it easy to access information to a great extent (Jereb, Perc, LaÈmmlein, Jerebic, Urh, Podbregar & Sprajc 2018; Sprajc, Urh, Jerebic, Trivan& Jereb, 2017).

Cultural issues are believed to have role in defining and understanding plagiarism (Hu &Lei, 2015). Therefore, some studies focused on plagiarism as a cultural concept or compared perspectives related to the plagiarism in different cultures (Foltynek & Glendinning, 2015; Hu &Lei, 2015; Ehrich et al., 2016). For instance, in their study, Ehrich et al. (2016) found that Australian students were less tolerant of plagiarism compared to Chinese students. However, Chinese students were more in favor of strict punishment for the act of plagiarism. Australian students did not consider punishment as an effective way to eliminate plagiarism. It has been often asserted that plagiarism is more common in non-western or Asian countries compared to western countries (Hu &Lei, 2015). Moreover, Ibegbulam &Eze (2015) concludes that there is more tendency towards plagiarism in developing countries while it is not the case in developed countries. In their review, Husain, Al-Shaibani& Mahfoodh (2017) indicate that majority of the studies related to perceptions about plagiarism were conducted in western context, only a limited number of studies were carried out in non-western context. However, they state that even though different perceptions, attitudes towards plagiarism and underlying reasons for committing plagiarism were reported by the participants from different cultures, there is one thing in common: the participants do not have a thorough understanding of plagiarism.

Several studies related to plagiarism in higher education were also conducted in Turkey (Eret & Ok, 2014; Yazıcı, Yazıcı& Erdem, 2011; Erkaya, 2009). In their study, Eret & Ok (2014) found that internet plagiarism was not uncommon among pre-service teachers, and the reasons for plagiarism included an overwhelming number of assignments and the limited time to submit them and assignments that required higher-order skills. On the other hand, Erkaya (2009) revealed that students' inadequate writing skills and lack of awareness about plagiarism were the main reasons for committing it. Finally, in the study conducted by Yazıcı et al. (2011), it was found that a relationship existed between types of instruction and evaluation and students' attitudes towards cheating outside of the classroom.

As stated above, plagiarism is a serious issue which threatens academic integrity (Eret & Ok, 2014). The problem has been confirmed through various studies in the relevant literature (Babaii & Nejadghanbar, 2017; Do Ba, Do Ba, Lam, An Le, Nguyen, Nguyen & Pham, 2017; Zangenehmadar & Hoon, 2017; Zarfsaz & Ahmadi, 2017; Amiri & Razmjoo, 2016; Heckler & Forde, 2015; Eret & Ok, 2014; Gullifer & Tyson, 2010). With the advent of internet technology,

the situation has gotten worse as it is likely to urge students to plagiarize by providing them with a vast amount of information at one click away (Eret & Ok, 2014; Batane, 2010). Although a fair number of studies were conducted related to the perceptions about plagiarism and reasons for it, a limited number of studies concerning the issue were conducted in the Turkish context. Considering the seriousness of the problem as it still exists widely in higher education, this study aims to investigate pre-service English language teachers' perceptions about plagiarism.

METHODOLOGY

Research Design

To answer the research questions mentioned below, the qualitative method was adopted as it helps the researcher to attain a richer understanding of the issue at hand (Creswell, 2009). Since participants guide the process in the qualitative study, a variety of viewpoints belonging to the participants are likely to emerge, which in turn, enable the researcher to recognize reasons why participants perform specific behaviours (Sutton & Austin, 2015; Mackey & Gass, 2005). The research questions included:

-How do pre-service English language teachers interpret plagiarism?

-What are the reasons for committing plagiarism?

Participants

Participants of the study included undergraduate students of an ELT (English Language Teaching) department at a state university. Being exposed to the curriculum launched by the Council of Higher Education, students were supposed to achieve classes related to basic English Language skills (speaking, writing, listening and reading) and how to teach English as a foreign language in addition to English Literature. Other than classes related to English, learners were also required to attend educational sciences classes. Finally, students were expected to attend several elective courses each semester starting from the 2nd year of their training. Because of Covid 19 pandemic, students were attending online classes. For most of the classes, students were expected to a write research paper about a topic determined by the instructor and get at least 60 out of 100 to pass the class. Participants were 12 pre-service English Language Teachers, who were sophomores. While six of them were female, the other half was male. The participants were chosen on a voluntary basis, and they were informed about the purpose of the study.

Data Collection Tool(s)

The semi-structured interview was employed as a data collection tool. Interview questions were adapted from Amiri & Razmjoo (2016), Babaii & Nejadghanbar (2017). The interview questions were targeted at understanding the participants' perceptions about plagiarism and

reasons for plagiarizing. The study was conducted at a state university in Turkey during spring semester of 2020-2021 Academic Year. To eliminate possible language barriers, interviews were conducted in Turkish. The researcher informed the participants about the purpose of the study.

Data Analysis

After transcribing the data gathered, content analysis was employed to analyze the interview data. Through open coding, categories were created inductively, their relationships and frequencies were determined based on the data. The process was repeated as the transcripts were read and re-read by the researcher until final categorization. Following abstraction, interpretations were made (Mayring, 2000; Elo & Kyngas, 2008). For the reliability of the analysis, another colleague was requested to analyze the data. Similar results were found by the colleague. While interpreting and presenting the data in the findings section, participants were coded as P1, P2, P3 to ensure confidentiality. The findings section revealed direct quotations from the participants included in the study to elaborate on the obtained data.

FINDINGS

When students were asked to define plagiarism, the majority of the participants defined it as "presenting a piece of information or work belonging to the others without changing as if it is their own output". According to the rest of the participants, it was "not including the references at the end of the text". 2nd question was about different types of plagiarism. While eight of the participants claimed that they did not know about the types of plagiarism, answers of those who attempted to answer the question were irrelevant or insufficient:

"As far as I know it is possible to see it in different fields like academic plagiarism, literary plagiarism, plagiarism in art etc." (P1)

"I want to talk about the types I know: one is copy-paste; the other is adding extra sources to the reference list which were not benefited from to make the text seem more cool or comprehensive." (P11).

Almost all of the participants answered yes when they were asked whether committing plagiarism was common in their class. As for the reasons for plagiarism, the following reasons were stated by the participants:

-lack of awareness,

-being considered as an easy way of completing an assignment,

-lack of academic writing skills and research skills,

-an overwhelming number of assignments,

-coming from an educational background that encourages rote learning,

-considering several classes useless,

-insensitivity towards intellectual theft.

To start with lack of awareness, the majority of the participants claimed that it was among the main reasons for committing plagiarism:

"I think lack of knowledge about plagiarism is driving students to commit plagiarism." *(P7).*

"Lack of knowledge is the possible reason because we were not informed about it sufficiently." (P1).

It's being easy and practical made plagiarism a common practice according to several participants. One student claimed that plagiarism was a common practice because it was an easy and quick way of completing assignments (P9). Similarly, another participant indicated that it was much easier and less time-consuming to copy and paste instead of paraphrasing especially when it was in L2 as paraphrasing in L2 required a good command of English (P4). Lack of academic writing skills and research skills was another reason as mentioned by the participants:

"Most of the students do not have enough experience and knowledge essential for academic writing including paraphrasing." (P11).

"One of the reasons ……. is lack of research skills; as a result of the searching process which is far from careful consideration and discipline, students end up not having a deeper understanding of the issue and tend to plagiarize." (P10).

According to several participants, coming from an educational background that encourages rote learning leads to plagiarism:

"After years of exposure to an educational system in which learners are expected to memorize anything teachers point out in the coursebook or any other written material, and their success is measured by their success in memorization, students tend to keep doing it when there is not sufficient and explicit explanation or warning about plagiarism. It is not easy to give up this tendency at once." (P5).

"I think educational background is the major problem. Students who are accustomed to rote learning are not equipped with thinking skills and they do not have the chance to improve themselves intellectually." (P10).

An overwhelming number of assignments also encouraged plagiarism according to the participants. One of the participants claimed that the number of research assignments increased in the pandemic process, and they were required to submit a research paper for almost all classes in a limited time like two weeks. Therefore, students had to commit plagiarism to submit their assignments on time (P2). Similarly, another participant stated that students had difficulty in

completing an increasing number of assignments due to the Covid 19 pandemic, and they got bored and tired as they had to submit a lot of research papers to pass their classes (P6). Several classes were considered as useless, which urged students to plagiarize as stated by some of the participants:

"To me, some of the classes we take are unnecessary because they are not directly related to our major and do not have the potential to prepare us for our future profession. For instance, we had a class this term that was about health, and it only included facts about health, and there was no room for comment. Students had no option other than copying and pasting to complete the assignment of this class." (P3).

"Some classes lead students to think that they will not contribute to their field knowledge or skills as students find the content of several classes irrelevant; therefore, they opt for committing plagiarism." (P2)

The last reason mentioned by participants was insensitivity towards intellectual theft. One participant depicted that there was no problem with stealing a piece of information or work belonging to the others for some students, and they were not aware of the seriousness of the issue (P8). In a similar vein, another participant stated that some students did not consider it as a moral problem.

The participants were also asked whether their teachers informed and warned them about plagiarism. The majority of the participants agreed that most of the instructors warned them not to commit plagiarism while introducing the assignment, and several instructors did not warn them about plagiarism beforehand. However, they criticized the students harshly after scoring the assignments since students committed plagiarism. Lastly, a large number of participants indicated that the instructors did not guide them about how to avoid plagiarism:

"Even though the instructors warned us not to commit plagiarism and they told us that they would punish us if we did, they did not inform us about the situations which could be considered as plagiarism. I wish they explained to us explicitly how to avoid potential plagiarism scenarios at the very beginning, then most of us would be more sensitive and careful about not doing it." (P11).

"The instructors do not provide us with sufficient guidance about types of plagiarism and how to avoid it. I think we are supposed to learn about the issue by our efforts. To me, a class which mainly focuses on plagiarism should be offered to students in higher education." (P9)

"The instructors often talk about why plagiarism is wrong and warn us that we should not commit plagiarism. However, they do not give training on referencing, what acceptable

citation is and how to do it. I mean their explanations or warnings do not help us avoid plagiarism." (P4)

"We are often warned about not committing plagiarism, and otherwise we will be punished but how to stay away from plagiarism is not taught explicitly." (P12).

DISCUSSION

The purpose of this study was to reveal pre-service teachers' perceptions about plagiarism and possible reasons behind committing plagiarism in Turkish context. The interview with the participants showed that students had a limited knowledge about plagiarism, and the majority of them were not familiar with different plagiarism types. This finding was acknowledged in studies conducted by Amiri & Razmjoo (2016) and Babaii & Nejadghanbar (2017) as students' lack of a thorough understanding of plagiarism as a concept was also revealed in these studies.

According to the participants, plagiarism was common in their classes, and the major reason for committing plagiarism was unawareness about the issue, which corroborates with findings of several studies in the relevant field (Merkel, 2021; Basic et al., 2018, Babaii & Nejadghanbar, 2017; Ramzan, Munir, Siddique& Asif, 2012; Erkaya, 2009; Devlin & Gray, 2007). Instructors were mainly responsible for their lack of awareness about plagiarism as stated by participants. When they were asked whether the instructors warned or informed them about plagiarism, participants reported that they were only warned not to commit plagiarism by several instructors, and some instructors accused them of plagiarizing in their assignments without even a warning beforehand. However, what participants needed was much more than a warning. They needed training and guidance about what constituted plagiarism and how to avoid plagiarism as stated by them. Similarly, Zarfsaz & Ahmadi (2017) found that students did not know how not to commit plagiarism although they were frequently warned by their instructors for avoiding it.

Another main reason was its being considered as an easy way of completing an assignment as participants stated that paraphrasing was challenging especially when it was in L2, which aroused a serious concern especially in EFL context (Zarfsaz & Ahmadi, 2017; Eret & Gökmenoğlu, 2010; Marshall & Garry, 2006). Lack of academic writing skills and research skills were among the reasons for committing plagiarism, which were also reported in various studies (Devlin & Gray, 2007; Erkaya, 2009; Amiri & Razmjoo, 2016). The current curriculum they have been exposed to and their educational background (the previous curriculum they were exposed to) also encouraged plagiarism according to the participants. With regard to the current curriculum, participants stated that there were a lot of elective courses they were required to achieve and these courses were not directly related to their major and did not prepare the

students for their future profession. Therefore, they did not have the will and the motivation to complete the assignments for these classes. Similarly, Power (2009) found that some students committed plagiarism when they regarded their assignments as a waste of time or unnecessary. When it comes to their educational background, the participants reported that they were exposed to rote learning for years in which memorization and imitation were highly encouraged. Therefore, it was difficult to change past habits and adopt new ones at once. It was also acknowledged in the studies conducted by Bloch (2008) and Hu & Lei (2016) that memorizing and imitating were considered as practices necessary for academic achievement by students as they were immersed in these practices during previous education. The number of the assignments was another factor leading to plagiarism among students, which was also revealed in several studies about the issue (Ehrich et al., 2016; Eret & Ok, 2014; Devlin & Gray, 2007). Finally, insensitivity towards intellectual theft also had a role in causing students to plagiarize. In a similar vein, Maxwell, Curtis& Vardanega (2008) found that plagiarism was not a serious crime according to undergraduate students.

CONCLUSION

All in all, this study revealed that students had a narrow understanding of plagiarism. While a number of reasons were mentioned by participants for committing plagiarism ranging from lack of L2 writing/research skills to perceived drawbacks of current and previous curriculum, it is clear that students need training on plagiarism which was acknowledged in the studies conducted in different contexts (Merkel, 2021; Basic et al., 2018; Ehrich et al., 2016; Hu &Lei, 2015). However, it should be noted that students' educational, cultural and social background have great effect on how they perceive plagiarism (Hu &Lei, 2015). For instance, whereas Australian students did not approve of punishment as a deterrent from plagiarism although they were less tolerant of plagiarism, Chinese students were in favor of severe punishment to eliminate plagiarism in the study conducted by Ehrich et al. (2016). Therefore, reasons behind their perceptions should be detected and handled with great care in order to come with appropriate training and solutions tailored to the students' needs in a specific context. Moreover, basic academic writing skills including paraphrasing, summarizing and quoting should also be taught in higher education from the very beginning to minimize the tendency towards the act of plagiarism (Amiri & Razmjoo, 2016).

This study was qualitative in nature including a limited number of volunteered students. Studies with a large number of students including more than one data collection tool could yield results that will help to develop a more comprehensive framework about the issue. In addition, the participants included only sophomores. However, studying with students from different

grades (eg. freshman, senior students) may give an idea about whether plagiarism behaviour of students change, improve or come to an end during the training process in higher education. Since it is a global issue as plagiarism is a growing problem irrespective of the context and culture (Ramzan et al., 2012; Torres-Diaz, Duart& Hinojosa-Becerra, 2018), more studies are needed related to the issue to investigate relationship between plagiarism and different variables like educational or cultural background and how these variables shape our understanding of plagiarism in order to have a better understanding of the problem. As stated by Ehrich et al. (2016), attitudes toward plagiarism may vary across the cultures; therefore, it is not a good idea to generalize findings of plagiarism studies conducted in a specific context. In fact, studies comparing attitudes and behaviors related to the plagiarism across cultures are needed in order to find out culture specific reasons for plagiarism, and provide with appropriate solutions for preventing plagiarism. Moreover, whether and how the internet contributed to plagiarism among students could also be explored in further studies since it has been the main source of information in the current era. Finally, since lack of training and lack of a thorough understanding of plagiarism were among the main reasons for committing plagiarism in the present study and in majority of the studies mentioned in this study, experimental studies could be conducted to see whether and how training changes students' perceptions and behaviors with regard to plagiarism in different contexts.

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IDENTIFYING APOLOGY STRATEGIES USED BY TURKISH EFL TEACHERS

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Abstract

In language classes, teaching or implementing culture has been an issue to solve. Language and culture are the two interrelated subjects that feed each other. Turkey's Ministry of National Education intended to raise English language learners with high cultural awareness. English language teachers are great role models for transmitting culture to the learners. Although the culture can be taught in intended actions, it can also be hidden in the teachers' unintended verbal speech acts. There have been many attempts to investigate English language teachers' apology strategies to determine which culture they tend to make amends. On the contrary, there was little focus given to the English language teachers in Turkey and the effects on the culture of their apology strategies. Therefore, the present study aims to identify apology strategies of the English language teachers in the Turkish context. In addition to the apology strategies, the cultural comparison investigated the teachers who had been abroad for more than six months and the teachers who had only been exposed to Turkish culture. The data were derived from the 30 English language teachers (15 international culture experienced- 15 Turkish culture experienced). The study employed a Discourse Completion Test consisting of ten imaginary situations designed for the different cultural aspects.

Keywords: Apology strategies, Teachers, Abroad, Discourse Completion Test

INTRODUCTION

Language and culture are inseparable subjects since they shape each other, as Whorfian Hypothesis suggested many years ago (Chandler, 1994). Language can be defined as a tool for expressing oneself, while culture is a tool for expressing one's mindset, behavior, and speech acts. The influence of the culture can be found in many aspects of life, such as how a particular society dresses, food, and verbal or non-verbal communication styles. To clarify within a specific topic, first language and the source culture may affect how a person uses speech and acts. A person should be linguistically, communicatively, and culturally competent to communicate meaningfully (Farashaiyan& Amirkhiz, 2011; Kramsch, 2013). Thus, teaching the culture became as vital as language teaching. The visual and written examples were provided in the EFL textbooks in Turkey in a limited way (Çelik, 2021). Even though culture can be taught through intentional activity, it can also be concealed through instructors'

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unintentional verbal speaking acts. The English language teachers are the primary sources in the classroom environment as they have been trained in language skills and primarily refer to British and American literature and culture. Notwithstanding the importance of the culture and the speech acts, little is known about how the English language teachers perform them. To master communicative competence, the learners should be aware of the target culture's apology strategies and politeness to use them in appropriate situations. Therefore, cultural and language studies shifted the focus to apology strategies and requests.

There have been many definitions made by the researchers devoted to apology; according to Brown and Levinson (1987), they encompass negative feelings under the politeness masks. For Goffman (1971), on the other hand, they are a tool for redemption. The Blum-Kulka and Kasper (1993) assert that different speech actions employ conventionalized language forms differently; particular speech acts, such as expressing regret and gratitude, do so more so than others, as cited in Nureddeen (2008). Same as their definition, a classification defined for the apology strategies by Bergman and Kasper (1993, p.94); a) Interlocutory Force Indicating Device (here-after, IFID), b) Upgrader Apology Strategies, c) Taking on Responsibility (here-after, TOR), d) Downgrading Responsibility or the severity of the offence, e) Offers of repair, f) Verbal Redress.

The Interlocutory Force Indicating Device (IFID) is an approach for apologizing that consciously shows regret by utilizing words like "sorry," "pardon me," "excuse me," "I regret," and similar expressions. IFIDs draw attention to the speaker's desire for pardon by publicly expressing sorrow for doing anything that offended the hearer. Upgraders are phrases that increase the impact of apologies, such as "very, extremely, and dreadfully." Using the accepting responsibility technique, the person who apologizes for attempts to make up for their error by using both verbal and non-verbal cues. Statements of self-blame, expressions of lack of intent, and terms of factual acknowledgment might be considered three subcategories of this tactic (Cohen & Olshtain, 1981). Regarding the first responsibility subcategory (i.e., expression of self-blame) (Alsulayyi, 2016). Minimizing one's responsibility for the offense is downgrading one's guilt. It is exhibited through various tactics, including denial, downplaying the seriousness of the crime, rationalization, excuse, and claims of ignorance. A manager used the reason that her watch had stopped as an illustration of making an excuse for being late to a meeting at her workplace. The offender tries to repair any damage caused by their irresponsibility in response to offers of repair. When physical repair is not possible, the sufferer of the problem may get financial compensation as a kind of repair. The last strategy, verbal redress, means expressing

sympathy for the victim of the offense (including assurances of forbearance and compassion for the hearer).

LITERATURE REVIEW

The Cambridge Learners Dictionary defined culture as "the habits, traditions, and beliefs of a country, society, or group of people" (n.d., 2022). In addition, according to the Sapir-Whorf Hypothesis, culture and language shape a particular society's mindset (Kay and Kempton, 1984). One of the invisible aspects of the culture is the speech acts (Kramsch, 2013), and under the framework, the apology strategies. In the last two decades, many attempts have investigated apology strategies in different cultures, levels of speakers, different genders, and English language teachers. This section provides a summary of the related studies in apology strategies.

Nureddeen (2008) investigated the apologetic expressions adopted by 110 university students in Sudan. The data was collected in their mother tongue to prevent interference from foreign language skills. The results showed that the participants used IFID more frequently than the other strategies. Also, the explicit apologizing was disregarded; instead, they adopted downgrading responsibility strategies to save their faces.

Another study by Rastegar and Yasami (2014) focused on the 16 Iranian English as a Foreign Language learners' apology methods. To gather the data, a five-item Discourse Completion Test was adopted. The research aimed to identify foreign language competence-related differences in apology expressions provided by interviewees. It was found that there was a significant difference between proficient learners' apology types and the less proficient ones. It was also stated that the proficiency levels of the subjects and their preferred apology strategies affect each other.

One of the significant discussions on apology strategies is the gender differences and strategy usage. One example study by Bagherinejad and Jadidoleslam (2015) was conducted among 120 EFL university students in Iran. The study provides a relation between gender and proficiency differences' in expressing sadness. This study employed Discourse Completion Task and Oxford Placement Test to collect the data. According to the results, the most frequent technique was IFID, then Offer for Repair, and lastly, Taking on Responsibility strategies. It was also found that gender is an excellent signifier in strategy adoption within the language proficiency levels of the participants.

Another study was conducted by Limberg (2015), who integrates the intercultural communicative competence level of the teachers and the use of apology in the language classroom. According to the study, apologizing statements are vital tools for real-life communication. Thus, they need to be taught carefully in the learning environment within the

communicative skills. Therefore, in his study, Limberg proposed several principles for English language teachers to guide apologizing for particular situations.

Many studies have investigated native speakers' apology strategies, as in Iragui's (1996) research. The study aimed to differentiate the apology and request strategies between native speakers and non-native speakers of English. The results showed that native speakers of English used more polite statements than non-native speakers. Also, non-native speakers adopted more direct expressions. The results aligned with the previous studies (Bergman & Casper, 1993), and the solemnity of the problem does not affect the responsibility of the apologizer.

There were several attempts to analyze the adopted apology strategies in the Turkish context. As in the case of Tabatabaei, Gencer, Eldem, and Bakhtiarvand (2018). The study aimed to identify different apology statements by Turkish EFL learners and native speakers of English. The study results showed that IFID is the most frequently adopted strategy by native speakers and Turkish learners. The article also stated that, in Turkish culture, exaggeration elements were popular. Therefore, the Turkish EFL learners expressed their grief of regrets with the frequent use of exaggerated expressions. The offers to repair and take on responsibility were the other most utilized strategies by the two groups. The possible reason stated in the study is the proficiency levels of the L2 learners and their cultural competencies.

As the related literature shows above, there was a slight emphasis on evaluating English language teachers regarding their apology strategy preferences in the Turkish context. Therefore, the present study aims to bridge the gap by examining the English language teachers' apology preferences and comparing them with the teachers who had been exposed to another culture for more than six months and the teachers who had never left the country. The research aims to unveil whether the EFL teachers in Turkey adopt apology strategies under the influence of the source culture or the target culture.

In this regard, several research questions were raised to shed light on;

R.Q. (1): Which apology strategies are utilized by English language teachers in Turkey?

R.Q. (2): Which culture plays a vital role in the teachers' apologetic expressions?

R.Q. (3): Do the English language teachers in Turkey adopt different apology strategies If they have been exposed to other cultures for at least six months?

METHODOLOGY

Research Design

The ten-item situational questionnaire utilized by this study was created by Bergman and Kasper (1993), and two additional questions for the cultural identification of apologetic techniques were added by Blum-Kulka and Olshtain (1984) investigations. The study used a

quantitative descriptive statistical analysis approach in line with the data-gathering instrument. The responds of the teachers were collected and coded according to the apology strategies developed by Bergman and Kasper (1993).

During the data collection process, the participants have informed of the ongoing study and asked to answer the questions honestly. The ten situations were first adapted in the Turkish context by changing the names of the apologizer and the offender. The researcher created a google form for the adapted questionnaire to derive the data from a broader sampling. The participants' answers gathered from the Google forms were transferred into the excel documents to be analyzed.

Participants

The study aims to investigate whether exposing other cultures affects the adoption of different apology strategies. Therefore, the sample size was divided into two; fifteen English language teachers who had been abroad for more than six months and fifteen English language teachers who had never been abroad. Thirty English language teachers have participated in the research. Seventeen female teachers total, while the male sampling consists of thirteen individuals. The participants working in the state schools are nineteen; on the other hand, eleven teachers are working in the private schools. The experience duration of the fifteen teachers ranges from at least six months to twelve years. In addition to that, the professional experience of the participants varies from two years to fifteen years. The sampling aimed to reflect a nationwide perspective. Thus, the participants are from different cities in Turkey; Samsun, Düzce, Hakkari, Erzurum, Trabzon, İzmir, Kocaeli, Gaziantep, and Ordu. The simplified representation of the sample size is provided in Table 1.

Table 1. *Descriptive statistics of the participants*

Teachers Who Had Been in International Culture Context		Teacher Who Had Been in Only Turkish Culture Context	
Female	10	Female	7
Male	5	Male	8
State Domain	9	State Domain	10
Private Domain	6	Private Domain	5
Experience Duration 6 Months	6		
Experience Duration More Than A Year	9		

Data Collection Tool

In cross-cultural studies, different instruments are employed to collect the data. Throughout the years, questionnaires with open-ended items were the main tools for data elicitation (Alzebaree and Yavuz, 2017). The types of questionnaires adopted are; discourse completion, multiple-choice, and scaled responses versions. Although the varieties, the Discourse Completion Test designed to be answered by completing the dialogues is the far most preferred type (Canlı and Canlı, 2013; Nureddeen, 2008; Rastegar and Yasami, 2014; Bagherinejad and Jadidoleslam, 2015). Thus, the study employed a questionnaire with open-ended questions in a role-play format. Bergman and Kasper created the used Discourse Completion Test in 1993 with eight dialogues that offer a space for participants to respond freely. In addition to the eight items, two items were added from Blum-Kulka and Olshtain's (1984) studies on cross-cultural pragmatics speech acts.

As the research deals with the cultural aspects of apologizing, the data collection instrument consists of ten situations devoted to the different social status and relationship aspects. These situations aimed to create a real-life atmosphere for the participants. To be detailed, the first two situations were devoted to the equal power and close relationships between the interlocutors. On the contrary, the third situation dealt with the high and low power status between teacher and student. Similarly, the fourth dialogue required an answer from the lower power status, an answer from the student. The situations fifth and sixth provided a distant relationship within equal power status, whereas dialogues seven and eight stated a problem between two acquaintances in a similar power relationship. The severity of these problems is also different than each other. For instance, in dialogue seven, "delayed message" can be a problem with a solution, while in the previous situation, "falling bag" caused severe real-life conflicts. The last two issues were designed to have a distant relationship from the managers' and the workers' perspectives to align with the high and low power status. Dialogue 9 requires an apology from the manager in the high-power group. On the contrary, in dialogue ten, the apologizer resides in the low-power level, and the offense is regarded as severe. The features of these ten situations adapted from Nureddeen (2008) works were shown below as cited in Alsulayyi (2016, p.73).

Table 2. *Features of the Discourse Completion Test adapted from Alsulayyi (2016, p.73)*

"No"	"Situation"	"Distance"	"Power"	"Severity"	"Type of Offense"
1	"Damaged car"	"Close"	"Equals"	"Serious"	"Possession"
2	"Damaged magazine"	"Close"	"Equals"	"Mild"	"Possession"
3	"Failed student"	"Acquaintances"	"High-Low"	"Serious"	"Integrity"
4	"Borrowed book"	"Acquaintances"	"Low-High"	"Mild"	"Possession"
5	"Wrong office"	"Distant"	"Equals"	"Mild"	"Place"
6	"Falling bag"	"Distant"	"Equals"	"Serious"	"Physical"
7	"Delayed message"	"Acquaintances"	"Equals"	"Mild"	"Possession"
8	"Borrowed money"	"Acquaintances"	"Equals"	"Serious"	"Integrity"
9	"Late for interview 1"	"Distant"	"High-Low"	"Serious"	"Time"
10	"Late for interview 2"	"Distant"	"Low-High"	"Serious"	"Time"

Data Analysis

The present study employed a ten-item situational questionnaire designed by Bergman and Kasper (1993), and two items were added by the studies of Blum-Kulka and Olshtain (1984) for the cultural identification of the apology strategies. In alignment with the data collection tool, the study employed a quantitative descriptive statistical analysis method. The data set was identified according to the six apology strategies classified by Bergman and Kasper (1993). The replies by the participants were divided into two groups (overseas experienced and inexperienced teachers) to be analyzed. The apology strategies used frequently were identified and coded in each situation on the test. In the final step, the frequent apology strategies of the two groups were analyzed in unity to be understood which apology strategies were adopted the most in general. The total percentage and the frequency of the strategy were estimated.

FINDINGS

Table 3. *Analysis of the thirty English language teachers' apology strategies*

Categories of apology strategies	Total Frequency	Total Percentage %
IFID	75	25
Upgrader	33	11
Taking on Responsibility	66	22
Downgrading responsibility	55	18
Offer of repair	46	15
Verbal redress	9	3

The findings of the total frequency of two groups of participants showed that the "Illocutionary Force Indicating Device (IFID)" was the most utilized apology type detected in the seventy-five (%25) responses. The second most-adopted strategy with the sixty-six reply is the "taking on responsibility" strategy (%22). The following method is "downgrading responsibility or the severity of the offense," which occurred in fifty-five situations and created 18 percent of the replies. Among the other strategies, "offer for repair" was found in the forty-six answer and covered 15 percent of the reactions in total. On the other hand, "upgrader" and "verbal redress" are the two least selected apology strategies in 30 participants forming 14 percent of the answers in total. "Upgrader" was adopted in thirty-three situations, while "verbal redress" was preferred in only nine responses.

Table 4. *Analysis of the adopted apology strategies of English language teachers without overseas experience*

Apology Strategies	S.1	S.2	S.3	S.4	S.5	S.6	S.7	S.8	S.9	S.10	Total Frequency	Percentage
IFID	4	3	2	4	7	4	6	-	8	-	38	%26
Upgrader	-	-	-	3	3	4	-	1	-	2	12	%8
TOR	3	1	9	-	5	-	4	4	-	3	29	%19
Downgrading	2	6	2	-	-	4	5	5	1	10	35	%23
Offers for Repair	6	6	-	8	-	-	-	-	4	-	24	%16
Verbal Redress	-	-	3	-	-	3	-	5	2	-	13	%8

As shown in Table 4, the responses from English language teachers in Turkey without overseas experience were analyzed. According to the results, IFID was the primary apology strategy utilized. IFID covers 26 percent of the one hundred and fifty responses. IFID was adopted primarily in situation nine, "late for interview 1," and scenario 5, "wrong office," where the distant relationship examples.

> *"Sorry but I had an accident and damaged your car", "Sorry for the damage", "Sorry I've left it at home", "Sorry sir. I forgot it at home", "Sorry, I thought Seda was here".*

The second primary strategy was found in the twenty-nine responses and covered 23 percent in total, the downgrading strategy. This strategy used ten participants in scenario 10, in the Low-High power status.

> *"I am sorry but I made a mistake about the exam papers because of the similarities between names. Thus, you passed the exam", "Uh my stupid spoiled cousin tore it. I hope it's not a problem for you", "Why don't they place these suitcases well? are you okay?", "Sorry for this, Mam. It was my bag. It fell because of the driver".*

The third popular strategy, "taking on responsibility," occurred in twenty-nine replies and formed 19 percent of the 150 responses. It was adopted in scenario 3, "failed student," where the High-Low power statute emphasized from the teachers' perspective. The severity of this problem is stated as serious.

"There was a mistake by me. I confused your names Now I'm gonna reevaluate your paper", "I mistook on your exam paper. I will solve this problem", "I mistook your exam paper for another one", It's my mistake, sorry. I'll correct", "Yes, my friend. I misunderstood it. These money issues are always problematic".

The next most frequent strategy is "offers for repair," repeated twenty-four times with 16 percent of the answers. It was the major apology strategy for scenario 4, "borrowed book," where a student forgot her teacher's book at home.

"I am so sorry I forgot it back home. If you need it urgently, I can go back home and bring it", Sorry, I forgot it at home. But you can be sure that I will bring it as soon as possible", "It's difficult to say but I have forgotten the book Mr. Todorov. I'm so sorry. I promise I'll bring it tomorrow", "Before returning the car I make it repaired", "Sorry my dear friend but I had an accident and I will pay the cost", "Sorry, I hit the car. I'll pay the bill when you fix it".

The results showed that "verbal redress" and "upgrading" strategies were the least favored ones; where verbal redress was identified thirteen times, upgrading strategy was seen in twelve responses. Both shared 8 percent of the results, making 16 percent of the one hundred fifty replies. Verbal redress was adopted in situation eight upmost, and its counterpart upgrader was used frequently in situation six where the power status of the apologizer and the offender are equal.

"So sorry. It was my bag. I wish I hadn't put it there", "Dude, I really thought that it was you. I wanna buy you coffee now. Please accept my apologies".

"Oh really? Nowadays I have been forgetful Sadri. I'm terribly sorry", "Please accept my apologies", "It was my mistake. I am so sorry. Are you good? Should I call 911?", ""I'm really sorry sir. That's my bag. Are you hurt?".

Table 5. *Analysis of the adopted apology strategies of the English language teachers with overseas experience*

Apology Strategies	S.1	S.2	S.3	S.4	S.5	S.6	S.7	S.8	S.9	S.10	Total Frequency	Percentage
IFID	-	2	3	7	10	-	6	-	7	2	37	%24
Upgrader	4	1	-	6	4	3	3	4	-	6	31	%20
TOR	3	1	8	1	-	8	4	10	-	2	37	%24
Downgrading	-	6	2	-	-	1	2	1	3	5	20	%13
Offers for Repair	8	7	-	2	-	3	-	-	2	-	22	%14
Verbal Redress	-	-	2	-	1	-	-	-	3	-	6	%4

The results of the frequency and the percentage of the responses given by the teachers with overseas experiences indicated that IFID and TOR are the two major apology strategies. They were identified in thirty-seven replies and covered 24 percent of one hundred and fifty answers. Another common thread is that they were utilized the most when the interlocutors had equal social status (Situations 5 and 8).

IFID,

> *"Sorry for bothering you, I was looking for Seda", "Sorry. I was looking for one of my friend's office", "Ooh, excuse me I mixed the rooms and sorry to bother you", "Pardon me. I had a confusion", "I apologize for the late arrival, I had an urgent meeting", "I am sorry the cover page of the magazine is torn".*

TOR,

> *"I'm so sorry I blamed you; I'm a little nervous these days", "Yes, I am terribly sorry for this mistake, will you forgive me?", "Oh, I'm really sorry I'm confused", "Sorry it's my fault", "I am sorry for the inconvenience. I made a mistake and failed you instead of your friend. But I will make it up don't worry", "I mistook your exam paper for another due to the similarity in your names. I am sorry for that. I'll go over your paper immediately and assess once more", "I mistook one student's exam paper with yours due to the similarity in your names. This is my*

mistake and I will deal with this problem", "I made a mistake I am sorry. Please
give me couple of days and I will fix the problem", "I'm sorry I should've guessed
that it'd fall on somebody and never put it there in the first place".

The second most frequent apology type is "Upgrader," detected in thirty-one responses covering twenty percent of the total answers. It was employed in situations 4 and 10 primarily. In addition, they shared a similar power status in these dialogues as High and Low. The quotations are given as;

"I am so sorry I forgot it at home", "Oh I'm really sorry, I must've forgotten",
"Please excuse my irresponsibility sir, I forgot your book", "I am genuinely
sorry to take your time this much. I wish I could make it earlier. However, in
the end I could make it. Please excuse my lateness", "I am absolutely sorry
about the situation but i was stuck in the traffic therefore I'm late", "Yes, I am
terribly sorry for this mistake".

The third frequent apology strategy is "offers to repair," found in twenty-two items in the questionnaire covering fourteen percent of the answers. It was adopted the most in scenarios 1 and 2 which the apologizer and hearer have equal social status and close relationship. The quotations by the participants are given below;

"Unfortunately, I crashed the car. I'm sorry. I will be responsible for all the
payments. Please let me know", "Oh man, I'm so sorry I bumped your car. I'll
be OK when you let me pay for the expenses", "I'm okay. It's nothing serious.
I'll pay for the repair", "It was not my fault. I'll buy you a new one", "I made a
silly mistake. A kid wanted to play a little bit with the magazine and I'm really
sorry. If you want, I can get the next issue of the magazine for you", "I made a
silly mistake. A kid wanted to play a little bit with the magazine and I'm really
sorry. If you want, I can get the next issue of the magazine for you".

The EFL teachers provided the fourth primary apology strategy is "downgrading responsibility," identified in twenty responses meeting 13 percent of the data derived from the teachers who had been exposed to different cultures. Situations 2 and 10 are primary resources of that strategy.

"It was not my fault. I'll buy you a new one", "Some kid damaged it. You know how kids are, mischievous", "Sorry but I was in the traffic. So I couldn't come on time", "The traffic was hell", "Sorry for this situation, Lara. But These days were busy for me, so I forgot the message", "Are you okay? I was my bag I'm really sorry but the shelves should have been designed in such a way that the bags would not fall", "There is a confusion because of the similarity in your names. Don't worry I'll handle it".

According to the statistical analysis, the least adopted apology strategy by overseas experienced English language teachers is "verbal redress." This strategy appeared in the six replies by the participants and formed 4 percent of the 150 replies. Item 9 is where the approach facilitated the most in a High- Low power distance role-play.

"I had to leave would you like anything, tea, coffee?", "This is my mistake and I will deal with this problem", "Nothing to worry now, it will be solved soon".

In conclusion, the fifteen English language teachers in Turkey who had not been abroad employed IFID (f=38) as an effective apology strategy. Regarding the results, Downgrading Responsibility ranks as the second most frequent strategy with 35 repetitions. Taking on Responsibility follows the previous techniques with 29 frequency in the reactions, while an Offer to Repair was founded in 24 responses of the participants. On the contrary, the least adopted apologies are Upgraders and Verbal Redress, used 13 and 12 times in the responses. As the results of the teachers with overseas experience showed, IFID and TOR strategies shared the majority of the answers, 37 repetitions each. The second favored strategy of teachers exposed to other cultures is Upgraders, with 31 replies, whereas the third strategy is Offers to Repair with 22 times. Downgrading Responsibilities (f= 20) and Verbal Redress (f=6) strategies are the two strategies ranked in the last places on the list.

The results of the two groups were compared, and it can be concluded that IFID is the number one strategy for the two groups of teachers, while Verbal Redress is the least preferred one with a low frequency. As the second favored strategy varies in each group, teachers who had been abroad adopted Taking on Responsibility, while their counterparts preferred Downgrading Responsibilities while apologizing. The difference between the two groups was identified in the three major apology strategies that overseas-experienced teachers adopted; IFID, TOR, and Upgrader. On the other hand, the teachers exposed only to Turkish culture prioritized IFID, Downgrading Responsibilities and TOR strategies. The two groups were under the influence of the target culture while apologizing directly using the IFID strategy; "I am

sorry, I apologize." Also, the teachers abroad used the taking on responsibility strategy to express their mistakes directly. At the same time, the other group avoided their responsibilities by blaming other things "*It was not my fault, The kid tore it apart, The driver should be more careful*." Another difference is seen in the Upgrading strategies; while the experienced overseas group used it 31 times, the other group used it 12 times. The first group apologizes in High-Low power status mainly to express how much they are sorry *"Blamey, how silly I am. sorry, Sir", "I am so sorry", "Please excuse my irresponsibility sir."* The second group, exposed only to Turkish culture, employed this strategy when the apologizer and the offender have a distant relationship but equal social status. They mostly create sentences using one repeated pattern "I am so sorry; I am very sorry." The overseas-experienced group provided different apology patterns expressing their sadness or regrets in more effective ways. The reason behind that may be how they are comfortable in the target language and acquired how to apologize in different ways.

According to the responses from the teacher who had been abroad, they attempted to repair and give a more extended explanation of why the situations occurred. This may be because they were exposed to target culture in international cases showing similar results as Aydın's study (2013). In both groups, verbal redress is the least used strategy similarly. The two groups detected differences in the Upgraders, Taking on Responsibility and Downgrading the Responsibility strategies.

DISCUSSION

The results of the present study are in alignment with the previous studies (Aydın, 2013; Canlı and Canlı, 2013; Iragui, 1996); the English language teachers who have been exposed to the target culture or been in an international context were more willing to take the responsibility of the offense, utilize expressions to strengthen their apologies. Also, as the previous studies shown in this paper, IFID (a direct apology statement) technique is the most used apologetic expression among English language teachers and learners in general (Alsulayyi, 2016; Bagherinejad and Jadidoleslam, 2015; Nureddeen, 2008), whereas the Verbal Redress is the least popular expression (Nureddeen, 2008; Batanieh and Batanieh, 2006). In the light of these findings, there is still a significant effect of the source culture even though the participants had an abroad experience for years. To acquire the target culture, more effort could be made.

The paper cannot provide results without limitations as the other studies. One of the drawbacks of the study is the small sample size. 30 English language teachers in Turkey may not reflect the ideal population. The data could be more satisfactory when the number of participants is extended. Another possible limitation could be the lack of qualitative data that

enabled the teachers' awareness of how to apologize. The invisible variant of the culture is the speech acts; it can be done with or without intention. Therefore, the presumptive data would provide a broad perspective of their cultural background and the reason for the preferred apology strategies.

CONCLUSION

In conclusion, the correspondent groups of English language teachers consisted of 30 participants (15 overseas-experienced and 15 without such experience), and their apology strategies were investigated in the present study. To this end, DCT included ten situations in different power statuses, social relationship distances, and severity of the offence designed by Bergman and Kasper (1993). The results showed that the two groups differ from each other while adopting Taking on Responsibility (*It was my bad, I made a mistake, It was a fault*), Upgrader strategies (*I am sorry, I am so sorry*), and Downgrading the Responsibility strategies (*I had nothing to with this, It was because of the traffic, You know how the kids are*). The teachers who had been abroad for more than six months were more open to taking responsibility for the problems that occurred compared to the other group. Also, the teachers exposed only to Turkish culture tended to blame other people or situations. Rather than the differences, the similarities were also detected in the two groups in employing IFID (*I am sorry, I apologize*), Offers to Repair (*I will pay the damage, I will bring the book tomorrow, I will not forget the message again*) and Verbal Redress (*Let me by you a coffee*). The IFID and Offers to Repair strategies were among the significantly utilized methods, while the Verbal Redress was the least favored strategy in the responses given by the participants.

To raise learners' awareness of universal, national, moral, humane, and cultural values and ethics, as suggested in the MoNE (2018), first, the teachers' awareness of the target culture is raised. One way to promote this environment is the speech acts and pragmatics related to the L2 culture. The teacher, who is a role model in the language classroom, should reflect the language and culture in unity.

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APPENDIX

Discourse Completion Test by Turkish EFL Teachers

Dear participant, this form is designed for the English language teachers in Türkiye. There are ten situations aimed to unveil your apology strategies for particular cases. The data will only be used for educational purposes. Thank you for your time and willingness the study. For further inquiries, don't hesitate to contact the correspondent, Safiye Nur Kahya, via e-mail; at safiyeah@gmail.com.

Name (optional):

Gender:

For how long had you been abroad?

Never ☐

6- 10 months ☐

One year ☐

For more than a year ☐

How long have you been teaching English?

1-5 ☐

5-10 ☐

10-15 ☐

15+ ☐

Please indicate in which domain you are working:

State ☐

Private ☐

Please read the following situations and complete the dialogue using your everyday language. Please respond as realistically and honestly as possible.

1. Emre and İsmail are friends. Emre borrowed İsmail's car. But while he was backing up, he hit a lamp post and damaged the rear of the car. Emre is returning the car to his friend.

   İsmail: I Hope you are ok! What happened?

Emre:

....

....

2. Betül and Beyza are friends. Beyza borrowed a magazine from Betül, but a child at home tore the cover page. Now they are at Betül's home. Beyza is giving back the magazine to Betül. Betül: Oh! What happened to the magazine?

Beyza:

....

....

3. A University teacher mistook one student's exam paper for another due to the similarity in their names and failed him. The teacher knew that he made a mistake, and the student knew what had happened and went to the teacher. The student: What has happened, Sir?

The teacher: ....

4. A university student (female) borrowed her teacher's (male) book and promised to return it that day. When she arrived at the university, she discovered that she forgot the book at home. Now she meets her teacher. The teacher: Have you brought the book?

The student: ....

5. Elif wanted to visit Seda in her new office at the University. She went to the University, opened the door of an office, and went in supposing that it was Seda's office, but she discovered that it was somebody else's office (it was Ceylan's). Seda and Ceylan don't know each other. Elif opened the door and went in suddenly while Ceylan was writing; she stopped writing and looked up. Elif knew that it was the wrong office.

Elif:

....

....

6. While traveling, Serhat placed a heavy bag on the bus shelf. The bus stopped suddenly, and the bag fell on the passenger. The passenger: Oh God! What was that?
Serhat:

....

....

7. Lara and Muhammed are co-workers. Mohammed forgot to pass a private message to Lana - This is the second time he forgot to pass a message on to her. Lara knew Muhammed had a message for her and went to him. Lara: I've been told that you have a message for me.
Muhammed:

....

....

8. Sadri denied Ali's allegation that he borrowed money from him and did not give it back. During their conversation, a person came in and told Ali that he was the one who borrowed the money, not Sadri. Sadri: (angrily) Do you believe me now? Ali:

....

....

9. A company manager is supposed to interview a man for a job, but he had been called to unexpected meeting in another place, therefore, he arrived at his office half an hour late. His secretary: This is Michael Scott. He has been waiting for you for half an hour. The manager: ....

10. Tuğçe applied for a job in a factory and had an interview with the manager. She was caught in the traffic jam and arrived half an hour late. Now the secretary takes her into the manager's office. The secretary: This is Tuğçe Kaşkın.   The manager: You are here at last.
Tuğçe: ....

Thank you for your participation.

WORKSHOPS FOR PRE-SERVICE TEACHERS OF ENGLISH ON WEB 2.0 TOOLS AND E-TWINNING PROJECTS

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Abstract

This study seeks to determine the effects of educational workshops on the awareness and understanding of web 2.0 tools among pre-service English language teachers, particularly in connection to e-twinning projects. From the English Language Teaching (ELT) Department at a public institution, 17 participants were chosen. Three weeks were spent conducting the study, and after each workshop, participants completed written forms that were used to collect data. The findings show that participants felt the workshops will help them build the best possible learning and teaching environment for themselves and their students, and that they had a greater understanding of web 2.0 tools, particularly in regard to e-twinning projects. As a result of these seminars, the participants gained more knowledge about e-twinning projects and expressed a desire to take part in them in the future. On the other hand, a few participants reported internet-related problems that might be encountered during the use of these tools, and also suggested that the introduction of web 2.0 tools might be done more gradually and thoroughly.

Key Words: Web 2.0 tools, ELT, E-twinning projects, Pre-service teachers

INTRODUCTION

The use of technology in language classes has been recognized as having a significant impact on the effectiveness of language instruction. It provides many advantages, including real and interesting resources, encouraging student cooperation, and giving tailored feedback. Technology also supports a variety of learning styles and aptitudes, allowing students to access course information in ways that are personally important to them. Additionally, technology integration in language classes has the potential to enhance student motivation and engagement, making the learning process more enjoyable and effective.

The purpose of this study is to investigate how Web 2.0 tools are used in the learning and teaching of the English language, with a particular emphasis on the value of these resources for English teachers in training. Web 2.0 tools are now crucial for providing interactive and

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interesting learning experiences for students as technology continues to play an increasingly important role in education. Wikis, blogs, podcasts, and social networking sites are examples of platforms that fall under this category. These platforms give teachers the chance to produce and share content, engage with partners around the world, and use computer-assisted learning in the classroom. Knowing how to use these tools and developing those skills is essential for pre-service teachers because it gives them the tools they need to provide their students with the best possible learning environments. As a result, arranging workshops that bring up-and-coming English teachers and experts in the field can increase understanding of the value of Web 2.0 tools. The following research queries were addressed in this study:

Q1. What are the effects of web 2.0 based educational workshops on pre-service English Language Teaching students' awareness of these tools?

> 1.1. Do pre-service English language teaching students believe that their level of awareness of web 2.0 tools improved after the workshops?
>
> 1.2. What challenges, if any, do pre-service English language teaching students encounter during the intervention?
>
> 1.3. Do pre-service English language teaching students have any suggestions to enhance the workshops for future participants?

Q2. What are the thoughts of visiting experts who take part in this intervention? What advantages and difficulties do they encounter?

Purpose of the Study

The primary purpose of this study is to enhance the level of awareness among English language teaching students regarding web 2.0 tools by providing them with opportunities to interact with subject matter experts. These experts have extensive experience in using web 2.0 tools and have completed national and international projects in the field. Through this project, pre-service English teachers will develop a deeper understanding of web 2.0 tools used in education, engage in discussions on how to effectively incorporate these tools in future teaching settings, produce field-related content, exchange knowledge and experiences with experts, and participate in or coordinate international projects such as e-twinning. Consequently, after graduating, pre-service teachers will possess greater awareness of web 2.0 tools, how to utilize them in the classroom, and how to engage in global projects utilizing these tools. The second objective of this study is to gather the opinions of experts who participate in the scheduled meetings. By being part of this event and sharing their experiences, the study aims to understand how the visiting experts perceive their involvement, including the advantages and difficulties they encounter.

Significance of the Study

Despite the limited research on the topic of web 2.0 tools in language learning and teaching (Çakır & Balçıkanlı, 2012; Aşıksoy, 2018; Özcan & Kırkgöz, 2021), this study aims to contribute to the existing knowledge. The available literature consists of only three thesis studies, as revealed in a search on the national thesis center's website (ulusal tez merkezi) using the keywords "web 2.0 araçları, web 2.0 tools" (Çakır & Balçıkanlı, 2012; Aşıksoy, 2018; Özcan & Kırkgöz, 2021).

In one of these research, Kazancı (2014) examined how web 2.0 tools affected critical thinking (CT), placing particular emphasis on collaborative learning. Students from the Ministry of Education served as the study's sample population. Demir (2018) conducted another thesis study with the goal of examining how web 2.0 technologies might promote 21st-century abilities. 33 adult English language learners who were enrolled in the English Language Teaching (ELT) preparatory course participated in the study. Over the course of two terms, the impact of web 2.0 tools on 21st century abilities was examined. The results showed that, with the exception of critical thinking, implementing web 2.0 tools within Bruner's 5Es framework was a viable option for promoting 21st-century skills.

The analysis of frequently used web 2.0 technologies for teaching English in Turkish high schools, as well as their benefits and drawbacks, was the focus of a separate MA thesis written by Kaçar (2019). The study used a survey method to collect information from 100 English teachers in Turkish high schools. The findings showed that Kahoot, YouTube, and PowerPoint were the most frequently used web 2.0 applications in the teaching of English in Turkish high schools. The teachers cited greater student engagement, participation, and interaction as benefits of utilizing web 2.0 tools, while they also noted time consumption, the need for an internet connection, and difficulties managing the classroom as drawbacks.

The importance of this study rests in its contribution to advancing knowledge and comprehension of the value of digital competencies, particularly web 2.0 tools, within the discipline of language teaching. Its goal is to give aspiring pre-service English language teachers knowledge on how to use web 2.0 tools in the workplace and on international projects in the future. Pre-service teachers can improve their learning and teaching environments for themselves and their students while also increasing their employability by arming them with knowledge of these resources before they graduate. The study also highlights the need for additional research to examine how web 2.0 tools may be effectively included into language learning and teaching, particularly in the setting of international projects. In conclusion, this

research is an essential step toward understanding the function of web 2.0 technologies in language instruction and their potential benefits for future teachers.

LITERATURE REVIEW

The study's literature review part examines the usage of Web 2.0 tools in pre-service teacher education, English language teaching (ELT), perceptions of Web 2.0 tools in higher education, and integration of technology and Web 2.0 tools in higher education.

Higher education must incorporate technology and Web 2.0 tools, especially in language courses where they enable more participatory and interesting lectures. A larger variety of resources for language learning are now available thanks to technology, including applications, online dictionaries, and translation software. Additionally, it makes it possible for people to communicate and work together online, improving access to language materials and education as well as giving students more chances to interact with native speakers and practice their language abilities.

Web 2.0 tools are web-based programs that facilitate communication, collaboration, and user-generated content. These resources—such as social media sites, wikis, blogs, and online discussion forums—are frequently employed in education to improve the educational process. They encourage collaborative learning between students and teachers, active and independent learning, and the growth of digital literacy and communication abilities.

In order to investigate how Web 2.0 tools are perceived in higher education, several research have been carried out. For instance, Tatlı, Akbulut, and Altınışık (2019) discovered that following a training program that included Web 2.0 technologies, teacher candidates' views about the use of technology and instructional materials greatly increased. Teachers expressed favorable opinions of educational technology, according to Çakır, Yükseltürk, and Top's (2015) research, and pre-service teachers had more favorable opinions of Web 2.0 technologies. According to Amasha et al. (2020), university students expressed favorable opinions on how IoT technology might affect their academic achievement.

ELT also uses Web 2.0 tools more and more frequently. They give tools for language study as well as dynamic and captivating exercises that boost student enthusiasm. According to Arabacı and Akıllı (2021), English instructors had favorable opinions of Web 2.0 technologies and said they were helpful for lesson planning, classroom administration, and student growth. Bozatzi (2021) provided evidence of the value of integrating web 2.0 tools in writing classrooms in order to foster teamwork and critical thinking. Web 2.0 tools, when used in a blended learning strategy, effectively improve language learning and skill development, according to Malinee and Senthamarai (2020). Future educators must be prepared to

successfully use technology, especially Web 2.0 technologies, into their teaching practices as part of their pre-service teacher education. ELT student teachers expressed favorable opinions on web technologies and thought they should be included in language classrooms, according to Çakır and Balçıkanlı's research from 2021. According to Aşksoy (2018), ELT students had a positive outlook regarding using Web 2.0 tools to learn English. According to Özcan and KIrkgöz (2021), EFL teachers are aware of how Web 2.0 tools can improve students' motivation, teamwork, and communication abilities.

In conclusion, the literature review emphasizes the significance of utilizing Web 2.0 tools and technology in ELT and higher education. It demonstrates how these technologies are viewed favorably by students, teachers, and aspiring teachers. The research covered highlight how Web 2.0 tools can improve language acquisition, foster teamwork and communication, and foster digital literacy.

METHODOLOGY

Research Design

This study is an attempt at qualitative research that was carried out at a public university in the Black Sea region over the course of three weeks in the fall semester of the 2022–2023 academic year. The 17 participants who are currently enrolled in the university's English Language Teaching (ELT) Department make up the sample for this study. Purposive sampling was employed to choose the participants. Data collection for this study took place over the course of 9 hours, during which organized educational workshops were held on a weekly basis. Participants were asked to complete written forms following each workshop, and the data collected will be analyzed through the use of content analysis. The codes generated during the analysis were merged in order to reach a conclusion.

Participants

The participants of this study consist of 17 pre-service teachers of English (12 Female and 5 Male) who are currently enrolled in the second year of their undergraduate program at a public university located in the Black Sea Region. Prior to this study, these participants had completed a computer course which provided them with superficial knowledge of web 2.0 tools in general. However, they did not have any prior experience with attending organized educational meetings in the form of webinars or interacting with experts in the field. Although they were familiar with using social media and mobile applications in their personal lives, they had not yet had the opportunity to create educational content using web 2.0 tools beyond the use of PowerPoint presentations. Table 1 summarizes the information about the experts of the workshops.

Table 1. *Experts' information*

Expert 1	He is an Information Technologies Teacher at a public school. He specializes in coding and software development and prepares students for national project competitions. He has won degrees in Teknofest competitions for two consecutive years and is knowledgeable about integrating web 2.0 tools into education. Additionally, he has a master's in entrepreneurship.
Expert 2	She is a highly experienced Turkish teacher affiliated with the Ministry of National Education. With 20 years of dedication to the profession, she is well-versed in teaching Turkish. She serves as the e-twinning provincial coordinator, providing training on e-twinning projects to various institutions.
Expert 3	She is an accomplished educator with over 17 years of experience. She has been actively involved in various national and international projects, working as a coordinator. Currently, she holds the position of lecturer at a public university and is pursuing her doctorate degree. She has a focus on utilizing web 2.0 tools in teaching, especially for creating products.

Data Collection Tool

The data collection tool used in this study was a form evaluating each educational workshop (Appendix A). Participants were asked to reflect on their gains from the training, any difficulties they encountered, and their opinions on how the workshops could be made more productive. These forms were completed by the participants following each workshop.

Procedures

One of the researchers in this study is an instructor and also a PhD student at the department where the study was carried out. Staff members of the English Language Teaching (ELT) Department who worked in administrative and academic roles had easy access to this position. The sampling method, the communication channel, the time and place of the workshops, the choice of invited experts, and the end results were all decided upon during a planning meeting. The study protocol was created as a result of this planning meeting (Appendix B).

Data Analysis

Two researchers used content analysis to examine the information on the forms. Coding the data and identifying patterns and themes that arose from the participants' reflections were part of the analysis process. The findings concerning the participants' opinions and experiences with the educational sessions were then made using the codes created during the analysis.

FINDINGS

To identify the themes and categories, the data collected from the forms was analyzed and classified to achieve a certain level of consistency and validity. Due to the small number of students and the need for a deeper grasp of the data, manual coding was preferred. The themes that emerged from the codes were divided into two groups: the participants' positive perceptions of the educational workshops about web 2.0 tools and their challenges during the intervention, as well as any unfavorable perceptions. The positive views of the intervention and its outcomes were provided in Table 2.

Table 2. *Positive ideas about the workshop*

Main themes	Categories	Codes
Enhancing Pre-service Teachers' Web 2.0 Understanding: Workshops Boost Digital Skills Awareness	Raising awareness	-raise my awareness (S-4,7,8,9,10,11,12,15) -get information about many different web 2.0 tools (S-1,4,8,9,10,15, 16,17,12) -gain experience about how to use these tools (S-4,8,9,12,13,15) -be more conscious about the necessity of using digital tools in education (S-1,2)
Workshop participants find web 2.0 training helpful, educational, fun, and practical	Ideas about these workshops	-useful(S-1,2,5,7,10,11,15,16) -informative (S-1,6,10,16) -entertaining (S-7,10,5) -practical (S-1,13,15) -decrease the prejudice against technology (S1)
Participants expect improved learning	Benefits of this workshop	-utilize these tools in my future teaching and

environments through training and apply tools in assignments		learning environment (S-3,5,6,7,8,9,11,14,16,17) - learn which tools to use for what tasks (warm up, assessment (S-10,13) -use these tools in presentations and video tasks as a student (S-5, 10, 11, 12, 13, 17)
Experts' professionalism and respect garnered recognition.	Participants' ideas about the experts	-professionals in their field (S-16,5) - provide clear information on web 2.0 tools (S-5,9,10) -be sincere and helpful to us (S-6,7,10,17) -provide clear information about the e-twinning projects (S-9,15,1,11)
Participants showed interest in the e-twinning project, an ICT-based collaboration initiative by the European Commission.		

The content analysis suggests that pre-service English teachers have experienced an increase in their understanding of web 2.0 technologies as a result of organized educational workshops. The relevant meaning units can be seen below:

S-15: *"Today, we have learnt about Chatterpix, Pixton and Prezi. They are very useful applications for language teaching".*

S-9: *"Yes, the workshop helped me to discover the tools that I can use in my teaching classes. For example, how to open a site, how to create a QR Code, and how to prepare helpful charts".*

S-4: *"First of all, I gained awareness about web 2.0 tools. Secondly, I saw a lot of web 2.0 websites and learned how to use them".*

S-6: *"I have little knowledge related to web 2.0 tools, however, today; I have learnt new tools to use in English language classes. For instance, the tool of Padlet broadens my horizon to create new things".*

These workshops and the content were found to be helpful, educational, fun, and practical, and participants felt that they would be able to create an optimal learning and teaching environment for themselves and their students as a result of this training.

S-1: *"The information I've learned from these workshop is quite useful to me. More than I had expected, I discovered that many tasks might be completed easily. My prejudice against the use of technology diminished".*

S-7: *"These tools are very useful and entertaining to use. They would be helpful when teaching. When we become teachers, we can make use of them to get students' attention and also students can have fun".*

S-10: *"We have learned many web 2.0 tools and we can use them in warm-up part or assessment part during the course".*

S-17: *"These tools will be really helpful with my presentations and my future students will have a better understanding with the help of them".*

Additionally, some participants have already begun to apply what they learned in their assignments or presentations.

S-5: *"I'll use the resources in my presentations at the university and in my classes going forward".*

S-13: *"It helped me find new websites that could help me with my presentations. And I really enjoyed it".*

The experts leading the workshops were recognized as professionals in their field, providing clear information and treating the participants with respect.

S-10: *"These workshops were very useful as the experts helped us a lot. It is the first time I've ever been to a workshop and I like it a lot".*

Finally, the participants expressed interest in the e-twinning project, an initiative of the European Commission aimed at encouraging European schools to collaborate using Information and Communication Technologies (ICT).

S-15: *"We learned a project named: e-twinning. I will absolutely do this project when I become a teacher. It's very fun".*

S-1: *"We have become familiar with a variety of web 2.0 tools this week and learned about the e-twinning project. These will be essential for us in our future jobs".*

S-10: *"We have learnt how to make avatars using Pixton and how we can use them in e-twinning projects. I really like to do e-twinning projects in the future".*

Table 3 lists challenges and unfavorable opinions concerning the workshop.

Table 3. *Challenges/ Unfavorable perceptions about the Workshop*

Main themes	Categories	Codes
Common internet-related issues include connectivity problems, registration difficulties on new websites, and email address complications.	Internet based problems	-lost internet connection (S-4,12) -have difficulty in signing up websites (S5) -have problems related to email address (S6)
Gradual and thorough introduction of web 2.0 tools is recommended. Web 2.0 tools can be incorporated in digital move games.	Intervention based problems	-demand a slower progress during the intervention (S-1,8,15) -demand a more detailed progress (S16) -the content may include web 2.0 tools for digital move games (S13)

The participants in the intervention may face several problems, such as lost internet connection (S-4, 12), difficulty in signing up for websites (S5), and issues related to email addresses (S6). Additionally, some participants may demand a slower progress during the intervention (S-1, 8, 15), while others may request more detailed progress (S16). Furthermore, the content of the intervention may include web 2.0 tools for digital move games (S13).

S-1: *"Perhaps we should practice the tools more slowly and carefully"*.

S-4: *"I haven't faced any challenges about the intervention. The challenging part was the internet connection. It has been lost sometimes"*.

S-8: *"Maybe it would be better if we learn the tools in a more detailed way"*.

Related to the second research question, the experts who were invited to these workshops brought a wealth of experience and knowledge to the table. They were happy to be a part of these workshops, shared their knowledge and understood the viewpoints of the participants. They wanted the participants to face the realities of the real sector and learn how web 2.0 tools were used in their own settings and how these tools could be used in international projects such as e-twinning. The difficulties encountered were related to internet connection in

the lab but it was quickly resolved. Overall, the experts had an engaging and productive workshop experience.

In the following section, a broad analysis of the data and comparisons with related studies will be presented.

DISCUSSION

The data presented in this study demonstrates that organized educational workshops have a positive impact on pre-service English teachers' understanding of web 2.0 technologies. Through these workshops, participants experienced a significant increase in their understanding of web 2.0 tools and developed a greater awareness of the value of digital skills. The participants provided feedback indicating that the workshops were not only helpful and educational but also enjoyable and practical.

These findings are consistent with previous research conducted by Aşıksoy (2018), Özcan and Kırkgöz (2021), Çakır and Balçıkanlı (2012), and Sadaf, Newby, and Ertmer (2012), which also highlighted the positive attitudes and perceptions of both teachers and students towards the use of web 2.0 tools in language learning. Specifically, these studies revealed that students and teachers recognize the benefits of web 2.0 tools in improving language skills, enhancing motivation, fostering collaboration, and facilitating communication.

It is worth noting that this study focused on raising awareness among pre-service teachers of English regarding web 2.0 tools and how they can be effectively utilized in their future careers. The sample size for this study was limited to 17 pre-service English teachers, whereas previous studies had larger sample sizes and different populations. Additionally, while Aşıksoy (2018) specifically targeted the improvement of students' listening skills, this study did not focus on specific language skills but aimed to provide a comprehensive understanding of web 2.0 tools.

Comparing the findings with the study by Özcan and Kırkgöz (2021), similarities can be observed in terms of the focus on the use of web 2.0 tools in English language teaching and the positive perspectives of teachers. Both studies found that teachers are aware of the potential benefits of ICT and hold positive views about utilizing various web 2.0 applications for instructional purposes. They agreed that these tools can enhance student motivation, collaboration, communication skills, and overall engagement, allowing teachers to cater to students' diverse needs and create an effective learning environment. However, the sample size, population, and specific tools used differed between the studies. Moreover, this study highlighted some specific challenges mentioned by participants, such as connectivity issues, difficulties in signing up for new websites, and problems related to email addresses.

Another study conducted by Çakır and Balçıkanlı (2012) focused on the usage of web technologies in English language education and the perspectives of student teachers towards these tools. Similarly, this study provided training on web technologies and their practical usage, gathering data through written forms, questionnaires, and follow-up interviews. Both studies found that student teachers held positive attitudes towards web technologies, despite some challenges, such as limited access to technological devices. The main difference lies in the sample size and population, with the current study consisting of 17 English language teaching department students, while Çakır and Balçıkanlı's study included 139 student teachers from a state university in Turkey.

Comparing this study with Sadaf, Newby, and Ertmer's (2012) research, similarities can be observed regarding the focus on pre-service teachers' attitudes and intentions towards using web 2.0 tools in their future classrooms. Both studies collected data through open-ended survey questions and semi-structured interviews, and found that pre-service teachers' intentions to use web 2.0 technologies were influenced by their beliefs about the value of these tools for improving student learning and engagement, ease of use, and meeting the expectations of digital-age students.

CONCLUSION

The present study aimed to provide pre-service English language teachers with information on the utilization of web 2.0 tools in their future professional lives, both within the workplace and during project-based studies. To achieve this objective, three-week educational workshops were organized, bringing together students and professionals from the field. The results of the study indicate that the participants have gained an understanding of the significance and advantages of incorporating web 2.0 tools into future educational settings. The participants were able to utilize a range of web 2.0 technologies, including Prezi, Canva, Wordart, and Pixton (Appendix C) and have discussed potential activities and prepared products that can be utilized in their classrooms.

As intercultural cooperation projects become increasingly common, it is essential that teachers who work in the field are able to participate in such endeavors. E-twinning projects, as a form of telecollaboration, provide students with the opportunity to interact with peers from schools throughout Europe and exchange products. The participants were informed about the logistics of these projects, including how to find partners, what to consider when developing a project, tools for communication with partners, video conferencing, product sharing, working with different disciplines, how to disseminate their projects, and most importantly, how to

effectively utilize web tools during these phases. The utilization of web 2.0 tools effectively and becoming an international coordinator will increase the participants' employability, and they have become aware of this issue.

However, a few participants reported facing internet connection, e-mail, or sign up problems, which are common in related projects. These issues can be easily resolved for adult learners, as many tools can be downloaded to mobile phones. However, for young learners and teenagers who use school computer laboratories for these interventions, it is important for teachers to carefully plan and check logistics beforehand, and to have a plan B in place. Additionally, a few students found the application part difficult, as they needed more time and detailed information. The first workshop aimed to introduce a variety of web 2.0 tools and allow the participants to utilize them according to their needs and interests, but some more time may be needed for further studies.

In conclusion, this study was significant as it successfully raised the awareness of the participants on web 2.0 tools and e-twinning projects, and provided them with the opportunity to engage with experts in the field and utilize their experience.

Implications of the Study

There are a number of implications from the current study that should be taken into account in future work. First of all, it's crucial to remember that web 2.0 tools are always changing and that new trends in education are appearing. For instance, virtual worlds and the use of avatars are growing in popularity; educators should be aware of these trends and modify how they use web 2.0 tools as a result. The participants in this project created talking avatars using tools like Pixton and Chatterpix, indicating the potential for web 2.0 tools to enable innovative kinds of education. Additionally, the participants learned how to use Prezi, a web 2.0 tool that allows for the creation of presentations with zooming technology, which can be used to enhance their studies.

Another result of this research is the value of establishing connections with the real-world sector. The attendees had the chance to interact with subject-matter specialists, gain knowledge from their experiences, and talk about present educational trends. For instance, the city's e-twinning coordinator from the Ministry of Education gave the attendees an overview of e-twinning projects and demonstrated how to use web 2.0 tools in international projects. In order to give important, useful, and in-depth guidance and support for the development of digital literacy skills, it is crucial to link students with experts in their industry.

Additionally, the researcher, who is an authority in the subject, gave the participants tips on how to use web 2.0 tools in classroom and learning settings for languages. It is recommended that having an instructor from the same department teach a computer course is beneficial as they have a deeper understanding of the field and the specific needs of students in that department.

Lastly, it is important to note that organizing an educational workshop should be done professionally, in accordance with the needs, lack, and wants of the participants. The study plan should be developed in collaboration with the department, and experts should be satisfied with the outcome. This level of planning will ensure that the participants do not waste their time and will be able to learn something new and apply it in real-life situations.

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APPENDICES

Appendix A

Evaluation Form

WORKSHOP 2 (Introducing some of the most preferred Web 2.0 tools briefly/practicing some of them)

Invited Expert: Zuhal KARDEŞLER (The Researcher, Instructor, Project Consultant, Phd Student)

Name/Surname:
1. Do you think this workshop has helped you increase your awareness of some of the web 2.0 tools? If at all possible, give examples in support of your views.

2. What are the challenges (if any) that you have faced during the intervention?

3. Do you have any suggestions to make the workshops better for the future?

Appendix B

The study protocol

Name of the Activity/Date	What to do	Participants/Experts	Product
Getting Started	• Explain the research topic to the department and select the willing volunteers; • Establish a pre-meeting with the course teacher and students to determine the group's needs and lacks; • Plan the meeting schedule with the department and the visiting experts • Set up the necessary tools and the workshop location.	- The Managing Staff (Department of Foreign Languages) -Researcher -If possible, Participants' representatives	The Research Schedule
First Workshop (A brief Introduction to Web 2.0 tools)	• Providing a brief introduction to web 2.0 tools (features of web 2 tools, the differences between web 1, web 2 and web 3, and the contribution of web 2.0 tools to the education system) • Using web 2.0 tools in group work (Social networks, eTwinning Türkiye, word clouds, photo and poster tools, video and animation tools, interactive presentation tools, content generator tools, mind mapping tools, online meeting tools, creating online surveys, QR Code Generator)	(ICT Teacher - Ministry of Education, and an expert on web tools) Participants and the Researcher	With the help of web 2.0 tools demonstrated in action, the groups will create content. For example, creating a QR-coded classroom activity with the QRAFTER app.
Second Workshop (Introducing Canva and Powtoon)	• Introducing Prezi,Pixton and Chatterpix in a brief manner (how to use them in education) • Producing content (Prezi: presentations that uses motion, zoom, and spatial	(The researcher as an experienced instructor on web 2.0 tools, and international Project coordinator) the Participants	Presentations with zooming technology, talking avatars of each participant

	relationships; Pixon: Comic Maker and Avatar, Chatterpix: Talking Avatars)		
Third Workshop (e-twinning) ONLINE	Introducing eTwinning – ESEP (collaboration in Europe through the use of ICT, teacher network, platforms to find a partner and start an eTwinning project, opportunities for free and continuing online professional development for educators) -All participants are expected to fill out the forms for evaluation after each workshop -Closing remarks.	(province e-Twinning coordinator) Participants and the Researcher	The participants will join the eTwinning platform, gain practical project topic and partner-finding experience, and be able to discuss ideas with their European peers in the stage of professional development.

Appendix C

PRODUCT SAMPLES

Tool: www.mindmeister.com

Tool: wordart.com

Tool: PosterMyWall.com
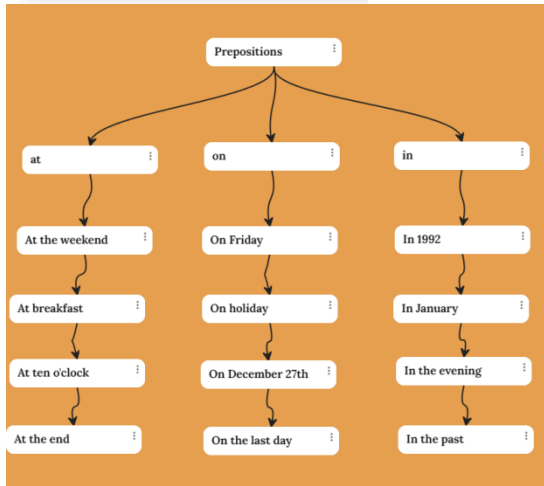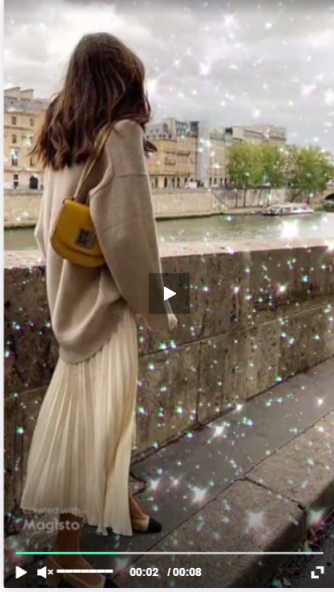
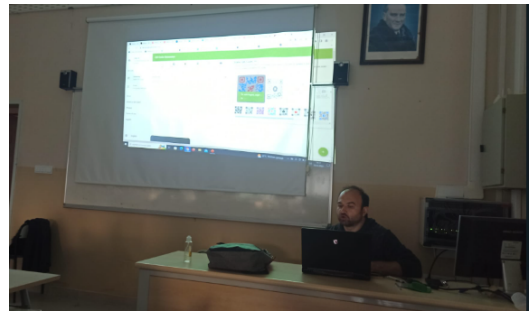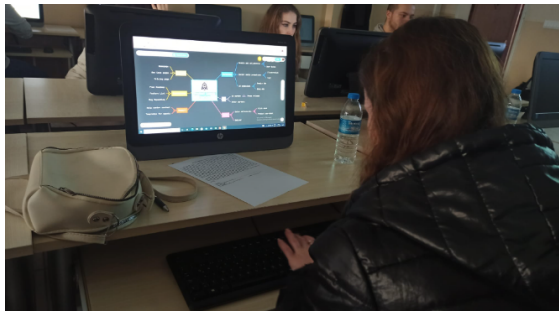Tool: magisto   (video)

Tool: padlet.com

Canva

Tool:

Tool: Pixton (Avatar Maker), Chatterpix (Talking Avatars, Comic Maker)

THE IMPACT OF "KAHOOT!" ON ENGLISH AS A FOREIGN LANGUAGE LEARNERS' VOCABULARY KNOWLEDGE

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Abstract

In today's world, game-based learning has attracted considerable attention. Teachers of second or foreign languages (L2) have recently begun to incorporate live games into their lessons as a result of the proliferation of technology over the course of the past decade. This study examined the effects of Kahoot! on Turkish EFL students' vocabulary knowledge. The perceptions of the students were also analyzed as part of this research study. In total, 30 sophomore students who were studying in the Aviation Management Department (17 in the experimental group, 13 in the control group) participated in the study. The participants were enrolled in eight-hour weekly General English courses at one of Turkey's state colleges in the Black Sea region. Convenience sampling was utilized. A vocabulary pretest and following the intervention, one instant, and one delayed post-test were administered to determine the participants' in both EG and CG English vocabulary knowledge. Semi-structured interviews were conducted to gather qualitative data. The findings of this study indicated that after nine weeks of intervention, learners' vocabulary scores increased significantly. Although the instant post-test did not demonstrate a significant difference between the two groups, the delayed post-test revealed a substantial difference. Qualitative data also revealed that students had a positive attitude toward using Kahoot! According to the data as a whole, it appears that both teachers and students may get benefit from Kahoot! as game-based learning to a great extent.

INTRODUCTION

Children of the present period, often known as the Y-Generation, were brought up at a time when virtually everyone carries a minicomputer in their pocket (Hamari et al., 2014) All kids today like to acquire material that is practical, engaging, and meaningful to them. To be effective in the 21st century, the education sector has to adapt to the requirements, preferences, and inclinations of digital natives, who grew up in a very different technological environment than their predecessors(Prensky, 2001). In the wake of the information age, two major issues have emerged in contemporary education: a general decline in students' willingness to study(Lee & Hammer, 2011) and their disengagement from classroom activities (Kumar & Khurana,

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2012). This age is known for the unabated growth of technology as well as the ubiquitous absorption of inventive and strong technical achievements into people's everyday life (Kalogiannakis and Papadakis, 2019b). Because of the practicality and accessibility of using technological tools, games could be utilized in higher education to promote collaborative, fun, and discovery learning (Papastergiou 2009). Lately, gamification—the use of games to learn content—has attracted attention in the classroom (Graham, 2015; Ismail & Mohammad, 2017). It makes the classroom a more exciting, challenging, and appealing place to study; as a result, students are more likely to actively participate in and benefit from their studies (Kalogiannakis et al., 2021). Commonly, research on game-based learning has demonstrated the benefits of incorporating gamification in the language education environment. By encouraging students to think critically and work on several tasks at once, gamification helps schools prepare students to thrive as digital natives in the twenty-first century (Kapp, 2012; Prensky, 2001). Student progress, engagement, and motivation in vocabulary acquisition are all positively affected when challenging questions are provided to them in the form of enjoyable games and a lighthearted language learning process. Gardner (2006, p.241) contends that pupils with greater levels of motivation outperform those with lower levels. Gamification has an engaging and enjoyable nature, which promotes motivation. Strong evidence suggests a connection between gaming and elevated levels of motivation and persistence, as pointed out by Zarzycka-Piskorz (2016). Engaging and fun gamification of learning encourages students to keep track of their personal development, collaborate with their peers, and complete course requirements (Hung, 2017). Kahoot! is a game-based system based on digital games that promote collaboration between educators and students via the use of friendly competition in the realm of knowledge. Kahoot may be used in the classroom to increase student engagement and enthusiasm for learning. Kahoot is a fun and engaging environment where students may learn via questioning while also having fun. Kahoot meets the criteria outlined by Ginnis (2008: 214), which include: 1) fostering adaptable student-teacher connections; 2) easing tensions among students; 3) adjusting students' and instructors' levels of engagement; and 4) redirecting notice. A. I. Wang and R. Tahir (2020). Kahoot, a learning platform built on games, was introduced in September 2013. Kahoot allows users to create multiple-choice tests and jumbles that can be accessed via a web browser after registration. Students and teachers assemble around a single screen, to use Kahoot effectively in an interactive learning environment. Learners join in via a randomly created game PIN shown on a common screen, and they utilize their mobile phones to answer questions posed by a trainer. After each question, a new score is added to the table. One research study focuses on the effectiveness of the science-themed online game Kahoot for vocabulary

acquisition. The study aims to examine how well students who struggled in high school physical science classes fared when exposed to the online game Kahoot, which is focused on acquiring knowledge of scientific terms. The results demonstrate that incorporating Kahoot! into the classroom led to improved student engagement and conduct. According to surveys of students' opinions of the platform, Kahoot! is well-liked and well-received for its fun and intuitive gameplay. Pede, J. (2017). In addition, Plump and La Rosa (2017) list other benefits of utilizing Kahoot in the classroom. The authors suggest using Kahoot as a teaching tool since it engages students with music and visuals while they practice what they've learned. Recently, researchers Göksün and Gürsoy (2019) employed the gamification application Kahoot as an authentic evaluation to see if students performed better on tests and were more engaged in class when using the program. Kahoot was used for a semester alongside Quizizz. Kahoot application-gamified activities were found to have a greater impact on academic outcomes and student participation than control groups. In addition, Rofiyarti and Sari (2017) indicate that Kahoot may be utilized as an option to promote children's competitive and collaborative attitude. Since Kahoot is a multiplayer platform, it allows children to compete with one another while also working together on games. Therefore, the study aims to investigate the effect of Kahoot on participants' vocabulary test scores. The perceptions of the students are also analyzed. Besides, problems that students experienced when utilizing Kahoot are also addressed.

LITERATURE REVIEW

Gamification

Around 2010, the term "gamification" began to be widely used. Rivera, Garden (2021). There is no unanimity among scholars about the definition of gamification. Some definitions place a greater emphasis on critical thinking abilities that are often employed in video games and may be triggered in non-game contexts (Farber, 2013). According to Kingsley and Grabners (2015), "subject area education, literacy, and 21st-century learning abilities in a learning context" is the best way to characterize gamification (p. 51). Gamification is the "application of game design features to non-gaming contexts" (Deterding et al., 2011). In addition, it appeared that the use of visual aids like awards, rankings, and charts of progress increased participants' perceptions of the significance of their work. Awards, rankings, and charts of progress may all contribute to the development of meaning inside a game, which could help explain this outcome. Sailer. Hense, Mayr, Mandl (2017).

When applied to the field of education, the term "gamification" describes the incorporation of game components and game-like experiences into the planning and development of educational activities. Gamification in education is a strategy for motivating

and engaging students by adding game design elements into the educational setting.(Dichev & Dicheva, 2017).There has been a significant rise in the use of gamification strategies in many educational and occupational training contexts. (Caponetto, Earp, & Ott, 2014). The use of gamification methods in education is on the rise, not only because they are effective in a wide range of subject areas and classroom settings, but also because they can be used to foster transferable skills like teamwork, innovation, and independent research. (Caponetto, Earp, & Ott, 2014). As long as it is well-designed and built upon tried-and-true implementation methodologies, gamification may be an effective means of resolving motivating issues in educational or occupational settings. Sailer, Hense, Mayr, Mandl (2017). Awards, rankings, and charts of progress appeared to also boost the perceived work significance. Sailer, Hense, Mayr, Mandl (2017).

According to Dichev and Dicheva (2017), gamification in education is a strategy for motivating and engaging students by adding game design elements into the learning environment. In their systematic review study, they indicate that 26% of empirical publications show a favorable effect of gamification, even though almost two-thirds of research is inconclusive, while 10% report negative consequences. Based on the analyzed research, the most prevalent game features in the literature are identified and mapped with the impacts they had on learners, which may be split into six categories: performance, motivation, engagement, attitude toward gamification, cooperation, and social awareness. Antonaci, Klemke, & Specht, 2019. Gamification, as noted by Kuo and Chuang (2016), piques students' interest in their learning, fosters collaboration among them, and instills a sense of intrinsic motivation.

Vocabulary Learning in Digital Game-Based Learning

Because vocabulary is a vital component of a language, acquiring new words is an important issue of language education (Schmitt, 2008). Many practitioners in the field of second language education believe that vocabulary is the greatest obstacle for second language readers and listeners when they participate in reading and listening in the target language (Folse et al., 2005; Grabe&Stoller, 1997). Recent research indicates that second language acquisition depends heavily on vocabulary (Restrepo Ramos, 2015). Learners are frequently dissatisfied and bored during the vocabulary acquisition process (Long, 1996). On the other hand, using games can allow young students to understand the lesson while having fun and simply remembering the language (Bakhsh, 2016) . Students were allowed to participate in a vocabulary treatment that was delivered in the form of a game, and as a result, they were able to increase their vocabulary knowledge while simultaneously enhancing their sense of self-confidence (Li, 2021). Mobile gamified educational programs can help students enhance their business vocabulary

understanding and retention (Kohnke et al., 2019).Vocabulary learning in a computer gaming context can be more easily applied in real-world language schools (Franciosi & Franciosi, 2017). According to the study carried out by (Sahrir, 2012), students may acquire Arabic vocabulary via a web-based vocabulary game. Students showed more favorable views regarding using Quizlet to increase their TOEIC vocabulary, were more motivated to study TOEIC vocabulary, and indicated significantly greater confidence in their TOEIC test marks as a result of this game-based learning platform (Cheng, 2020). The study done by (Kyle Sagubay-Lozarito & Vivienne Segumpan, 2022) indicates that learners' vocabulary and enthusiasm for the subject were both significantly boosted by playing digital vocabulary games. In addition, both professionals and students like how easily applicable the content is to their work, and how much it contributes to expanding students' vocabularies. Accordingly, the use of digital games in the classroom by educators and principals is strongly encouraged as a means of assisting students in developing their vocabulary.

Kahoot! As a Teaching Tool

Kahoot! has lately grown in popularity. The classroom can now be considered a game show thanks to Kahoot! The purpose of Kahoot! is to enhance learning outcomes and classroom dynamics by boosting students' level of participation, motivation, enjoyment, and focus (Wang & Tahir, 2020). Since its inception in 2013, the Kahoot! the platform has attracted a total of 8 billion non-unique users (Hanoa, 2022). The creation of Kahoot! dates back to 2012, when it was based on the Lecture Quiz study. Lecture Quiz is a mobile gaming app that may be used during lectures at higher education institutions to encourage robust student engagement and allow for diversity in how lectures are presented (Wang et al., 2007).Some studies indicated that the notion of a "lecture quiz" is an excellent way to enhance lectures in many ways. (Wu et al., 2011). Kahoot! is an innovative platform for learning based on games, and it was inspired by Lecture Quiz and created by a startup firm in the fall of 2012. Kahoot! a platform for educational games, was introduced in September 2013(Wang & Tahir, 2020b). Using the free online game-based learning platform Kahoot!, you can turn teaching research methodologies into a fun and engaging activity. Kahoot! may be used to spice up a class rather than a dull lecture to review midterm concepts like source assessment, keyword refining, and database searching (Felszeghy et al., 2019). Survey results showed that students saw Kahoot! as helpful for two main reasons; first, it increases motivation and engagement, and it promotes and reinforces learning (Tan et al., 2018a). Additional research found that the addition of audio and points improved students' focus, interest, pleasure, and motivation. The biggest surprise was how to use Kahoot! audio improved classroom dynamics (Wang & Lieberoth, n.d.). In the

Histology and Cell Biology labs, Kahoot! was used to great effect. The majority of students suggested using Kahoot! for informal evaluations (Kalleny, 2020). It was discovered that Kahoot was an effective way of teaching English to EFL learners. Kahoot had a beneficial effect on the learners' grades. The results of the weekly tests show that the pupils' performance improved greatly (Rosyidi, n.d.). Another research compared the results of a standard teacher-led review to those of a review using Kahoot!, and found that the latter resulted in higher quiz averages and more noticeable student participation. (Aldana, 2020). The Plump and LaRosa (2017) study is perhaps the most-cited work in the very nascent subject of Kahoot! argues that Kahoot! is a well-liked eLearning tool that can be utilized to inject life, student involvement, and meta-cognitive aids into college courses with little in the way of preparation for either the instructor or the students (Plump & LaRosa, 2017a). Kahoot was widely acknowledged as a pleasurable, costless, adaptable, simple, and exciting method of acquiring and practicing English. The use of games as a method of instruction added a burst of energy to the classroom. If you're a teacher or educator in the 21st century, you should consider Kahoot! in your lessons to spruce them up and make learning more engaging (Susanti, 2017). The results demonstrated that implementing a gamification strategy boosted both students' motivation and engagement. Student motivation was also observed to improve using this strategy (Bicen & Kocakoyun, 2018). KahootTM and other similar educational tools have the potential to boost performance on high-stakes exams in higher education. KahootTM users who were students reported a generally upbeat reaction from their peers. The findings of this study add to the growing body of evidence that shows a positive learning environment may lead to better grades (Iwamoto et al., 2017). Kahoot! increased the educational experience for students, with the most noticeable effects on classroom dynamics, student engagement, and motivation. This research also implies that incorporating educational games into a classroom setting can assist lessen disturbances for learners, resulting in higher-quality instruction and learning than is achievable in traditional settings. Kahoot! quizzes with relevant questions, timely feedback, and game-play (gamification) tactics all played roles in elevating students' knowledge acquisition. Other elements that contributed to the improvement of students' learning were the development and incorporation of relevant information into Kahoot!, the delivery of timely feedback to students, and the implementation of game-playing tactics (also known as gamification) (Licorish et al., 2018a). Kahoot was used to boost confidence and vocabulary for upcoming tests. The results of the student survey revealed that Kahoot! was greatly appreciated by the class. Gamification is one of the most cutting-edge strategies being used in language classes. The platform known as Kahoot! can also be utilized for non-formal assessment purposes(Medina & Hurtado, 2017).

All in all, if implemented properly, Kahoot has the potential to boost educational outcomes. Kahoot! has the potential to improve both in-class and out-of-class student-teacher contact and student-student cooperation. Despite the difficulties that persist with Kahoot! its future is bright in both traditional and flipped classrooms (Zhang & Yu, 2021).

METHODOLOGY

This research employed a mixed-method approach because it provides more flexibility for gaining insight into complex research problems. Research that uses both qualitative and quantitative techniques is called "mixed methods," and it's used to get a more comprehensive and robust knowledge of the topic at hand, as well as to provide further confirmation of previous findings (Cresswell, 2012). The Kahoot treatment was evaluated using an interventional quasi-experimental method. Additionally, triangulation was employed in this study to bolster the reliability and validity of the results. This study employed pre-and post-tests, and semi-structured interviews to gather data.

Research Questions

1. Does employing Kahoot as a game-based learning method significantly improve the vocabulary recall of Turkish EFL learners?

2. Does employing Kahoot as a game-based learning tool improve the vocabulary retention of Turkish EFL learners?

3. How do the learners feel about utilizing Kahoot to enhance their vocabulary skills?

Participants and Sampling

The research study was carried out at a public university in Samsun, Turkey, with students in the Department of Aviation Management during the fall term of the 2022 - 2023 academic year. Thirty sophomores enrolled in eight-hour-per-week General English classes participated in this study. According to the results of the placement exam administered at the beginning of the semester, the students' level was A1 when they participated in the study. The participants' ages ranged between 20 and 23. For the study's objectives, two A1 groups were chosen. Participants were randomly separated into experimental (EG) and control (CG) groups. The study employed convenience sampling. In the practice of convenience sampling, members of the population being sampled are selected for participation in a study only if they meet one or more of the following formal criteria: they are easily accessible; they are located in close proximity to the study site; they are available at the designated time; or they express a desire to do so Dörnyei, Z. (2007). Individuals were randomly separated into experimental (EG) and control (CG) groups. Seventeen students participated in the study's experimental arm, while thirteen students served as controls. The A1 students spent eight hours a week on General English, which

contained the integrated English skills and subskills presented in an English Coursebook. Students were expected to study and utilize the vocabulary items from their coursebooks that were designated as "target vocabulary" for the duration of the course. During the implementation of the study, the researcher was in charge of instructing these two classes in their respective core subjects. However, only the EG learned vocabulary words through the researcher's implementation of Kahoot! Before attending the sessions, all of the participants who were going to be involved filled out a consent form.

Instruments

Pre- and Post-Tests

The vocabulary sections of the online assessment tools of the coursebook published by Oxford University Press were utilized as a pre-test to collect information for the first and second research topics in this study. It comprised 112 questions that included fill-in-the-blanks, multiple choice, underlining the correct answer, matching words, locating opposites, and completing phrases. The objective for using the coursebook's online assessment facilities as a pre-and post-test was to guarantee the validity and reliability of the assessments. It was a reliable and valid test since it was examined and confirmed by an Oxford University Press team of English language professionals before the book was released. Students had plenty of time to finish the exam. The researcher administered an immediate and delayed vocabulary post-test at different times. The posttest for the research was a modified version of the pretest that had previously been delivered. The posttest included the same settings as the pretest, including the kind of questions and the number of items. The only difference between this exam and the pretest was that the order of the questions and alternatives was changed to minimize the chance of memorizing the pretest results. Because the posttest was identical to the pretest, all participants regarded it as legitimate and reliable. It needs to be emphasized that this test was utilized as both an instant and delayed posttest.

Semi-structured Interviews

In addition to pre and post-tests, semi-structured interviews were carried out to complete an in-depth study and better comprehend the factors that contributed to the responses of the participants. The researcher's goal in conducting interviews was to gain a comprehensive understanding of the thoughts, feelings, and opinions expressed by the participants. Six separate experimental groups of students were interviewed in focus groups at different periods. Focus group interviews permit members to share their own opinions, and even draw artwork without adhering to a prescribed questioning sequence (Adler et al., 2019). "A carefully prepared discussion aimed to obtain perceptions on a particular area of interest in a permissive, non-

threatening setting," according to the definition of a focus group interview (Krueger & Casey, 2009, p. 2). Into a deeper understanding of this research study, six different participants were each interviewed in a single group session that took place directly after the training. There were a total of 12 students interviewed in both sessions, which took place over the course of two sessions. The recording of each group interview took between 10 and 15 minutes. Every interview was saved as an audio file on a mobile device so that it may be listened to at a later time. After the interviews, the audio files were transcribed, and then their content was investigated in connection to the transcriptions.

Procedure

The first step of the process involved the recruitment of 30 Turkish EFL students who were then randomly divided into two groups: one for the EG and another for the CG. First, a pre-test which includes all 112 vocabulary items that consisted of a vocabulary examination that had been prepared by Oxford University Press as an online assessment tool was conducted in the class. After that, the treatment was carried out on them. Using the Kahoot game as the treatment, the researcher instructed the EG in a total of 112 different vocabulary terms. Kahoot was made available to every student, after which the game PIN was entered. On the screen appeared a number of several questions, which included the vocabulary terms that were being studied. Each question required the students to make a correct guess and then choose the correct answer. The method proceeded to teach fifteen words in each session throughout the whole process. In point of fact, throughout each session, the students were given fifteen multiple-choice vocabulary questions, and they were required to click on the answers that they believed to be correct. After each student had the opportunity to respond and choose an answer, the results of the quiz were revealed to determine who had obtained the highest score and emerged victorious from the competition. The technique continued to teach the EG a total of 112 different vocabulary items. CG was given a conventional approach for vocabulary teaching. They were presented with the definitions or pictures of 112 vocabulary items in a printed format, and then those words were employed in new phrases to help them learn the meanings in a more in-depth manner. In the control group, in addition to providing the Turkish translation of each word, the researcher also offered English antonyms and synonyms for the majority of the new words that were introduced. Following the completion of the instruction of all 112 vocabulary items, participants in both groups were given an immediate vocabulary posttest, and then, three weeks later, a delayed vocabulary posttest was given to those same participants in order to the efficacy of the treatment in terms of their ability to remember new vocabulary. Both the pre-test and the post-test contained the same questions, but they were arranged in a different order. The Statistical

Package for Social Sciences was used to analyze all of the gathered data (SPSS 21). In addition to this, for qualitative data, interview questions were examined. The utilization of both qualitative and quantitative data offered feedback on the effectiveness of the Kahoot game. At a public university in Samsun, thirty A1-level students who were taking English as a foreign language classes participated in the present study. The research was carried out during the fall semester. The intervention began on November 2, 2022, and lasted until December 28, 2022. The event lasted for a total of nine weeks.

FINDINGS

Quantitative Findings

The study sought to determine whether playing the Kahoot game influenced students' English vocabulary learning. A "Control Group" of 13 participants and an "Experimental Group" of 17 students were constituted for this purpose. While students in the control group learned vocabulary using traditional ways, students in the experimental group learned it through Kahoot! By playing the game, they learned vocabulary. Prior to playing the Kahoot game, the experimental group students were assessed and compared to the control group to see if both groups began the research under the same conditions. Then the experimental group students started to play Kahoot! game and their vocabulary learning levels were measured by being tested twice as "short-term" and "long-term".

To decide which tests (parametric or non-parametric) could be used in the analyses, the control of whether the measurement data (test scores) comply with the normal distribution was made with the Shapiro-Wilk normality test in accordance with the sample sizes.

Table 1. *Normality control of test scores*

Shapiro-Wilk Normality Test							
Control Groups	**Ist.**	**sd**	**p**	**Experimental Groups**	**Ist.**	**sd**	**p**
Control-Pre	0,926	13	0,302	**Experimental** -Pre	0,964	17	0,709
Control-Instant	0,930	13	0,336	**Experimental -** Instant	0,970	17	0,821
Control-Delayed	0,964	13	0,817	**Experimental -** Delayed	0,960	17	0,628

Ist: statistics, sd: degrees of freedom

Table 1 shows that p>=0.05 for all groups, indicating that the data fit the normal distribution. When investigating the differences in the means of the groups, it was decided that parametric tests should be used.

Since the control and experimental groups were two independent groups and the data of both were in accordance with the normal distribution, the independent samples t-test was used when examining the differences between the means of these two groups. Paired samples t-test was used because different scores of the same students would be used when comparing the means (pre, immediate post-test, delayed post-test) of the experimental group among themselves.

Table 2. *Comparison of the means of the control and experimental groups*

Groups	N	Mean	SS	t	sd	p
Control-Pre	13	55,077	16,815	-0,827	28	0,415
Experimental-Pre	17	60,294	17,345			
Control-Instant	13	70,000	17,378	-1,41	28	0,169
Experimental-Immediate	17	78,294	14,810			
Control-Delayed	13	68,385	18,737	**-3,144**	**28**	**0,004**
Experimental-Delayed	17	86,882	13,523			

As an answer to the first and second questions, when Table 2 is examined, no significant difference was found between the mean of Control-Pre and Experiment-Pre at the 5% significance level. In this case, it can be said that both groups participated in the research process under equal conditions.

No significant difference was found between the mean of Control-Instant and Experimental-Instant at the 5% significance level. In this case, based on instant-post measurements, there is no significant difference between the means of the control group and the experimental group, so it is seen that the game Kahoot does not have a significant effect on learning English vocabulary in a short period.

A significant difference was found between the mean of Control-Delayed and Experimental-Delayed with 99% confidence. It is seen that the average test score of the Experiment-Delayed group (86,882) is significantly higher than the average test score of the Control-Delayed group (68,385). In this case, based on long-term measurements, there is a significant difference between the means of the control group and the experimental group, it is

seen that the game Kahoot! has a significant effect on learning English vocabulary over a long period.

Table 3. *Comparison of the means of the experimental group*

Groups	N	Mean	SS	t	sd	p
Expr-Pre	17	60,294	17,345			
Expr-Instant Post	17	78,294	14,810	**-14,555**	**16**	**0,000**
Expr_Pre	17	60,294	17,345			
Expr-Delayed Post	17	86,882	13,523	**-14,226**	**16**	**0,000**

As an answer to the first and second questions, when Table 3 is examined, a significant difference has been determined with 99% confidence between the means of Experimental-Pre and Experiment-Instant Post. It is seen that the average test score of the Experimental-Instant Post group (78,294) is significantly higher than the average test score of the Experimental-Pre group (60,294). In this case, based on instant-post measurements, there is a significant difference between the means of the Experimental-Pre group and the Experimental-Instant Post group, so it is seen that the game Kahoot! has a significant effect on learning English vocabulary in a short period.

A significant difference was found between the means of the Experimental Pre-Test and the Experimental-Delayed Post-Test with 99% confidence. It is seen that the average test score of the Experimental-Delayed group (86,882) is significantly higher than the average test score of the Experimental-Pre group (60,294). In this case, based on long-term measurements, there is a significant difference between the means of the Experimental-Pre group and the Experimental-Delayed group, so it is seen that the game Kahoot! has a significant effect on learning English vocabulary over a long period.

Qualitative Findings

The semi-structured interviews offered qualitative data that were analyzed and coded to show the themes and categories that emerged in response to the third study question: "How do the learners feel about using Kahoot to develop their vocabulary skills?" Because of the low sample size, the researcher used manual coding to fully comprehend the information. This study's researcher favored the bottom-up strategy of inductive coding. The researcher began without any preconceived codes and developed codes as they performed an analysis of the dataset. Two

coders, both of whom are instructors in the same department as the researcher, helped with the analysis by providing additional viewpoints, thereby increasing the reliability of the qualitative data collected.

Table 4

Main Themes	Categories	Codes
1. social interaction	interacting with friends	1.1 being closer to our friends (S/1,3,5,6) 1.2 continuing the game chats even after the game (S/7,10,11) 1.3 facilitating socialization (S/3,4,8)
2. collaborative learning	working together with friends	2.1 working effectively in groups (S/2,5,7,12) 2.2 peer learning (S/4,6,10)
3. user-friendly	music and interface	3.1. adding more action to the learning environment(S/1,4) 3.2. visual aids (6,7,8)
4. motivation	desire to learn	4.1. high motivation (S/ 9,10,12) 4.2. being more eager(S/1,4) 4.3. being willing to play the game remotely(S/4)

5. achievement	retention power	5.1. more vocabulary knowledge (S/2,3,4,7,10,11)
		5.2. the more mistakes, the more we remember words (S/6)
		5.3. permanent vocabulary knowledge (S/9,10)
6. fun learning environment	enjoying the learning process	6.1. having fun while learning(S/1,2,4)
		6.2. enjoying the game (S/3)
		6.3. competition and fun(S/5)
7. engagement	participating actively	7.1. taking part in the game (S/ 7,8,11,)
8. concentration	focusing on the activity	8.1. being more focused (S/10,11)
		8.2. thinking more strategically and actively(S/1,4,6)
9. secure safe environment	low affective filter	9.1. feeling more comfortable(S/3,8)
		9.2. feeling more secure(S/10)
10. unreliable internet connections	distraction	10.1. problematic internet connections (S/1,3,4)
11. more feedback	clear explanations	11.1. getting more explanation (S/ 6)

Theme 1. Social Interaction

According to Students, Kahoot! provided them with the opportunity to become more intimate with their friends. In this respect, students 1,3,5, and 6 mentioned the positive sides of Kahoot! in terms of getting closer to their friends.

"Kahoot encouraged us to get closer to our friends." (S/1,3,5,6)

Some of the students in the class mentioned that they even continued to talk about Kahoot! while they were outside of the classroom, so it facilitated socialization.

"We continued the game chat after leaving the classroom with our friends." (S/7,10,11)

"You feel solidarity with a person you do not know well. It also facilitates socialization." (S/3,4,8)

This finding is also in line with the related studies; (Licorish et al., 2018). Students had more opportunities to communicate and connect with the lecturer, peers, and lecture topic, according to one analysis, since Kahoot! provided an entertaining venue for interaction. According to (Bicen & Kocakoyun, 2018), Kahoot! has been the subject of numerous research projects, including those in which students responded to claims about its use on a Likert-scaled questionnaire like; It is a highly effective strategy for reviewing material, instilling a sense of competition, and fostering student socializing (F=50, 77%). Thanks to Kahoot! a greater amount of student-to-student interaction and intellectual exchange occurs (Cutri et al., 2016). Based on the findings, it could be suggested that Kahoot be utilized in lectures to assist students to improve their performances and abilities while also becoming more successful and prepared to participate actively in society. (Esteves et al., 2017)

Theme 2. Collaborative Learning

Students 2,5,7,12, and 4,6,10 all suggested that thanks to Kahoot!, they all worked collaboratively with their classmates in harmony and they got benefited from the advantages of studying with their peers.

"It taught us how to work effectively in groups. "(S/2,5,7,12)

"It was more beneficial for me to learn what I didn't know from my friends." (S/4,6,10)

The finding is consistent with the related studies; (Zakaria et al., 2018). Students benefit from increased self-confidence and motivation when they participate in collaborative learning activities, which are a crucial component of mobile game-based learning. Students had more opportunities to work collaboratively with their friends in Kahoot! activities that were conducted in groups (Mansur & Fadhilawati, 2019). Kids are able to work together and compete against one another while playing interactive games thanks to the multiplayer game concept of "Kahoot!". Activities that are carried out on this platform can make it easier for youngsters to

interact with one another socially (Kompetitif et al., 2017).The kids are not abandoned; rather, they are expected to take initiative, set norms for how they will collaborate, and bear the repercussions of their actions as a group (Zarzycka-Piskorz, n.d.-a).

Theme 3. User-friendly

Students 1,4,6,7,8 all talked about the benefits of Kahoot! in terms of the features of its practicality.

"The background music adds a little more action, allowing us to compete with Friends more effectively."

"The ability to picture things helped keep the words in my head."

The finding is related to some studies; The results of an experiment with 593 students show that the use of audio vs points in game-based learning makes a substantial difference in the areas of focus, engagement, enjoyment, and motivation. The most shocking discovery was how effectively using audio changed the dynamic in the classroom (Wang & Lieberoth, n.d.-b). The music, colors, and thrill delivered by Kahoot! promote student concentration and have the potential to energize a class (Plump & LaRosa, 2017b).

Theme 4. Motivation

Students 1,4,9,10,12 believed that thanks to Kahoot!, their level of motivation increased to a great extent. They even wanted to play the same games during the term break.

"Our level of motivation improved because of Kahoot!" (S/ 9,10,12)

"My eagerness to study was growing. I began to work harder to be the first player in the game." (S/1,4)

"I believe we can also play the game remotely while on vacation."(S/4)

This discovery is parallel with the previous studies that have shown the benefits of Kahoot. Based on these findings, it appears that playing Kahoot can have a beneficial effect on the motivation of students (Bicen & Kocakoyun, 2018). Differences in learning efficiency and enthusiasm were found, and they were statistically significant at the 0.05 level. Both test scores and student motivation were significantly higher in the experimental group compared to the control group (Wichadee & Pattanapichet, 2018). Zarzyeka-Piskorz (2016) proposed the idea that when education makes use of any kind of gamification, students experience an increase in their level of intrinsic motivation, which in turn makes the educational process more exciting (Zarzycka-Piskorz, n.d.-b). In order to explore how Kahoot! affects learners' learning experience, motivation, and views on gamification in language learning, Wichadee and Pattanapichet (2018) carried out a quasi-experimental study with 77 sophomores at a private university in Thailand. A total of 38 kids were placed in the test group, whereas 39 students

were placed in the control group. There are a total of 15 different quizzes for the pupils to take, 10 for vocabulary and 5 for grammar. The control group was given paper quizzes, while the experimental group used Kahoot! for their evaluations. The findings revealed that the experimental group pupils performed better in school and were more motivated to learn than their counterparts in the control group (Wichadee & Pattanapichet, 2018). According to the study conducted by (Chaiyo & Nokham, 2017a), the game has the potential to heighten the player's enjoyment, motivation, and attention. Kahoot is an exciting formative assessment tool that is practicable, and practical and makes learning pleasurable and interesting. It has the potential to motivate students to learn.(M. A.-A. Ismail & Mohammad, 2017)

Theme 5. Achievement

Students 2,3,4,6,7,9,10,11 all stated that Kahoot! enhanced their performance significantly and their already substantial vocabulary expanded even further.

"It encouraged me to get some studying done before the game."

"Our vocabulary expanded as a result."

"There were antonyms, for example. I learned them via playing games. It was also covered in the exam. It was pretty simple, which made learning easier for me."

"As I encountered new words in Kahoot, I began to recall old ones as well. I acquired new words, which I believe will be important in the exam."

"In general, the more mistakes we make, the more we remember."

"We learned kahoot words. Unbeknownst to us, there was a significant gap between the pre-test and the post-test in terms of what we learned."

"Words from Kahoot stuck with me."

"It became permanent because we did it not to learn but to have fun."

The conclusion is all parallel with some studies; Four hundred students in a college-level technology in education course participated in a quasi-experiment. Gains in knowledge were assessed using a pre-and post-test, and student opinions were gathered via a survey. Game-based student response systems were found to increase satisfaction and overall learning results, according to the data (Ranieri et al., 2018). The mixed-methods study involving 96 undergraduates found that Kahoot improved both students' performance and their interest in the class (Bawa, 2018) . In a quasi-experimental research conducted with 89 Spanish chemistry students, Kahoot! was found to significantly improve both students' total grades and the percentage of students who ultimately passed the course. And there were also some disparities in students' academic achievement by the group. Kahoot!, a gamification application, was implemented in a university classroom, and results showed that students' learning and grades

improved across the board, especially among those who had previously performed well on the platform (María et al., 2018). (Bawa, 2018b)'s mixed-method study with 96 undergraduates suggests that adopting Kahoot as a teaching tool improves students' performance and engagement compared to more conventional methods.

Theme 6. Fun Learning Environment

Students 1,2,3,4 and 5 asserted that they had fun playing the game Kahoot!

"It was fun to play." (S/1,2,4)

"It made learning enjoyable."(S/3)

"It's fun because we're competing against our classmates."(S/5)

According to the study conducted by (M. A. A. Ismail et al., 2019), it also gives reinforcement, makes it easier for learners to compare their progress with that of their classmates, enables social connectivity, and helps to establish a fun learning environment. Greater than ninety percent of the participants expressed agreement or strong agreement that Kahoot is an effective approach for active learning and for delivering feedback, that it makes learning interesting, that it stimulates learning, and that it increases the concentration on the subjects being studied (Youhasan & Sanooz, 2018). The fact that students consistently volunteer to play Kahoot! in class demonstrates how much they have fun using the tool. Kahoot! can be played by students both inside and outside of the classroom (Ayumi & Chan, 2021) . The attitude towards the EFL course has substantially improved. Insignificantly, Kahoot! enhanced EFL learning motivation and decreased exam anxiety. It was discovered that the pupils found Kahoot fun. (ÖDEN et al., 2021)

Theme 7. Engagement

Students 7,8, and 11 stated that they all participated in the game voluntarily. Even some of their friends outside of the class attended some of the games unexpectedly.

"We all took part in all of the games without hesitation." (S/7,8)

"Even some students from outside our classroom joined in on our games through the window."(S/11)

Kahoot! had a favorable influence on student engagement when compared to Quizizz (Orhan Göksün & Gürsoy, 2019). Students felt that their learning was much aided by the push to pay more attention in class, as well as by the encouragement to participate actively and communicate with others (Licorish et al., 2018b). Kahoot! is a great tool for educators to employ as a supplement to the more traditional teacher-centered lecture format, as it encourages students to participate and show off their knowledge in a lighthearted and competitive environment (Jones et al., 2019). Kahoot! improved the quality of student learning, according

to a study done in New Zealand. The tool was found to have the greatest impact on classroom dynamics, student involvement, and motivation (Licorish et al., 2018c).

Theme 8. Concentration

Students 1,4,6,10 and 11 stated that they are now better able to concentrate on things.

We are more focused to respond to questions more quickly. (S/10,11)

Because there was a time limit, we began to think more strategically and actively. (S/1,4,6)

This finding is parallel with some of the previous studies; playing this game can put you in a trance that improves your mood, makes you more productive, and helps you focus (Chaiyo & Nokham, 2017b). Kahoot helped students stay engaged and on topic for longer periods (Pede, 2017). Lessons that incorporate gamification strategies to assist students' focus will have a positive impact on student engagement (Bicen & Kocakoyun, 2018).

Theme 9. Secure safe environment

Students 3,8 and 10 suggested that because of avatars and nicknames, they felt more secure.

"We were able to feel more comfortable making mistakes because of the anonymity provided by our chosen handles. (S/3,8)"

"With nicknames and avatars, we felt more secure while playing it. (S/10)"

This finding could be supported by some studies; it is also essential that kids indicated that their level of enthusiasm and confidence grew and they felt much more comfortable and safer (Tsymbal, 2018). Positive social learning strategies include employing gaming as a means of engaging students in their learning by giving an exciting, competitive, and reinforcing finale to a class. The tool can be used by students to anonymously assess their own and their peers' progress in learning, and it is easy to implement (Cameron & Bizo, 2019). Learners are able to maintain their anonymity while playing since they are required to submit a nickname before beginning the game. Their profile also contains a record of their scores from the game (Cutri et al., 2016).

Theme 10. Unreliable Internet Connections

Students 1,3 and 4 talked about the limitations of this game. They complained about internet disability.

The internet issue was a negative aspect because it caused the images to arrive later than expected. (S/1,3)

The internet was not working or was freezing. (S/4)

The drawback might also be seen in some of the studies. There is a lack of accessibility to the Internet that makes the use of gamification technologies in the classroom difficult for both teachers and pupils (Maesaroh et al., 2020). When the instructor tries to access Kahoot!,

they are limited in their ability to do so due to their slow internet connection (Adnyani et al., 2020). The students did bring up some of the disadvantages of using Kahoot!, most notably the problem with maintaining a stable wireless connection. It would appear that the participants' responses to the quiz questions were hampered by the absence of a reliable Internet connection (Tan et al., 2018b).

Theme 11. More Feedback

Student 6 suggested that additional feedback be provided through this channel.

"I believe more feedback should be given in the form of a summary." (S/6)

Students are required to prepare themselves with additional information to successfully complete one Kahoot session, and teachers are required to provide less feedback on the Kahoot session (Arif et al., 2019).

DISCUSSION

In response to the first and second questions posed by the research (whether employing Kahoot as a game-based learning method significantly improves the vocabulary recall and retention of Turkish EFL learners), both EG and CG got the same scores on the pretest, which shows that both groups participated in the research process under equal conditions. In terms of instant post-test scores, it might be said that there is no significant difference between the means of the control group and the experimental group, so it is seen that the game Kahoot does not have a significant effect on learning English vocabulary in a short period. On the other hand, a significant difference was found between the mean of Control-Delayed and Experimental-Delayed with 99% confidence. It is seen that the average test score of the Experiment-Delayed group (86,882) is significantly higher than the average test score of the Control-Delayed group (68,385). In this case, based on long-term measurements, there is a significant difference between the means of the control group and the experimental group, it may be concluded that the game Kahoot! has a significant effect on vocabulary retention. Both groups learned target vocabulary items in different ways, while the experimental group learned it through Kahoot!, control group learned it through traditional ways. When two groups were compared immediately after the intervention, no significant difference was found, but after three weeks, when the two groups were compared again, it was seen that there was a huge difference between them, which confirms the idea that Kahoot! has a significant positive effect on vocabulary retention. When the pre and post-tests of the experimental group were compared within the same experimental group. It is seen that a significant difference has been determined with 99% confidence between both the means of Experimental-Pre and Experimental-Instant and Delayed Posts. It also shows that Kahoot! improved learners' performance to a great extent. The research

study's finding is parallel with the study (Ciaramella, 2017) which aimed to assess how well Kahoot! helps students learn new words, how well it helps them remember those words, and how satisfied those students are with Kahoot! The findings suggest that a platform built around games could improve vocabulary learning and retention. In addition to this, the current study's findings are in accordance with the study of (Tóth et al., 2019) which recruited undergraduates to take part in her research by offering an optional 14-week course. Information was gathered every week through Kahoot quizzes and twice yearly through comprehensive examinations. Students who participated in more Kahoot quizzes also scored higher on average on the final test. They also marked a higher percentage of correct responses and a lower percentage of wrong ones. To sum up, adopting game-based learning in any capacity improves both students' performance and their attitude toward the learning process. Qualitative data also supports the idea that Kahoot! improved students' vocabulary retention greatly. Some of the learners asserted that they did not learn vocabulary to pass a test, but rather because they learned while having fun, hence the vocabulary items they learned were retained. They were able to acquire the target vocabulary words without even realizing it, which allowed them to achieve superior grades on the post-test even after three weeks. They also researched to come out on top in the competition. In addition to this, they gained knowledge from their errors. Learning the vocabulary items was also enhanced by the rapid feedback, which worked effectively. The primary insight from the research that was shown earlier is that Kahoot! in comparison to more conventional methods of instruction, might be more beneficial to the learning process. All qualitative and quantitative evidence supports this conclusion.

As an answer to the third research study (how the learners feel about utilizing Kahoot to enhance their vocabulary skills), qualitative data reveal that the intervention left every one of the students content and pleased with their experience. To make it more specific, when compared to learning memory in conventional classroom settings, the retention of information gained through Kahoot-facilitated activities is significantly higher. All of the evidence, including the qualitative data, may point to the conclusion that due to Kahoot!, every single student had exceptionally high levels of drive, passion, desire, and participation in the activity. The qualitative statistics, in addition to the quantitative data, show that all of the students, without any exception, actively engaged in the game while experiencing a low level of anxiety and a high level of happiness. During the process of acquiring the new terminology, everyone had a good time. Every one of them had a sense of safety, and they worked together with their other pals. The intervention also helped them socialize better with one another.

To conclude, all these results prove that the performance of the students improved greatly. Employing Kahoot as a game-based learning method significantly improves the vocabulary recall retention of Turkish EFL learners. All of the students without exception showed a positive attitude toward this Kahoot! intervention.

CONCLUSION

The study was conducted to see the effectiveness of applying Kahoot! intervention on students' vocabulary learning. The study was also designed to see the students' attitudes towards using Kahoot! to teach target vocabulary items. The research study was carried out at a public university in Samsun, Turkey, with students in the Department of Aviation Management during the fall term of the 2022 - 2023 academic year. The Kahoot treatment was evaluated using an interventional quasi-experimental method. Additionally, triangulation was employed in this study to bolster the reliability and validity of the results. This study employed pre-and post-tests and semi-structured interviews to gather data. Convenience sampling was conducted. Thirty sophomores enrolled in eight-hour-per-week General English classes participated in this study. Both quantitative and qualitative data revealed that Kahoot! treatment increased their vocabulary knowledge to a great extent. The students' performance improved greatly. In addition to this, using Kahoot to study English vocabulary was effective and beneficial. The findings of this study show that Kahoot can be an effective supplement to traditional methods of acquiring vocabulary and that its application in collaborative classroom activities has distinct advantages. Furthermore, all the students showed a positive attitude toward using Kahoot! in classes. Due to the fact that games are both beneficial and successful as a teaching tool, playing games may be regarded as a good method for imparting vocabulary knowledge.

Such games can be used by teachers to encourage students to collaborate with one another and expose them to the interactive use of vocabulary. Learning vocabulary through games is something that can and should be done to create possibilities for collaborative learning and lexical expansion both within and outside of the classroom. Lessons can become more enjoyable for both the students and the instructors when games are included. In English as Foreign Language (EFL) lessons, playing games can assist teachers to create more relevant contexts for English language instruction and learning. Teachers have the ability to employ games in their classrooms to engage students in the process of language learning, pique their interest, and encourage them to play games outside of school as well. Students may also design Kahoot quizzes together as a group activity, and they may use the completed quizzes in the classroom as well. They are free to play it outside of class time to track their personal development. Because of activities like these, they can potentially acquire new terminology

without being coerced and in a more constructive way. They are able to play the game using their mobile phones at any time and place.

The apparent limitation of the study is the small number of people in the sample. In this particular poll, just two different classes from Aviation Management Department were included. As a result, the findings cannot be generalized to all possible classroom configurations. Studies conducted over a longer period could be carried out to monitor any alterations in vocabulary learning or levels of motivation that may occur. Except for vocabulary learning, other skills like speaking or listening could also be tested with Kahoot!

All of these findings lend credence to the theory that gamification techniques, such as those utilized in Kahoot! therapy might be implemented in a variety of educational settings, given that all students could benefit from using such games.

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NOMINATIVE FIELD OF ENGLISH AND UZBEK MEANS EXPRESSING THE CONCEPT OF "MOUTH"

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Abstract

The analysis of the linguistic picture of the concept "mouth" in English and Uzbek, as well as its field characteristics and systematic relationships among the constituent units, is the focus of this article. It is significant to note that the sign for the concept of "**mouth**" varies between national languages as a result of variations in how features are viewed linguistically, the material that is relevant, and the communicative originality and brightness level. The concept of "mouth" is present in the conceptual domains of English, Uzbek, and other languages as a component of their mental perceptions of the world. Depending on its cognitive properties, such as its features, composition, brightness level, and relationship to other relevant and irrelevant concepts, each of these conceptual spheres exhibits similarities and contrasts. The concept of "mouth" is used in this context by comparative and linguistic cognitive research as the study object. The fact that there hasn't been a comparative investigation of this concept's cognitive, semantic-structural, and functional features shows how relevant this research issue is.

Keywords: Cognition, Relevant, Nominative field, Linguistic view, Communicative specificity, Concept, Conceptual view of the world, Conceptual sphere, Cognitive characteristics, Linguistic verbalizers.

INTRODUCTION

The main measure of the value of the realities of the surrounding reality is a person - his body, feelings, situations, needs and interests. He perceives the world that exists around him as created "in his own image and likeness." As a conscious subject, a person is a carrier of certain knowledge, ideas, and a system of thoughts about objective reality. This system has its own name in different disciplines (view of the world, conceptual system of the world, model of the world, image of the world) and is considered in different aspects.

The conceptual view of the world is wider and richer than language. The linguistic view of the world is organized on the basis of the laws of language, and the conceptual picture is

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organized on the basis of the laws of the physical world. The defining element of the linguistic view of the world is the semantic field, and the units of the conceptual picture of the world are the constants of consciousness. Conceptual picture of the world includes information presented in concepts, and linguistic view of the world is based on knowledge consolidated in semantic categories, semantic fields.

A person observes all the phenomena of existence, recognizes their distinguishing traits, as well as contrasts or compares them in this cognitive process. He learns similar and different, equal and unequal properties and signs between things through such thinking. It is no exaggeration to say that knowledge of the world from this point of view begins with comparing, contrasting or paralleling. Logical scientist *N.I. Kondakov* comments on this as follows: "Comparison is one of the main cases of receiving knowledge of the external world and spiritual buildings. The knowledge of any object and phenomena begins with the fact that we distinguish it from all other objects and collect it with related objects. Cognition is a process in which difference and similarity are inseparably united. Comparison is one of the methods of familiarization with the subject in cases where the definition of the concept is impossible or not required. This technique is used when the concept of interest to us can be compared with other concepts similar to it, and as a result of such a comparison, it is better to understand this concept. [4, 567, 569]

LITERATURE REVIEW

The problem of the systematic interpretation of the conceptospheres of many nations and peoples has been studied as the subject of numerous works in linguistics. Foreign linguists, such as D.S. Likhachev, N.M. Kravsova, V.I.Karasik, A.P.Babushkin, N.N. Boldyrev, S.G. Vorkachev, Z.D. Popova, I.A.Sternin, G.G.Slishkin, V.N, Surina A. K.,Tentimisheva Ye.A. Menzairova researched the concepts of different languages on a scientific basis.

In our country, cognitive linguistics, in particular, studies devoted to general theoretical, specific and practical research methodology of linguoconceptology were conducted by linguists such as M.R. Galieva, A.A.Abduazizov, D.U.Ashurova, M.D.Djusupov, M.I.Umarkhojaev, A.E.Mamatov, Sh.Safarov, O.Q.Yusupov, G.Khoshimov J.Yakubov, G.Ergasheva, Z.A.Kasimova, D. Bahronova.

According to *V.N. Surina*, the term "*concept*" does not have an unambiguous interpretation in the science of language at the present stage of its development: a large number of definitions of the concept and methods of conceptual analysis have been developed. As a rule, researchers base the definition of the concept on its certain aspects, those that seem to be the most significant within the framework of the science in which the research is being carried

out.   In her article titled "*Concept and concept sphere in the research of linguists*", *A. K. Tentimishova* defines the term as "The term concept most often arises in linguistic research. This concept is one of the important concepts in cognitive linguistics. It is widely used not only in philosophy and cultural studies, but also quite widely in linguistic and cultural studies, linguodidactics, translation theory, and ethno-psycholinguistics.

In Russian linguistics, *A.A. Omarov* researched the semantic features of several somatisms separately, such as "*mouth*", "*head*", "*hand*", "*leg*" "*chest*" and "*eye*" in Dargin and Arabic languages [**9,** 293] while *S.I. Magomedova* also studied the semantic features of the somatisms "*head*" "*eye*" and "*heart*" on the example of Avar and Arabic languages. [7, 24.] *T. B. Cherepanova* and *Lin Yang* made a comparative and contrastive analysis of phraseological units with "tooth" somatism in Chinese and Russian.

Our study differs from the above works by the following linguistic factors: 1) the lexical-semantic features of the verbalization of the concept of "*mouth*" in different systematic languages are revealed; 2) the nomenclature of the means of expression of the concept of "*mouth*", their spatial nature, and their mutual relations are studied in a cross-sectional plan; 3) the specific linguistic-cultural and linguo-pragmatic features of the means of expression of the concept of "*mouth*" in English and Uzbek languages are analyzed on the example of literary texts and dictionaries.

METHODOLOGY

Accordingly, the methods of comparison and contrast can be applied to the study of phenomena related to the linguistic picture of one language or several related and non-related languages, which reflect the cognitive image of the world. These universal cognitive operations have already paid off in the comparative and cross-sectional study of world languages. The issue considered within the framework of this article is directly related to cross-linguistics, which consists in researching the linguistic picture of the concept of "***mouth***" in English and Uzbek languages, the field characteristics of linguistic means of expression, and the systematic relations between the units that make up the field.

We give the following working definition of the concept of "***mouth***": the concept of "*mouth*" is a set of positive, negative or neutral evaluations, which reflects a part of the objective being, the important and secondary features, which have taken place in the national memory of the speakers of the language and appears as an emotional image.

The concept of "*mouth*" is a mental unit that has an important place in the conceptual sphere of English, Uzbek, German, Russian and other nations. Like other various concepts, the concept "mouth" has an ordered internal structure, and its characteristic features are macro- and

micro-fields. We consider the characteristics of the concept "*mouth*" that exist in the mind of a person or a group to be non-verbal conceptual attributes. We call the verbalized, communicatively relevant part of this concept a verbal conceptual attribute or attributes.

Different definitions and descriptions of the word "*mouth*" are given in different explanatory dictionaries in English and Uzbek languages. For example, the *Cambridge Advanced Learner's Dictionary (Third edition)* gives the following definition of the lexeme "*mouth*" as a noun:

1. **Body part** [C] the opening in the face of a person or animal, consisting of the lips and the field between them, or the field behind containing the teeth and the tongue: *Open your **mouth** wide and say "Ah". You shouldn't put so much food in your **mouth** at once.*

2. **Opening** [C usually singular] the opening of a narrow container, the opening of a hole or cave, or the place where a river flows into the sea: *Quebec is at the mouth **of** the St Lawrence River.* The mentioned dictionary provides verbal characteristics of the word "*mouth".*

3. **Verb** [T]: to form words with the lips without making any sound: *It looks to me as if the singers are only mouthing the words.* [+speech] *"Can we go?" mouthed Mary. I don't want to stand here listening to you mouthing (= saying in a way that is not sincere) excuses.*

The dictionary provides 22 idioms containing the word "*mouth*" as a noun and their meaning. Some of the examples below are taken from respective web-sites. For example:

1. born with a silver spoon in your *mouth* - to have a high social position and be rich from birth. (This expression is usually used to show [resentment] or [disapproval]) −S*amantha was born with a silver spoon in her mouth; there's always someone to pay her bills if her inheritance isn't enough.* **2. butter wouldn't melt in sb's *mouth*** - when someone looks as if they would never do anything wrong, although you feel they might: −*Tommy looked as if butter wouldn't melt in his mouth.* **3. be foaming at the *mouth*** - to be extremely angry: −*The Almeida theatre's recent staging of the opera had critics foaming at the mouth.* **4. put your foot in it** (MAINLY US put your foot in your *mouth*) INFORMAL - to say something by accident which embarrasses or upsets someone: −*I really put my foot in it with Alison. I had no idea she was divorced.* **5. live (from) hand to *mouth*** - to have just enough money to live on and nothing extra: −*My father earned very little and there were four kids, so we lived from hand to mouth.* **6. your heart in your *mouth*** - If your heart is in your mouth, you are feeling extremely nervous: −*My heart was in my mouth when I opened the letter.* **7. (straight) from the horse's *mouth*** - If you hear something (straight) from the horse's mouth, you hear it from the person who has direct personal knowledge of the matter: − *If you don't believe me, go talk to him and hear it straight from the horse's mouth. It's true.* **8. leave a bad taste in your *mouth*** - If an experience leaves a bad taste

in your mouth, you have an unpleasant memory of it: −*I think we all felt he'd been treated very unfairly and it left a bad taste in our mouths.* **9. Never look a gift horse in the *mouth*.** SAYING: said to advise someone not to refuse something good that is being offered. **10. put *your* money where your *mouth* is.** INFORMAL: to show by your actions and not just your words that you support or believe in something. −*The government might be obliged to put its money where its mouth is to prove its commitment.* **11. be all *mouth*** (UK ALSO be all mouth and no trousers) INFORMAL: to talk a lot about doing something but never do it: −*He says he's going to complain to the manager, but I reckon he's all mouth.* **12. be down in the *mouth*** INFORMAL: to be sad, dejected; depressed; disheartened. −*Ever since you lost your job, you have been looking very down in the mouth.* **13. keep your *mouth* shut** INFORMAL: to not talk about something: −*I don't know whether to tell him what I know or keep my mouth shut.* **14. make sb's *mouth* water -** If the smell or sight of food makes your mouth water, it makes you want to eat it: −*The smell of that bacon cooking is making my mouth water.* **15. *mouth* to feed -** someone, especially a new-born baby, who you must provide food for: −*They've got three kids and the husband's just lost his job - the last thing they need is **another** mouth to feed.* **16. open your *mouth* -** to speak or start to speak: −*Don't look at me - I never opened my mouth.* **17. shoot your *mouth off*** INFORMAL: to talk too much in a loud and uncontrolled way: −*It's just like Richard to go shooting his mouth off **about** other people's affairs.* **18. shut your *mouth*/face** (UK ALSO **shut your gob**) SLANG: a rude and angry way of telling someone to stop talking: −*He told me to shut my mouth or there'd be trouble. "You're a lazy slob!" "You shut your mouth (=Don't talk to me like that) !"* **19. wash your *mouth* out:** Someone who has used a swear word might be told, humorously, to wash their mouth out (with soap, soapy water, etc.). **20. by word of *mouth* -** in speech but not in writing: −*All the orders were given by word of mouth so that no written evidence could be discovered later.* **21. put words in/into *sb's mouth* -** to suggest that someone meant one thing when really they meant another: −*Stop putting words in my mouth - I didn't say you looked fat in the red dress - I merely said you looked very slim in the black!* **22. take the words out of *sb's mouth* -** to say something which another person was just about to say or which they were thinking: −*"What a rude and obnoxious man!" "You took the words **right** out of my mouth!''*   The analyses showed that besides basic words belonging to the noun and verb, there are compound and derivative words belonging to the noun, adjective and verb.

Derivative words belonging to the parts of speech: noun and adjective: 1) **mouthful:** (noun: 1. an amount of food or drink which fills your mouth, or which you put into your mouth at one time: −*He only ate a few mouthfuls of meat.* 2. a word or phrase that is difficult to pronounce or that has a lot of syllables): − *I've always called myself Henny because*

it's less of a mouthful than Henrietta. **2) mouthing: N+ing** (noun); **3) mouthy: N+Suff** (adjective: inclined to talk a lot, especially in a cheeky way): − *I swear, that's the mouthiest kid I've ever seen - he talks back to everybody!* **4) mouthlike: N+Suff** (adjective: of an opening that resembles a mouth): −*A greenish fire burned in the **mouthlike** fireplace, and thirteen men sat at a long table, each staring at her.* **5) mouthless**: **N+Suff** (adjective: having no mouth or mouthlike opening): −*Then there are tapeworms: eyeless, **mouthless** creatures that live in the intestines, stretching as long as sixty feet, made up of thousands of segments, each with its own male and female sex organs.*

Compound words used as nouns and adjectives:

(1) mouthpiece: N+N (noun: 1. the part of a telephone, musical instrument or other device that goes near or between the lips). −*To play the recorder, blow gently into the **mouthpiece**. −She whispered, holding her hand over the **mouthpiece**.* 2. a person or a newspaper that only expresses the opinions of one particular organization); −*He has become a **mouthpiece** for the company. −This newspaper is just a Republican **mouthpiece**.* (**2) mouthwash:** N+N (noun: a liquid used for keeping the mouth clean and smelling fresh); (**3) mouthbreather:** N+N+er (noun: a stupid person; adjective: **mouthbreathing N+P I**; a freshwater cichlid fish which protects its eggs (and in some cases its young) by carrying them in its mouth; (**4) goalmouth:** N+N (noun: the area just in front of a goal in soccer or hockey): −*We have all read of the protective attitudes of many education establishments to the dual use of schools, often referred to as the "grass in the **goalmouth**" syndrome.* (**5) mouthfeel:** N+N (noun: the way an item of food or drink feels in the mouth, as distinct from its taste: −*He's turned many customers into mescal enthusiasts after taking them through a tasting flight, showing them how high-quality mescal exhibits a wide range of aromas, differences in **mouthfeel** and beginning and finishing notes on the palate.* (**6) mouthpart:** N+N (noun: any of the appendages, typically found in pairs, surrounding the mouth of an insect or other arthropod and adapted for feeding): −*During the feeding process, the female mosquito uses a **mouthpart** called the proboscis—which is also used to feed on flowers—to pierce the skin and feed on the blood.* (**7) mouthbrooder:** N+V+er (noun: a freshwater cichlid fish which protects its eggs (and in some cases its young) by carrying them in its mouth): −***Mouthbrooding** is usually a maternal task, although as mentioned this isn't always the case with other fish. Here are some examples of paternal **mouthbrooders**, in which the males of the species carry the eggs and fry in his **mouth** during early development.* (**8) badmouth:** Adj+N (verb: to criticize (someone or something) in a very unpleasant manner); (**9) loudmouth**: Adj+N (noun: a person who talks too much and who says unpleasant or stupid things: −*He is a **loudmouth** who cannot be trusted with secrets.* (**10) wrymouth**: Adj+N (noun:

an elongated marine fish with a long-based spiny dorsal fin and an oblique mouth that is almost vertical. It occurs in the NW Atlantic and the North Pacific); **(11) warmouth**: N+N (noun: a large-mouthed freshwater sunfish (Lepomis gulosus) chiefly of the eastern U.S.): −*The young fisherman already has his eyes on his next catch—a warmouth.*

Compound words consisting of two or more separate words belonging to the parts of speech: nouns, adjective, verb and adverb:

(1) bell mouth: N+N (noun: a tapered expanding or reducing opening in the end of a <u>ventilation</u> duct, so named because the taper can resemble that of a <u>bell</u> shape.): −*To ensure that the flow into the runners is following a smooth path, the upper **bell mouth** must be designed carefully.* **(2) loud-mouthed**: Adj+N+PII (adjective: −*He was known to be a **loud-mouthed**, opinionated bigot.* **(3) poor-mouth**: Adj+N (verb: to declare (one's ability, power, position, etc.) to be inadequate or disappointing, sometimes as an intentional understatement; downplay: −*We know you're just **poor-mouthing** your skill at playing bridge—you're a good player.* **(4) mouth-to-mouth**: **N+Prep+N** (adverb, adjective: the act of forcing air in and out of the lungs of a person who has stopped breathing by blowing into their mouth and pressing their chest); **(5) mouth-filling: N+PI** (adjective: of notable length or sonority); **(6) mouth-watering: N+PI** (adjective: smelling, looking, or sounding delicious) −*Between watching clips of dogs being absolutely adorable and **mouthwatering** shots of Thanksgiving food being prepared by friends, something caught my eye on Instagram today.* **(7) mouth cavity: N+N** (noun); **(8) mouth organ: N+N** (noun: a small rectangular wind instrument with a row of metal reeds along its length, held against the lips and moved from side to side to produce different notes by blowing or sucking): −*Sixty years ago the **mouth-organ** virtuoso weighed some giants but reserved his greatest praise for the logical and 'deeply musical' Bill Evans.* **(9) foot and mouth** (US **hoof and mouth**): an infectious illness of cattle, sheep, pigs and goats that causes painful areas in the mouth and on the feet.

The word "*mouth*" in prepositional verb, in the function of adverb and adjective: mouth off −*He's always mouthing off about the state of the roads.* The   analysis   of   factual materials showed that the concept of mouth is also verbalized through word combinations: −*to close / shut one's mouth, to open one's mouth, to cram / stuff one's mouth (with food), rinse one's mouth, large mouth, mouth of hook, mouth of pipe, bell mouth, hole mouth, mouth of womb, cell mouth, crushing mouth, grasping mouth, imbibing mouth, inferior mouth, protractile mouth, shell mouth, subterminal mouth, superior mouth, terminal mouth, upward-pointing mouth, mouth of a bottle, mouth of the river, mouth of working, bell mouth, canal mouth, fish mouth, hook mouth, shaft mouth* and etc.

Russian linguist *A.V. Kunin's* dictionary *Comprehensive English-Russian Phraseological Dictionary* shows that the number of phraseological units with the "mouth" exceeds 50. Here are some examples: −*The sight of the groaning board made his* **mouth water**; −*There was a strong wind yesterday and the yachts in the bay* **carried bones in their mouths**; − *'Come off the car, pardner,' said one of the men in a voice meant to be conciliatory. 'You don't want to* **take the bread out of another man's mouth**, *do you?'* (Th. Dreiser, 'Sister Carrie', Ch. XLI); −*'If she was my daughter I'd turn her up and tan her bottom for her' said Jessie indignantly. 'All that filthy language she uses. And she looks* **as if butter wouldn't melt in her mouth**' (D. Hewett, 'Bobbin Up', Ch. 8) −*Most of the young men and women had moved away. But the children and older people remained, moving, it seemed to me, like ghosts, wresting a* **hand-to-mouth** *existence from the sea with their patched-up boats and mended nets.* (A. J. Cronin, 'Adventures in Two Worlds', Ch. 6). [18: 93, 96, 107, 117, 248]

Proverbs and wise words or sayings are also included in the range of linguistic means of the concept of "*mouth*", as can be seen in the following examples: −*The morning hour has gold in its mouth.* −*The* **mouth** *of an elderly man is without teeth, but never without words of wisdom.* −*The words of a wise man's* **mouth** *are gracious; but the lips of a fool will swallow up himself.* −*We rest our legs, but never our* **mouths**. −*A closed* **mouth** *catches no flies.* −*Never look a gift horse in the* **mouth**. −*A filthy* **mouth** *will not utter decent language.* −*A silent* **mouth** *is sweet to hear.* −*Bees that have honey in their* **mouths** *have stings in their tails.*

Based on our observations, we came to the conclusion that **simple, compound, complex** sentences are among the verbalizers of the concept of "*mouth*": For example, −*He noticed again the set of her* **mouth**. [11, 59]. −*It seemed that he had several times opened his* **mouth** *when alone with Richard after dinner, as if he had something on his mind, but had always shut it again, to Richard's extreme confusion, without saying anything.* [12, 67]. −*He had pulled his pipe out of his* **mouth** *to say all this, and he now turned over on his other side and smoked again.* [12, 165]. −*In her refusal to be enslaved to the species, her refusal to be "mother of human race," she closes her* **mouth** *on emptiness as, in Plath's words, "on a communion tablet."* [13, 65]. −*Quiescent as he now sat, there was something about his nostril, his* **mouth**, *his brow, which, to my perceptions, indicated elements within either restless, or hard, or eager.* [13, 66]. −*Oliver lay, covered with mud and dust, and bleeding from the* **mouth**, *looking wildly round upon the heap of faces that surrounded him, when the old gentleman was officiously dragged and pushed into the circle by the foremost of the pursuers.* −*The eyes, the head, the* **mouth**; *every feature was the same.* [12: 82, 98], −*You shouldn't put so much food in your mouth at once.*

A **text**, a higher syntactic unit, can also be a verbalizer of the concept of "*mouth*". In such cases, the composition of the text consists of at least two or more meaningfully connected sentences. For example, *−I never said you should leave – **don't put words in my mouth**; −He has never worked hard for anything; he was **born with a silver spoon in his mouth**. His parents brought everything to him instead. −Somebody produced a quart bottle of beer and passed it round; it travelled from **mouth to mouth to mouth**, everyone taking a swig.* [15, 104]. *−The words poured from his **mouth**. "You want to know why? Well so do I."* [16, 13], *−"Jacobi'll be reassigned. I've got a plum job for him and his big **mouth**."* [16, 45], *−The old woman's **mouth** widened into a malicious smile as she looked at Raymond. His face flushed. He turned his head away and muttered something. "What's that you say, son?" "I don't want to speak to her."* [11, 26], *−There was a pause. Mrs. Boynton had frozen into a deadly immobility. At last she passed her tongue over her dry lips, her **mouth** opened. . . . Still for a moment no words came. "Go on," said Sarah encouragingly. "Say it! It doesn't matter what you say to me. But think over what I've said to you."* [11, 31], *−The sun was setting when Sarah came once more in sight of the camp. As she came nearer in the dim light, she could make out the grim figure of Mrs. Boynton still sitting in the **mouth** of the cave. Sarah shivered a little at the sight of that grim motionless figure.* [11, 44].

At this point, it should be noted that there are also meanings expressed through different movements or states of the mouth (lips, tongue) (non-verbally) and that they are important as an important component of verbal communication: *mouth shrug, down-mouth expression, upper lip biting, mouth stretching, mouth wide open, one side of mouth raised*. The ***mouth shrug*** is basically the upside-down smile that nonverbally says, "I have nothing to say about this." And in close quarters, it may be used by itself and then carries the same message as the full shoulder shrug. The message is "I don't know," "It's nothing to do with me," or "I don't understand". A more permanent version of the mouth shrug is a way people may show they're unhappy, despondent, depressed, angry, or tense. ***Upper lip biting*** could indicate nervousness or anxiety. When people ***mouth stretch***, they expose the bottom row of our clenched teeth while the corners of our mouth stretch downward and to the side. People do this when they feel afraid or realize that they've made a mistake. It's often seen when someone forgets to bring something important, like when someone forgets to bring the power cable for their dead laptop for an important presentation. ***Mouth wide open***: their lips tend to form a huge oval shape, similar to the letter O, when they feel surprised or are in agony. This behavior is universal across cultures, possibly shared with primates when they are alarmed. When someone ***raises one side of their mouth***, it could indicate contempt.

Below, we will consider the meanings of the word "*mouth*" based on the *Explanatory Dictionary of the Uzbek Language* and other sources. The dictionary distinguishes 8 meanings of this word:

(1). A cavity between two jaws that serves for eating, speaking or making sounds *−Балиқнинг оғзи. −Одамнинг оғзи.* **(2).** Two lips and the place where they meet each other and their surroundings. *−**Оғиздан** ўпмоқ. −Гулнорнинг кичкина чиройли **оғзи** хайратдан бир нафас очилиб, кўзлари, "ростми?" деган каби Нурига тикилди.* (Ойбек, Танланган асарлар). **(3).** *figurative* "Someone speaking". *−Кўп оғиз бир бўлса, бир **оғиз** енгилади.* Мақол. *−Ҳа, баракалла. Шунинг учун бундай гапларни фақат **оғизма-оғиз**, ўшанда ҳам фақат синалган, ишончли **оғиз** орқали етказилади.* (М.Исмоилий. Фарғона т.о.). **(4).** *figurative* "someone, who you must provide food for". *−Дув-дув ёш тўкар, қўлларини осмонга кўтариб нола қиларди: -Худовандо! Бу на кўргилик? Энди нетаман? Тўққиз **оғизни** қандай боқаман?* (С. Сиоев, Еруғлик.) *−Баззоз поччанинг бекорчи **оғизга** тоби йўқ эди.* (М. Исмоилий, Фарғона т. о.). **(5).** The bore of firearms such as rifles, pistols, mortars, cannons, etc. *– (Йўлчи) Тишини қисирлатиб деди: -Тўпнинг **оғзига** қўйиб отиб юборинглар мани, қонхўрлар!* (Ойбек, Танланган асарлар). **(6).** An internal space, a place for entry and exit of things inside, their hole. *−Ўранинг **оғзи**. −Ғорнинг **оғзи**. −Чайла **оғзида** қўлида тугун билан Азизхон кўринди.* (Саид Аҳмад, Уфқ). **(7).** The opening of the dishes used for pouring things/liquids in and out. *−Шишанинг **оғзи**. −Бўривой **оғзига** дока ўралган сопол кўзани билагига осиб, биқинига қўйганча Ширинқудуққа борди.* (С.Нуров, Нарвон). **(8).** The beginning of a street, a road, an entrance. *−Кўча **оғзи**.*

The analysis showed that there are only a few verbs in the Uzbek language with oral sema. They are: *гапирмоқ (speak, talk), сўзламоқ (tell), пичирламоқ (whisper), бақирмоқ (shout), йиғламоқ (cry), чақирмоқ (call), ўкирмоқ (scream, shriek), ҳайқирмоқ (call out), емоқ, тановвул қилмоқ, таомланмоқ (eat), ичмоқ (drink), аксирмоқ (sneeze), йўталмоқ (cough), эснамоқ (yawn), томоқ қирмоқ (clear one's throat), бўса олмоқ (kiss), сўримоқ (suck), тишламоқ (bite)* and many other verbs denoting the actions performed by mouth can be included.

The method of component analysis showed that the concept of "*mouth*" in Uzbek can be expressed by **derivative** and **compound** words belonging to the parts of speech: adverb and adjective. For example, **оғзаки** (adjective) **1.** Oral, verbal, done by means of speech, not written. *−Оғзаки буйруқ. −Оғзаки имтиҳон. −Халқ оғзаки ижодиёти. −**Оғзаки** жанг* (or: даҳанаки жанг). *−Шу куни кечаси уйимизда **оғзаки** жанг бўлди.* (Ойдин, Садағанг бўлай, командир). **2.** (disapproval) said just for formality. *−**Оғзаки** гап. −Замира **оғзаки** қуруққина*

сўрашди, Очил ҳам расмий салом берди. (П. Қодиров, Уч илдиз). −*Оғзаки-оғзаки, оғзаки-ёзма, ёзма-оғзаки таржима*. **Оғиз-бурун** (noun, adverb). −*Оғзи-бурнини қоп-қора қон қилмоқ.* (disapproval) −*Оғиз-бурун ўпишмоқ.* To get in a very close relations with someone. −*Бойлар, катта ер эгалари, амалдорларнинг ҳаммаси бир-бири билан оғиз-бурун ўпишган.* (М. Ўринхўжаев, Унутилмас кунлар). −*Оғиз-бурнини мойламоқ.* −*Хумпарнинг оғзи-бурнини мойлаб, қўлга олиб бўлмасмикин?* (П. Турсун, Ўқитувчи). **Оғизма-оғиз** (adverb) By telling each other, by reporting, or by word of mouth. −*Ҳа, баракалла. Шунинг учун бундай гаплар фақат оғизма-оғиз етказилади.* (М. Исмоилий, Фарғона т. о.) −*Ови бароридан келган кишининг қилган иши дарҳол оғизма-оғиз бутун қисмга тарқалди.* (А. Қаҳҳор, Олтин юлдуз).

Uzbek simple, compound, complex sentences are among the verbalizers of the concept of "***mouth***": −*Сайланганидан бери бир оғиз ҳисоботини эшитганимиз йўқ, деган гаплар эшитилда.* (П. Турсун, Ўқитучи.) [Ширмонжон] −*Ашурхон, ишларингизни кейин қиларсиз. Келинг, сиз билан икки оғиз гаплашай, деб келдим.* (С. Зуннунова, Олов); *Отасининг давлати, катта оғиз, ҳовлиқма ва такаббур онасининг эркалаши қўшилиб, қизга ортиқча ғурур берган, ҳаракатларига ўзбошимчалик, қилиқларига ноз-карашма бағишлаган эди.* (Ойбек, Танланган асарлар. Олма)

A **text**, a higher syntactic unit, can also be a verbalizer of the concept: −*Тўғриси, бу ишни у [Йигитали] ҳеч кимга, хатто Сафарбаровга ҳам ишонмади. Чунки бу борада унинг неча марта оғзи куйган.* (И.Раҳим, Зангори кема капитани); − *Овоз пайчалари ўпкадан чиқаётган ҳаво таъсирида тебранади, бўғиз бўшлиғида ҳавонинг тўсиққа учрамаслиги туфайли овоз ҳосил бўлади. Шунинг учун бўғиз бўшлиғи овоз манбаи ҳисобланади. Оғиз бўшлиғи шовқин манбаидир. Бўғиздан ўтган ҳаво оқими оғиз бўшлиғида жойлашган нутқ аъзоларининг тўсиғига учраб шовқин вужудга келади.*

FINDINGS

It should be noted that it is not logical to say that all the characteristics of "***mouth***" or other concepts can be verbalized at the same time because during verbal communication, the characteristics necessary for the context of communication takes a linguistic form. Verbalization in a broad sense means a verbal (verbal) description of experiences, feelings, thoughts, behavior. Strictly speaking, verbalization is the process of expression through the sound designation of symbols describing the world. One of the main means of verbalization of the concept that most scientists recognize is phraseological unit. *N.F. Alefirenko* states the followings about it: "as the most common means of verbalizing a concept, a word,

phraseological unit, phrase marks the structural scheme of the sentence and even the text, "if the essence of a concept is revealed in it". [1, 8].

DISCUSSION

It is important to note that the sign associated with the concept of "*mouth*" - the linguistic view of the features, their content, their communicative distinctiveness, and their brightness level - differs in different national languages. This is a normal linguistic phenomenon because *O.Q. Yusupov* rightly asserts that "the nomenclature and content of concepts (understanding) are different in different nations, depending on the level of development of each language (especially the lexical system, speech styles), culture, customs, and lifestyle." As the concept of "*mouth*" exists in the conceptual sphere of English, Uzbek and other peoples as a part of the conceptual picture of the world, each of them has similarities and differences according to the cognitive characteristics, signs, composition, level of brightness and the relationship with other relative and non-relative concepts. This score is also seen when these concepts take on a linguistic perspective. It is crucial from this perspective to group the distinctive characteristics of these concepts into a single conceptual nominative field and, in line with this, to establish the size of the field of their language verbalizers and the placement of the components on the field.

The mouth is an integral part of human life and activity, without which a person cannot eat, drink, communicate verbally because we talk, speak, communicate, eat, drink, etc. with the help of our mouth. From this point of view, the mouth has a special place among other organs (lips, tongue, teeth, palates, uvula located in it) due to its multiple meaning and multitasking. The somatism of "*mouth*" is a constituent part of the "*mouth*" concept.

From this vantage point, the concept "*mouth*" also has a universal conceptual status, and it reflects the most significant signs and characteristics as well as information about the reality or object expressed in existence, how social consciousness interprets it, and how social consciousness relates to it.

CONCLUSION

Since the concept of "*Mouth*" exists in the conceptosphere of English, Uzbek, and other countries as a component of the conceptual picture of the world, each of them differs in terms of cognitive characteristics, composition, brightness level, and relationships with other relative and non-relative concepts. They have similar and different aspects. This point is also observed when these concepts acquire a linguistic picture. From this point of view, it is very important to gather the characteristics of these concepts into a single conceptual nominative field and, in accordance with this, determine the scale of the field of their linguistic verbalizers and the

164

position of the constituents on the field.

Verbalizers of the concept of "***mouth***" form the field based on the archiseme "***mouth***" (represented by the noun). We call this field the nominative field of the concept of "***mouth***". This field consists of a set of units belonging to different language levels. It can be seen that the nominative field of the "***mouth***" has a plan of content and expression. The units that make up this field are specialized for the expression of one or another characteristic of the concept of "*mouth*". In other words, there can hardly be a single unit that represents all the features and semantics of this mental unit.

The units that make up the field are located around the mouth archiseme in its center. Based on linguistic-cognitive, functional-semantic analysis, we divided the nominative field of mouth into dominant, core and peripheral parts. That is, in the languages that are being contrasted, the field is dominated by phrasemes (phrasal verbs), its core is made up of phraseomes, lexemes, and sentencemes, and its periphery is made up of morphemes, paremas, textemes, and paralinguistic units.

The contrasted concepts of "***mouth***" and "***оғиз***", their characteristics, different aspects of content are also expressed in the linguistic picture of English and Uzbek languages. This situation indicates that different cultures and peoples' unique way of seeing, perceiving, and imagining and creating an image of the world has historical and national traditions of categorizing, conceptualizing and naming the universe and its objects. The constituents of the nominative field of the concept of "mouth" in the English and Uzbek languages, simple and different semantic and constructive complexity, functional and stylistic features, explicit and implicit semantic features, and the possibilities of interaction in the process of the speech act, as well as their related laws contrastive research has both theoretical and practical significance.

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INVESTIGATING GRADUATE ELT STUDENTS' UNCERTAINTY EXPERIENCES AND UNCERTAINTY MANAGEMENT

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Abstract

The present study aims to explore graduate ELT students' uncertainty experiences and how they manage uncertainty in the classroom and the thesis period. In order to achieve this goal, the mixed method research design was adopted to collect data. The quantitative data were collected through a questionnaire consisting of 44 items and it was applied to 60 ELT graduate students studying at different universities in Türkiye. The qualitative data were obtained from interviews conducted with 10 participants in a convenience sampling approach. The results indicated that there are various sources of uncertainty such as course-related, social, cognitive, and physical. In addition, it was found out that ELT graduate students had both positive and negative appraisals and emotions towards uncertainty. The findings also revealed that students employ various strategies to manage uncertainty in the classroom and the thesis period including reducing uncertainty, maintaining and resolving uncertainty, and ignoring uncertainty. There is no study about graduate ELT students' uncertainty experiences and its management both in the classroom and the thesis period. Hence, this study's findings could redound to both educators and researchers in terms of understanding graduate ELT learners' actions derived from uncertainty and contribute to the field by providing theoretical insights.

Keywords: Uncertainty, Uncertainty experiences, Uncertainty management

INTRODUCTION

Uncertainty might last for a short-term like an illness or continual like a relationship (Mishel, 1990). We as human beings are surrounded by this uncertainty in every aspect of our lives, either for the short or long term, and it affects our behaviours to a great extent. Whereas some of them cope with it well and find it exciting, others find it aversive. Due to its effect on individual's actions, it has been a critical topic scrutinized by researchers in various disciplines. In the field of psychology, researchers typically have taken their attention to the effect of uncertainty on emotions and decision-making process (Lipshitz & Strauss, 1997; van den Bos & Lind, 2002; Wilson et al., 2002; van Djik & Zeelenberg, 2006). Along with psychology, the

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forms of uncertainty experienced in various contexts have been investigated by the researchers studying in the field of communication since they affect human behaviours in social interactions (Babrow, et al., 2000; Brashers, 2001). They have been primarily focused on the sources of uncertainty and how to deal with uncertain situations (Babrow et al., 1998; Jordan & McDaniel, 2014). Uncertainty has also impact on learners' language learning process (Helsing, 2007). It is frequently experienced in academic settings such as undergraduate and graduate classrooms since students struggle to build new language skills and knowledge, establish a new understanding, and adjust to new practices (Doyle & Carter, 1984; Jordan, 2010). Only recently have there been signs that several attempts have been put forward to examine uncertainty in the ELT field; there is no study about graduate ELT students' uncertainty experiences and its management both in the course and the thesis period. Hence, it is aimed to examine how graduate ELT students experience uncertainty in their classrooms in addition to the thesis period and to explore how they manage uncertainty.

LITERATURE REVIEW

Uncertainty in ELT Context

Uncertainty has been a subject to be investigated in different disciplines. It is delineated in psychology as a course of time with apprehension before one confronts with outcomes of an event (Monat, et al., 1972). According to Brashers (2001), individuals give emotional responses to uncertain situations as negatively, positively, and neutrally to manage them. In addition, uncertainty may cause both positive and negative emotions, affect one's decision-making process, and foster or diminish the motivation (Lipshitz & Strauss, 1997; van den Bos & Lind, 2002; Wilson et al., 2002; Gordon, 2003; van Djik & Zeelenberg, 2006). The term 'uncertainty' is also used for unpredictable situations that people feel uneasy (Brashers, 2001) in the field of communication. It is commonly believed that uncertainty influences the communication behaviour and it has been investigated in different contexts such as health, organizational and interpersonal settings (Morrison, 1993; Teboul, 1994; Babrow et al., 1998; Babrow et al., 2000, Brashers, 2007). Some scholars assert that individuals might give divergent reactions to uncertain situations depending on the way they perceive them. In this sense, uncertainty might lead the way to positivity or negativity along with creativity (Gudykunst, 1995; Babrow, 2001; Brashers, 2001; Goldsmith, 2001; Baxter & Braithwaite, 2009). It is noted from the communication perspective that uncertainty can be managed through interpersonal interaction (Babrow et al., 1998), which exists in language learning classrooms considerably (Brown, 2007). Finally, uncertainty experiences are generally observed in learning which is the root of unfamiliarity (Doyle & Carter, 1984) since learners try to construct new knowledge and engage

in social interaction (Jordan, 2014). Development occurs through interaction among elements of systems such as an individual's abilities, experiences, how s/he gets taught, etc. As a result, a person's interests and skills alter through the interaction with the physical and social environment (Verspoor, et al., 2008; Alemi et al., 2011; van Geert, 2011; Larsen-Freeman, 2019). This cycle of on-going change causes uncertainty (Tauritz, 2012). Broadly speaking, uncertainty is a fundamental reality of language learning classrooms as they are by nature dynamic and evolving environments.

In literature, researchers use terms uncertainty and ambiguity which is also a type of uncertainty interchangeably. Tolerance of Ambiguity (TA) has been questioned in language learning due to effects of it on language learning process. Norton (1975) asserts ambiguity arises due to several reasons such as probability, uncertainty, vague meanings, and conflicting meanings. It is alleged while people with a little TA avoid from these situations and find them threatening, people with high TA see ambiguity as an opportunity to learn and enjoy it (Norton, 1975; Furnham & Ribchester, 1995). Some studies have demonstrated that if learners are tolerant to ambiguity, they function better in language learning tasks (Chapelle, 1983; Ely, 1989; Horng-Yi 1992; Jung-yong, 1998; Mori, 1999; Khajeh, 2002; Griffiths, 2004; Erten & Topkaya; 2009; Chu et al., 2015). Influence of TA on emotions in language learning has also been investigated by researchers. It is revealed that learners may get panic and anxious when they do not understand everything clearly (Thompson & Lee, 2013; Dewale and Ip, 2013).

Uncertainty is one of undeniable characteristics of teaching and learning process (Helsing, 2007) since learners put some effort to learn knowledge or skills, and they experience sensemaking process (Weick, 1995; Jordan, 2010). The sources of uncertainty vary in this process. Based on the studies carried out by researchers from different disciplines, learners may feel uncertain because of vague instructions, misunderstanding or complexity of tasks, ambiguous or incomplete information, their background knowledge, processing information, their level of proficiency, peers, their beliefs, values and perceptions, the classroom context, or the teacher (Blumenfeld et al., 1997; Dağtaş, 2018; Hogg, 2007; Doyle & Carter 1984; Babrow et al., 2000). Uncertainty affects learners' eagerness, ability to learn something and their behaviours (Blumenfeld et al., 1997; Starbuck, 2009). It may be challenging experience to manage these uncertainties for them; therefore, researchers pay close attention to uncertainty in academic contexts to foster their understanding of it (Jordan, 2010).

Along with sources of uncertainty, its management strategies have been investigated by the researchers. The way how learners perceive uncertainty and their responses to uncertain situations demonstrates how they manage it (Dağtaş, 2018). According to Babrow, Kasch and

Ford (1998), individuals cope with uncertainty in different ways, for instance, maintaining, increasing, and reducing it. Apart from these strategies, Lipshitz and Strauss (1997) underline another strategy called ignoring uncertainty. In order to reduce uncertainty, individuals seek information about the situation that they feel uncertain (Bradac, 2001; Brashers et al., 2000; Brashers, 2001; Jordan, 2010; Jordan & McDaniel, 2014). For instance, they ask questions to people, make observations or search on the Internet to get knowledgeable (Berger & Calabrese; 1975; Brashers, 2007). Individuals may also ignore uncertainty to avoid the situations that they do not want to know because they are afraid of what may happen (Afifi & Afifi, 2009). They can maintain uncertainty as well when they consider it from a positive perspective (Brashers, 2007; Stone, 2015). In addition, they increase uncertainty when they seek more information. While they try to reduce one type of uncertainty by seeking information, they might confront with other types of uncertainty (Brashers et al., 2000). These management strategies can also be delineated in language learning context (Dağtaş, 2018). According to Dağtaş (2018) learners use different strategies to manage uncertainty such as reducing, maintaining, resolving uncertainty, and ignoring uncertainty.

As well as experiencing uncertainty in classrooms, learners face with uncertainty while conducting their graduate studies. As Sadeghi and Khajepasha (2015, p.357) state "thesis writing is perhaps the most daunting part of graduate education". In line with this, there are some studies that focus on the difficulties encountered by graduate students during their thesis period especially in academic writing. Those studies showed that graduate students confront different challenges relating to using academic vocabulary, following three steps of writing process, reviewing what they have written before the submission, using correct sentence structures, accuracy and clarity in writing, and what to include in each session of the paper (Al Fadda, 2012; Lusta, 2012; Ekoç, 2019; Lathif et al., 2021; Samad et al., 2022). There are also studies in the literature exploring the importance of feedback in the thesis period. The results revealed that students have difficulties in completing their thesis because they cannot get any or constructive feedback from their supervisors (Bakioglu & Gurdal, 2001; Gömleksiz & Yıldırım, 2013; Sidhu et al., 2013; Dogan & Bikmaz, 2015; Ekoç, 2019; Jeyeraj, 2020). There are also a handful of studies which have specifically focused on the difficulties with regards to applying research steps in thesis writing. Some of these studies indicated that graduate students experience difficulties in finding a research topic, collecting data and analyzing it, using statistics, reviewing literature, and determining the participants (Aslan, 2010; Sidhu, et al., 2013; Merç, 2016; Jomaa & Bidin, 2017; Ekoç, 2019; Jeyaraj, 2020). Feelings of graduate students have also been under research for some time. In this sense, feelings and problems of

Turkish ELT graduate students was investigated by Zeybek and Tunçer (2020). Results of their study yielded that graduate ELT students had both positive and negative feelings such as professional satisfaction, self-confidence, excitement, indecisiveness, lack of satisfaction and confusion. It was found out that they feel anxious about not knowing about research methods and having limited time (Onwuegbuzie & Jiao, 1998; Bibi et al., 2012; Merç, 2016; Zeybek and Tunçer, 2020). Ambiguity tolerance of graduate students have also been a subject investigated by the scholars in the field of education. Li & He (2016) conducted a study related to ambiguity tolerance of Chinese EFL learners including undergraduate and graduate students. The results of their study revealed that learning styles affect students' tolerance of ambiguity. Among those learning styles, auditory learning style has the most positive influence on the ambiguity tolerance. Additionally, Samad, Fitriani and Amelina (2022) pinpointed in their study that postgraduate ELT students do not feel anxious because of uncertainty since they know what will happen and which questions to be asked by the jury. To be able to cope with all of problems given in previous lines, students develop some management strategies such as getting help from others, asking questions to their supervisors, and researching on the internet (Li & Vandermensbrugghe, 2011; Jeyaraj, 2020).

It is imperative to note that language learning/teaching occurring in different contexts and levels embodies infinite uncertainties because of its nature and uncertainty experiences of graduate ELT students have not been explored yet. Hence, the issue has been attempted to be explored in this study by addressing following questions:

1) How do graduate ELT students experience uncertain situations in their graduate classes and thesis period?

2) What are the sources of uncertainty that graduate ELT students experience in their graduate classes and thesis period?

3) How do graduate ELT students manage uncertainty that they encounter in their graduate classes and thesis period?

METHODOLOGY

Research Design

The study was designed with the purpose of exploring graduate ELT students' uncertainty experiences and how they manage those uncertainties in the classroom and their thesis process. It is claimed that quantitative data provides information to the researcher about problems that the study inquires while qualitative data sheds light on participants' specific views about the issue investigated (Ivankova et al., 2006). In this sense, mixed method design was employed in

this study including both quantitative and qualitative data, which strengthens the study's credibility (Greene & Caracelli, 1997).

Setting and Participants

In order to collect the quantitative data, participants were selected from 9 universities located in Turkey, which are Anadolu University, Atatürk University, Çağ University, Çukurova University, Gaziantep University, Hacettepe University, On Dokuz Mayıs University, Süleyman Demirel University, and Uludağ University. 60 graduate students from ELT department voluntarily participated in the study. 50% (n=30) of participants were in the course period and 50% (n=30) of them in the thesis period. Furthermore, 16.7% (n=10) of participants were male, 83.3% (n=50) of them were female.

The qualitative data were obtained from 10 graduate ELT students out of 60 through the semi structured interviews. One participant was selected from each of 9 universities. 2 participants were selected from Gaziantep University due to the ease of access.

Data Collection Tools

To collect data, two different instruments were used in the investigation graduate ELT students' uncertainty experiences and its management: a questionnaire and a semi-structured interview. The Classroom Uncertainty Questionnaire was developed by Dağtaş (2018). It was used as a quantitative data collection tool in order to understand the sources of uncertainty that learners' experiences in the classroom and their management strategies. It was a reliable (Cronbach's alpha= .83) and valid instrument (Dağtaş, 2018). In this study, the questionnaire was also found reliable (Cronbach's alpha= .79). It included 44 items and consisted of three different sections: demographic information of participants, participants' uncertainty experiences, and uncertainty management.

A semi-structured interview with 8 questions was used for the aim of revealing graduate ELT students' views on the thesis period. 6 questions were prepared by the researcher at the beginning, and it was sent to 2 experts to get their opinions. They examined the questions, and the wording of some questions was changed to make them clearer in line with their recommendations. There was a lack of questions about the thesis period. Two more questions regarding the thesis period were added with the light of experts' recommendations and the number of questions increased to 8.

Data Collection Procedure

In order to collect data, the Classroom Uncertainty Questionnaire was transferred to Google Forms and the consents of participants were secured in the first part of it. The link of the

questionnaire was sent to participants through online platforms (email addresses, social media networks, email addresses, etc.) with the help of the researcher's supervisor. Finally, the questionnaire was completed by 60 participants from 9 different universities for about 2 months.

After the quantitative data collected through the questionnaire, semi-structured interviews were held with 10 participants. First, the consent of 10 participants were asked through the email addresses they provided in the questionnaire. They all accepted to participate in the interviews. Then, the meeting was arranged on Zoom with each participant, and their consent was taken to record the interviews. The researcher interviewed the participants, and each interview took for about 15-20 minutes.

Data Analysis Procedure

For the purpose of exploring postgraduate ELT students' uncertainty experiences and their uncertainty management strategies, the quantitative data were analyzed by using the Statistical Package for Social Sciences (SPSS, version 21). Means, percentages, standard deviations, and frequencies of data obtained from the questionnaires were analyzed as well.

The qualitative data which was collected through the semi-structured interviews were analyzed according to steps of Creswell's (2012) inductive content analysis. In line with these steps, first, the recordings obtained from Zoom interviews were named with numbers from 1 to 10. Then, they were transcribed by the researchers on Microsoft Word document. Second, interviews were read in depth by the researchers and any codes that came up was jotted down. Third, any codes causing redundancy were removed. Then, the interview questions were checked in parallel with codes and excerpts obtained from participants' interviews were matched with codes. Finally, the codes were converted into themes.

For the sake of study's reliability, two researchers went through this process. They followed the steps given above individually. Then, they compared the themes they came up and revised it accordingly in case of disagreement.

FINDINGS

With the purpose of clarifying sources of uncertainty, learners' uncertainty experiences and their management of it in the classroom, findings obtained from the qualitative data is presented.

Results of Quantitative Data

The results obtained from the Classroom Uncertainty Questionnaire are presented in this part.

Results Related to Uncertainty Experiences in the Classroom

The first section of the questionnaire consisting of 31 items aimed to understand the sources of uncertainty and graduate students' uncertainty experiences in the classroom. It included four

sub-categories: cognitive uncertainty, the appreciation of uncertainty, emotional uncertainty, social uncertainty, and course-related uncertainty.

Table 1 presents the group mean values and standard deviation of sub-categories that the questionnaire included.

Table 1. *Uncertainty experiences: Means and standard deviation*

	M	SD
Cognitive Uncertainty	1.71	0.54
Social Uncertainty	3.34	0.68
Course & Language related Uncertainty	3.79	0.56
Emotional Uncertainty	2.85	0.69
Appreciation of Uncertainty	1.91	0.47

N=60

The first category is related to learners' uncertainty experiences stemming from cognitive process. The total mean value for this category is M= 1.71 (1=Strongly Agree, 2=Agree). It indicates that graduate students mostly agree that they experience uncertainty related to cognitive processes. Almost all of participants (Item 4, 96.7%) feel relieved when an ambiguous situation suddenly becomes clear and they like to know what exactly they need to do when they start doing an activity or a task. The next subcategory is that participants mostly agree is appreciation of uncertainty. The group mean value is M= 1.91 (1=Strongly Agree, 2=Agree). It means that participants think novelty and change contribute to their learning process. All of participants (Item 23, 100%) believe that new experiences contribute to their learning. Another subcategory is emotional uncertainty. The total mean value for this category is M= 2.85 (2= Agree, 3= Undecided). It demonstrates that participants have negative emotional responses to uncertainty in general. Most of them agree (Item 19, 75%) that if uncertainty increases, they feel more nervous. The total mean of social sources of uncertainty is M= 3.34 (3= Undecided). It shows that graduate students slightly agree with statements related to social factors. The majority of them (Item 13, 71.7%) believe that their friends do not make them confused. The results related to course and language related uncertainty whose group mean value is M= 3.79 (3= Undecided, 4= Disagree) reveals that participants slightly disagree with the items regarding course itself and the target language. Most of the respondents (Item 14, 75%) disagree that the instructions of the tasks are unclear.

Results Related to Uncertainty Management in the Classroom

This part of the questionnaire concerns the problem stated in the third research question. It includes three subcategories of uncertainty management strategies: reducing uncertainty, maintaining and resolving uncertainty, and ignoring uncertainty. Means and standard deviations of these subcategories are indicated in *Table 2.*

Table 2. *Uncertainty management: Means and standard deviation*

	M	*SD*
Reducing Uncertainty	2.34	0.51
Maintaining and Resolving Uncertainty	2.25	0.57
Ignoring Uncertainty	3.40	0.76

N=60

According to the results, graduate ELT students frequently manage uncertainty by maintaining and resolving it (M= 2.25; 2=Usually). Almost all of participants (Item 41, 91.7%) search for more information from various sources if the topic is vague to them. The total mean value for the subcategory called reducing uncertainty is M=2.34 (2=Usually). It shows that participants generally manage uncertainty by reducing it. Majority of respondents ask their teacher (Item 32, 61.7%) or their friends (Item 36, 76.6%) how to complete a task. The group mean value for the last subcategory is M= 3.40 (3= Sometimes). Most of graduate ELT students (Item 34, 68.7) state that they rarely or never tend to give up easily if they do not understand clearly what to do. It means that participants sometimes ignore the uncertain situations.

Results of Qualitative Data related to Uncertainty in Graduate Classrooms

The interpretation of qualitative data obtained from semi-structured interviews are presented in accordance with three research questions. Interviews provided information about learners' uncertainty both in the classroom and the thesis period. It is divided into three parts: the sources of uncertainty, graduate ELT students' uncertainty experiences in terms of their appraisals and emotional responses to uncertain situations, and graduate ELT students' uncertainty management strategies.

Sources of Uncertainty in Graduate ELT Classrooms

Table 3 demonstrates themes and codes related to the sources of uncertainty that students experience in the classroom.

Table 3. *Sources of graduate ELT students' uncertainty*

Themes	Codes	F
Course Related Uncertainty	Instructions	13
	Tasks' difficulty	6
	Course Content	6
	Insufficient explanations	5
	Assessment	5
	Materials	4
	Syllabus	2
Cognitive Uncertainty	Being confused	7
	Being unable to understand topics	1
	Processing new information	1
Social Source of Uncertainty	Assigning roles	2
	Disagreements	2
	Not knowing each other well	1
Physical Uncertainty	Virtual classrooms	8

According to the findings obtained from interviews, sources of uncertainty in the classroom were generally course related which refers to participants' uncertainty experiences with regards to course content, syllabus, classroom activities, assessments, and materials. Participants usually cited that they couldn't do activities or assignments because of vague instructions, tasks' difficulty and the course content. Some of them found tasks difficult and it caused to uncertainties. Some of them expressed that lecturers' explanations regarding topics were insufficient and ambiguous. Furthermore, few of them felt uncertain because they didn't know the assessment type. In addition, they said that course materials and syllabus were a big mystery for them. The following excerpts are instances of course related uncertainty:

Excerpt 1: *The most uncertainty I faced about the task was about the teacher's instructions. Sometimes the professors did not give clear instructions about the assignments.* P8

Excerpt 2: *The tasks are also so difficult, and I needed more explanation.* P4

Excerpt 3: *I think that I experienced uncertainty about the course content. When it is looked at the name of the courses, it is expected different things by checking pre-experiences, but the course names and the content of the course creates uncertainty.* P9.

Excerpt 4: *One of my teachers was not clear. I couldn't understand anything about our course. We just read slides and skipped.* P4

Excerpt 5: *While some coursebooks are too easy to follow, others can be beyond my proficiency level and academic depth Some parts, even a whole unit, might seem ambiguous to me because of the author's complex narration. I had to search the same topic/title online and get access to other sources to understand it.* P6

The cognitive uncertainty is another source of uncertainty emerged from the participants' answers. Participants generally experience uncertainty because of getting confused while learning or doing tasks along with processing new information and following topics. They felt uncertain as stated in excerpts given below:

Excerpt 6: *The lecturer, for, instance, used to ask us to read a couple of pages and do relevant activities. However, each of us did the same assignment differently due to our confused minds.* P6

Excerpt 7: *I couldn't understand topics very well. We had small tasks such as finding a blocked quotation. But then immediately jumped into writing a thesis proposal. So, I got stressed and didn't know what to do.* P4

Learners experience uncertainties in pair or group works because of disagreements, not being familiar with each other, and not being able to decide their roles in the group. However, there were also positive sides of working in group such as solving problems together and learning from each other. Following excerpts can be given as an example for the social uncertainty:

Excerpt 8: *This uncertainty about pair or group work was a terrible experience for me. We didn't know each other, so we had to choose our partners randomly. Maybe if I had chosen different partners, we could have done more successful or effective work.* P13

Excerpt 9: *I think the group works are the most relaxed part for us. To solve a misunderstanding, we came together to discuss and share information. That was amazing. To be honest, I learnt a lot from my friends.* P2

Because of Covid-19, the platforms students learn have changed. There has been a transition from face-to-face classes to online classes. Therefore, students had some uncertainties. Instead of being people in a natural environment, being in a virtual classroom caused problems as stated in the following excerpt:

Excerpt 10: *Because of Covid-19 pandemic, I took all the courses online. In this process, while performing presentations, I was not sure whether students/my colleagues understood the topic well or not. Since it was not face-to-face session, it was difficult to understand it. This uncertainty affected my motivation and eagerness to cover the topic in a negative way.* P3

Appraisals of Uncertainty in the Classroom

The findings shows that participants have negative appraisals towards uncertainty. Therefore, they give negative emotional reactions under uncertain situations such as getting nervous, worried, bored, and stressed. They stated that uncertainty demotivated them and caused unwillingness to participate in lessons. They also felt unsuccessful.

Table 4. *Appraisals and feelings regarding uncertainty*

Themes	Codes	₣
Negative Appraisals	Nervous	11
	Stressed	5
	Worried	4
	Embarrassed	2
	Bored	2

Following excerpts are the examples for negative appraisals of respondents:

Excerpt 11: *I missed some instructions and couldn't complete some tasks. I felt nervous mostly.* P3

Excerpt 12: *I got nervous and lose my motivation to participate. I feel like the only person who didn't understand the activity, or the content is me, and this makes me feel unsuccessful.* P7

Uncertainty Management in the Classroom

Table 5 indicates the codes related to how participants manage uncertainty. In this respect, graduate ELT students have different ways to deal with uncertain situations such as *reducing, ignoring,* and *maintaining and resolving* it according to data obtained from interviews.

Table 5. *The ways graduate ELT students manage uncertainty*

Themes	Codes	₣
Reducing Uncertainty	Getting help from each other	7
	Getting help from the teacher	4

Maintaining & Resolving Uncertainty	Seeking information	5
	Dealing on his/her own	3
	Discussing	1
Ignoring Uncertainty	Keeping silent	3
	Pretending to understand	1

Participants generally cope with uncertainty by reducing it in different ways such as getting help from each other or the teacher. Following excerpts are the examples of this management strategy:

Excerpt 13: *When I feel any kind of uncertainty the first thing, I do is to consult one of my classmates. If cannot find a solution, I prefer getting help from the instructor of the course.* P8

Excerpt 14: *I ask it to my friends who have the same education experience with me. Also, I search for it. As an example, I have friends who are conducting their MA process and we communicate with each other when we have uncertainty about something and share our experiences together to deal with it.* P9

Some of them maintain it for a while and solve uncertainties in a course of time. In this sense, they seek information on the internet, deal with the uncertain situation by themselves, and discuss it with them. To exemplify it with excerpts from interviews:

Excerpt 15: *After the classes, I made some research, watch some videos about the lectures. In Research Method class, we were supposed to write articles and research proposal. I learnt many things on YouTube channels related to each part of writing.* P2

Excerpt 16: *The first thing I do is to try to understand by myself.* P7

Some of respondents expressed that they couldn't tolerate uncertainty. Therefore, they ignored it by keeping silent or pretending to understand. Following excerpt can be given as an example for ignoring uncertainty:

One of the participants stated that if he/she couldn't get any answers from his/her classmates regarding the uncertain situation, he/she got angry and ignored uncertainty:

Excerpt 17: *When I felt angry, I left the sessions or kept silent unfortunately.* P3

Results of Qualitative Data regarding the Thesis Period

Sources of Uncertainty in the Thesis Period

Semi-structured interviews provided information about graduate ELT students' uncertainty experiences and how they manage uncertainty in thesis period along with the classroom. In this

sense, this part of the data analysis aims to find an answer to the research questions regarding the sources of uncertainty. It can be deduced from the findings that sources of uncertainty are generally related to cognitive factors in thesis period.

Table 6 indicates themes and codes for sources of uncertainty that graduate ELT students experience in the thesis period.

Table 6. *Sources of graduate ELT students' uncertainty in thesis period*

Themes	Codes	Ϝ
Lack of Background Knowledge Regarding Research Steps	Analyzing data	9
	Reviewing literature	4
	Determining the thesis topic	4
	Determining data collection tools	3
	Determining headlines	2
	Not knowing academic writing	2
	Determining research questions	1
Lack of feedback	Not getting feedback from the instructor	3
Lack of knowledge regarding permission issues	Not knowing how to get permission for data collection	1

Uncertainty stems from different sources such as *not knowing how to analyze data, reviewing literature, determining the thesis topic, research questions, headlines, and data collection tools, not knowing how to use academic language, lack of feedback, and permission issues* in the thesis period. Following extracts may provide an idea about respondents' uncertainty experiences:

Excerpt 18: *I feel uncertain about if I am on the track in terms of the methodology and the analysis. For instance, my supervisor was not that good at qualitative research design, so I was not sure if I was doing it correctly. Once I had to delete a big part of analyses from my thesis just because of the uncertainty at that point.* P10

Excerpt 19: *Especially I don't know anything about data analysis process, and SPSS. We don't have any course about analyzing data, programs etc. but I think it should be. For*

example, I have scale as a data collection tool, but I don't know what kind of analysis I should do, how to organize tables etc. I am not good at math, so I feel quite nervous in that sense. P4

Excerpt 20: *I feel uncertain about how to determine my thesis topic, how to skim and scan literature and what to include in the literature review part. The other things I felt uncertain about were to determine headlines.* P7

Excerpt 21: *The other things I felt uncertain about were to determine the headlines, but this time I didn't get any feedback from my supervisor. Having feedback after conducting the interviews was also another big deal to me.* P7

Excerpt 22: *Finding the best tool was not easy and taking the permissions to use them was not also clear. I didn't know how to access the people who designed the tool, and it is not clear which type of permissions are valid, the electronic ones are okay, or do we need printed and signed ones etc.* P5

Appraisals of Uncertainty in the Thesis Period

As in the classroom, participants also demonstrated negative appraisals and gave negative emotional responses to uncertain situations in the thesis period. They were demotivated because of uncertainties they experienced and some of them expressed that they even wanted to quit school. They said that they were nervous, depressed, hopeless, stressed, and desperate in the face of uncertain situations. *Table 7* represents the feelings that respondents had in uncertain situations.

Table 7. *Appraisals and Feelings Regarding Uncertainty in the Thesis Period*

Themes	Codes	F
Negative Appraisals	Nervous	2
	Hopeless	2
	Depressed	2
	Stressed	1
	Desperate	1

To exemplify participants' negative feelings, following excerpts from participants' responses can be given:

Excerpt 23: *The thesis period is the time when I feel the uncertainty very deeply. I feel very depressed, hopeless. I even think to quit the program because the academic language and works are unfamiliar to me.* P9

Excerpt 24: *I can't live with uncertainty since it makes me extremely stressed and distracts me. If I can't overcome this uncertainty, I can give up whatever I am studying.* P6

Uncertainty Management in the Thesis Period

Participants deal with uncertainty by maintaining, ignoring, and reducing it. However, the most common way to cope with uncertainty is to reduce it by getting help from friends or the advisors. *Table 8* demonstrates the ways that graduate ELT students deal with uncertainty.

Table 8. *The ways graduate ELT students manage uncertainty in thesis period*

Themes	Codes	ƒ
Reducing Uncertainty	Getting help from each other	4
	Getting help from the instructor	3
	Referring to other sources	2
Maintaining & Resolving Uncertainty	Seeking information	3
	Dealing on his/her own	2
Ignoring Uncertainty	Avoiding	1
	Giving up	1
	Skipping	1

Following sentences obtained from participants' interviews are the examples for management strategies that participants used:

Excerpt 25: *I asked questions to both my peers and counselor to make problematic points clear.* P5

Excerpt 26: *I have read coursebooks about these topics.* P7

Excerpt 27: *I try to look for a solution to go further by consulting an expert, a peer, colleagues, or search for the solution from the related literature and resources. For example, when I could not get enough guidance from my supervisor, I read the pointers' books and articles as well as watching tutorial videos on video platforms like YouTube.* P10

Excerpt 28: *I can't live with uncertainty since it makes me extremely stressed and distracts me… If I can't overcome this uncertainty, I can give up whatever I am studying.* P6

Excerpt 29: *I totally ignore this uncertainty because it started to affect my mental health. I cannot focus on my work and my life. Obviously, I am not able to graduate this year.* P3

DISCUSSION

Uncertainty Experiences, Sources of Uncertainty and Its Management in Graduate ELT Classrooms and the Thesis Period

The first question aimed at understanding graduate ELT students' appraisals of uncertainty and their emotional reactions to uncertain situations. It was found that graduate ELT students had both positive and negative appraisals of uncertainty. Learners perceive uncertainty positively or negatively according to the effects of it on them (Brashers, 2007). To begin with, positive orientations, referring to the literature, some individuals have positive appraisals of uncertainty instead of showing negative appraisals towards uncertainty (Babrow & Kline, 2000; Brashers, 2001; Afifi & Afifi, 2009) and they are motivated by uncertain situations (Hogg, 2007). In this sense, the results obtained from the quantitative data related to uncertainty experiences occurring in the classroom environment indicated that participants had mostly positive appraisals of uncertain situations. Simply put, they like discovering new things, learning in different ways, and they are open to change. These findings are also consistent with Dağtaş's (2018) study, who also revealed positive orientations of uncertainty in her study. In contrary to uncertainty-oriented individuals mentioned above, some individuals have negative appraisals of uncertainty. As stated in the literature previously, most of researchers stressed negative orientations towards uncertainty and they identify uncertainty as a disturbing situation (e.g. Berger & Calabrese, 1975; Wilson et al., 2002; Gordon, 2003). In consistent with the literature, the results obtained from qualitative data revealed that graduate ELT students had negative appraisals of uncertainty. They expressed that they especially felt uncertain when tasks' instructions were insufficient and ambiguous, and the course content was not delivered in detail by the lecturers. They stated that uncertainty made them demotivated and reluctant to participate in the lessons.

One of the purposes of this study was to reveal how graduate ELT students experience uncertainty in the thesis period as well as the classroom period. As stated in the literature, graduate students face difficulties during their thesis period in terms of academic writing (Fadda, 2012; Lusta, 2012; Ekoç, 2019; Lathif et al., 2021; Samad et al., 2022). Based on the results obtained from the qualitative data, the present study also revealed that not knowing how to write academically was a problem and a source of uncertainty for graduate students. In addition, consisting with the literature, not being able to apply research methodology effectively was a challenge for participants (e.g. Aslan, 2010; Sidhu, et al., 2013; Merç, 2016; Jomaa & Bidin, 2017; Ekoç, 2019; Jeyaraj, 2020) causing uncertainty. They felt uncertain especially about research steps because of lack of knowledge. Analysing data, choosing the right data

collection tools, and reviewing the literature were the most problematic areas causing uncertainty. They also expressed that they didn't know how to code qualitative data and use SPSS. Furthermore, getting feedback from the supervisor is one of the major problems affecting students' success and emotions (Bakioglu & Gurdal, 2001; Gömleksiz & Yıldırım, 2013; Sidhu et al., 2013; Dogan & Bikmaz, 2015; Ekoç, 2019; Jeyeraj, 2020). In consistent with the literature, since they couldn't get any feedback from their supervisors about situations that they felt uncertain during the thesis period, they indicated negative appraisals towards uncertainty, too.

Another purpose of the study was to reveal sources of uncertainty. According to results of both quantitative and qualitative data, uncertainties mostly stem from following four sources: course-language related, cognitive and social. Whereas participants disagree with the statements regarding the course related uncertainty in the questionnaire (M= 3.79, 3= Undecided, 4= Disagree), the qualitative data revealed that the source of uncertainty is generally course related. Participants referred their uncertainty to task instructions, difficulty level of tasks, content of the course, assessments, course materials, and the syllabus. In accordance with the literature, learners experience uncertainty due to vague instructions, complexity of tasks, vague information, and the teacher (Doyle & Carter 1984; Blumenfeld et al. 1997; Hogg, 2007). Participants slightly agree that they face uncertainties in social relations according to the results of quantitative data. However, findings from the qualitative data indicated that participants had uncertainties in group or pair work due to disagreements, assigning roles and not knowing each other well. Individuals try to understand others' beliefs, plans, and feelings in social relationships (Berger, 1995) and this causes uncertainty. Along with the course related and social sources, uncertainty stems from physical sources such as face-to-face or virtual classrooms. It is a category emerging from the qualitative data. Participants reported that they felt uncertain because of having online classes. They explained that they felt nervous and uncertain because they weren't sure if their classmates understood them clearly or not during online presentations. Cognitive uncertainty was the last source emerged from both quantitative and qualitative data. Based on the quantitative data analysis, participants mostly agreed (M= 1.71, 1=Strongly Agree, 2=Agree) that they experienced uncertainties stemming from cognitive factors. Qualitative data also revealed that participants felt uncertain due to inadequate knowledge both in the classroom and the thesis period. It was found that there were different cognitive factors causing uncertainty in the classroom and the thesis period such as processing new knowledge, lack of knowledge, being confused, and having difficulty in understanding topics.

The last research question aimed at revealing how graduate ELT students manage uncertainty in the classroom and the thesis period and the findings indicated that they cope with uncertainty by reducing, maintaining and resolving, and ignoring it. These results are consistent with Jordan's (2010) study. Jordan (2010) investigated how students manage uncertainty during collaborative engineering projects and it was found out that students use following management strategies to deal with uncertainty: reducing, maintaining, increasing, and ignoring. Results also align with Dağtaş's (2018) study. She scrutinized how foreign language learners manage uncertainty. She revealed in her study that students gave different responses to uncertainty with management strategies such as reducing, maintaining and resolving, and ignoring.

Reducing uncertainty refers to individuals' inclination to eliminate uncertainty immediately in different ways. The analysis of both quantitative and qualitative data revealed that participants frequently tended to reduce uncertainty by getting help from their classmates or the teacher. The total mean value for reducing uncertainty is M=2.34 (2=Usually) in the questionnaire. In accordance with the literature, students generally manage uncertainty by asking questions to their classmates or the teacher to get knowledgeable about things they do not understand or know (Berger & Calabrese; 1975; Brashers, 2007) and uncertainties are generally course related. In addition, it was found out that participants also were inclined to reduce uncertainty in the thesis period by getting help from others. When they confronted with uncertainties with regards to research steps, they asked their classmates or the advisors to get rid of uncertain feeling.

Maintaining and resolving uncertainty is another management strategy used by participants. Jordan (2010) claims in her study that individuals maintain uncertainty by accepting it and taking actions in a course of time not immediately. In line with her study, the results of this study also showed that participants sought information about uncertain situations by searching on the Internet, watching YouTube videos, and coping with them on their own after they finished the courses. They used this strategy especially when they encountered with course related and cognitive sources of uncertainty in the classroom and the thesis period.

The last management strategy used by graduate ELT students is ignoring uncertainty. Individuals cannot predict what might happen in some situations, so they avoid them or do nothing (Einhorn & Hogarth, 1986; Afifi & Afifi, 2009). In line with this assumption, results revealed that some of participants couldn't tolerate uncertain situations with respect to the courses and thesis study. When they couldn't resolve those situations, they gave up easily. Some of the participants expressed that they even wanted to give up the thesis study. Most of them

reported that they did not know how to review literature; how to collect and analyse data; and how create research questions.

CONCLUSION

The present study intended to investigate ELT graduate students' uncertainty experiences and how they manage these uncertainties. It distinguishes itself from the relevant studies in terms of choosing ELT graduate students as participants and taking uncertainties in the thesis period into consideration as well as uncertainties in the classroom. First of all, quantitative data analysis revealed that ELT graduate students had positive appraisal of uncertainty such as being open to change, enjoying learning in different ways, and being interested in discovering new things. However, it was found out that they had negative appraisals of uncertainty both in the classroom and the thesis period. They felt uncertain especially about research steps because of lack of knowledge and these situations made them feel nervous and worried. Secondly, through both quantitative and qualitative data analysis, four sources of uncertainty were identified: course-language related, cognitive, social, and physical. Finally, findings revealed that they coped with uncertainty by reducing, maintaining and resolving, and ignoring it.

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EMOTIONAL INTELLIGENCE, SELF-EFFICACY, AND AUTONOMY AS PREDICTORS OF IRANIAN EFL LEARNERS' READING COMPREHENSION: A STRUCTURAL EQUATION MODELING

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Abstract

Educational assessment is critically significant in all educational and academic contexts including foreign/second language learning contexts. Concerning language testing processes, studies have revealed that test performance cannot be solely based on the test takers' communicative language ability level and different seemingly construct irrelevant factors are also involved in this respect. On this basis, the identification of the contributing factors remains of utmost significance, though despite its prime importance, only limited attention has recently been paid to this research line. With this purpose in mind, the researchers in this study selected 200 Iranian EFL learners through convenience sampling and asked them to take the Emotional Intelligence questionnaire, self-efficacy scale adapted from the Motivational Strategies for Learning Questionnaire (MSLQ), the autonomous learning scale, and a TOEFL reading comprehension sample test. To analyze the obtained data, multiple linear regression analysis was conducted to determine whether participants' reading comprehension performance could be predicted by their EI, self-efficacy, and autonomy, which revealed that the three variables are strong predictors of reading comprehension, with self-efficacy being the strongest. Moreover, structural equation modeling (SEM) was employed to investigate the structural model of interplay among the study variables and a hypothesized model, which was developed in accordance with the related literature was tested. As evidenced by the results, the relationship between emotional intelligence and reading comprehension appears to be partially mediated by autonomy and self-efficacy. The statistical analyses postulated a unique pattern of relation among the study variables which might be of significant importance for both foreign language education experts and learners who might wish to reconsider the typology of the contributing factors to the language learners' test performance. This might in turn entail that verified relation patterns among the study variables are to be more consciously considered in foreign language learners' ability assessment.

Keywords: Autonomy, Emotional intelligence, Self-efficacy, Reading comprehension, EFL

INTRODUCTION

Apart from its pivotal role in academic and professional contexts, assessment is perceived as having a profound impact on every aspect of people's lives (Purpura, 2016). A primary function of assessment in the educational setting is to optimize the learning and teaching process through the development of pedagogical courses and the learning process of students (Cowie & Bell, 1999). It should however be noted that in terms of language test performance, communicative language ability is not the sole determinant factor; according to Bachman's (1990) language performance model, several systematic and unsystematic factors can impact a person's performance on language tests. Just as how the process of learning a foreign language or second language is not fixed and additive; rather, it has a dynamic, nonlinear, social, and variable nature and is influenced by a wide range of factors (Freeman, 2007).

The systematic sources of variation, consistent across test administrations, can be attributed to the communicative language ability, the test method facets, as well as the test takers' characteristics that are not measured as part of the communicative language ability; furthermore, the unsystematic sources of variation, commonly referred to as random factors, represent conditions that are unpredictable and temporary in nature, such as the test taker's emotional state; therefore, it is imperative to identify and minimize the impact of possible sources of error on the intended communicative language ability (Bachman, 1990).

Additionally, the sources of variation associated with the facets of the test method and random factors constitute measurement errors, whereas test takers' characteristics that do not appear to relate to the communicative language ability constitute sources of test bias, as Abdorahimzadeh (2014) has confirmed. It is therefore of particular interest to the researchers of the field to identify systematic sources of variation, specifically personal attributes of test takers, among the various factors influencing individuals' performance on language tests (Phakiti, 2003), as well as to determine whether psychological factors and cognitive factors may affect test takers' performance (Ahmadi Safa & Karbakhsh Ravari, 2022). This area of research is, however, relatively new and recent, resulting in a limited amount of research being conducted on the subject (Kunnan, 2009). Therefore, in light of the importance of identifying error sources and determining their impact on test takers' performance (Bachman, 1990), the present study seeks to explore patterns of relations among Iranian English as a foreign language (EFL) learners' reading comprehension test performance, emotional intelligence (EI), self-efficacy, and autonomy.

LITERATURE REVIEW

Emotional Intelligence

In many human undertakings, including the learning of a foreign or second language (L2), emotional intelligence has been demonstrated to play a significant role (Taherkhani & Moradi, 2022). The late twentieth century was marked by the development of Thorndike's (1920) theory of social intelligence, which was a precursor to the theory of emotional intelligence. There have, however, been a variety of models suggested for EI as confirmed by Petrides and Furnham (2000). Salovey and Mayer (1990) define social intelligence to include emotional intelligence which refers to being aware of one's own and others' feelings, recognizing their differences, and incorporating this information into the decision-making process. The trait emotional intelligence model of Petrides and Furnham (2000) was then used to clarify the distinction between trait and ability. Moreover, according to Bar-On (2006), emotional intelligence entails comprehending and articulating one's feelings, establishing effective interactions with others, regulating one's emotions, and adjusting to one's immediate environment.

Therefore, in light of the increasing attention paid to EI over time, Goleman (1995) highlighted its significant influence on academic achievement as well. As an additional point, it was highlighted that the improvement of EI and positive psychology constructs is of considerable significance to L2 learners as well (Macintyre et al., 2019). Learning difficulties are more likely to be resolved by learners who have higher levels of emotional intelligence (Imai, 2010).

Taheri et al. (2019) investigated possible correlations between Iranian EFL learners' L2 achievement and their cognitive intelligence, emotional intelligence, learning styles, as well as the use of language learning strategies. They confirmed that there was no statically significant relationship between emotional intelligence, as a whole, and the language achievement of the participants; however, certain aspects of it were positively correlated with the language achievement of the participants. Emotional intelligence was also found to be significantly correlated with styles and strategies of language learning.

Self-efficacy

The concept of self-efficacy refers to the ability to cope effectively with challenging activities and potentially problematic situations, as well as the ability to apply appropriate strategies to handle them effectively; self-efficacious individuals will thus be more likely to undertake challenging tasks and exert the effort necessary to succeed (Bandura, 1986). Furthermore, as noted by Bandura (1977), self-efficacy may also be linked to people's belief in their abilities to perform certain tasks.

Further, it has been suggested that self-efficacy may be regarded as an affective variable, and therefore, how people behave in attempting to accomplish difficult and challenging tasks is indeed affected by it, and individuals who possess a high degree of self-efficacy are less likely to perceive tasks as being too challenging or difficult (Bandura, 1986). Moreover, it has been established over the years that self-efficacy can be classified in a variety of ways, including the classification developed by Baron and Branscombe (2016), according to which self-efficacy is divided into three categories: social, self-regulatory, and academic.

A high degree of self-efficacy, as Bandura (1993) believed, would enhance confidence and enable people to cope more effectively with challenging situations. Schunk and Pajares (2002) argued that self-efficacy plays a significant role in learning as high levels of self-efficacy are associated with significantly better performance than low levels of self-efficacy. It has also been confirmed that self-efficacy plays an essential role in learners' academic achievement; in addition, evidence suggests that language learning is influenced in a significant way by self-efficacy (Cong & Li, 2022). In the same vein, Richardson et al. (2012) concluded that self-efficacy plays a key role in predicting academic achievement. As well as being important to learners, self-efficacy is also important to teachers; for example, Siew and Wong (2005) discovered a positive correlation between self-efficacy and the use of language learning strategies among Malaysian ESL teachers.

The relationship between emotional intelligence and self-efficacy has also been explored in several studies, specifically in relation to the academic context (Cong & Li, 2022). Adeyemo (2007) for instance indicated that higher levels of emotional intelligence would result in higher self-confidence, self-efficacy, and self-adequacy levels for EFL learners. It is also noteworthy that, in light of the role of self-efficacy in the development of reading comprehension, studies have examined their correlation. For example, Wigfield et al. (2004) maintain that reading self-efficacy refers to a person's ability to solve specific reading problems in order to improve reading comprehension. By examining the impact of reading self-efficacy and task value on reading comprehension scores, Solheim (2011) identified that reading self-efficacy significantly affected the reading comprehension of study participants as well.

Autonomy

Autonomy refers to the ability to determine one's own learning path (Benson, 2001). Thus, autonomy and responsibility are intrinsically linked, since learners are responsible for leading their own learning (Bocanegra & Haidl, 1999). Considering the growing importance placed on learners' autonomy, this transfer of responsibility will place students in charge of their own learning (Cotterall & Crabbe, 1999). As well as being an influential characteristic of learners,

autonomy is also an important characteristic of teachers, as autonomous teachers are more likely to succeed (Little, 1995).

There have also been many classifications of autonomy over the years, including the one by Littlewood (1999) who differentiated between proactive and reactive modes of autonomy, a distinction that pertains to whether learners can control their learning entirely or must follow a pre-determined path. It is equally important that autonomy plays a significant role in the process of L2 learning; hence, it has become an increasingly significant concept for teaching foreign languages as well (Holec, 1981). Consequently, an autonomous approach to language learning is likely to be more effective (Littlewood, 1999). Researchers have explored the interactions between autonomy and various affective and/ or cognitive variables in education. Zhou (2016), for example, explored the relationship among social anxiety, autonomy, learning orientation, and second language learning among Chinese students and revealed both a direct and an indirect effect of autonomy on language learning.

Reading Comprehension

Reading comprehension is regarded as a complicated skill, as it involves both higher and lower levels of processing (Abdolrezapour & Tavakoli, 2012). According to Richards and Schmidt (2013), the ability to comprehend what is written may be defined as reading comprehension. In a similar manner, Anderson et al. (1985) also defined reading comprehension as the ability to understand what is being written.

In light of the evidence provided by Abdolrezapour and Tavakoli (2012), it appears that a higher level of emotional intelligence is hypothesized to enable learners to perform higher-level processing, which in turn will facilitate effective reading comprehension. In accordance with another study conducted by Fahim et al. (2011), the authors concluded that the development of critical thinking strategies could enhance the reading comprehension of Iranian EFL students. Moreover, as a result of the study conducted by Schmitt et al. (2011), a linear relationship was recognized between vocabulary size and reading comprehension among the 661 L2 learners who participated in the study. As recently demonstrated by Kazemi et al. (2020), an interventionist model of dynamic assessment, consisting of three phases, namely a pretest, a treatment, and a post-test phase, significantly improved Iranian EFL learners' reading comprehension and motivation.

In line with previous research, a wide variety of factors can affect reading comprehension performance, and it is therefore imperative to determine what these factors are (e.g., Schmitt et al., 2011). It should be noted, however, that despite recent research on identifying the factors that influence test performance, further research is needed to identify

error causes and the way in which they impact test scores (Bachman, 1990). There has been little attention paid to the relationship between Iranian EFL students' performance on a reading comprehension test and their emotional intelligence (EI), self-efficacy, and autonomy, according to an in-depth literature review. Consequently, the present study is primarily concerned with examining the interaction between the mentioned variables among Iranian EFL learners. Accordingly, the current study seeks to address the following research questions:

1. Does Iranian EFL learners' EI predict their reading comprehension ability?

2. Does Iranian EFL learners' autonomy predict their reading comprehension ability?

3. Does Iranian EFL learners' self-efficacy predict their reading comprehension ability?

4. What is a valid model of the interrelationships among EI, autonomy, self-efficacy, and reading comprehension of Iranian EFL learners?

HYPOTHESIS MODEL

As such, this study was undertaken with the objective of testing the hypothesized model (Figure 1) developed in light of the underlying assumptions and prior research in this field, as well as attempting to further understand the interplay between the study variables, which has remained relatively understudied to date.
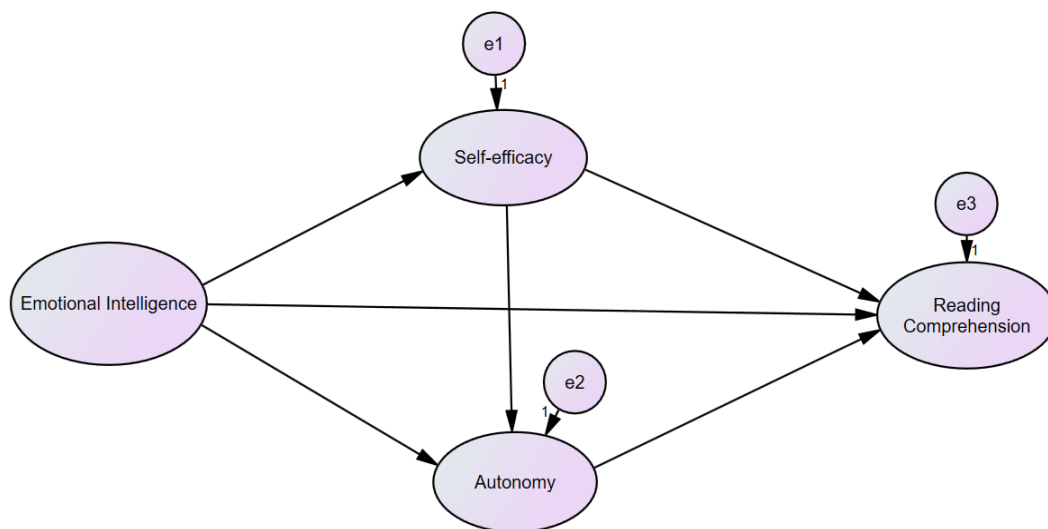

Figure 1. *The hypothesized model of the interrelationships among emotional intelligence, self-efficacy, autonomy, and reading comprehension*

METHODOLOGY

Participants

To accomplish the intended objectives of the study, a convenience sampling procedure was used to select participants from the target population of Iranian English as a Foreign Language (EFL) learners. Hence, 203 Iranian EFL learners (80 males and 123 females) with an average age of 27 were surveyed. Prior to the administration of the scales, the participants were informed of the sturdy's purpose and assured that their responses will be kept confidential and used for research purposes only.

Data Collection Tools

To meet the objectives of the study and obtain the necessary data, the following measures were applied.

Emotional Intelligence Questionnaire (EIQ)

The EI questionnaire developed and validated by Wong and Law (2002) was used to assess the EI of participants in the present study. There are 16 items in the questionnaire on a seven-point Likert scale, ranging from strongly disagree (1) to strongly agree (7), covering the four main subcomponents of self-emotion appraisal, others' emotion appraisal, use of emotion, and regulation of emotion. Wong and Law (2002) verified the validity of the scale and reported a Cronbach alpha reliability of .84. Cronbach alpha coefficient of the questionnaire in this study turned out to be .93, that is considered a high reliability index.

Self-efficacy Questionnaire

The estimation of the participants' self-efficacy was conducted using the self-efficacy questionnaire extracted from Motivated Strategies for Learning Questionnaire (MSLQ), that is developed and validated by Pintrich et al. (1991). The questionnaire consists of eight seven-point Likert scale items ranging from not at all true (1) to very true (7). The questionnaire designers empirically confirmed its validity and reported a Cronbach alpha reliability of .93 (Pintrich et al., 1991). The reliability index of this scale was estimated to be .95 in the present study.

The Autonomous Learning Scale

The study Participants took an autonomous learning scale developed and validated by Macaskill and Taylor (2010). There are twelve five-point Likert scale items in the scale, ranging from very unlike me (1) to very like me (5). The researchers verified the scale as a valid and reliable one, with a reliability index of .81 (Macaskill and Taylor, 2010). Furthermore, the current study data confirmed the reliability of the scale to be .93.

Reading Comprehension Test

The assessment of participants' reading comprehension was conducted using a standardized multiple-choice reading comprehension test sampled from the reading comprehension section of a sample TOEFL (Sharpe, 2016). As a standard test, the TOEFL is widely acknowledged as both valid and reliable. The test employed in the present study consisted of three reading passages with 39 question items, the scores of which were converted into scaled scores ranging from 0 to 30 in accordance with the test's specific scoring procedures.

Procedure

To obtain the necessary data for the study, convenience sampling method was applied to sample the participants from the target population of Iranian English as a Foreign Language (EFL) learners. Over the course of four months, from February 2023 to May 2023, data were collected using online platforms, ensuring convenient access for all participants. To collect essential data, participants were asked to complete the above-referenced research instruments. Prior to the administration of the instruments, participants were provided with a comprehensive explanation of the study's objectives and assured that their responses would be kept confidential and solely used for research purposes. Moreover, informed consent was obtained from each participant, underscoring their voluntary participation in the study.

Following the collection of the appropriate data, they were examined for descriptive statistics, normality of the distributions (Kolmogorov–Smirnov (K–S) and Shapiro-Wilk tests), and internal consistency using IBM SPSS Statistics V22.0. Then, to determine whether EI, self-efficacy, and autonomy are predictive of the participants' reading comprehension abilities, a multiple linear regression analysis was conducted. In addition, in order to test the hypothesis model of the assumed relations, structural equation modeling (SEM) was applied. Accordingly, the proposed hypothesized model (Figure 1), developed on the basis of the underlying assumptions and prior literature on the topic, was tested. The results of the analyses are presented below.

FINDINGS

The descriptive statistical analyses results including the minimum and maximum scores for the variables, the mean and standard deviation for each variable are presented in Table 1 below. Furthermore, to verify whether the data set exhibited a normal distribution, Kolmogorov-Smirnov and Shapiro-Wilk tests were applied. As indicated in Table 2, it is apparent that there was a normal distribution of data for all the variables of the study, thus suggesting the possibility of performing further parametric analyses. Moreover, re-estimation of Cronbach's alpha coefficient of each of the four scales verified acceptable reliability rates (Table 3).

Table 1. *Descriptive statistics (N = 203) of EI, self-efficacy, autonomy, and reading comprehension*

	Minimum	Maximum	Mean	Standard deviation
Emotional intelligence (EI)	41	111	77.18	13.91
Self-efficacy	3	7	5.42	1.06
Autonomy	22	60	45.02	8.7
Reading comprehension	4	30	17.87	5.81

Table 2. *Tests of normality*

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Emotional intelligence	0.024	203	.200	0.996	203	0.91
Self-efficacy	0.048	203	.200	0.983	203	0.01
Autonomy	0.057	203	.200	0.981	203	0.01
Reading comprehension	0.063	203	0.05	0.988	203	0.08

Table 3. *Reliability statistics*

	Number of Items	Cronbach's Alpha
Emotional intelligence	16	0.93
Self-efficacy	8	0.95
Autonomy	12	0.93
Reading comprehension	39	0.75

In order to determine if emotional intelligence, autonomy, and self-efficacy are predictive of reading comprehension ability of the study participants, multiple linear regression was conducted. The obtained results revealed that the reading comprehension ability could be predicted by the three predictor variables, namely emotional intelligence, autonomy, and self-efficacy. As indicated in Table 4, emotional intelligence, autonomy, and self-efficacy account for 62.6 percent of the variance in reading comprehension. Moreover, Table 5, which presents the variance analysis, indicates a statistically significant result (F= 110.80, p < 000).Start to write your paragraph here. Do not change the font (Times New Roman), size (12), alignment (justified), and line spacing (1.5) of the document.

Table 4. *Regression model summary*[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.791a	0.626	0.62	3.583

a. Predictors: (Constant), Autonomy, Emotional Intelligence, Self-efficacy

b. Dependent Variable: Reading Comprehension

Table 5. *ANOVA*[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4267.02	3	1422.34	110.81	.000b
	Residual	2554.39	199	12.836		
	Total	6821.41	202			

a. Dependent Variable: Reading Comprehension

b. Predictors: (Constant), Autonomy, Emotional Intelligence, Self-efficacy

Further, as indicated in Table 6, a statistically significant proportion of the reading comprehension variance can be attributed to the three predictive variables, namely emotional intelligence (t= 3.43, p< 0.05), self-efficacy (t= 3.92, p< 0.05), and autonomy (t= 3.48, p< 0.05). This leads to the conclusion that of the three predictors of reading comprehension, self-efficacy was the strongest predictor.

Following the application of Amos software, the dataset was further analyzed using SEM approach to create a valid model of the interrelationships between EI, autonomy, self-efficacy, and reading comprehension performance. To this end, an extensive review of the literature has been conducted to develop a hypothesized model of interrelationships among the study variables (Figure 1). Upon identifying the hypothesized model, a confirmatory analysis was performed, which consisted of determining whether factor loadings were above 0.5 for all items, considering that factor loadings above this level are considered acceptable (Hair et al., 2010).

Moreover, the goodness of fit of the model was evaluated by determining the chi-square/df ratio, the comparative fit index (CFI), the incremental fit index (IFI), the Tucker-Lewis coefficient (TLI), and root mean square error of approximation (RMSEA). Considering Table 7, the model fit indices were confirmed to be within acceptable levels (Schreiber et al., 2006), thus supporting the model's validity. Following this, the direct and indirect relations among the study variables were estimated. According to the analysis, emotional intelligence

was found to have a positive and significant direct effect on reading comprehension (β = 4.44, p < .05). Additionally, the mediating effects of self-efficacy and autonomy were calculated using a bootstrapping approach.

Study findings indicate that autonomy and self-efficacy, the two mediators included in the model, partially mediate the relationship between emotional intelligence and reading comprehension; while the direct relationship between emotional intelligence and reading comprehension remains significant as well (β = 1.71, p < .05). Therefore, emotional intelligence exhibited a significant and positive effect on reading comprehension, both directly and indirectly, mediated by autonomy and self-efficacy. Additionally, it was observed that self-efficacy exhibited a statistically significant direct effect on autonomy as well (β = .32, p < .05). Accordingly, Figure 2 presents the intricate web of interrelationships between the variables.

Table 6. *The standardized β coefficients[a]*

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	-8.186	1.467		-5.579	0
Emotional Intelligence	0.111	0.032	0.266	3.433	0.001
Self-efficacy	1.683	0.429	0.309	3.926	0
Autonomy	0.186	0.053	0.278	3.48	0.001

a. Dependent Variable: Reading Comprehension

Table 7. *Goodness of fit indices*

	X2/df	CFI	IFI	TLI	RMSEA
Acceptable fit	< 3	0.90 <	0.90 <	0.90 <	< 0.08
Model	1.82	0.91	0.92	0.91	0.06
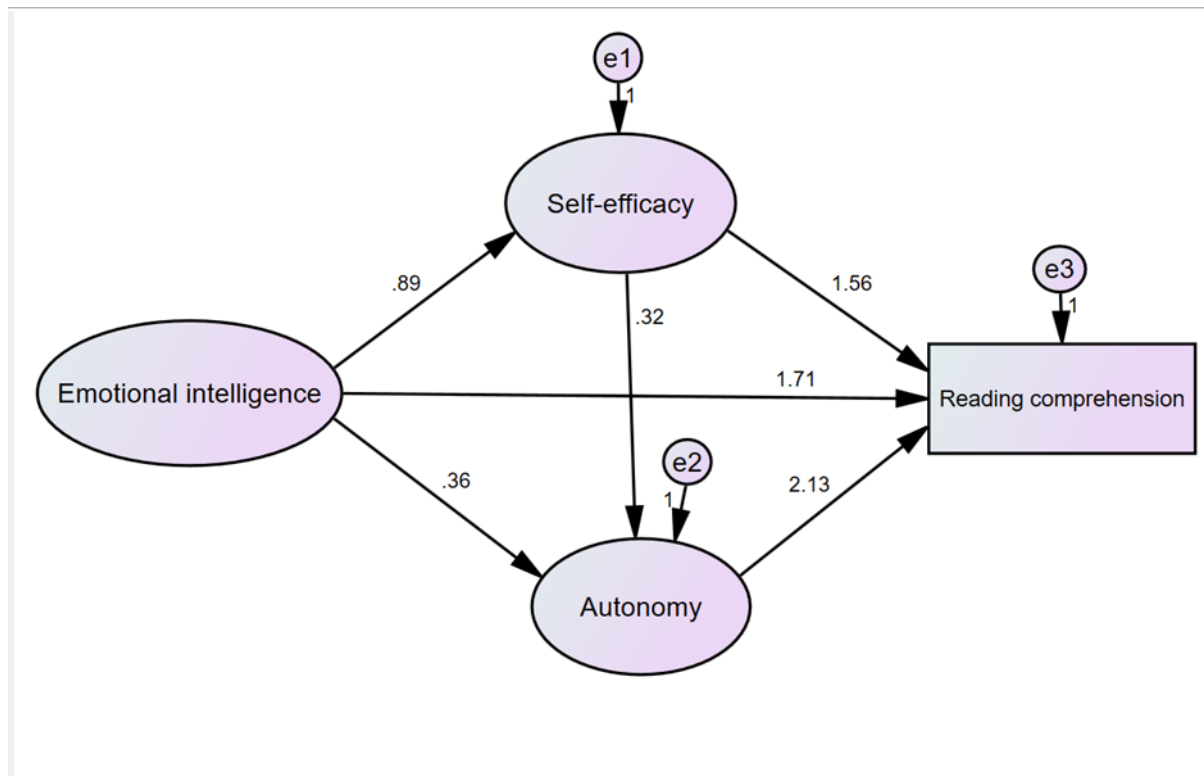
Figure 2. *The model of the interrelationships among emotional intelligence, self-efficacy, autonomy, and reading comprehension*

DISCUSSION

The present study aimed to examine the potential predictive power of EI, self-efficacy, and autonomy for Iranian English as a Foreign Language learners' reading comprehension test performance. Additionally, the study attempted to model how the variables of the study interrelate. Thus, to ascertain whether the variables are predictive of the dependent variable of the study, multiple regression analyses were conducted. The results indicated that the three predictor variables accounted for a substantial part of the variance in reading comprehension of Iranian EFL learners, with self-efficacy exhibiting the strongest predictive power.

With regard to EI's predictive power of reading comprehension, the results of this study are consistent with previous studies that highlighted the importance of emotional intelligence. In a similar vein, Abdolrezapour and Tavakoli (2012) also confirmed that higher levels of emotional intelligence can enhance reading comprehension abilities among EFL learners. It appears, therefore, that the two variables have a strong relationship, which was confirmed in both literature and the present study. In other words, it may be that learners with higher levels of emotional intelligence are capable of performing higher-level cognitive processing, as a result of which they are capable of achieving effective reading comprehension (Abdolrezapour & Tavakoli, 2012). It should be noted, however, that this particular result of the study conflicts

with Rahimi et al. (2011) indicating that emotional intelligence does not significantly affect Iranian EFL learners' reading comprehension. Hence, further exploration is necessary to gain a better understanding of the relationship between emotional intelligence and reading comprehension among EFL learners.

Concerning the results obtained for the second research question, it can be concluded that autonomy is an important contributor to Iranian EFL learners reading comprehension. Moreover, this result is consistent with those of previous studies such as Bayat (2011). Therefore, educators are suggested to promote autonomy in their classrooms, as students who have a greater sense of autonomy are more likely to achieve enhanced reading comprehension ability level.

According to the findings of the third research question, self-efficacy also defined a substantial portion of the variance in reading comprehension. This is in line with the results obtained by Ghonsooly and Elahi (2010). Further, the present study revealed that self-efficacy was the strongest predictor of reading comprehension, indicating its importance in the development of reading comprehension among EFL learners. Hence, these findings emphasize the need to develop self-efficacy when teaching reading comprehension to EFL learners and reinforce the importance of self-efficacy in ensuring successful reading comprehension for EFL learners.

Finally, the model of interrelationships among the four variables of emotional intelligence, autonomy, self-efficacy, and reading comprehension demonstrated that, in the absence of mediating variables, emotional intelligence significantly influenced reading comprehension. It is important to note, however, that when autonomy and self-efficacy act as mediators, they partially mediate the relationship between emotional intelligence and reading comprehension. Furthermore, as self-efficacy has a significant and positive effect on autonomy, it is likely that an increase in self-efficacy may lead to improved reading comprehension among EFL learners. Thus, it is vital to consider the role of self-efficacy and autonomy in educational contexts, as these factors may influence the effectiveness of emotional intelligence for an improved reading comprehension. It is strongly suggested then that educators work to develop students' emotional intelligence in addition to improving their self-efficacy and autonomy in order to help them succeed in reading comprehension. However, due to the lack of a comprehensive model of the relationship among EI, autonomy, self-efficacy, and reading comprehension in the case of Iranian EFL learners, the results of the present study seem to contribute significantly to this field of research.

CONCLUSION AND IMPLICATIONS

In conclusion, the findings of the present study suggest that emotional intelligence, self-efficacy, and autonomy play a key role in the development of Iranian EFL learners' reading comprehension capacity. A further finding of the study was that, of the three variables associated with reading comprehension, self-efficacy had the greatest impact, thereby implying that learners with higher levels of self-efficacy are more likely to be proficient in reading comprehension. Emotional intelligence and autonomy were also observed to have a significant impact on reading comprehension, underscoring the significance of individual differences with regard to the process of language acquisition (Dörnyei & Ryan, 2015). Hence, to foster the emotional intelligence, autonomy, and self-efficacy of EFL learners can be greatly influential in the development of their reading comprehension ability. Moreover, the study revealed that the direct and strong relationship between emotional intelligence and reading comprehension of Iranian EFL learners could be partially mediated by autonomy and self-efficacy, implying that emotional intelligence impacts reading comprehension both directly and indirectly through its effect on autonomy and self-efficacy.

In this regard, EFL learners with higher levels of emotional intelligence are likely to have enhanced levels of autonomy and self-efficacy, resulting in improved reading comprehension, with higher levels of self-efficacy corresponding to improved autonomy and reading comprehension as well. The study presented a unique pattern of relation among the study variables which might be of significant importance for both foreign language education experts and learners who wish to reconsider the typology of the contributing factors to language learners' test performance. This might in turn entail that verified relation patterns among the study variables are to be more consciously considered in foreign language learners' ability assessment.

The present study offers valuable insights into the interplay among emotional intelligence, self-efficacy, autonomy, and reading comprehension of EFL learners, however further research is required to gain a deeper understanding in this regard. An extension of the model that incorporates more influential variables could significantly help to clarify the complex interrelationship of variables affecting EFL learners' reading comprehension. Furthermore, the scope of the research could be broadened by considering other aspects of language proficiency in addition to reading comprehension.

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TOWARDS RAISING UNIVERSITY STUDENTS' AWARENESS ON THE INDIGENOUS LANGUAGES IN MEXICO

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Abstract

Nowadays, it is particularly important to examine the role of Indigenous languages in the world and, especially, in different societies. Mexico is highly rich in terms of linguistic diversity that corresponds to the languages spoken by numerous ethnic groups who live on the national territory. There have been different factors throughout the history of this country that have endangered the existence of the local languages as well as their linguistic variants. In order to get closer to the present-day linguistic situation in this nation, a research was conducted among a group of Mexican university students with a special focus on their social representations of the local languages-cultures. The survey participants responded to questionnaires related to their socio-cultural, academic, and demographic characteristics, as well as their perceptions of the Indigenous languages and their interest in learning them and discovering the culture of their native speakers. This research has an exploratory character and can serve to formulate future hypotheses and studies. It is expected that the results of this study will contribute to further development of the linguistic policy in Mexico.

Keywords: Indigenous languages, Mexico, University students, Social representations

INTRODUCTION

People have reflected on the role and meaning of language since the beginnings of the human civilization (Huguet & Madariaga, 2005). In fact, this phenomenon permeates all aspects of our lives, and thus a definition of language is always, implicitly or explicitly, a definition of human beings in the world (Williams, 1977). Language transmits more than just deliberate information; it also carries social meanings, contains social markers of identity, group and social class membership (Huguet and Madariaga, 2005). The language of a certain community is regarded as vital for conceiving the world and expressing the values of the people who speak it. It is the main vehicle for conveying culture and knowledge from one generation to another. Therefore, each language or languages represent intangible cultural heritage and are of great interest to specialists from different disciplines.

The world's linguistic and cultural diversity cannot be found evenly distributed throughout the planet. Nine countries have the greatest linguistic diversity, with around 3,500 languages: Papua New Guinea, Indonesia, Nigeria, India, Cameroon, Australia, Mexico, Zaire,

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and Brazil. In comparison, the European continent, with 46 countries, has only 230 languages (Skutnabb-Kangas, 2000). Currently, only 3% of the world's population speaks 96% of the almost 7,000 languages in the world. Indigenous peoples, who make up less than 6% of the world's population, speak more than 4,000 languages. It is estimated that more than half of the world's languages will be extinct by 2100 (Foro…, 2019). Moreover, one language dies every two weeks (Noticias ONU, 2018). Most of these threatened languages are Indigenous.

Local native languages are not just methods of communication; they are also vast and complex knowledge systems that have been developed over millennia. They are essential for the preservation of the identity of Indigenous peoples and their cultures, their conceptions, and ideas, as well as for expressing their self-determination. Therefore, when local native languages are threatened, their native speakers are too.

Generally, languages die for two reasons: first, by the extermination of their native speakers and, second, by their displacement and replacement by the language of a dominant group. In the first case, the decline or even disappearance of a language can occur in the aftermath of the extermination of its speakers in a war, conquest, persecution, or epidemic. The threat of extinction is a direct consequence of colonialism and colonial practices that led to the subjugation of the population. In some cases, this subjugation was so powerful that it led to the total annihilation of the people, their languages, and their cultures. Assimilation policies, land dispossession, and discriminatory laws and measures have all contributed to the endangerment of indigenous languages all over the world. Globalization and the growing influence of a small number of economically, socially, and culturally dominant languages have only worsened this situation.

Language decrease is a common consequence of language contact in multilingual societies. The threat of extinction is a direct consequence of colonialism and colonial practices that led to the subjugation of the population. In some cases, this subjugation was so powerful that it led to the total annihilation of the people, their languages, and their cultures. Assimilation policies, land dispossession, and discriminatory laws and measures have all contributed to the endangerment of indigenous languages all over the world. Globalization and the growing influence of a small number of economically, socially, and culturally dominant languages have only worsened this situation.

INDIGENOUS LANGUAGE SITUATION IN MEXICO

The Catalogue of National Indigenous Languages, published in 2008, provides extensive data on the linguistic diversity of Mexico, which includes 11 linguistic families with 68 languages and 364 variants. Despite the pluriculturalism and multilingualism in Mexico, there is a sharp

decline in the usage of local languages in the Mexican society. According to the statistics from Embriz & Zamora (2012), at the beginning of the 19th century, 60% of Mexicans were Indigenous people; in 1895, around 26% spoke an Amerindian language; in 2005, only 7% of citizens used a native language in their day-to-day activities; and in 2010, this number fell to 6.5%.

There is a greater loss of native speakers among both children as well as adults over 50 years old. Moreover, there is a growing trend towards the aging of the Indigenous people who speak their mother tongue. Therefore, the intergenerational transmission of the autochthonous languages is being lost. One example is found in "Roma," the award-winning film by the Mexican director Alfonso Cuarón, in which the maids speak one of the varieties of the Mixtec language family still used in the state of Oaxaca, Mexico. Its usage, however, has been decreasing. In real life, Yalitza Aparicio, the protagonist of the film who is of Indigenous origin, does not speak her mother tongue. Her parents did not teach it to her because they believed she could be discriminated against for it. Their refusal to transmit it to their children could have coincided with that of some other members of their community who linked their local language with poverty and social exclusion.

We can suppose that, despite such negative attitudes towards the local language, some young members of the same community could have learnt it alongside Spanish, and thus become bilingual. However, the next generation of these would acquire the dominant language as their native, and might even learn their mother tongue, or due to the sociocultural assimilation effect of Spanish. In the PINALL 2008-2012 (Programme…, 2008), three fundamental problems are highlighted regarding the current endangered situation of Indigenous cultures and languages in Mexico: a) a multiculturalist ideology characterized by dominant ideas of national unity and distinct national culture is pervasive; b) ignorance and disregard for human and linguistic rights of Indigenous people is widespread amongst the majority of Mexicans and their authorities; and c) racism and discrimination towards the original population prevents respect and recognition of the intercultural conditions of Mexican society. These attitudes become an obstacle to the preservation, strengthening and development of the Indigenous people and their languages in Mexico.

Thus, unfavorable attitudes, stereotypes, and prejudices of some members of the Mexican society, as well as insufficient government support, can cause an identity crisis among Indigenous language speakers. On the other hand, factors such as ethnic and linguistic loyalty, pride in native languages, and the presence of people who resist geographical changes and isolation, are elements that can contribute to the survival of a subordinate language.

To stop the displacement of Indigenous languages, Garza & Lastra (1991, p.187) suggest four basic measures: 1) providing formal education in the local language at least in primary education; 2) using standardized Indigenous languages in local and regional mass media; 3) promoting the use of the written language and consolidating a literary tradition in native languages; and 4) recognizing ethnic groups and giving formal political representation to Indigenous rights throughout a specific country.

CASE STUDY

Theoretical Background

The Americas have the highest linguistic diversity in the world, with more than a hundred language families (Unicef, 2009). Muntzel (2010) points out that endangered languages can be studied from various perspectives, such as language contact, bilingualism, languages acquired through migration, language and ethnicity, linguistic attitudes, identity and loyalty, linguistic policies, creolization and pidginization, children's language (acquisition and learning), L2 teaching, consequences of bilingualism, historical linguistics, linguistic typology and universals. However, this linguistic wealth was made invisible throughout the colonial regime and during the period of emergence and consolidation of the nation states.

The situation changed in the late 1970s with the emergence of the Indo-American movements, which started pushing local governments to recognize the existence of Indigenous languages and to introduce measures to protect them. However, centuries before this time period, missionaries and intellectuals had already taken an interest in studying these languages purely for documentation and description purposes, without taking into consideration the linguistic beliefs of their native speakers. In the 1960s, an understanding of their complexity in terms of the contexts they developed in arose out of the ethnography of communication (Kroskrity, 2004). It was at the end of the 1970s, though, when Silverstein (1979) proposed that speakers' thoughts about their native language impacted the way they used it.

In Latin America, over the past few decades, there has been a resurgence of studies on language contact, particularly between Spanish and Indigenous languages (e.g. Palacios, 2011), owing to the emergence of new paradigms in linguistics and social and human sciences, as well as to social, ideological, and political transformations in the region. These insights laid the foundations for the study of linguistic ideologies. Since then, a great deal of related empirical research and theoretical reflection has been conducted in the fields of linguistic anthropology, sociolinguistics, and the sociology of language. Among the issues of special interest to researchers of the local languages in Mexico are the beliefs of both Indigenous people and those who consider themselves non-Indigenous about these languages. In Mexico, the latter are in a

socially dominant and privileged position, and their perceptions of other languages can have a powerful impact on the condition of native languages in the country.

There are different lines of research, approaches, methodological and theoretical orientations, and taxonomies on belief systems of American Indigenous languages. These systems have been studied as popular theories of language (Niedzielski & Preston, 2003), language ideologies (Kroskrity, 2010), linguistic cultures (Schiffman, 1998), and language attitudes (Bradley, 2013). As language is a powerful social force (Cargile et al., 1994), attitudes towards a certain language can have repercussions at societal, institutional, interpersonal, and individual levels, influencing perception and decision-making (Giles & Billings, 2004).

The issue that is explored further below in this text is related to the phenomenon of attitudes. Therefore, it is important to discuss this concept in a more structured setting. Allport (1935, p.810) defines an attitude as "a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon an individual's response to all objects and situations with which it is related".

When they speak of languages, they usually refer to the term "language attitudes". According to Moreno (2009, p.177), language attitudes are the manifestation of the social attitude of individuals, focusing and specifically referring to both language and the use made of it in a society. Thus, language attitudes don't just refer to languages, but include all linguistic varieties. Moreover, attitudes towards language use also form part of the concept. Given the strong association between language and community membership, the conceptualization of language attitudes is often extended to include attitudes towards speakers (Lasagabaster, 2003).

Expressions of positive or negative feelings toward a language can reflect impressions of linguistic difficulty or simplicity, ease or difficulty of learning, degree of importance, elegance, social status, etc. The informational value of attitudes is not universally accepted. On the one hand, there exists the mentalist approach that regards the attitude as an inner mental state of the person that needs to be induced. On the other hand, there is the behaviourist perspective that finds attitudes in the behaviour itself and analyses them from the direct observation of the speakers. Furthermore, in the opinion of some researchers in the field, the meaning of the attitude is based on three components (cognitive, affective, behavioural); for others, it consists of only two (the attitude itself and the belief); and, according to the third viewpoint, the attitude has a single trait--the conative--and the belief is established as a separate concept. In order to analyze attitudes in this article, the mentalist approach is adopted, and attitude is viewed as the sum of the three afore-mentioned components.

In this sense, the affective component reflects the positive or negative emotional relationship a person has with a certain language. The cognitive component consists of the knowledge a person has about the language, while the behavioural component influences their behaviour, which is manifested in its linguistic uses. It can be assumed that a positive attitude towards a language largely determines its maintenance or expansion when faced with other languages, and consequently, the language uses to prevail. Romani (1992, p.15) analyses uses in terms of areas, or types of situations of linguistic interaction ("when, how and with whom"), and social functions; that is, the relationships between the uses and social objectives to be achieved through them ("for what").

It should be pointed out, that language attitudes are closely related to linguistic ideologies. According to Kroskrity (2010), language ideologies correspond to beliefs and conceptions held by a certain community, which are either explicitly stated or manifested in communicative practices. These ideologies help the community to rationalize its language use, often in response to the political and economic interests of all community members or those of specific social groups. Additionally, ideologies of this type also manifest the mental relationship that the speakers perceive between their language and the aesthetic, moral, and epistemological values of their community (Woolard, 1998).

Language ideologies are connected to the cognitive aspect of attitudes, which refers to the beliefs that support them (Bizer, 2004). On the other side, ideologies and attitudes represent different levels of abstraction in language evaluation: while ideologies consist of general systems of beliefs, values, and attitudes, and thus have a higher degree of abstraction, attitudes generally focus on particular objects and have a more concrete nature (Maio et al., 2006). To put it differently, the most abstract level (ideology) affects the most concrete level (attitude) so that different linguistic ideologies are reflected in different attitudes towards the same linguistic object. While different studies have been undertaken to explore language attitudes towards Indigenous languages and their native speakers (Bradley, 2013; Bell, 2013; Ramachandran & Rauh, 2016; among others), there are very few researches (Flament et al., 2006; Milland & Flament, 2010; Pérez et al., 2000, to name a few) that address this topic from the perspective of social representations.

Given that language is delineated as a "social practice" (Fowler et al., 1979), it is implicated in most of the phenomena at the core of social psychology. Therefore, this paper's survey is based on Social Representation Theory, as elaborated by French social psychologist Serge Moscovici (1961). The study of opinions, attitudes, values, decision-making, socialization processes, group relations, behaviors, and dynamic forms of social influence has

become increasingly relevant in the field of social sciences (Flores, 1992), and can be assumed to be so for other disciplines as well.

In this sense, the Social Representation Theory has allowed us to approach disclosing and valuing elements that influence a person's stance and behavior towards a represented object, thereby accomplishing an important task in producing responses to reality (Ibañez, 1994). Social representations are particularly appropriate when the subject of study involves multiple social perspectives, presents challenges, difficulties, and confrontations related to a change, and emphasizes the communication of ideas in the public sphere.

A social representation is a socio-psychological construct that serves a symbolic purpose, representing something - an object - to someone - a person or group. It is understood as the collective elaboration "of a social object by the community for the purpose of behaving and communicating" (Moscovici, 1963, p.251). "From a dynamic perspective, social representations appear as a 'network' of ideas, metaphors and images, more or less loosely connected" (Moscovici, 2000, p.153).

Social representations are formed during interactions and talk with others, and then they are anchored in our traditions and ideologies (Moscovici, 1998). The European conceptualization of social representations, with its focus on the community, collective action, and the institutionalization of social knowledge (Jodelet, 1991), has often been compared to the American concept of attitudes, which is associated with discourses of individualism and subjective evaluation (Moscovici, 1988).

Moscovici (1961) argued that the individual does not view social objects objectively or in an individualistic manner. Rather, social representations exist both outside and within the individual, originating from values, ideas, and practices used to make sense of the physical and social environment (Moscovici, 1984). The same author suggested that social representations serve as the basis for attitudes (Moscovici, 1981). Moscovici (1978) identified three dimensions that shape a community's representation of an object and provide content and meaning to the representation: a) information related to the organization, quantity, and quality of knowledge about the object; b) a representation field referring to an image, a social model, and a concrete and limited set of propositions regarding a specific aspect of the object; and c) an attitude that conveys the overall orientation towards the object of social representation.

An object or phenomenon, be it physical (a kitchen), interpersonal (friendship), mythological (the Loch Ness monster), or socio-political (democracy), can become an object of social representation (Marková, 2006). Thus, the Indigenous languages of a given society can be regarded as a social object in terms of how they are represented by their non-native

speakers. Consequently, a study was conducted with the aim of determining the social representations of Mexican university students toward the local languages. This research and its corresponding methodology and results are presented in the following sections.

Participants

The study was carried out in 2019 among 175 undergraduate students from the Metropolitan Autonomous University in Mexico City, Mexico. None of these students had ever taken an Indigenous language course at the time of the survey. The surveyed group included 101 men and 74 women aged between 19 and 23. The students were enrolled in degrees such as psychology (23 participants), biology (18), administration (17), chemistry (16), stomatology (13), communication (12), nursing (11), sociology (10), economics (10), veterinary medicine and agronomy (7, respectively), politics, nutrition and graphic design (6, respectively), medicine and territorial planning (4 participants of each of the latter two degrees).

Methodology

Data were collected through a self-administered questionnaire composed of 12 close-ended and open-ended questions. All the respondents were asked to complete the following instruction: "Please write the first five words/phrases that come to mind when you think of the Indigenous languages of Mexico". This data collection technique—free word association—was applied to obtain information on the hierarchical structure of the field of representation, one of the three dimensions of social representations. The number of words to associate was set at five, due to that, according to previous studies, that is the average number of words that people tend to associate spontaneously, without stopping to think about what to write (Wagner & Hayes, 2005).

The path taken in the present study was to analyze the responses elicited from students through free associations. This allowed for the determination of the distribution of the social representation semantic field, as well as its basic characteristics and figurative core, to understand the representation significance. The associations were analyzed for their content and then grouped into categories and subcategories. As Jodelet (1984) suggests, this creates a typology – a categorization system which is a complex and ordered set of informational, cognitive, ideological, nominative elements, beliefs, values, opinions, images, and attitudes.

It is worth noting that, according to the Central Nucleus Theory (Rateau & Lo Monaco, 2016), the structure of a social representation comprises two complementary subsystems: the nucleus and periphery. The nucleus organises the meaning that a social group attributes to an object and determines the relationships between the rest of the elements. The components of

the central core, being the most accepted elements, ensure the stability and permanence of the representation in changing environments. Their alteration leads to the transformation of one representation into another.

Results and Discussion

Information

As far as this dimension of social representations is concerned, the survey respondents did not know the exact number of Indigenous languages and their respective variants in Mexico. Neither could they give the names of organizations engaged in studying and promoting the Mexican local native languages. The information they provided about these languages can be illustrated by the following examples:

They are minorities who speak them.

They are only spoken in some places in Mexico.

Nahuatl is one of the most widely spoken native dialects in Mexico after Spanish.

Nahuatl is a mother tongue here in Mexico.

It can be noted that the students had quite generalized information about the Indigenous languages of their country.

Representation Field

The most frequent associations they provided to the stimulus "Indigenous languages" referred to the notion of culture, followed by lifestyle, sociopolitical context, history, words borrowed from Nahuatl, toponymy, language characteristics, and language names:

Culture: *culture, traditions, food, gastronomy, traditional food, clothing, ethnicity, Magic towns, handicrafts, colours, customs, worldview, dance, folklore, Guelaguetza, hat, typical, tortilla, typical clothing, traditional costumes, unique, knowledge, multicultural, cultural wealth, identity, gods, knowledge, hat, millennial production, wisdom, heritage, pyramids, multilingual nation.*

Lifestyle: *towns, community, nature, land, farming, woods, field, farming, ordinary people, beautiful places, mountain ranges, plants, flowers, isolated, fauna and flora, rural, specific regions, seeds, bean, corn.*

Sociopolitical context: *discrimination, allowed discrimination, poverty, marginalization, racism, inequality, oppression, no technology, lost languages, extinction, humility, support, capitalism, ignorance, forgotten, respect, recognition, pride, social groups.*

History: *history, race, antiquity, Independence, origin, prehistoric, past and present, ancestors, original, ancient Mexico.*

Words borrowed from Nahuatl: *chocolate, cacao, molcajete, avocado (in Spanish "aguacate"), tomato, tortilla, Xoloitzcuintli*

Toponymy: *Chiapas, Xochimilco, Oaxaca, Iztaccíhuatl, Popocatepetl.*

Language characteristics: *difficult, interesting, incomprehensible, diversity, variety, various dialects.*

Language names: *Nahuatl, Mixtec, Otomi, Zapotec, Maya.*

The distribution of students' free associations by category enables us to affirm that the central nucleus of their representation towards autochthonous languages consists of notions of culture, lifestyle, sociopolitical context, and history, while peripheral elements refer to concepts such as words borrowed from Nahuatl, toponymy, and the original language characteristics and names. The central nucleus helps members of a group to recognize each other in similar ways of perceiving social phenomena and differentiate themselves from other groups, thus consolidating their social identity (Rateau & Lo Monaco, 2016).

For their part, elements of the peripheral system are organized depending on the meanings conferred by the central nucleus to the representational object. If the central nucleus is understood as the most abstract part of the representation, the peripheral components constitute its most concrete and, therefore, operational part, since they act as a buffer, protecting the core from shifts. Consequently, peripheral elements can express differential positions with respect to the same social representation, that is, differences in individual interpretations of the objects represented (Barreiro et al., 2014).

Attitude

In this section, the term "attitude" is used to refer to language attitudes. In order to identify the students' attitudes towards the Indigenous languages of Mexico, the following three questions were included in the survey questionnaire: "Would you like to learn an Indigenous language of Mexico?", "In the case of a "yes" response, which language?" and "In case of a "yes" response, why?"

It should be noted that not all survey participants were interested in learning a local language of Mexico. Thus, 146 students (83%) gave a positive response to the matter, and the remaining 29 students (17%) had a negative opinion. The languages that attracted the students' interest were Nahuatl, Otomi, Mixtec, and Mayan. These students' attitudes towards Mexican local native languages can be categorized as follows. The examples of the students' views in favor of learning Indigenous languages are presented below in order of increasing relevance:

Culture:

It is part of my country and of its linguistic richness.

I would identify myself more as a Mexican and would get closer to knowing more about the culture we have in our country.

It is part of the Mexican culture and it has been lost over time, so I think it is important to learn and maintain our roots.

Indigenous language situation:

I find them interesting and I think they are not given the importance they deserve. In addition, they are being lost. It is important to learn them to prevent them from becoming dead languages.

So that somehow Indigenous languages can be preserved and thus through architecture to be able to include the people who speak these languages and thus avoid discrimination or exclusion from them.

I know that they are being lost and that it is something that makes our country rich.

For the fact of being a root language. Do not forget them. Expand them.

To be able to help the most vulnerable, that is, those who need it most and only speak that language.

Native speakers among relatives and friends:

My grandparents spoke two different languages in addition to Spanish.

My grandmother spoke it, and I would love to learn it.

My family comes from a village and most of them speak a dialect.

I had a friend who spoke this language, and it is very cool.

Since that language comes from the place I am originally from (Veracruz), I would like it to be preserved.

Social contacts with native speakers:

Several years ago, I lived with Indigenous people in Hidalgo and I did not understand them at all.

My family travels a lot to villages, there we meet many people who speak these languages, apart from that I would like to communicate with these people. These languages are very beautiful to me and they remind me of my roots.

I have heard several people speak this language, and it sounds very interesting how their conversation goes.

You can help people if you don't know them it would be more difficult.

I lived a lot in Cancun and had contacts with people who spoke Mayan, and I would like to understand them better.

I would like to work with people who speak this language, this would help me so that they do not feel invaded or uncomfortable and to know them.

If I go to an Indigenous community where that is the only way to communicate.

Academic and professional needs:

For my development project. I would like to live with other communities.

Because of the career I am studying (architecture) I feel that it is important.

There are many words that we do not know, and it would be nice to know their meaning.

It has to do with my university studies since they take place in rural areas.

To be able to teach it.

General education:

To enrich my vocabulary and my culture.

To expand my knowledge.

For general culture.

For personal satisfaction.

For pleasure.

History:

It is part of my roots, learning a native language is learning more about our history.

To learn more about my ancestors / roots.

I find it very interesting to go back to our origins.

It seems to me a way of showing respect towards our history and our roots, and I also find them interesting.

It is necessary to emphasize that the students who wanted to learn local languages described them as "interesting," "nice," "important," "very beautiful," "very poetic," and "good." Those who weren't interested in learning these languages gave arguments such as, but not limited to, these:

I don't think it's useful.

It's not as a world language.

I don't need them for my university studies.

They do not draw my attention.

It is not much use for the business world.

They are not of interest to me.

I believe that it is not essential to speak other language.

It has low profitability.

CONCLUSION

The present study identified two types of social representations among university students. On one hand, there was a group of students who perceived the Indigenous languages as a cultural and historical wealth of the country in terms of their diversity and valuable contribution to the history and current development of Mexico. These students associated these languages with the Indigenous people and their millennium-old traditions, customs, values, worldviews, and knowledge, which are part of the national identity of the Mexicans. Therefore, they believe these languages should be protected, maintained, and revived to nourish the national identity. The attitudes of these students towards the local native languages were sincere and personal, due to an interest in the people, cultures and languages.

However, others had a less favourable view, believing that these languages lacked any practical value. Therefore, it is important to raise awareness of the inseparability of the languages and the cultural landscape of their native speakers, as well as motivating students to learn them, particularly those in health care, agronomy, veterinary medicine, architecture, sociology and other university programmes, since these professionals often work in both urban and rural areas, particularly in Indigenous communities.

Finally, it is worth highlighting that this study falls within the descriptive tradition, so it does not intend to generalize the conclusions obtained from the survey of a group of individuals. Therefore, this research has an exploratory character and can serve to formulate future hypotheses and studies. It is expected that its findings will contribute to the development of language planning and policies in Mexico.

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ELT STUDENTS' REFLECTIONS ON EXPLICIT AND IMPLICIT WRITTEN CORRECTIVE FEEDBACK

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Abstract

The study aimed at examining reflections of ELT students on explicit and implicit written corrective feedback (WCF) in writing skill. Qualitative research, case study design and convenient sampling technique were used in the study. The study group included 16 ELT students at preparatory class. The data were analyzed through content analysis. The analyses showed that both explicit and implicit WCF had positive and negative aspects. Although WCF helped students see their identified mistakes and correct them, revise the corrections not to make the same mistakes and improve themselves in writing as well as being easier to correct the mistakes and more learner-oriented, it also led students just to correct their mistakes, which caused to make the same mistakes, prevented them from learning the actual problem, dwelling on their mistakes, learning from their mistakes, and improving themselves in writing. Implicit WCF led students to try to correct their mistakes on their own, think about their problems/mistakes and search for possible corrections, helped them improve themselves in writing, learn from their mistakes, learn permanently, learn their actual problem not to make the same mistakes again, which decreased the rate of making mistakes, helped them search from different sources, develop their research skills and get higher scores. However, it also caused a few students to have difficulty in finding what and where the problem is. Finally, implicit WCF was more effective than explicit corrective feedback. Based on the results of the study, using explicit WCF first and implicit WCF later is recommended to help students improve their writing skill.

Keywords: Explicit WCF, Implicit WCF, Writing skill, ELT students, Prospective teachers of English

INTRODUCTION

Language learning and teaching include different variables. One of the most significant variables is the role of teachers because teachers may aid students in the development of positive traits by carefully adjusting their methods to the needs and interests of the students and by involving them in the learning process. Monitoring students' performance and offering corrective feedback is a typical strategy to help students (Ananda, Febriyanti, Yamin & Muin, 2017).

Corrective feedback is a term used to describe language learners' inappropriate products in their performance. In response to a variety of problems, including linguistic, content, organization, even discourse and pragmatic errors, corrective feedback can be given orally or in written (Nassaji

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& Kartchava, 2017). Corrective feedback can be grouped into two as implicit and explicit in second language studies (Ferris, 2002; Bitchener & Ferris, 2012). While explicit feedback involves elicitation, explicit correction and metalinguistic hints to attract students' attention in their mistakes, implicit feedback includes clarifying questions, repeating and recasting to attract students' attention in correcting their mistakes (Nassaji & Kartchava, 2017; Granena & Yilmaz, 2018; Kim, 2019). In other words, in explicit correction, the mistakes are expressed directly, but in implicit correction, the mistakes are implied (Ellis, Loewen & Erlam, 2006).

As Corder (1974) noted, writing is a sophisticated and complex process that is the most difficult language skill to learn. Writing is a challenge even in the first language, so writing in a foreign language has additional difficulties. Teachers will be able to identify students' language-learning challenges if they have a better knowledge of student errors and their origins in writing. Additionally, it will help them implement effective teaching strategies to improve student learning (Farahmand & Hatami, 2014). According to Ferris (2002) and Al Ajmi (2015), the teacher's response to a student's writing error in a second language writing class results in improvement in the quality of the student's writing.

In writing, explicit WCF comprises the deletion of redundant sentences, words, phrases, or morphemes as well as the addition of those that are missing. Other forms of explicit WCF might be a brief written meta-linguistic explanation, such as the inclusion of grammar rules and examples at the end of a student's script with a reference to the specific passages in which the error appeared, and/or an oral meta-linguistic explanation, such as a mini-lesson in which the rules and examples are explained, practiced, and discussed between students and the teacher (Bitchener & Ferris, 2012). In contrast, implicit WCF refers to the identification of the error's type, often using specific codes, to encourage students to come up with their own ideas, do searches, and find the error themselves (Ferris & Roberts, 2001). Implicit WCF may be carried out by highlighting or circling the error, noting in the margin how many errors are on a particular line, or using a code to indicate where and what kind of error it is (Ferris & Roberts, 2001; Bitchener & Knoch, 2010; Baleghizadeh & Dadashi, 2011).

Explicit WCF helps students become more aware of their errors and promotes accuracy in their writing. By explicitly pointing out mistakes and providing corrections, students can learn from their errors and improve their language accuracy over time. In explicit WCF, students receive detailed explanations about grammar rules and conventions, and it helps them better understand the correct usage of language structures, which leads to improvement in writing skills. In explicit WCF, errors are addressed directly and immediately, and students recognize and correct their mistakes promptly, reinforcing proper language usage (Hadiyanto, 2019;

Mujtaba, Parkash, & Nawaz, 2020; Zarei, Ahour & Seifoori, 2020; Khadawardi, 2021; Subon, & Ali, 2022; Wulf, 2021; Yu, 2022).

Implicit WCF encourages students to identify and correct errors on their own. By providing subtle cues or indications of errors, students are prompted to reevaluate their writing and make necessary revisions. Implicit WCF fosters learner autonomy by requiring students to actively engage in the process of error detection and correction and encourages students to take responsibility for their own learning and develops self-monitoring skills. In implicit WCF, students are prompted to pay closer attention to language form and accuracy without relying heavily on explicit corrections, which can lead to improvement in accuracy and error recognition in their writing (Hadiyanto, 2019; Mujtaba, Parkash, & Nawaz, 2020; Zarei, Ahour & Seifoori, 2020; Khadawardi, 2021; Subon, & Ali, 2022; Wulf, 2021; Yu, 2022).

The literature review showed that a wide range of studies have been carried out to examine implicit and explicit WCF in writing (Ferris, Chaney, Komura, Roberts & McKee, 2000; Ferris & Helt, 2000; Ferris, 2002; Sheen, 2007; Amador, 2008; Li, 2010; Baleghizadeh & Dadashi, 2011; Bitchener & Ferris, 2012; Mojtaba and Ghandi, 2012; Nguyen, Pham & Pham, 2012; Ryan, 2012; Shintani, & Ellis, 2013; Farahmand & Hatami, 2014; Hosseiny, 2014; Zohrabi & Ehsani, 2014; Abedi, 2015; Hadiyanto, 2019; Mujtaba, Parkash, & Nawaz, 2020; Zarei, Ahour & Seifoori, 2020; Khadawardi, 2021; Subon, & Ali, 2022; Wulf, 2021; Yu, 2022) and indicated that corrective feedback is essential for improving language skills of second language learners due to its theoretical and pedagogical significance. Most of these studies adopted experimental pretest-posttest design with a control group. However, in this study, the students were exposed to both explicit and implicit WCF, respectively. Thus, they had the necessary experience to produce comparative reflections on both corrective feedback types. This study is significant because it examined the use of corrective feedback as a useful tactic for delivering input that helps students to identify their mistakes and revise their assignments. It is also important in terms of making recommendations for language teachers about how they can focus on providing specific and clear feedback to make students feel more at ease in teaching writing skill. Therefore, the aim of the study is to examine reflections of ELT students at preparatory class on explicit and implicit WCF in writing skill. Within the framework of this purpose, answers to the following research questions were formed:

1. What do ELT students reflect on explicit WCF in writing skill?
2. What do ELT students reflect on implicit WCF in writing skill?
3. Which WCF do ELT students reflect to be more effective in writing skill?

METHODOLOGY

Research Design

The aim of the research was to examine reflections of ELT students at preparatory class on explicit and implicit WCF in writing skill. Qualitative research and case study design were used to collect rich data and to explain concepts, facts, relationships (Merriam & Tisdell, 2015). A case study is used when a case is examined within itself, the boundaries between the case and its environment are not clear-cut, and there is more than one source of evidence or data (Yıldırım & Şimşek, 2011). In case study designs, (a) developing research questions, (b) developing sub-problems, (c) determining the situation to be studied, (d) choosing the study group, (e) collecting data and associating the collected data with sub-problems, (f) analyzing the data and interpretation and (g) reporting steps were followed (Yıldırım & Şimşek, 2011). In this context, the purpose of this research design is not to generalize but define facts (Patton, 2014). Case study design was preferred in this research to analyze thoroughly reflections of ELT students at preparatory class on explicit and implicit WCF in writing skill.

The Current Context

The researcher applied explicit WCF in the first half of the first semester while the students were studying writing paragraphs. In the second half of the first semester, the researcher started to apply implicit WCF when they started to study writing essays. The underlying logic for the shift from explicit WCF to implicit WCF was that students had learned how to organize a paragraph, write a topic sentence and support the topic sentence using supporting sentences and write a comprehensive paragraph. In addition, the researcher continued to apply implicit WCF during the second semester.

Study Group

Convenient and criterion sampling was used in the study in order to get relevant data from the participants. The criteria were taking writing course in preparatory class and having experienced both explicit and implicit WCF in the course. Thus, the participants of the study had the experience to produce comparative reflections on these two corrective feedback types. 16 ELT students participated in the study voluntarily. Demographic features of the study group were given in Table 1.

Data Collection Tool

ELT students were informed about the study and the difference between explicit and implicit WCF. Then they were asked to write their reflections on explicit and implicit WCF applied in their writing course and to express their preferences in terms of effectiveness along with

explanations on a sheet of paper. The statements written by ELT students in their own handwriting were used as the main data in this study.

Table 1. *Demographic features of the study group*

Demographic Features		f
Gender	Female	10
	Male	6
Age	18	4
	19	3
	20	6
	21	2
	23	1
Total		16

Data Analysis

In the research, the data were analyzed using content analysis. The aim of content analysis is to reach codes, categories and concepts that can explain the data obtained in the research (Cohen, Manion & Morrison, 2007). By using content analysis, data are defined, and hidden facts are revealed by the researchers. For this purpose, similar data are grouped and interpreted within the framework of certain concepts and themes (Yıldırım & Şimşek, 2011). In this study, students' reflections on explicit and implicit WCF were grouped into two categories as (a) positive aspects and (b) negative aspects. Finally, students' preferences were assigned into the appropriate category as (a) explicit WCF, (b) implicit WCF or (c) both.

Validity and Reliability

Validity in qualitative research is significantly impacted by reporting and describing the data in detail, including direct quotes from participants, and explaining the findings based on these quotes (Wiersma & Jurs, 2008; Yıldırım & Şimşek, 2011). By thoroughly explaining the data analysis process and using direct quotations from the students' own words, the validity was accomplished. The letter "S" was used for each student when presenting direct quotations, numerical codes such 1, 2, 3, and 4 were used to indicate the submission order, and the letters "F" and "M" were used to indicate the gender. For instance, the male student who submitted the form first was assigned the code "S1M".

For reliability, an expert in curriculum and instruction was consulted. The expert was asked to group the students' opinions into appropriate categories. The expert's categories and those of the researcher were contrasted. The reliability formula proposed by Miles and

Huberman (1994) was used, and interrater reliability was calculated at 98%, exceeding the expected level (80%) recommended by Miles and Huberman (1994) and Patton (2014).

FINDINGS

ELT Students' Reflections on Explicit WCF in Writing Skill

ELT students' reflections on explicit WCF in writing skill were analyzed and grouped into two categories as (a) positive aspects and (b) negative aspects. The findings were given in Table 2.

Table 2. *ELT Students' reflections on explicit WCF in writing skill*

Positive Aspects

- Explicit WCF helps students to see their identified mistakes and correct them
- Explicit WCF helps students to revise the corrections not to make the same mistakes
- Explicit WCF helps students to improve themselves in writing
- Explicit WCF is easier to correct the mistakes
- Explicit WCF is more learner-oriented

Negative Aspects

- Explicit WCF prevents students learning the actual problem
- Explicit WCF prevents students dwelling on their mistakes
- Explicit WCF prevents students learning from their mistakes
- Explicit WCF prevents students improving themselves in writing
- Explicit WCF causes students to make the same mistakes
- Explicit WCF leads students just to correct their mistakes

Table 2 displayed that as positive aspects, explicit WCF helped students see their identified mistakes and correct them, as well as helping them revise the corrections not to make the same mistakes. For some students, explicit WCF was easier to correct the mistakes, was more learner-oriented, and helped them to improve themselves in writing. Some of the students' reflections were as follows:

S1M: In the first term, explicit feedback helped me learn how to write a well-organized paragraph. At the beginning of the first term, I wasn't able to arrange my paragraphs because I had never written a paragraph before. Thus, explicit feedback helped me to learn how I can arrange my sentences.

S7F: When we first started writing paragraphs in English, we benefited from explicit feedback a lot. It was easy for us to correct our mistakes in our assignments.

S10F: Explicit feedback helped me a lot because it was clear what and where my mistakes were. To be honest, I corrected my mistakes easily because they were stated by my

instructor, and I tried to learn the right ones. After learning what my mistakes were, I revised the corrections not to forget, and I was always careful not to make those mistakes again, so it worked for me. Since my instructor wrote the corrections for my mistakes when explicit feedback was applied, I was more careful in my following essays by taking those corrections into account.

Table 2 also showed that explicit WCF, as negative aspects, led students just to correct their mistakes, prevented them from learning the actual problem, dwelling on their mistakes, and learning from their mistakes. Explicit WCF caused them to make the same mistakes again, so it prevented them from improving themselves in writing. Some of the students' reflections were as follows:

S2F: In explicit feedback, you just correct your mistakes. You don't learn your own problem. I believe that in explicit style, you still keep doing your mistakes. However, in implicit style, you learn what the point is.

S5F: In explicit feedback, students don't think about their mistakes, but they just correct the mistakes which their instructor marks.

S16M: In explicit feedback, writing the corrections for my mistakes prevented me from thinking and improving myself. Because the correct form for my mistake was obvious, I did not dwell on it.

ELT Students' Reflections on Implicit WCF in Writing Skill

ELT students' reflections on implicit WCF were analyzed and grouped into two categories as (a) positive aspects and (b) negative aspects. The findings were given in Table 3. As positive aspects, implicit WCF led students to try to correct their mistakes on their own, to think about their problems/mistakes and to search for possible corrections. Implicit WCF also helped them improve themselves in writing, learn from their mistakes, learn permanently, learn their actual problem, not to make the same mistakes again, so it decreased the rate of making mistakes. Moreover, a few students reflected that implicit WCF helped them search from different sources, develop their research skills and get higher scores. Some of the students' reflections were as follows:

S12F: Implicit feedback helped me improve more as I thought more about my mistakes and tried more to correct them. I think implicit feedback was better in terms of improving students' writing skills.

S13F: In implicit feedback, students can think about their mistakes and learn from their mistakes. Moreover, it decreased our rate of making mistakes in the next assignments.

S14M: In the second term, implicit feedback helped me develop my writing. My first drafts were very basic and disorganized. After implicit feedback, I developed myself, and now I

am able to write well-developed and well-organized paragraphs and essays. To me, implicit feedback is better for a student who already know how to write a paragraph or an essay.

S15F: In implicit feedback, when it was not stated what my mistake was, I thought more and researched about it. I learned from my mistakes and wrote my own word/sentence. Therefore, I learned permanently, and I didn't make the same mistake again in my following assignments.

Table 3. *ELT students' reflections on implicit WCF in writing skill*

Positive Aspects
• Implicit WCF leads students to try to correct their mistakes on their own
• Implicit WCF leads students to think about their problems/mistakes
• Implicit WCF leads students to search for possible corrections
• Implicit WCF helps students to improve themselves in writing
• Implicit WCF helps students to learn from their mistakes
• Implicit WCF helps students to learn permanently
• Implicit WCF helps students to learn their actual problem
• Implicit WCF helps students not to make the same mistakes
• Implicit WCF helps students to search different sources
• Implicit WCF helps students to develop research skills
• Implicit WCF helps students to get higher scores
• Implicit WCF decreases the rate of making mistakes
Negative Aspects
• Implicit WCF causes students to have difficulty in finding what the problem is
• Implicit WCF causes students to have difficulty in finding where the problem is

Table 3 also displayed the negative aspects of implicit WCF. A few students reflected that implicit WCF caused them to have difficulty in finding what and where the problem was. These students' reflections were as follows:

S4M: In implicit feedback, since what I wrote were already correct for me, even if our instructor marked it, I could not find exactly what and where my mistake was.

S11M: My mistakes were not clear for me in implicit feedback. That's why it was hard for me to find the correct one and most of the time I couldn't understand my mistakes.

ELT Students' Reflections on More Effective Feedback in Writing Skill

ELT students' reflections on which written corrective feedback was more effective in writing skill were analyzed and grouped into three categories as (a) explicit WCF, (b) implicit WCF and (c) both. The findings were given in Table 4.

Table 4. *ELT students' reflections on more effective feedback in writing skill*

More Effective Feedback	f
Implicit WCF	8
Both Implicit and Explicit WCF	6
Explicit WCF	2

As given in Table 4, eight students reflected that implicit WCF was more effective than explicit WCF. While six students reflected that both feedback types helped them, only two students reflected that explicit WCF was more effective than implicit WCF. Some students' reflections were as follows:

S3F: When I compare explicit feedback and implicit feedback, implicit feedback is more beneficial to us because we, ourselves, find our mistakes, errors or what it is. We are English teachers of future and we should find our mistakes in our essays. Therefore, we can teach our students.

S6F: In the first term, explicit feedback helped us see our mistakes. I saw my mistakes and learned how to correct them. In the second term, I figured out my mistakes and how to correct them on my own. Both of them helped me. Because I didn't know how to correct mistakes, explicit feedback helped me learn how to correct my mistakes. With implicit feedback, I improved myself. I think implicit feedback is also helpful, and it improves students because it allowed me to see my mistakes while writing.

S9F: I could clearly see my errors and mistakes in explicit feedback. In this way, I was able to correct my constant mistakes. While learning how to write an essay, I think clearly pointing out our mistakes made it easier for us to learn. Because it's hard for me to learn two new things at the same time, so my mistakes being detected and informed made it easier for me to understand and comprehend them. I learned to find my mistakes by researching with implicit feedback. I tried to find out exactly what the problem was by searching different sources. It improved my research skills and allowed me to reinforce the topics. I learned how to write an essay in the first semester and improved my essays by researching my mistakes in the second semester, so I started to get higher scores. As a result, both styles of feedback improved me and

allowed me to make progress. First, I learned by the help of my instructor's leadership, and then, I learned to find my own mistakes and correct them following my instructor's path.

S12F: Explicit feedback helped me see my mistakes directly. It made me think about my mistakes, but actually, I did not think much. I mean it was not enough. Implicit feedback helped me improve more as I thought more about my mistakes and tried more to correct them. I think implicit feedback was better in terms of improving students' writing skills.

DISCUSSION

The findings of the study showed that explicit WCF in writing skill helped students see their identified mistakes and correct them, as well as helping them revise the corrections not to make the same mistakes. For some students, explicit WCF was easier to correct the mistakes, was more learner-oriented, and helped them to improve themselves in writing. Likewise, Subon and Ali (2022) found out that students who receive explicit WCF are more likely to feel confident, at ease, and eager to study. The literature showed that explicit WCF led to gaining or improving greater accuracy, specifically grammar accuracy (Sheen, 2007; Zohrabi & Ehsani, 2014) and to higher rates of learner uptake, indicating that students were more likely to notice and incorporate the corrections when they were provided explicitly (Yu, 2022).

As negative aspects, explicit WCF led students just to correct their mistakes, prevented them from learning the actual problem, dwelling on their mistakes and learning from their mistakes. If students do not comprehend the reasons why their utterance was inaccurate, they are unable to adjust their hypothesis in a way that is supported by evidence, which might result in non-internalization of the revised form (Ryan, 2012). Another finding of the study is that explicit WCF caused students to make the same mistakes again, so it prevented them from improving themselves in writing. Similarly, in a study, students did not fully comprehend their mistakes and quickly forgot what had been addressed after receiving feedback (Zarei, Ahour & Seifoori, 2020). In addition, learners' writing performance would be more accurate grammatically if more explicit WCF was provided (Farahmand & Hatami, 2014).

The findings of the study reflected that implicit WCF in writing skill led students to try to correct their mistakes on their own, to think about their problems/mistakes and to search for possible corrections. Implicit WCF also helped them improve themselves in writing, learn from their mistakes, learn permanently, learn their actual problem, not to make the same mistakes again, so it decreased the rate of making mistakes. In addition, implicit WCF helped students search from different sources, develop their research skills and get higher scores. Similarly, implicit WCF led to better development of complexity and fluency (Subon, & Ali, 2022).

As negative aspects, implicit WCF caused students to have difficulty in finding what and where the problem was. In line with this finding, a study in UK revealed that implicit WCF allowed international students learning English to reorganize some problems, such as verb tense and punctuation; however, it was ineffective in helping students reorganize the structure of several phrases (Khadawardi, 2021). This may be resulted from students' cognitive bias or a mismatch between the feedback they receive from the instructor and the correction they make. Students may be perplexed by some factors, such as the difficulty they have in identifying inappropriate language use with implicit cues, their confusion over whether grammar errors are more important than meaning errors, and the likelihood that they will recognize the instructor's repetition of sentences as an attempt to explain meaning (Yu, 2022). On the other hand, the finding may stem from the student's lack of a thorough understanding of the language because according to Ferris (2002), there are two types of errors as treatable and untreatable. Treatable errors are those that students can correct with the help of a grammar book, such as verb tense agreement, article usage, pluralization, punctuation, capitalization, and spelling. Untreatable errors include word choice, word order, and missing or unnecessary words, and they require that the learners have a thorough understanding of the language.

The findings of the study indicated that half of the students thought implicit WCF was more effective than explicit WCF. The reason of this finding may be the fact that implicit WCF includes students in the correcting procedure (Lee, 2005). Like this finding of the study, in another study, students preferred implicit WCF to explicit WCF in writing (Ferris, 2002). Moreover, Yoshida (2008) found that in Japanese EFL courses, students strongly preferred to have an opportunity to reflect on their mistakes and come up with the appropriate forms before receiving corrective feedback from their instructors. Similarly, Abedi (2015) examined how Iranian EFL students felt about their teachers' oral error correction techniques and revealed that the students wanted indirect corrective feedback, but their teachers implemented direct corrective feedback techniques. Implicit WCF created better development of learners' implicit knowledge and production of pragmatic features (Nguyen, Pham & Pham, 2012).

Nearly half of the students reflected that both feedback types helped them. Ferris, Chaney, Komura, Roberts and McKee (2000) also resulted that both feedback types helped the students in their study. In addition, a study found that explicit WCF led to greater improvement in grammatical accuracy than implicit WCF; however, both types of feedback showed positive effects (Wulf, 2021). Another study revealed that although explicit WCF was more effective in enhancing learners' explicit knowledge of grammar rules, both explicit WCF and metalinguistic explanation led to improvements in learners' implicit knowledge of grammar (Shintani, & Ellis, 2013).

In this study, only two students reflected that explicit WCF was more effective than implicit WCF. On the contrary, a study revealed that students preferred explicit WCF rather than implicit WCF (Amador, 2008). Moreover, another study found that both types of feedback led to improvements in learners' writing accuracy; nevertheless, explicit WCF group showed slightly higher accuracy gains. The literature showed that explicit WCF helped students promote their explicit knowledge of pragmatics rules (Nguyen, Pham & Pham, 2012), it was more effective in addressing specific error types, and it had a greater impact on learners' accuracy and overall test performance than implicit WCF (Subon & Ali, 2022). The findings of a meta-analysis study examining various studies on explicit WCF and implicit WCF indicated that explicit WCF had a larger effect size than implicit WCF across different learner levels and writing tasks (Li, 2010).

CONCLUSION

There is no consensus on which feedback is more effective than the other when comparing the effectiveness of explicit and implicit WCF although most studies point that explicit WCF is more effective as opposed to the findings of this study. The controversy between the finding of this study and other findings in the literature may be resulted from the different groups (experimental and control) in other studies. However, in this study, as mentioned before, the students experienced both types of feedback and their reflections projected a comparative perspective. According to some studies, explicit WCF is more useful in fostering correctness and explicit knowledge of grammatical rules, while other studies suggest that implicit WCF helps students build implicit knowledge and fluency. Thus, it is significant to take into account the unique qualities, preferences, and instructional circumstances of each learner. Depending on variables including competency level, task complexity, and the type of errors being targeted, individual learners may react differently to explicit and implicit WCF, and the effectiveness may also vary. Another reason of the controversy between the finding of this study and other findings in the literature may be the study group of this research because they were ELT students who would be teachers of English in the future, and their proficiency level was high.

Implicit WCF may be regarded as a learning strategy which requires the students to comprehend their errors or mistakes, find a correction, and carry it out independently. Hence, language teachers should benefit from it. It should be kept in mind that implicit WCF was found to help students in verbs, articles, spelling, punctuation and capitalization errors, but it lacks in word choice and sentence structure errors if teachers relied only on it. Explicit WCF provides enhanced accuracy, increased awareness of grammar rules and immediate error correction. However, implicit WCF increases self-correction, learner autonomy and attention to language

form. Therefore, learner characteristics, competency levels, task types, instructional contexts and the way feedback is implemented should be taken into consideration to choose appropriate feedback in teaching English in terms of writing skills. In short, a combination of both explicit and implicit WCF adapted to the needs of students may be the most effective way. Based on the results of the study, using explicit WCF first and implicit WCF later is recommended to help students improve their writing skill.

The current study has some limitations. First, the study was carried out with 16 voluntary ELT students in writing skill. Further research may be held with more ELT students or in speaking skill, and the findings may be compared. Second, the findings are restricted to written reflections of the students on explicit and implicit WCF in their own handwriting. Further research may collect data using individual or focus group interviews, which may broaden the findings.

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THE ROLE OF DISCUSSION ACTIVITIES IN PROMOTING TOLERANCE IN EFL CLASSES[15]

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Abstract

In today's globalized world, an increasing number of people are moving to foreign countries to seek a better standard of living or to avoid local conflicts in their home country. In parallel to this migration mobility, schools in Türkiye have experienced a significant increase in ethnic and cultural diversity due to the rising number of international students. These students usually face difficulties adapting to the new culture and confront discrimination from their peers (Ekici, 2018). This discrimination can take various forms, such as prejudice, xenophobia, and unfair treatment, and it can severely impact students' academic and social progress. Hence, this study aimed to explore the role of discussion activities in developing the positive attitudes of language learners towards cultural diversity. Over five weeks in the spring semester of 2022–2023, 12 students in the English preparatory class at a state university in Türkiye participated in discussions and exchange of ideas concerning critical cultural issues. Qualitative data was collected via semi-structured interviews with voluntary participants after the five-week discussion period to assess the efficacy of discussion activities. Qualitative findings were organized, coded, and categorized using OneNote and MAXQDA software. The results of this study indicated that discussing cultural issues have great potential to enhance the development of tolerance and appreciation towards individuals of different cultural backgrounds.

Keywords: Tolerance, Discussion activities, EFL preparatory class students

INTRODUCTION

Nowadays, an increasing number of individuals travel to foreign countries to pursue a better life or escape local disputes. The development of transportation systems has also made it easier for people to travel worldwide, which has led to increased cultural exchange. This exponential increase in international mobility made societies diverse and multicultural (Stone, 2006). The world is becoming increasingly diverse, which is reflected in today's classrooms. There has been a significant increase in international student numbers studying in language classes

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worldwide. As a result of the increased number of international students, Turkish schools have experienced a marked increase in ethnic and cultural diversity as well. The rise in the number of international students has transformed the language learning experience for learners. Enrolling culturally diverse students in classrooms can allow them to learn not only a foreign language but also about various cultures and perspectives. However, integrating international students into classrooms brings some difficulties and challenges. In the acculturation process, international students can face discrimination from peers and even from their teachers and sometimes fail to adapt to a new culture (Ekici, 2018). Every day, these students may also experience prejudice, xenophobia, and discrimination (Şafak-Ayvazoğlu et al., 2021). Value education and pedagogical training are needed to prevent such critical issues and create a positive learning atmosphere for all students regardless of cultural origin. By teaching tolerance, empathy, and respect, educators can foster supportive and inclusive learning conditions where all students feel valued and encouraged to learn.

Aim of the Study

The main objective of this study was to explore the role of discussion activities in developing the positive attitude of language learners towards cultural diversity. Thereby, this study carried out with preparatory class EFL students sought to answer the following research questions:

- What role do discussion activities play in promoting tolerance in EFL classrooms?
- What are the attitudes of EFL preparatory students toward the use of discussion activities?

LITERATURE REVIEW

Role of Culture in Education

In the last three decades, culture has played a crucial role in education, and the integration of culture into English language teaching has become increasingly important (Clouet, 2006). Globalization and the international role of English make cultural aspects essential to foreign language teaching (Levina et al., 2016). Hence, cultural education plays a substantial role in foreign language learning and offers many advantages for language learners. Through cultural education, students can learn and understand various cultures, their perceptions, customs, traditions, and values. Providing students with extensive cultural education sows the seeds of tolerance, understanding, and respect. It allows them to appreciate and understand the diversity of cultures, leading to peaceful and harmonious communities (Chlopek, 2008). Learning distinct cultures helps language learners be good people, be friendlier and respect other students because they know how to communicate better and overcome misunderstandings while interacting with classmates from different ethnic backgrounds (Tran & Seepho, 2016).

In addition, cultural teaching practices in the curriculum support learners in developing tolerance, sympathy, and positive attitudes toward other cultures (Cubukcu, 2013).

Role of Value Education and Tolerance

One of the primary purposes of foreign language education is to prepare students for real-life situations by transferring norms, values, and perceptions of diverse cultures (Council of Europe, 2020). Stevick (1984) states that second and foreign language teaching should be based on a humanistic perspective. Maslow (1943) asserts that love, affection, and a sense of belonging are necessary to attain self-actualization. Valeeva et al. (2020) also point out that studying human values is one of the most important mechanisms for cultural competency. Values are essential to cultural education (Hall, 1997). Besides, mutual understanding is necessary for a respectful class atmosphere (O'Grady et al., 2011). Teachers can provide effective cultural education with the help of value education and developing tolerance in language classes (Chao, 2018).

Considering the essential role of value education in cultural teaching practices, tolerance plays a critical role in establishing mutual understanding and is the core value for bringing people together (Serin, 2017). Tolerance is the "respect, acceptance and appreciation of the rich diversity of our world's cultures, our forms of expression and ways of being human." (UNESCO 1995 p. 9). According to Vogt (1994), tolerance education is essential for students to integrate into diverse societies in the future. Tolerance is vital in effective intercultural communication (Levina et al., 2016). It is an essential value for the peaceful coexistence of people in society (Demircioglu, 2008). In addition, Grover (2007) proposes that education's one of the principal purposes should be to teach tolerance to students.

Role of Discussion in Education

In language classrooms where students of culturally diverse backgrounds are involved, establishing mutual understanding can be challenging due to higher intolerance among learners (Serin, 2017). To solve such a critical issue, Özüorçun (2014) indicates that exploring cultural norms, core values, and perceptions through discussions can enhance students' comprehension of the relationship between language and culture. Corbett (2003) points out that becoming familiar with how language is negotiated in a target culture facilitates promoting values and beliefs. According to Brown and Hewstone (2005), engaging in discussion about cultural subjects during intergroup interactions can effectively mitigate discrimination and prejudices. Further, Lustig and Koester (2013) assert that comparing cultural information is crucial in intercultural learning. Discussion activities help learners to critically evaluate the essential cultural elements, including culture-specific behaviors, norms, values, or perspectives.

Knowing and discussing such vital cultural aspects enables learners to observe and avoid misunderstanding. This is because a behavior considered well-respected or respectful in one culture may be regarded as improper, rude, or unacceptable by another (Hong, 2008).

Empirical Studies

In the research conducted with 32 pre-service teachers, Mighani and Moghadam (2019) found that discussing cultural topics could help to remove prejudices and enhance students' well-being, tolerance, and empathy. Serin (2017) found that cultural presentation activities could be utilized as an effective tool to promote tolerance among students in multicultural classes. Levina et al. (2016) claimed that culturally competent learners demonstrated non-judgmental attitudes and tolerance in social interactions. In the study conducted with 72 students, Nagovitsyn et al. (2018) discovered that familiarizing students with history, moral values, and social interaction of subcultures could promote developing tolerance towards the differences. As part of a cultural project with 51 participants, Stevens and Charles (2005) found that watching historical videos can make the classes more inclusive and tolerant. In the study conducted with eighth-grade students, Demircioglu (2008) found that stories can teach tolerance and reduce conflicts. In the research carried out with eleventh graders, Castro et al. (2021) discovered that discussion activities regarding cultural topics could help students to foster communicative competence and gain cultural awareness and understanding.

METHODOLOGY

Research Design

This study depends on qualitative methodology. The participants voluntarily participated in the discussion activities for five consecutive weeks in the 2022-2023 spring semester. At the end of the five weeks of discussion activities, semi-structured interviews with the voluntary participants were conducted to find the efficacy of the discussion over the learners' tolerance towards foreigners. The qualitative approach was selected in this research because it allows researchers to analyze the research questions in-depth. This approach can help researchers to gather valuable information and insights that might not have been anticipated (Raworth et al., 2012). In addition, qualitative data collection could allow researchers to examine unexpected results in greater depth (Clark & Creswell, 2007).

Each week as a part of discussion activities, different topics referring to various aspects of intercultural communication were focused on. Discussion topics ranging from strategies to overcome culture shock to promoting behavioral performance in intercultural interaction were implemented each week of the training. In this respect, so as to raise awareness towards

tolerance, for instance, "How to promote respect, tolerance, and empathy in foreign language classes?" was discussed during the last week of the training sessions.

Participants of the Study

The study was conducted in the preparatory school of a state university in Samsun, Turkey. The participants of this study were 12 students studying in the intermediate and upper-intermediate classes in the Ondokuz Mayıs University School of Foreign Languages English preparatory school in the 2022-2023 spring term. In this research, there was an equal distribution in terms of the gender of the participant; the number of female participants was 6, while the number of male participants was 6. The participants' ages varied between 18 and 21.

Data Collection Instrument

This study applied a qualitative data collection instrument to explore the research questions. For collecting qualitative data, semi-structured interview questions reviewed and approved by experts were applied. To collect qualitative data, semi-structured interviews were conducted with the 8 voluntary participants after expert review and approval of the interview questions. These sessions were held via the Google Meet platform. Students' answers to interview questions were noted using the OneNote app at this stage.

Data Analysis

The data collected via the interviews were noted and categorized via Microsoft OneNote App. A qualitative data analysis program for social science, MAXQDA, was used to determine codes and categories for each question. The codes and categories determined have also been evaluated by other researchers from the Department of English Language Teaching to ensure the reliability of qualitative data.

FINDINGS

Analysis of the First Research Question

Using MAXQDA software, data obtained from the participants' responses to semi-structured interview questions were analyzed, organized, and coded. Table 1 provides a list of the codes and categories found.

Table 1. *The role of discussion activities in promoting tolerance*

Categories	Codes
Tolerance	Increased respect toward foreign classmates
	Increased respect for different cultures
	Increased appreciation for cultural diversity

	Increased tolerance towards people from different origin
	Increased understanding of cultural differences
	Increased tolerance towards different religions

The participants' responses highlight that the discussion activities practiced in the course of the scheduled five weeks for promoting tolerance yielded positive outcomes. The majority of the participants expressed the effectiveness of the discussion regarding cultural issues for developing tolerance towards cultural diversity. Some claimed that the critical cultural issues in the discussion helped them promote empathy and respect toward their classmates from different origins. Many asserted that they became more tolerant towards people of different origins or religions. Besides, they claimed to become more sensitive about political issues and the dangers of making generalizations that could offend people from different cultural backgrounds. The interview data from the participants also revealed that discussion activities increase awareness that all human beings are equal, regardless of language, religion, or race. Besides, some participants admitted that they had prejudices before towards foreigners, but learning and discussing various cultural issues assisted them in breaking down prejudices.

An excerpt of some participants' responses to the fifth semi-structured interview question is included below:

"I had prejudices before. After what we have seen in the lesson, I will listen to the other side more carefully, feel them better, empathize with how they feel, and try to communicate and support them better. I think I can empathize better with the foreigners I encounter now. I learned more about prejudices and will try to avoid prejudices and miscommunication with the knowledge I gained in these activities. I will try to be more tolerant and try to understand people from different cultures for better communication." (P4)

"Everyone should respect different cultures, but it is necessary to know how to do it; it needs to be put into practice. It was better to hear from our friends from different cultures. With the discussion activities, we learned to avoid discriminating against foreigners and raise awareness that we are all equal and human, regardless of language, religion, or race. All these have contributed to the development of the understanding that we are all human beings. Activities such as being careful while discussing politics have also increased our awareness." (P6)

247

Analysis of the Second Research Question

A semi-structured interview with the 8 participants from the experimental group also collected information regarding the attitudes of preparatory students towards the use of discussion activities. Some participants claimed that the interaction during discussion activities allowed them to socialize more. They asserted that these activities supported their cooperation. In addition, some participants stated that looking at the topics from different perspectives while discussing enabled them to gain awareness, respect, and appreciation towards diversity.

Table 2. *The attitudes of EFL preparatory students toward the use of discussion activities*

Categories	Codes
Enjoyment	Increased joy of learning
	Have fun during activities
	Increased satisfaction for learning more
Socialization	Increased interaction with classmates
	Increased cooperation in group work
Open-mindedness	Increased awareness
	Increased respect toward foreign classmates
	Increased appreciation for cultural diversity

An excerpt of some participants' responses to the second semi-structured interview question is included below:

"During the activities, we learned and had fun at the same time. I think these activities are more enjoyable and engaging compared to traditional classroom learning, which can often feel boring and focused solely on loading information through reading materials." (P1)

"With these activities, we had the opportunity to socialize more with our friends." (P2)

"These activities will help me to interact with my students from different cultural backgrounds more open-mindedly. Seeing different aspects of other countries increased my interest in doing research about countries. It was fun for me. I waited for Monday to come." (P4)

"The part in the discussion section motivated me more to get to know people and gain perspectives." (p6)

"I have overcome my prejudices towards some people and started to respect them more. I can communicate more comfortably with foreign people because I can understand

them better. My motivation for communication has increased in general. It was quite enjoyable." (P8)

DISCUSSION

Research findings indicate an essential outcome of discussion activities in providing a positive classroom atmosphere and promoting tolerance in language classes. With the help of discussion practices, language learners became more tolerant towards diversity. One of the contributing factors to such a positive outcome could be the comparing and contrasting aspects of discussions regarding cultural topics. Similar to this finding, in a study conducted by Serin (2017), it has been discovered that learners can be more tolerant when presented with the similarities and differences between various cultures. It can be noted that learning about diverse cultures and discussing cultural information can support learners in developing empathy towards cultural differences. Likewise, it was found that learning ethical values, norms, and cultural perceptions contributes to learners developing tolerance towards differences and reacting to antisocial behaviors (Nagovitsyn et al., 2018). This is like the experience of learners from a Western background who gain an opportunity to learn the significance of family in Eastern cultures while discussing and developing an understanding of why Eastern people give priority to families.

This study also noted that participants developed a positive attitude to combat prejudices after discussing cultural issues. The finding is similar to the view of some researchers. Levina et al. (2016), for instance, claimed that culture has a humanizing effect on students and helps them to overcome stereotypes and prejudices towards others. Findings also show that improved tolerance levels of learners with discussion practices could support learners' understanding of diversity. Moreover, it is found that discussion activities can develop communication skills by fostering speaking and listening skills. Discussing critical cultural issues can encourage learners to express their opinions and actively listen to their peers. To support that finding, Argawati (2014) also found that discussion activities could enhance learners' foreign language speaking skills and willingness to communicate. Likewise, the result of action research conducted by La'biran (2017) revealed that discussion activities could foster speaking skills.

In addition, the findings show that discussion activities related to cultural topics could help students to improve their cultural awareness. Castro et al. (2021) also discovered that cultural discussion practices build cultural awareness and understanding. When students are exposed to different perspectives and cultures in a discussion, they can learn to appreciate and understand different ways of thinking. This can help them develop their cultural awareness

249

and respect for diversity, essential for establishing a positive classroom atmosphere. In this regard, Jones (2022) argues that students feel valued and safe in a respectful classroom environment. Besides, the findings revealed that participants exhibited increased motivation and enjoyment while discussing culture-related issues. It is significant because intrinsically and extrinsically motivated learners demonstrate a positive attitude toward intercultural learning (Tran & Seepho, 2016).

Further, the present study's findings also reveal the teachers' critical role in activities selection process for promoting values. Language instructors can integrate cultural discussion activities to help learners to adopt tolerance towards diversity. Considering the urgent need for tolerance in today's classes, providing tolerance should be an important part of teachers' duties. Similarly, Vlachou (1997) claims that the role of teachers is not only restricted to delivering the weekly assigned topic; promoting tolerance among language learners to provide an effective learning experience is one of their duties. Besides, Nagovitsyn et al. (2018) assert that intolerant behaviour could result in intolerant responses, so teachers should have tolerant attitudes toward their students.

CONCLUSION

This study investigated how discussion activities in EFL classes affected the tolerance development of the students in the preparatory classes. The findings showed that discussing critical cultural issues helps language learners develop tolerance towards people from different cultural origins. With the help of discussions, learners obtained an unbiased perspective while evaluating their international friends, observed the cultural differences, and obtained positive attitudes toward cultural diversity. In the light of these results, it can be concluded that activities that put discussion activities at its center could yield a positive outcome for developing tolerance towards people from diverse ethnic and cultural backgrounds. This way, international students in today's classrooms could be emotionally and physically valued.

Limitations

This study has some limitations that should be acknowledged when interpreting the findings. Firstly, based on the characteristics and size of the sample, the inferences drawn from this study can only be generalized to the Turkish EFL preparatory class students' population. Secondly, the study was conducted via online meeting platforms, which could affect participants' motivation in the discussion.

Implications

This study implies that discussion of cultural topics can facilitate the development of tolerance toward people from different ethnic backgrounds. Considering the effectiveness of discussion

activities on value education, educators could integrate more discussion activities into their curriculum to help students establish positive attitudes towards their classmates regardless of their cultural affiliation, skin colour, or nationality. Besides, results indicate that learners' communicative competence increased during discussion sections, so such practices could be utilized to support the speaking and listening skills of the language learners. Educators also apply discussion topics related to cultural issues to demonstrate different perspectives and raise language learners' awareness regarding cultural issues.

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NEED FOR COGNITION IN EDUCATION: A COMPARISON OF THE MINDSETS OF PRE-SERVICE AND IN-SERVICE TEACHERS

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Abstract

Despite the fact that the notion of need for cognition (NC) has been acknowledged and researched in many academic fields, educational sciences have paid it relatively little attention. As a result, little study had been done on teachers' NC levels (Arpac & Bardakç, 2016). The disparities in NC levels between pre-service and in-service instructors further exacerbated the problem. 234 pre-service and in-service teachers were examined in this mixed-method study to see if there were any differences in their levels of NC. The study's conclusions showed that pre-service and in-service teachers' perceptions of NC varied significantly. The NC scores of the in-service participants were found to be considerably lower than those of the pre-service participants. The study presented important data about to what extent the pre-service teachers differentiated from the in-service teachers regarding NC. The study also reflected some important implications.

Keywords: Need for cognition, Pre-service teachers, In-service teachers

INTRODUCTION

"Need for cognition" (NC henceforth) was first developed by Cohen et al. (1955). It was defined as "the need for an individual to organize his experience in a meaningful way", "the need to construct relevant situations in meaningful and integrated ways" and "the need to reasonably understand the experiential world" (Cohen et al., 1955, p. 291). The idea of NC describes the willingness to think about how learning occurs as well as the satisfaction that comes from thinking, solving problems, and actively using one's intellect (Goodman, 2017, p.853). According to Cacioppo et al. (1996), people with high NC try to find ways to "seek, acquire, think about, and reflect back on information to make sense of stimuli, relationships, and events in their world" (p. 199), whereas people with low NC choose to stay away from engaging in demanding and challenging thoughts, therefore they are more likely to rely on visual cues that require less attention including logical heuristics or other people's opinions (Arpacı & Bardakçı, 2016). Research on NC reveals that in the course of dealing with tasks and social information, NC is a decent predictor of people' attitudes (Cacioppo, et al. (1984). Furthermore, Cacioppo and Petty (1982) stated that NC is "a personality construct that was developed to address

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individual differences in motivation for cognitive processing" (p. 119-125). That is, instead of focusing on specific cognitive results, NC places more emphasis on cognitive processing. Research indicating that NC is only marginally related to measures of cognitive ability (such as verbal intelligence) and continues to predict pertinent outcomes after cognitive ability is controlled lends support to the concept that NC taps into variations in motivation rather than ability (Epstein & Pacini, 1999).

According to Cacioppo and Petty (1982), the need for cognition is a tendency to ask for, and be satisfied with the processes of thinking that are being worked on. According to whether the need for cognition is high or low, the person has certain characteristics. It is possible to list these properties as follows (Cacioppo et al., 1996);

• A person with a high level of need for cognition is eager to conduct an in-depth study in the process of obtaining information. When doing this, the person handles all aspects of all information present and past.

• Individuals with a high need for thinking take on context willingly in a wide frame. Also, the individual considers and evaluates many options related to the subject. The individual is aware of his prejudices and he or she organizes the subjects in a systematic and planned way.

• Individuals who need a low level of cognition tend to accept the knowledge that they hear from others.

• Individuals with a high need for cognition have a tendency to examine different aspects of their problem-solving or in-depth analysis for the decision-making process.

• Individuals with a high level of cognition need fewer stressful situations in complex situations.

• Individuals with a low need for cognition have a pessimistic personality when it comes to complex situations and problem solving.

• Individuals with high thinking skills solve problems more effectively because they use their cognitive levels very well.

According to Chong et al. (2011), beliefs and perceptions about oneself as a teacher depend on knowledge from previous and present experiences. In order for teachers to reach greater levels of awareness about both what they do and why they do it, they must intentionally evaluate their practice. Individualizing the teaching identity involves letting one's individuality shine through. To react to the numerous complicated demands imposed on them, teachers should be confident in their knowledge of their role in the profession and in society, which might be handled by having a strong NC (Forde et al., 2006).

Despite the fact that NC has been recognized and investigated in many academic domains such as psychology, educational sciences have paid little attention to the concept of NC. Therefore, there is a dearth of research on teachers' NC levels (Arpacı & Bardakçı, 2016). Although, the literature does not present comprehensive research on the level of pre-service teachers, which is moderate level (e.g. Suer & Kınay, 2019), less is known about in-service teachers. It is not surprising to observe that at the prospective level, teachers have the desired level of NC since universities are the places where academic studies and thinking skills are promoted and practiced, yet, it is hard to see the current situation for in-service teachers. The literature falls short of addressing how in-service instructors differ from pre-service teachers in terms of NC. In order to compensate for this gap, the current research emerged.

There were two research questions of the study:

1) What are the levels of need for cognition of pre-service teachers and in-service teachers?

2) How do the levels of need for cognition differ between pre-service teachers and in-service teachers?

METHODOLOGY

Research Design

The mixed method sequential explanatory design was utilized for the research. In this strategy, a researcher first collects and analyzes the quantitative (numeric) data. The qualitative (text) data, which are obtained and processed second in the sequence, are elaborated upon or explained by the quantitative results provided in the first phase. The second qualitative phase is built upon the first quantitative phase, and the two phases are connected in the middle of the research. This tactic is supported by the fact that the quantitative data and the subsequent analysis provide a comprehensive understanding of the study topic. The qualitative data and their interpretation enhance and explain those statistical conclusions through a more detailed investigation of participant opinions (Creswell, 2003). Therefore, in the current research, the researcher, initially, utilized a questionnaire to find out the participants' levels of need for cognition then, a semi-constructed interview was conducted to investigate the results behind their current level of NC in detail.

Participants

The total participants of the study were 234 teachers. 78 of the participants were in-service teachers at different high and secondary schools around Turkey, while 156 of them were 4th grade pre-service teachers in pre-school, science and English language teaching departments in a state university in Turkey. The participants were chosen randomly (random sampling). The further demographic characteristics about the participants were given table 1.

Table 1. *The participants' demographic information*

Characteristics	Categories	Frequency (N)	Percentage (%)
Gender	Male	99	42,3
	Female	135	57,7
Service Type	Pre-service	156	66,7
	In-service	78	33,3
Total		234	100

Data Collection Tools

The Questionnaire

The quantitative research data were collected through the questionnaire called "The need for cognition". The questionnaire was originally designed by Cacioppo and Petty (1982) as a 34-item inventory, but it was later reduced to 18 items by ranking the 34 items from the original scale (Cacioppo et al., 1984) in accordance with the significance of factor loadings. Principal component analysis revealed one dominating factor, supporting the conclusions of Cacioppo et al. (1984). According to Cacioppo et al. (1984), respondents rate how much they agree with each of 18 statements about "the satisfaction they gain from thinking" on a 5-point Likert-type scale ranging from extremely uncharacteristic of me (1) to extremely characteristic of me (5) (Sadowski, 1993). Gülgoz and Sadowski (1995) translated the questionnaire into Turkish. Moreover, Demirci (1998) altered the point scale of Likert-type items and constructed it 5-point scale. Therefore, the questionnaire has 18 items on a 5-point Likert type scale (1=strongly disagree, 2=disagree, 3=undecided, 4=agree, 5=strongly agree).

For this research, in order to determine the internal consistency of "need for cognition", Cronbach's Alpha test was applied. The additional information about the questionnaire was given in Table 2.

Table 2. *The results of Cronbach's Alpha Test*

Reliability statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,881	,882	18

As is seen in table 2, the alpha coefficient for the eighteen items was .881, suggesting that the items have relatively high internal consistency (a reliability coefficient of .70 or higher is considered "acceptable" in most social science research situations).

The Semi-structured Interviews

In addition to the questionnaire, the researcher utilized semi-structured interviews conducted with the teachers (both pre-service and in- service) who participated voluntarily. As Harvey-Jordan and Long (2001) stated, semi-structured interviews are utilized to find out the reasons why participants behave in certain ways, and their advantage depends on the abundance of data they yield. Therefore, 4 semi-structured interview questions were constructed by the researcher. Interviews were conducted with 15 pre-service and 15 in-service teachers.

Table 3. *The interview questions of the study*

Number	Semi-Structured Interview Questions
1	How do you evaluate complex situations, problems in your life?
2	What do you do when you decide on a topic or when you want to solve a problem? Which ways do you use to reach your resolution or solution?
3	What should you do to research about a topic that you have not encountered before?
4	How do you evaluate other views when you see that you have different opinions about a topic that you know very well?

Data Collection Procedure

The study was conducted in the first 6 months of 2022. All data collection procedures were fulfilled online. The NC questionnaire was transferred to Google documents and the link of it was sent to email addresses of all participants by the researcher. Before the questionnaire, an explanation of the study was written, then, it was mentioned that the study completely depended on voluntary participation and they can withdraw from the study anytime without any explanation. The researcher shared the questionnaire link in the 1st month of 2022 with the participants. The participants had 3 months to answer the questionnaire. After the questionnaire, the researcher asked random participants whether they could participate in interviews via email. Then, the researcher gathered the participants who were volunteers to participate in semi-structured interviews. With the participants of the interviews, Zoom meetings were scheduled and done at their available times. Each interview lasted 15 minutes. There were 4 interview questions.

Data Analysis

While the quantitative data collected through questionnaire were analyzed via Statistical Package for Social Sciences (SPSS) software program, the qualitative data gathered from

interviews with teachers were analyzed by thematic analysis. In the analysis of the quantitative data, frequency and t-test analyses were done. On the other hand, thematic analysis depends on finding themes in qualitative data (Maguire & Delahunt, 2017). Therefore, in the analysis of the qualitative data, the data gathered from the interviews were analyzed and categorized in the themes (Yıldırım & Şimşek, 2006).

FINDINGS

The results that follow are presented by each individual research question.

Research question 1: What are the levels of need for cognition of pre-service teachers and in-service teachers?

The data resulting from the pre-service teacher group (n:156) were analyzed in descriptive statistics. The mean scores of the questionnaire answered by the pre-service teachers were given in the following table.

Table 4. *The descriptive statistics of the questionnaire answered by pre-service teachers*

Items	Mean	Std. Dev.
Item 1	3.24	0.97
Item 2	3.58	0.94
Item 3	3.67	1.12
Item 4	3.91	1.02
Item 5	3.90	0.98
Item 6	3.54	0.92
Item 7	3.11	1.02
Item 8	3.57	0.93
Item 9	3.29	1.11
Item 10	4.10	0.92
Item 11	4.22	0.81
Item 12	4.09	0.92
Item 13	3.38	0.98
Item 14	3.77	1.03
Item 15	3.45	1.08
Item 16	3.39	0.94
Item 17	3.99	1.52
Item 18	3.76	1.19
Total	65,96	

The sample's mean was also determined to be 65,96. The score above 61, according to Demirci (1998), suggests a stronger NC, which means that the participants prefer activities that demand a lot of cognitive work. Thus, the sample had a significant high level of NC.

The data resulting from the pre-service teacher group (n:78) were analyzed in descriptive statistics. The mean scores of the questionnaire answered by the pre-service teachers were given in the following table.

Table 5. *The descriptive statistics of the questionnaire answered by in-service teachers*

Items	Mean	Std. Dev.
Item 1	3.01	0.95
Item 2	3.09	0.91
Item 3	3.11	1.05
Item 4	3.03	1.02
Item 5	3.15	0.93
Item 6	3.01	0.90
Item 7	2.98	1.06
Item 8	3.03	0.98
Item 9	3.00	1.01
Item 10	3,22	0.92
Item 11	3,19	0.89
Item 12	3,05	0.93
Item 13	2,92	0.94
Item 14	3,30	1.11
Item 15	3.07	1.08
Item 16	3.03	0.98
Item 17	3.22	1.14
Item 18	3.20	1.05
Total	55,61	

For the sample of in-service teachers, the sample's mean was analyzed as 55,61. According to Demirci (1998), any score above "61" suggests a stronger NC, which shows that the participants were not willing to deal with activities that demand cognitive work. Hence, the sample had a significantly low level of "need for cognition".

Independent-samples t-tests were used to compare the standard and total scores for the two groups of teachers. According to an analysis of the data, p-value was found ",032" which indicated that there was significant difference between the two groups of teachers on their level of "need of cognition". That is, the pre-service teachers outperformed the in-service teachers regarding the scores of the questionnaire. In other words, the pre-service teachers were on higher level of "need for cognition" than the in-service teachers in the study. The following t-test analysis table was given to show the finding in detail.

Table 6. *The results of t-test regarding service types of teachers for the questionnaire*

Group	N	Mean	Std. Deviation	p
Pre-service	156	3,66	,46189	,032
In-service	78	3,08	,41476	

Research question 2: How do the levels of need for cognition differ between pre-service teachers and in-service teachers?

In the study, as the second data collection tool, the perceptions of the in-service teachers about the need for cognition were tried to be extracted by conducting interviews. The participants' opinions with the highest frequency were tried to be tabulated. Their perceptions were coded in themes and explained under the theme tables.

As the first question of the interview, "How do you evaluate complex situations, problems in your life?" was asked to the in-service participants. The views about this question were divided into 3 themes.

Table 7. *The themes of in-service participants' views about the first interview question*

Themes
The unfortunate and consuming events of life
The natural process of life
The thrilling process of life

According to table 7, it was indicated that most of the in-service teachers considered complex situations or problems that they might face in their daily life as undesirable and exhausting experience, whereas some in-service participant showed that the problems and complicated situations in his life excited them since as a consequence, they could have chance to practice their problem solving skills. Similarly, it was observed that they stated that the problems and complex events of lives occur just because of mechanism of life, it is how life is, therefore, specific precautions should be taken to solve them.

The in-service participants in the category of "the unfortunate and consuming events of life" were determined by analyzing the comments of the participants. Some of examples of them were given;

-They are so boring and exhausting and I face quite a lot lately. In every corner of life, there are plenty of problems and you realize it better as you grow up. Furthermore, if you are on the brink of graduate from university, it becomes double in this sense. Sometimes I want to stop aging.

- I feel high pressure because your family expect you to stand on your own legs in life and while you trying to do so, many problems and unfortunate events come along. I try to get used to overcome them but it is really hard and tiring process.

-I know that I need to solve them but it is, indeed, very stressful practice. I wish I never grown up.

The in-service teacher participant, who was in the category of "the thrilling process of life", commented that;-*When I face with these issues, I feel I am not a child anymore and that gives me encourage to act therefore, I find them thrilling events of life.*

Finally, for the last theme, the in-service participants agreed on that the complex situations are the natural components of life. As the example of the statements of them, following answer of one of the participants was given;

- Problems only end when we die, so I think it is how life works. The important thing is that you need to improve yourself enough to find ways to solve these problems. My way is that if the problem is considerably big, first, I relax myself by drinking a glass of alcohol, then, I strategically find ways to solve it.

The views of the first question of the interview questions of the pre-service teacher participants were categorized to 2 main themes as "a chance to learn and discover something new" and "a must of life".

Table 8. *The themes of pre-service participants' views about the first interview question*

Themes
A chance to learn and discover something new
A must of life

As is seen in table 8, the pre-service teacher participants considered the problems or complex situation in their life as an opportunity to learn something new and, of course, a necessity of life.

The participants who put forward the category of "a chance to learn and discover something new" mentioned some of these lines;

263

- To be honest with you, in generally, I feel very stressed when I experience such a thing yet, I preach myself that there is no use of focusing on how bad is that so rather than complaining, I need to begin to act and take action to make whatever it is right. Also, by doing these, I mean focusing on how to act and how to solve it, I feel that while I develop my problem solving skills, I develop myself as well because I find new aspects of me through this process.

- I try to think on it first. I create ways to solve it. As usual situation of life, I say to myself that it is a situation that I need to experience therefore I try to get lessons about it.

- A problem includes many features that wait to be explored so that's why people become wiser as they face with problems. The sooner we realize that problems are fundamental components of life, the easier we get used to it so the faster we focus on finding solutions about them.

The other pre-service participants who commented for "A must of life" made these statements;

> *-What can I say, it is the nature how life works. No matter how much you try to avoid them, they find you in everywhere you go or every time you try to do something. I also think that in addition to that the problems are usual situations of life, they are the things that make life as it is.*

As the answers of the first question of the interview showed, it would not be inappropriate to state that the differences between in-service and pre-service teachers were obvious since the most of the in-service teachers focused on how bad a problem or a complex situation in their life is, rather than focusing on how to solve or overcome them. The pre-service participants clearly put forward some thoughts that were aimed to take an action for these problems or complex situations that they might face with, rather than just complaining about them.

As the second question of the interview, "What do you do when you want to solve a problem? Which ways do you use to reach your resolution or solution?", was asked initially to the pre-participants, and then to in-service teachers.

Table 9. *The themes of pre-service participants' views about the second interview question*

Themes
Discussion and exchanging ideas with others
Searching

As is seen in table 8, when they face with problems, most of the pre-service participants agreed on discussion and exchanging ideas with others for the solution of them. Only 2 of the pre-service participants indicated that first, they search on the problem then they act to solve it in direction of the data that they found in the search.

Some of the statements that the pre-service participants contributed to the theme of "discussion and exchanging ideas with other" were like;

- As an initial step, I do brain-storming and I advise with the ones that I trust their ideas.

- I demand ideas of the ones who are close to me, then I present my solutions to these people about the problem so that to see whether is it suitable or not.

- I share the problem with others, and after I get the ideas of others, I choose the most logical solution.

The pre-service participants in the theme of "searching" reflected these ideas;

- We live in modern area, we can find almost anything on internet so when I have such a problem in my life, I benefit from the power of internet. Moreover, I can even communicate with anyone who had or have similar problem like I have on internet.

- I believe that it depends on what kind of problem I am having but, generally, as a first step, I search on it. I use books or internet. If I find something useful for my solution while searching, I note that information and that information often takes me to another level. As a result, I hope that this searching help me find   my solution for my problem.

Table 10. *The theme of in-service participants' views about the second interview question*

Themes
Self-reliance and self-esteem

According to the table 10, the in-service participants' views about the second interview question were surprisingly gathered in only one category called "Self-reliance and self-esteem". As the answers of the in-service participants were analyzed through thematic coding, it was observed that they substantially depend on themselves while recognizing their problem-solving methods. Some of the statements of the theme called "Self-reliance and self-esteem" were;

- In the solution of a problem, the methods, which should be followed, and the different dimensions of the problem are evaluated and compared. I believe I can try to create sophisticated ideas for the sake of finding answer of my problem and I can create a mix of these ideas for solution.

- First of all, I try to get my own business done, but if I think I cannot do it, I do everything to solve it rather than being defeated. Also, if I need to solve it in a short time, I think about the solution immediately. If I have time, I first identify the problem and then start exploring different solutions.

- In the process of problem solving situations, I think that the decisions I make are more useful and clearer. I step forward with sure steps with my decisions in order to eliminate my problems. I wait the best time to apply my decision to the problem and I try to reach out the solution in ways that I hope I do not need any other person.

- By acting completely with my own mind, I take account the damages and the benefits of the decision I will make in the future.

As the second interview question was analyzed by thematic coding among all participants, the difference between the in-service and pre-service teachers indicated that the pre-service participants preferred to collaborate and interact with other and search the problem on internet and books while they tried to find solution to their problems, whereas the in-service participants fairly relied on themselves individually in that process.

As the third question of the interview, "What should you do to research about a topic that you have not encountered before?", was asked to the participants. The views about this question were divided into two categories as the answers of pre and in-service teachers.

Table 11. *The theme of pre-service participants' views about the third interview question*

Theme
Scientific sources

As table 10 indicated, all of the pre-service participants substantially trusted scientifically proven materials in the course of facing with a topic that they were not familiar with. In the process of forming the theme called "Scientific sources", these statements assisted to the researcher;

- I do research about that subject with the help of literature review. I read published articles related my purposes. I can go to library in my town while doing it.

- I look conducted research about that topic. I do comprehensive research by using internet resources. While investigating these resources, I pay attention to authenticity and validity of the resources that I found since there are lots of information that do not reflect the truth.

- I try to solve it by knowing it well and supplying the works and the sources written about it.

Table 12. *The themes of in-service participants' views about the third interview question*

Themes
Scientific sources
Experience and knowledge

Table 12 showed that there were two themes as a result of thematic coding for the answers of third interview question for pre-service participants, these are "Scientific sources" and "Experience and knowledge". Almost half of the in-service participants agreed on idea that when they needed to do research about a topic that they encountered before, they benefited from the scientific materials like articles, dissertations or books, the other in-service participants who supported the view that when they investigated a unknown topic, they thought that they demanded advices from the ones who were experienced and equipped with knowledge about the issue.

The in-service participants supporting the first theme "Scientific sources" stated some of these sentences;

- The only thing I can do is to do research for it, I mean, I look up for books and article written about that topic. I try to find as many resources as possible because I think each source approaches that topic in a different way so that I can formulate my solution by comparing them.

- We are teachers, we are the defenders of scientific knowledge therefore scientifically proven data should be our way out in such a process. I don't even trust newspapers now. When I am curious about something or when I am supposed to learn something new, I directly go for information proven scientifically.

In the other theme "Experience and knowledge", the in-service participants' statements were;

- People with the knowledge on this subject should be consulted. Namely, I get the idea of people who have already had experience with this topic.

- It can be consulted with people who are interested or experienced with the topic that I need to investigate. Our ancestors did not say that for nothing, if you do not know, ask someone who know.

- The information should be obtained from the owners of the experience and then the research should be done by taking the support from the sources on the determined path.

The analysis of the themes of pre- and in-service participants' answers indicated that all pre-service participants benefit from scientific sources when they are expected to do a research about an unknown subject, although some of the in-service participants agreed with the pre-service participants in terms of the answer of the third interview question, the majority of them reflected that they preferred to ask someone with experience and knowledge about the subject. In a nutshell, while pre-service participants used academic information in their investigation, the majority of the in-service participants supported to get advices from others with experiences.

As the final question of the interview, "How do you evaluate other views when you see that you have different opinions about a topic that you know very well?", was asked to the participants. The views about this question were divided into two categories as the answers of pre and in-service teachers.

Table 13. *The themes of pre-service participants' views about the fourth interview question*

Themes
The persistence of own idea
The appreciation for other views

The answers of the final interview question were constructed 2 themes as a consequence of analysis of thematic coding of the answers, as table 13 reflected. These themes were "the persistence of own idea" and "the appreciation for other views". The half of the pre-service participants interpreted the other views of a subject that they know very well in a skeptical way. That is, as they relied on their own views, they did not let others to chance their views. The other half, on the other hand, considered others' view in an appreciative way. They valued them and tried to enhance their existing views by reevaluating them with the new views.

Some of the statements of the pre-service participants who regarded the other views in "Persistence of own idea" theme were;

- Ideas are important to me, but my own opinion is also important, so I can put my own opinion in my opinion in different social environments. Moreover, if I am sure about that subject, I firmly defend my opinions.

- I am always open to new ideas or new aspects of a subject but they do not chance my mind about that subject. Of course, I respect the other views, but if I am sufficiently confident

about my opinion, I act accordingly. I think that I tend to care about the idea that is closest to my thinking.

The other pre-service participants in "Appreciation for other views" theme reflected some of these sentences;

- If it makes sense, I try to include others' ideas to my ideas. I mean, I take their views into account by listening them carefully and try to understand them. I think that they will be beneficial to me in future and try to evaluate these solutions for use.

- I filter them in an objective way so that I push myself to able to see what I cannot see.

Table 14. *The theme of in-service participants' views about the fourth interview question*

Theme
The value of various views

As is seen in table 14, all of the in-service participants regarded other views as supporting and improving ideas for their existing knowledge. Without any exception, all in-service participants indicated that they were open to new aspects or ideas even if they knew the subject very well. In the process of determining the themes, these sentences played important roles;

- I think I need to think about the subject again and do the analysis and synthesis objectively again since we are human beings, we might miss something about it, no matter how well we master on it.

- I respect and give chance to other views because they have potential to teach me new information. I do my research again and if I think they are wrong then I try to discuss the issue with them or even try to convince them. There is no use to hide behind our current knowledge we need to develop ourselves constantly as teachers. We should not be the ones who live in the past.

For the final interview question, it was observed that the half of pre-service participants thought subjectively to the various views about a subject, although the other half regarded different views about a subject in an appreciative way. On the other hand, all of the in-service participants were of the same mind about that different views and thoughts should be respected and taken into consideration because being a teacher necessitates that.

According to the study, the following results were obtained: When the levels of "need for cognition" of the pre-service and in-service participants were taken into consideration, it

was seen that as a result of the t-test, there was a significant difference between the pre-service and in-service participants. The in-service participants' mean scores were found to be significantly low. At another stage of the study, the opinions of the participants on "need for cognition" were obtained by conducting a semi-structured interview with them. Firstly, their opinions about how they consider problems and complex situations in their lives were tried to gather. Most of the in-service teachers focused on how bad a problem or a complex situation in their lives was, rather than how to solve or overcome it. The pre-service participants clearly put forward some thoughts that were aimed at taking action for these problems or complex situations that they might face with. For the 2nd question which was about their methods or ways in problem solving process, while the pre-service participants preferred to collaborate and interact with others and also search for solutions to their problems on the internet and in books, the in-service participants fairly relied on themselves--individually in that process. Furthermore, the analysis of the answers to the 3rd interview question indicated that although the pre-service participants used academic data or information in their investigation about any subject, the majority of the in-service participants supported to getting advice from others with experience. According to the answers to the final interview question about how they evaluate other views when they have different opinions about a topic, it was seen that the half of the pre-service participants reflected a subjective standpoint to the various views, though the other half regarded different views about a subject in an appreciative way. On the other hand, all of the in-service participants were of the same mind about different views and thoughts. Moreover, these thoughts and views should be taken into consideration because being a teacher requires that.

DISCUSSION

According to research findings of the 1st research question, when the levels of NC of the pre-service and in-service participants were taken into consideration, it was observed that the pre-service teachers had a significantly higher level of NC than the in-service teachers. While the pre-service teachers' NC levels were found to be rather high (mean score: 65,96), the in-service teachers had a considerably lower level of NC (mean score:55,61). In the literature, the findings about NC levels of pre-service teachers in the study matched the former research. For example, in the Suer and Kınay (2019) study, in which they conducted a quantitative study with 507 pre-service teachers, the results indicated that the participants had moderate level of NC. Furthermore, in their comprehensive study, Arpacı and Bardakçı (2015) conducted a study with 449 pre-service students to reveal their NC and its relationship with teacher identity. They concluded that the mean score of NC was found as 64,33 which was quite high for pre-service

teachers. Therefore, the findings about the level of NC of the pre-service teachers in the study matched the existing literature. On the other hand, the level of NC of the in-service teachers, although there are not many research about it, did not reflect the findings in previous studies in the literature. In the study conducted by Tanas et al. (2020), they found the in-service teachers' NC levels quite high (5-point Likert scale mean: 4,09). Thus, it can be said that the in-service teacher participants in the study did not show a similar NC level to the existing literature.

On the other hand, for the 2nd research question, as a result of t-test analysis aimed to find out whether there was a difference between the participants in their NC levels, it was seen that there was a significant difference between pre-service and in-service teachers in the study. In the interviews, which aimed to reveal observed differences in quantitative data, the qualitative findings showed that in order to get the participants thoughts on how they view issues and complicated situations in their lives, the first interview question was asked to them. Instead of concentrating on how to fix or get over an issue, the majority of in-service teachers concentrated on how horrible or complicated a situation was in their lives. The pre-service participants, however, made it evident that they had some ideas about how to deal with these issues or challenging circumstances that they could encounter. Moreover, while the pre-service participants preferred to collaborate and interact with others and also searched the problem on the internet and in books to find a solution to their problems, the in-service teachers utterly relied on themselves in that process. This brings us to the 2nd question, which was about their methods or ways in problem solving process. The study of the 3rd interview question's responses also revealed that, even while the pre-service teachers employed academic material or information to research any topic, the majority of in-service teachers preferred seeking advice from people with experience. The final interview question asked participants to describe how they evaluate opposing viewpoints when they have differing opinions about a subject. Based on their responses, it was seen that the half of the pre-service teachers expressed subjective viewpoints toward the various views, while the other half viewed opposing viewpoints about a subject in an appreciative manner. The in-service participants, on the other hand, appreciated various views and ideas since they considered them valuable components to improve their existing knowledge. Since there was not informative research about the comparison between pre-service and in-service teachers in terms of their NC levels, it was not possible to compare the results with the literature. Therefore, the findings of the study present useful data for future studies to compare the explained data with the new ones.

CONCLUSION

The study contributed significant findings regarding the NC level of pre-service and in-service teachers in the literature. Firstly, it was revealed that the pre-service teachers indicated a considerably higher level of NC than the in-service teachers. While the pre-service teachers' high NC level matched with the previous studies (see Suer & Kınay (2019); Arpacı & Bardakçı (2015)), the low level of NC of the in-service teachers, although there are not many studies, did not match with the studies (see Tanas et al. (2020)) in the literature. Furthermore, the study indicated that while the in-service teachers showed their discomfort when they faced a problem in their lives, the pre-service teachers regarded problems and complex issues as something usual and ordinary in the pace of life and they also made an effort to fix the problem. The situation of the in-service teachers matched the notion from Heppner, Reeder, and Larson (1983) which stated that individuals with a low level of NC have more cognitive stress. As Cacioppo et al. (1984) indicated, NC includes the ability to show positive attitudes in problem solving and reasoning. When we look at the responses of the pre-service teachers, the answers are seen in parallel with this result.

The difference between the pre-service and in-service teachers' NC levels based on the following aspects: the in-service teachers showed that in their problem solving process, they mostly chose to find answers on their own. The pre-service teachers, on the other hand, indicated a more collaborative standpoint. Moreover, in any investigation of any subject, while the pre-service teachers relied on information tools such as academic sources, studies, etc., the in-service teachers depended on people with experience in whatever the subject was. Whereas the pre-service teachers were persistent about their own views when they faced with an opposition of a subject that they knew well, the in-service teachers were humble to the others' views and valued them due to the enhancing power of their existing knowledge. In the research of Nair and Ramnayan (2000), they reflected that the ones who have high NC are more successful in solving problems, and they also deal with many aspects of problem solving and experience fewer problems in the problem solving process.

IMPLICATIONS

The study presented an important implication which was that the pre-service participants preferred to collaborate and interact with others and search for solutions to their problems on internet and in books, whereas the in-service participants fairly relied on themselves-- individually-- in that process. That difference undoubtedly brings to mind the question "Does in-service environment drive teachers to loneliness?". The answer to the question seems positive because of the analysis of the study. School administrators and in-service teacher

training programs should encourage and support in-service teachers to interact and collaborate with each other. The schools should contact universities for the sake of indicating the power of interaction and collaboration among in-service teachers. This helps in-service teachers feel secure when they have problems in their lives and helps them find a solution quicker.

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"YOU WANT A MISSIONARY": A DUOETHNOGRAPHY ON HOW AN ENGLISH TEACHER BECOMES A DRAMA ADVOCATE[18]

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Abstract

The inspiration for this duoethnography comes from an ambition of understanding how non-drama teachers learn drama as a method for language teaching. There isn't much research on how English teachers learn to use drama, despite the fact that the case for using drama to teach languages has been made convincingly so far. As a part of a nationally funded research project, the researchers collaborated on implementing a series of process drama oriented collaborative writing sessions. Before the project, Ertan, an English teacher at Muğla Science High School, had received in-service teacher training on drama from Perihan, an English language teacher trainer and drama specialist. However, he had never actually tried drama in his lessons. The research collaboration allowed us a rare glimpse into Ertan's path toward mastering drama for language teaching. Ertan observed and helped with the lessons while Perihan taught drama for almost two semesters. The two researchers regularly got together to talk about language learning and drama. Drama, according to the researchers, has a number of benefits for language learning. However, there are some obstacles in the way of becoming a dedicated drama teacher. Making sacrifices to adopt a new teaching strategy requires alignment between the teacher's beliefs and actions. This duoethnography offers readers in-depth, personal, and autobiographical accounts of the experiences of the two researchers and lays the foundation for further discussion of both drama teacher preparation and English language teaching.

Keywords: Process drama, Teacher education, Duoethnography, English language teaching.

INTRODUCTION

Teaching English in our country is a great priority in terms of National Education. However, the desired results have not yet been achieved. According to Haznedar (2010), this is because

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teachers do not choose current approaches as teaching methods. The use of methods that do not make the student active and prioritize grammar instead of language skills is one of the negative factors affecting language teaching (Işık, 2008, Kuşçu, 2017). Studies have found the lessons are exam-oriented, based on question-solving, and in a way that brings grammar and vocabulary teaching to the fore (Gök Çatal, 2015; Kızıldağ, 2009). In addition, factors such as students not showing enough interest in English lessons, not repeating enough and not dealing with English outside of class have been put forward among the problems of language teaching in our country. (Çelebi and Yıldız Narinalp, 2020; Erdem, 2016; Özmat and Senemoğlu, 2021).

The Tales by Teens project (TbyT hereafter) aimed to address this issue and propose a way of combining contemporary language teaching ideas together and testing them against the real circumstances within a design experiment. More specifically, the project was about developing a teaching procedure where students create a story by using process drama and engage in collaborative writing as a task based on the created story. So, process drama is a key component of the project, which was completed successfully yielding positive results. Although developing a classroom procedure is a step forward, it is not the ultimate end of the solution. The success of any method is dependent on the teachers' ability to implement it. It is up to them to learn and use it properly.

Unfortunately, drama has a reputation for not being learned easily. But again, it is known that teachers don't change that easily. Teachers of English often come across with drama as individual techniques to spice up their classes. They make use of individual role plays but might not be successful as wanted because they lack the knowledge of dramatic construct (Piazzoli, 2018). To worsen the problem, course books often lack a proper representation of drama. A common reason why instructors avoid trying out drama is their fear of it (Stanton, Cawthon & Dawson, 2018). They also tend to have a hard time understanding its components (Yıldırım & Acarlıoğlu, 2023). This prevents them from being able to use it effectively.

Our involvement in the TbyT project gave us a unique advantage in observing Ertan's learning trajectory about drama. McGovern (2017) distils the use of drama for language learning into three broad categories; theatrical performance, process drama, and games and improvisations. Our project belonged to the second tradition, which "requires students and teachers to take on roles in order to complete extended in-class improvisations, but not for performance" (McGovern, 2017, p.6). Drama is "the enactment of an idea or a concept with a group, using techniques such as improvisation and role playing based upon the group's life experiences. This enactment happens in accordance with principles of here and now, spontaneity, and make-believe play and it directly makes use of the general features of

children's play" (Adıgüzel, 2010, p.56). The project was based on creating a story with the students by means of process drama (O'Neill,1995) which is later written down in a collaborative writing task. Working from a pre-text, process drama allows students to develop their own storylines and characters. Perihan, as the drama expert of the research team was developing the drama sessions while Ertan, as the co-researcher and English teaching and evaluation expert, was hosting Perihan in his school. By this way, Ertan was able to observe and take part in many process drama lessons within the project. This unique experience was a learning environment for Ertan. It allowed him to gain a deeper understanding of drama and its components.

There are only a handful of studies focusing on the professional development of drama teachers. Studies have shown that although some improvement can be achieved, short in-service opportunities do not meet the needs of all participants (Hundert, 1996). Site-based programs with longer time periods including peer-coaching are ideal for the teachers to understand and use drama better (Garcia, 1993). The reason is that beginning to use drama is not an event, but a journey which involves a transformation of belief systems based on the experiences (Anderson, 2004). This transformation is seen as an identity shift (Kempe, 2012, Wales, 2009) which happens as a result of juxtaposition of positive and negative emotions (Ding, 2023) and the teaching context (Thorkelsdottir, 2020). In this study, we had the opportunity to closely follow Ertan's development of drama learning and his thoughts following Higgins, Morton & Wolkenhauer's (2018) suggestion to use duoethnography for the purposes of understanding teacher learning.

Perihan

Perihan is a language teacher, drama specialist, and a teacher educator. She started her career as an English teacher before working as a faculty member at the university. Throughout her career, she has taught various English lessons titled reading, writing, speaking, and listening. She advocates a task-based language teaching methodology which prioritizes language acquisition through using it for communicative purposes. Another aspect of her job at the university was teacher education. She taught various subjects such as approaches and methodology, as well as language acquisition and linguistics. Her doctoral thesis included evaluating seasoned teachers' and candidate teachers' lessons in terms of classroom language use. She has a deep interest in how people learn how to teach. For four years, she received rigorous training in drama, which was highly demanding and involved intense practice and study. She was deeply enthusiastic about the art form and she used it in her lessons to help her pupils improve their communication and teaching skills. She has gained experience in using

drama for language teaching in various projects. She also wanted to share her fascination with drama with other teachers. She has given various in-service teacher training courses. This helped her develop a stronger understanding of the benefits of drama. Perihan and Ertan came to know each other better in one of Perihan's in-service drama training courses in 2018. Perihan had noticed that Ertan was open to learning and enthusiastic about implementing new ideas in his teaching. Perihan and Ertan had also cooperated successfully in university practicum courses where Ertan undertook mentoring for Perihan's undergraduate students. Both consider themselves and each other as committed, hardworking and compatible partners for the project.

Ertan

Ertan has been teaching and learning about foreign language teaching and acquisition for 20 years. He worked as an English teacher for many different age and level groups from kindergarten to university in public schools for 15 years in Turkey, and as a Turkish teacher for 5 years in Germany. In addition to teaching English, he coordinated many multinational projects. Believing that language teachers should know the cognitive and affective processes experienced by language learners, Ertan is also extremely interested in learning new languages in order to be able to empathise with their students in a constantly changing world. In addition to his mother tongue Turkish, he speaks German and Italian, reads the Arabic and Cyrillic alphabets, and speaks Russian and Arabic at the beginner level. Having graduated from The Teaching English as a Foreign Language Undergraduate Program at Uludağ University, he continued his education by completing 2 graduate programs, one in Muğla Sıtkı Koçman University and the other in Ahmet Yesevi University. He believes in the importance of individual differences and learner autonomy in language learning. For this reason, he attended many trainings to experience the learning methods required for different learning styles. Language teaching with games in crowded classrooms, interactive language teaching with Web2 tools, Teaching English with Songs and teaching English with drama methods are some. He met Perihan Korkut during the "Teaching English with Creative Drama" in-service training and was very impressed by the energy that drama added to the language learning processes. Later, he continued to receive training on drama techniques and eventually worked on the project "Tales by Teens". During this project, he worked on the organization, planning and evaluation of creative drama courses. With the experiences he gained in this process, he taught English lessons with creative drama methods for a month at a high school in Czechia.

THE DUOETHNOGRAPHIC PROCESS

The TbyT project was implemented over a full school year. In the first semester of the year, we were doing the pilot studies. Ertan had compiled a group of volunteer students in his school to

implement the lesson plans and to pilot the data collection tools with. The two researchers reviewed the lesson plans before each session on a zoom meeting. They also met on another zoom meeting after each lesson. These zoom meetings were structured as free conversations with general guidelines according to the classroom atmosphere, teaching and learning procedures and systemic variables (Brown, 1992). The main project implementation took place at another school. During this time, Ertan was present in all of the lessons, taking notes and making recordings. We had agreed that Ertan's learning process would be on the focus and the aim of carrying out a duoethnographic research to unravel Ertan's learning trajectory was known to both researchers from the beginning of the project. For the duoethnographic research, both Perihan and Ertan read the reflective meetings individually. After that they met again to identify the main themes that they thought important to elaborate upon. This resulted in more data, which was in turn read and analysed separately by the two researchers. Finally, Perihan and Ertan came together to decide the final form of the themes and organize these as a coherent duoethnographic conversation. To summarize, the steps of the duoethnographic process was as follows:

1. Reflective meetings before and after the TbyT implementations
2. Reviewing the meeting recordings individually and noting down key points for further discussion.
3. Meeting for further discussion
4. Reviewing the second meeting recordings individually and noting down the most important themes
5. Meeting to organize the themes into a coherent duoethnographic conversation.

Sawyer and Norris (2015), proposed general guidelines, "tenets of duoethnography" instead of a rigid step by step, "cookie-cutter" and prescriptive methodology. Four central tenets they identify as central are "its polyvocal/dialogic nature, the examination of life history as curriculum, the intent not to profess but rather to learn and change as the result of the conversation, and the importance of learning from difference" (p. 2). In our formation of the duoethnographic conversation, we complied with these four tenets specifically. First of all, we made sure that both Perihan's and Ertan's voices were represented clearly and were distinct from each other. We did not seek for universal truths, but rather tried to open up our individual and unique stories as truthfully as possible. Secondly, we went deep into our learning experiences. This was possible due to long hours of reflective meetings. The recordings of the meetings were like a lived curriculum (currere) in which we were able to see the evidence of the lessons learned about our journey. Third, we established from the beginning that the aim of

the conversations were never to profess, but rather to learn and change in both ways. Both researchers had their own fields of expertise to contribute to the TbyT project. Perihan was planning the lessons, bringing in her experience in drama. Ertan knew the students and the school system best. Having worked as an English teacher at Ministry of National Education (MoNE hereafter) schools, he was offering his own expertise as a successful English teacher and experienced MoNE member knowing the micro-politics of schools better than Perihan did. Finally, we prioritized highlighting the differences in our viewpoints rather than trying to minimize them. We see the duoethnographic process as a reflective action. Therefore, we deliberately avoided face-saving agreements. This required a deep layer of trust and openness for both of the researchers.

FINDINGS

In this section, we present our duoethnographic dialogue under three main episodes. The first episode is on our learnings about drama. Both Ertan and Perihan drew lessons and put something in their pockets during the TbyT project. But we also learned that implementing drama was not as easy as we initially expected. The second episode is related to the frustrations we experienced. The third and last episode is on our final thoughts about how and why drama learning requires being a missionary.

Episode 1: Learnings: What did We Put into Our Pockets?

Perihan: This has been a learning process not only for you but also for me. I was specifically paying attention to how TbyT procedure was working out. Meanwhile I was also trying to keep an eye on your learning process. You were always asking questions and not letting any point pass. I was able to see that you were putting forth a lot of effort to fully understand and learn the techniques.

Ertan: I have got a lesson planning checklist. It was something I created many years ago. I use my checklist whenever I sit down to plan a lesson. I was a member of your in-service drama group prior to our project. After that in-service course, I added the item "Can you incorporate drama into your lesson?" to my checklist. Throughout the project, I worked hard to broaden and enrich my drama repertory. But I must admit that if I hadn't taken your in-service course and participated in the TbyT project, I would never have considered incorporating drama into my teaching. But now I'm really interested. Later on, I even got further in-service drama training elsewhere.

Perihan: So let's review what we learned now. Let me first list what I have learned, and then you.

Theme 1: It Does Not Fit in the Time.

TbyT procedure begins with process drama and then collaborative writing based on the drama. But when we tried to combine these two methods, we always had to compromise from either from the drama or the writing part. Process drama requires some time to develop a story and for the students to get immersed in the dramatic world. If we rush the dramas, the resulting story will not be as vivid for the writing process to work. On the other hand, if we give students very little time to write, they cannot think it through. This may deprive them from many learning opportunities (Korkut et al., forthcoming a).

Theme 2: It Goes Better as Extra-Curricular.

I observed that we were able to implement the TbyT procedure better in your school rather than the other one. In your school, it was a mixed group of students, coming from different levels. They met after school, meaning that we were able to be flexible in using the time. In the other school, it was a class of students. We implemented it during the school day, within their English lessons. The levels and ages of the students were similar and we were not able to use the time flexibly. Moreover, I observed that the increased opportunities for peer learning in a mixed group had advantages of improved trust and richer relationships and a better classroom atmosphere. For example, when we used the same pretext in both schools, the mixed group came up with a more complex storyline and wrote using more sophisticated language. As a result, the lower-level students were able to access a greater zone of proximal development (Vygotsky, 1962) while the higher-level students gained more insights and increased self-efficacy. (Korkut et al., forthcoming b).

Theme 3: The Motivation of the Students throughout the Process Was High.

I was able to confirm my expectations that the TbyT procedure was fun and motivating way of learning English. This motivation translated as willingness to communicate and willingness to take risks, which are among key characteristics of successful language learners (Rubin, 1975). However, it was hard to take up the story from where we had left the previous week. It is best to have consecutive lessons for drama to keep the motivation at its highest.

Theme 4: Implementing the TbyT Procedure Requires High Rapport between the Students and the Teacher.

It is a pre-requisite that the students learn to listen to each other respectfully. In addition, the students must get used to the ways of working during the process drama. Since it requires non-traditional teacher roles, the students must get used to staying in English even on the informal parts of the lessons.

Ertan: I agree with all the four themes that you presented. Your themes are more focused on the TbyT procedure maybe because your focus was on that issue. Here I want to list the things that I find worth listing from my perspective:

Theme 5: In Drama, a Different Classroom Management Strategy Is Required.

I remember that you said that there should not be different agendas while working in the drama mode. For example, if the aim is to generate ideas, some students might have a different aim like impressing a friend or looking clever. One of the teacher roles in drama is to be aware of these covert agendas that the students might have. Because some events during the drama or some comments that the students make might stem from their covert agendas, not the overt agenda that you gave them within the drama. Being able to identify these is one of the key features of classroom management in drama. I began to notice this and got better as the project proceeded.

Theme 6: Drama Does Not Have to Be Fun All the Time.

I was surprised when you first told me that. In my opinion, there is a strong connection between having fun and learning. The inherent fun in drama activities was what I considered as the strongest advantage of using it. To give an example, we were working on the tragedy story. The students were creating costumes for the characters. It took more than 10 minutes to dress the characters. There was chaos and a lot of noise. I thought that you would be angry with the students for preventing you from working. Later, we talked about it and you said that everybody had been working for the same purpose, nobody was off task. Therefore you were not disturbed from that kind of fun. The dysfunctional fun is when the students make unrelated jokes and laugh at irrelevant things. The costume preparation part might be considered as wasted time at first glance since it was not directly related with language learning but it actually is not. I could observe that the students were having fun as they created something together. The science high school students really need these kinds of things. Because they are normally so academically focused and individualistic. I could see that my students were forming relations thanks to this type of activities. They were contributing ideas, offering creative use of the props, imagining together and taking photos together. It was a memorable moment for all of us.

Theme 7: Drama Is Beneficial for Classroom Guidance Practices.

I have seen students in a different light which would not be available through other methods. For example, if you asked me about Jane (pseudonym) before the project, I would not be able to say much about her. She is a silent, obedient, hardworking student, I would say. During the dramas, I was able to observe her playing the roles, interacting with her peers. As her classroom guidance teacher, I see her in a different light now. I am more aware of her interests, problems,

needs and relationships. Each year, I get a class within the classroom guidance lesson. In this lesson, classroom guidance teachers are supposed to provide guidance to the students for academic and personal development. We meet weekly in classroom guidance lessons to discuss the students' issues such as maintaining motivation, school-private life balance, and building relationships with their peers. I have noted down some drama activities to use in my classroom guidance sessions. I think these will enable my students to understand each other better and me to build a better rapport with them.

Theme 8: New Techniques for My Repertoire.

I have got a written repertoire of different classroom procedures which I have compiled from good lessons that I have developed and inspired from others during the past years. I have added a considerable amount of drama games and conventions to that repertoire thanks to this project. I feel that the activities I recorded in my repertoire will get used eventually but I have not tried some of them on my own yet.

Episode 2: Frustrations: What Obstacles Do We Have to Overcome?

Perihan: Through my experience with training teachers for drama, I had the observation that short-term in-service teacher training courses were ineffective. I had reached the conviction that a slow, scaffolded passage to drama teaching would be much more effective. Therefore, I had been very hopeful and optimistic about your learning during this project. But contrary to my expectations, I saw that you could not start using drama in your own lessons during the project. In the in-service courses that I gave before, the teachers left the in-service course very satisfied, some even tried one or two games in isolation, but they did not try full drama lessons. In effect, the in-service drama courses remained as a good memory. Will this project remain as just a good memory for you, too?

Ertan: No, it will not remain as just a good memory. Actually, I regret that there is a title called "frustrations" in this study. I am not disappointed with drama. I have always enjoyed researching and thinking language teaching and learning. Drama activities were extremely significant moments that I first encountered during my in-service training and had the opportunity to watch during our assignment. It was a really beneficial process in which I observed the effectiveness of drama in a variety of areas such as language acquisition, learning, teaching, motivation, measuring competencies, adapting it to different abilities and classroom management. Whenever I have a chance, I am sure that I will take advantage of it to improve myself and make my own experiments in my classroom. As I mentioned before, I will use drama in my classroom guidance practices. Also I will use it as a motivational element in my lessons whenever I find the chance. I also plan to open an extra-curricular course and try to use TbyT

procedure myself. However, I do not see drama as a regular part of my English lessons. The feeling of frustration may begin with your expectation of making me a full drama teacher. Have I become one? No. I see it impossible in the current system of the MoNE schools. I want to present the following themes as the sources of frustrations when it comes to using drama as a regular classroom procedure in MoNE schools:

Theme 1: There Is an Obligation to Implement the Annual Plan Determined by the Mone and to Make Assessments and Evaluation Based on That Plan.

We need to follow an annual plan prepared according to the Common European Framework text, divided into four years and eight units in each year. The units are structured on the development of four skills based on grammar and vocabulary. That's why we should build the four language skills in our lessons on the grammar topic they are related to. As far as I could observe, drama does not allow covering specific vocabulary and grammar points. It depends more on natural acquisition as a result of extensively free, communicative activities. Therefore, it is hard to follow the annual plan by using drama all the time.

Theme 2: There Is an Obligation to Give an Exam and Performance Grades, in Which All Four Skills Are Measured, Four Times a Year.

These exams are carried out jointly, by giving the same exam to all of the groups. By nature, process drama progresses differently in each group. How am I supposed to measure the four skills at the end of these different processes in the four joint exams? I do not have a clear idea about how and according to what I will appreciate the performances of the students during the dramas if I wanted to give the performance grades according to participation in drama. The fact that students focus on what will be asked in the exam and the grade they will get adds to the gravity of the situation. The issue of grading is a priority for most students and their parents. That is why we always have to associate the activities we do in the classroom to the exams explicitly.

Theme 3: There Is Not Much Flexibility about Time in the MoNE School System.

The English course program is two hours of 40 minutes on two separate days and four hours a week. School schedules are prepared by the school administration, taking many different factors into account. In the determination of this schedule, many legal, administrative, institutional, logical, preferential and individual data according to the teachers are entered into a software and made by the computer. Therefore, it is extremely difficult to get all of the four hours consecutively on the same day. Even if that was taken care of, it would be impossible to get the same outcomes from the dramas with different classes since drama is highly dependent on the group's background. In the morning lessons, students may be sleepless, have to leave early in

the last lesson of the morning to go to the sports competition, and in the afternoon, they may get sleepy after lunch, tired and not want to do anything even if it is playing games. For the reasons I mentioned before, the school administration, the parents, and the students themselves would want to have seen similar lessons which will be explicitly linked with the exams.

Theme 4: Yet Another Problem Is Finding a Suitable Space for Carrying out the Drama Lessons.

During the project, we examined different spaces like the school halls, less used areas such as the computer lab, and a lot of classrooms which we dismissed for various reasons. When we decided to do the pilot study in the library, we had to prepare the room before and re-arrange it back to its original set up after the lessons. In the other school, we were lucky that the classroom was larger than standard classrooms. Yet we still had to spare some time and effort for arranging the desks each time. Most MoNE schools have over-crowded classes and small classrooms. If every teacher attempted to use drama in their classes, this would mean extra hassle of altering the layout of the class or find a suitable space and carry along all the necessary props and equipment each time.

Theme 5: There Are Too Many Students Per Teacher.

This observation will be specifically about the TbyT procedure. You implemented each TbyT lesson in two sections. At the end of each section, you collected the students' writings, read through them, prepared the next part accordingly or gave feedback to each student. I have 120 students in total this term. How can I give writing feedback to 120 students every week? It is beyond human limits.

Theme 6: Learning Drama Requires a Long Training.

I think the ability to plan and implement drama activities cannot be acquired overnight. As far as I know, the drama certificate program consists of 6 steps, each step including more than 50 hours of training. This is almost like a master's program. Not every teacher would be so brave to start such an overwhelming journey. I think I would be up for the challenge but it is not everybody's cup of tea.

Perihan: I agree that we had to think about and tackle all of the above issues as we designed the TbyT procedure. Since it was a one-time project with necessary permissions from the MoNE, we were able to implement drama relatively easily each week. Even if I had you and Fırat to help me during the lessons, it was exhausting to do it every week throughout the year. If I had not enjoyed drama so much, I would not be able to carry out for long. I think I experience joy and professional satisfaction from seeing the students' improvement and that keeps me going. At the university, I do not have such problems for the drama course since it is already in

the program. But when I attempt to use drama in my other lessons, I too face milder versions of all the themes you mentioned. I think I find the drive to undertake the struggle from my deep-rooted belief in the power of drama. So I add a theme here:

Theme 7: The Decision of Choosing Drama Depends Heavily on One's Perception of Labour-Benefit Balance.

If drama were in line with your beliefs and priorities about language learning, you would undertake the trouble of creating the right circumstances no matter what.

Episode 3: Final Thoughts: A Missionary for Drama

Ertan: When I read your statement in theme 7 of episode 2 above, I understand that you are actually looking for a missionary. According to you, a teacher must believe in drama so much that they must make sacrifices from their personal and professional lives in many ways in order to make drama possible. It seems that you expect them to go as far as risking to be at odds with the administration, the parents and even the students. This also includes happily devoting extra time and energy even if they may be having a hard time in their personal life. I did not do those, besides, I think my beliefs about the nature of language learning and teaching are in line with drama.

Perihan: According to my observations and based on what you told me during the reflective meetings, if you do not have the ideal teaching style for implementing drama, I do not know who has.

Theme 1: A teaching Style That Aligns with Drama.

You believe the most important elements in language learning are needs, desires, self-confidence and learner autonomy. You choose your materials and methods to create and cater for these elements. Your priority seems to be that your students definitely feel and think that their needs and desires are met in your lessons. You attach much importance to their motivation and self-confidence. While trying to use your limited time during the lessons effectively, you also want your students to become autonomous in the sense that they continue using and learning English out of the class. For this reason, you have undertaken many projects including making international friends on social media and in person. You also engage in reflective practice. Once you explained to me that every year, you choose a topic as your focus such as "How can I encourage more reading?" or "How can I increase the validity of my speaking exams?" and spend the year paying specific attention to that issue. In your lessons you are not a strict material user. You are capable of adapting materials. For example during the pandemic, you used authentic texts from the internet as a basis for your online lessons.

Ertan: Indeed, my understanding of drama and belief in it has grown profoundly since the beginning of our project. I even created a full-blown drama lesson plan in my dream. In the following months, I went to Prague for a project and implemented my dream plan in English classes. I used drama in all of my lessons there and got really positive reactions. I can say that my self-confidence in using drama has increased.

Perihan: You cannot imagine how satisfying it was for me to hear from you while you were teaching in Prague, and knowing that you chose to use drama. So let me finish our dialogue with a final theme:

Theme 2: Popularizing Drama among English Language Teachers Is a Mission.

The current ways that the teachers have access to drama are either through short-term in-service courses or a long painstaking certification system. The short-term courses may function as luring the like-minded teachers towards the certification programs but complete transition to teaching with drama is unlikely to happen in such a short time. Actually, even long term exposure and a fully-aligned set of epistemological beliefs proved to be insufficient in this very project. You were able to use what you had learned but only when you were able to find an agreeable teaching situation. I have noticed that there are a lot of obstacles that discourage even the most dedicated and well-trained drama teachers from making it a part of their daily practice. Under these circumstances, it looks like a job for a missionary to continue trying to popularize drama among English language teachers no matter what. Changing educational policies to make the system more drama-friendly might be beyond my reach of effect. Knowing that there are a few missionaries for drama out there, I am up for the task for living a missionary's life myself by at least continuing to offer trainings despite the tiny chances of teachers actually using it, and trying to publish papers to draw attention to the issues preventing us from popularizing drama among language teachers.

DISCUSSION

We presented our duoethnographic dialogue under three main episodes. In the first episode we talked about what we learned about drama during the project. The first thing that draws the eye in the learnings episode is about the focus of the attention. According to Hargreaves and Fullan (1992), there are three categories of professional development; knowledge and skills development, self-understanding, and ecological change. It was seen that Perihan's learnings were naturally about the specific teaching procedure that had been being developed in the project. She reflected more on the relationship of drama with the ecological specificities. "Drama teacher development implies a dialogic relationship not only with participants but also materials and the work itself" (Wright & Gerber, 2004, p.64). Having a set of beliefs and drama

teacher identity firmly set in place, Perihan's attention was more on the macro-planning aspects (Dunn & Stinson, 2011) such as the time and planning issues, student motivations and rapport-building activities. Ertan, on the other hand, did not have a fully developed drama teacher identity yet. His thinking was focused more on the micro-planning aspects (Dunn & Stinson, 2011), therefore, his themes represented impressions and awareness based on individual incidents during the lessons. Ertan was developing a teaching artistry (Piazzoli, 2018) by challenging his tacit knowledge about the nature of teaching and learning through drama. We can say that his learning went beyond learning individual techniques. He was able to reach his own conclusions about the potential of drama not only as a useful method for language teaching, but also a way of getting to know his students and building good relationships among the students.

Throughout the study, both Ertan and Perihan reached the reflective quality that would otherwise be impossible thanks to the prolonged engagement in dialogue. This way of learning can be defined as "interactive professionalism" (Fullan & Hargreaves, 1991), characterized as more fluid than the top-down, non-negotiable and isolated in-service programs. The richness of our learning reflects advantages of this type of collaborations for the successful dissemination of drama among language teachers.

Despite learning new drama techniques and gaining more understanding about drama, Ertan still did not use it in his lessons during the project. Thorkelsdottir (2020) refers to drama as "a very lonely and difficult job" and adds that "it is beyond the teacher's control whether the practice architectures work in their favour or not" (p.610). Ertan listed the unfavourable practice architectures under 6 themes all of which were factors that are beyond teachers' reach of power. Previous studies where the teachers' views about drama were investigated, showed the same emergent themes such as the insufficient amount of suitable spaces to do drama (Çabuker-Soyçelik & Hotaman, 2022; Koçyiğit & Karatay, 2022), the priority given to covering the curriculum and crowded classes (Akyaç & Köğçe, 2013). Due to the fact that the TbyT project was to develop a classroom procedure that is feasible within the realities of the school system, we had had lengthy conversations over each of the frustrating factors extensively. Therefore, these themes were beyond being merely observations, but a natural part of the currere (Sawyer & Norris, 2015) of our learning.

Recognition and community are very much important factors for teacher development (Thorkelsdottir, 2020). There is a "dialectical tension between drama teaching practice and architectures drama teachers have to negotiate in the communicative space where they design their practice" (Thorkelsdottir, 2020, p.609). The frustrations and helplessness in the absence

of this type of dialogue or feedback loop between these two factors stands as a great obstacle before the development of a drama teacher identity. For that reason, Ertan came to the conclusion that becoming a regular user of drama depends on willingness to make personal sacrifices with the dedication of a missionary. He considered these expectations from the teacher as unrealistic. As pointed out by Seçgin (2019) and Cengiz, Özdemir-Şimşek and Adıgüzel (2020), teachers are actually putting a lot of effort for using drama and they highlight the need for legal adjustments and budget.

Perihan on the other hand, told that she would not give up the mission of trying to popularize drama despite her feelings of helplessness against the systemic obstacles. She firmly believes that drama is a very important and valuable way of learning which is associated with topics such as language acquisition, problem solving, cooperative learning, empathy, values and clarification, self-esteem and social development. It was also shown consistently that learning drama has benefits for the teachers themselves (Afacan & Turan, 2012; Önalan Akfırat, 2006; Güryay, 2015; Dönük, 2018). That is why drama should not be sacrificed so easily.

According to Dobson & Stephenson (2020), crossing the boundaries of one's identity system and assuming a new teaching role is only possible as a result of substance and telos of the teacher's identity. Substance is a belief in who you are as a teacher and telos is your beliefs about the ultimate goal of your practice. That substance and telos must be so strong that the teachers must be willing to overcome these obstacles.

CONCLUSION

In this study, we gained autobiographical insights about the learning and opinions of an English teacher by accompanying him through his drama-learning journey. Despite he gained a greater understanding and practical ability to plan full drama lessons, he did not readily begin to use drama on his own during the project because of the obstacles in the school system. We reached the conclusion that a teacher needs to perceive the benefits of drama as worth the labour required to implement it. The duoethnography process enabled personalized, highly contextualized and detailed account of the processes and problems of drama teacher education today. In order for teachers to learn drama and be open to try using it, we need to go down to the schools more with drama. As the winds of drama blow in schools, there will be an increased demand for a system suitable for drama. We need to increase studies like this one so that the voice of teachers' requests and demands will be louder. We need to make it more audible for the authorities to hear. For this reason, however impossible it might seem, we are willing to undertake the mission of continuing studying drama without losing our hopes.

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THE RELATIONSHIP BETWEEN NON-NATIVE PRE-SERVICE EFL TEACHERS' FOREIGN LANGUAGE TEACHING ANXIETY AND SELF-EFFICACY BELIEFS

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Abstract

Background and Purpose: The relationship between foreign language teaching anxiety (FLTA) and teacher self-efficacy concepts has not attracted enough interest so far. This study aimed to reveal the relationship between these two concepts on the side of non-native pre-service English as a foreign language (EFL) teachers.

Method: The study employed a correlation study methodology. Data were collected from 90 non-native pre-service EFL teachers from English Language Teaching departments at different universities in Türkiye through a reliable scale for each concept.

Results: The descriptive findings revealed that the participants had a moderate level of FLTA and a relatively high level of teacher self-efficacy. The main finding of the study was the low negative correlation between the two concepts of FLTA and perceived teaching self-efficacy. The predetermined variables of age, gender, and class level in describing and comparing the participants' both FLTA and perceived self-efficacy levels caused no significant differences in the participants' scores.

Conclusion: This study showed that the two concepts can be negatively related and co-affect the pre-service EFL teachers' beliefs for professional success. Future research may focus on variables that have not been studied enough or compare the native and non-native teachers' FLTA and self-efficacy levels. Finally, more correlation studies can be conducted with different study groups or in different contexts.

Keywords: EFL, Non-native pre-service teacher, Anxiety, Foreign language teaching anxiety, Teacher self-efficacy

INTRODUCTION

Anxiety is an important affective factor encountered very often in teaching and learning processes. This factor affects teaching and learning outcomes to a great extent. Therefore, it has been studied a lot for the last few decades, especially from the learner's perspective.

Spielberger (1966, 1983), a clinical community psychologist who studied anxiety in the context of education and academic achievement (Gaudry & Spielberger, 1971), defined this phenomenon as a subjective feeling of fear, panic, nervousness, or worry arising as a response to the uncertainty of an upcoming event or the worry about its consequences and he categorized

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it as trait anxiety and state anxiety. State anxiety is the one subjective to change and situational, that is, a temporary condition while trait anxiety is a general tendency to "perceive a wide range of objectively non-dangerous circumstances as threatening" (Spielberger, 1966, p. 17). Teaching anxiety is a kind of state anxiety which means the "anxiety experienced in relation to teaching activities that involve the preparation and execution of classroom activities" (Gardner & Leak, 1994, p. 28).

Horwitz, Horwitz, and Cope (1986) coined the term "foreign language anxiety (FLA)" and put forth it as "a phenomenon related to but distinguishable from other specific anxieties" (p. 129). Studies on anxiety in the context of foreign language classrooms had mostly focused on the relationship between anxiety and language achievement or performance without a foreign language-specific scale for anxiety before the validated foreign language classroom anxiety scale (FLCAS) was developed by Horwitz et al. (1986). Their investigation of foreign language learning anxiety boosted the in-depth research on this type of anxiety, especially in the first following decade.

It remained unnoticed until 1996 that foreign language teachers could also experience anxiety while teaching the foreign language in their classrooms. Horwitz (1996) was the pioneering figure in the studies on this type of anxiety. Non-native foreign language teachers are more likely to experience foreign language teaching anxiety compared to native ones most probably due to feelings of incompetence based on the uncompleted language learning process on their side (Horwitz et al, 1986; Horwitz, 1996). Non-native foreign language teachers are also learners of the language they teach. Therefore, it can be elucidative to first have a look at the research on foreign language learning anxiety. However, this study is designed to find out the relationship between FLTA and self-efficacy levels of non-native pre-service EFL teachers, self-efficacy is the other concept to be handled before reviewing the studies on anxiety.

Self-efficacy beliefs are believed to be effective in teachers' professional achievement as well as anxiety levels. In its simplest terms, self-efficacy can be defined as one's belief in having the power and the self-confidence to fully complete a given task (Demirel, 2017). According to Bandura (1977), teacher efficacy is a type of self-efficacy which is characterized by a cognitive process in which individuals develop beliefs about their capacity to perform at a specified achievement level. More specifically, teachers' self-efficacy refers to teachers' beliefs about using their own capabilities and skills to bring about positive changes in learners' achievement (Tschannen-Moran, Hoy, and Hoy, 1998). As self-efficacy is believed to be an important factor in teaching behaviors, it is visible that there is a great body of research on

teachers' self-efficacy perception. Yet, its relevance to some other teacher-related issues has not been studied enough so far.

LITERATURE REVIEW

The literature suggests that anxiety affects success and failure in a second language (Kim & Kim, 2004). Horwitz et al. (1986) found that the scores obtained from FLCAS were negatively correlated with the students' final achievement scores. Similar findings about the negative relationship between the two concepts were also suggested in the following studies by MacIyntre and Gardner (1989, 1994). In their first attempt, they found out that students with high communicative anxiety levels were slower in learning than those having a low communicative anxiety level and could remember less course material. In their second attempt, they suggested that anxiety would be impactful not only in the output but also in all other stages of language learning. Some other studies revealed that speaking was considered to be the most anxiety-creating situation by learners especially when it is experienced on-the-spot and in front of the class (Young, 1990; MacIyntre and Gardner, 1991). The non-native teachers' position on-the-spot for teaching a foreign language puts them at risk of experiencing FLTA (Kim & Kim, 2004). Williams (1991) suggested in the study conducted with novice teachers that anxious teachers tend to be less effective in teaching the English language.

In the related literature, it is set forth that foreign language teachers experience both teaching anxiety and a kind of anxiety specific to the target foreign language (İpek, 2006). According to Numrich (1996), class time management, giving instructions, giving responses to differing needs of the student, and the assessment of learning are factors that can block the good teaching practices of novice ESL teachers by causing anxiety. Horwitz (1996) posits that anxiety can be a deterministic factor for the quality of language instruction and non-native teachers may tend to avoid using the target foreign language and switch to their native language because of the high levels of anxiety. According to Horwitz (1996), FLTA can be a result of limited language proficiency, unruly students, challenges to teachers' authority, and competence, with limited language proficiency being the primary source of anxiety.

Getting inspired by Horwitz's (1996) publication on FLTA, several studies have investigated the levels and sources of FLTA (Kim & Kim, 2004, Merç, 2011, Yoon, 2012, Aydin, 2016; Barahmeh, 2016; İpek, 2016; Amengual-Pizarro, 2019; Kobul & Saraçoğlu, 2020; Aydın & Uştuk, 2020; Liu & Wu, 2021) Kim and Kim (2004) conducted a study with 139 Korean English teachers. Lack of confidence, limited competency in English, fear of being negatively evaluated, inadequate preparation for the class, being compared with native teachers, and lack of teaching experience were expressed by the teachers as the main anxiety-creating situations

for them. Yoon (2012) also conducted a study in the Korean context with 52 Korean English teachers and fear of using English in the classroom, preparation for the class, and the feeling of confidence in teachers appeared as the factors that affect the anxiety experienced by the teacher within the classroom. In the Thai context, the study conducted by Sammephet and Wanphet (2013) with four Thai pre-service English teachers examined the sources of teacher anxiety and the data revealed that the teacher's personality, the context of the supervision, and the teaching context come to the fore as the main sources of anxiety experienced by the pre-service teachers.

Aydın (2016) conducted a qualitative study with 60 pre-service Turkish English teachers and concluded that the major factors that evoke FLTA were language proficiency, teachers' perceptions and fear of negative evaluation, technical concerns, teaching inexperience, and teaching demotivation. As another example from the Turkish EFL context, İpek's (2016) qualitative study of Turkish EFL teachers specified three major sources of teaching anxiety which are fear of failure, making mistakes, and using the mother tongue.

There are some quantitative studies that measured the anxiety levels of foreign language teachers. The pioneering ones were those by Horwitz (1992; 1993) revealing foreign language teachers experienced foreign language teaching anxiety at substantial levels. Similarly, Kunt (2001) found in her study that non-native EFL student teachers had significant levels of foreign language teaching anxiety. In another study with pre-service EFL teachers, Kunt and Tüm (2010) revealed that non-native student teachers had varying levels of FLTA from low to high and they went through considerably high levels of FLTA during micro-teachings and stated frequently that micro-teaching with its evaluative nature caused nervousness and anxiety in them with a negative impact on their teaching performance and abilities. Tüm (2010) investigated the non-native teachers' and student teachers' feelings about FLTA and came up with the finding that they had average levels of FLTA.

Öztürk's (2016) mixed-method study on FLTA of 103 non-native EFL instructors in the Turkish EFL context showed that the participants' FLTA was at a moderate level and their anxiety was higher when teaching a skill about which they did not feel themselves competent enough. This study indicated that gender and educational background did not affect the level of this type of anxiety while years of teaching were found to be influential at a significant level. In an attempt to redefine FLTA and reveal the foreign language teaching anxiety-creating factors while pre-service teachers were practicing teaching English to young learners, Tüfekçi-Can (2018) found that the pre-service EFL teachers' anxiety stemmed from cognitive, affective, and socio-cultural factors.

More recently, an FLTA study with 75 Spanish prospective primary school English teachers was conducted by Amengual-Pizarro (2019). The study showed that most participants experienced anxiety at levels from average to high in their language classrooms. Similarly, Liu and Wu (2021), in the mixed-method study they carried out with 151 Chinese college English teachers, detected confidence in English competence, apprehension of speaking English, and fear of negative outcomes as the main sources of foreign language teaching anxiety and the participants with varying backgrounds suffered from varying degrees of FLTA. Age, gender and education level, proficiency in English, and experiences in English-speaking countries were important factors affecting FLTA degrees. A more recent study from the Turkish EFL context was carried out with non-native pre-service and in-service EFL teachers by Kobul and Saraçoğlu (2020). This study demonstrated no significant differences by gender within groups but a significant difference by the department of pre-service and in-service teachers. The age variable was negatively correlated with the anxiety levels of the participants indicating that as the age increases the FLTA decreases. This study yielded a moderately low level of FLTA among pre-service EFL teachers.

Teachers' self-efficacy beliefs are as critical as foreign language teaching anxiety in their teaching performance. Teachers' self-efficacy beliefs affect their teaching behaviors, efforts, goals, and motivation levels which can result in achievement-related outcomes in teaching (Tschannen-Moran & Woolfolk-Hoy, 2001). Bandura (1997) suggests that teachers' efficacy beliefs may change during the pre-service educational period. Self-efficacy beliefs of preservice EFL teachers have been to the interest of some researchers mostly in isolation from other factors in non-native EFL contexts (Uçar & Yazıcı Bozkaya, 2016; Külekçi, 2011; Alagözlü, 2016; Demirel, 2017; Çelik & Zehir-Topkaya 2017). In the relevant literature, the relationship between foreign language teachers' anxiety levels and self-efficacy beliefs has drawn little interest in non-native contexts, especially in terms of pre-service teachers (El-Okda & Al-Humaidi, 2003; Çubukçu, 2008; Güngör & Yaylı, 2012; Merç, 2015).

In the study conducted by Çubukçu (2008) with third-year students at an ELT major of a state university in Türkiye, it was found that there was a low correlation (p=-0.30) between the perceived foreign language anxiety and self-efficacy levels of student teachers. Very similarly, Güngör and Yaylı (2012), in their correlation study on self-efficacy and FLTA with pre-service EFL teachers from Türkiye, obtained moderate and high levels of statistics on FLTAS and TSES, respectively, and found a low correlation (p=-0.30) between the two concepts. This study also revealed that gender, having overseas experience, and attending professional development were effective variables on foreign language teaching anxiety levels.

Merç (2015) carried out a correlation study about the relationship between FLTA and self-efficacy beliefs of the student-teachers in the last year of university and the student-teachers' anxiety was at a relatively low level in general while their perceived overall self-efficacy was high, suggesting a negative correlation between the two. In this study, gender and practicum school type appeared as predictors of neither anxiety nor self-efficacy beliefs.

In general, the teacher is a major stakeholder in the overall success of every student in the classroom which has its own dynamics. Although it is common sense that foreign language learners may have anxiety about using a foreign language while learning it, it has been ignored to what extent EFL teachers may experience the same while teaching the foreign language in their classrooms. Therefore, when the literature on foreign language anxiety is reviewed, it is seen that EFL learners' foreign language learning anxiety has been studied extensively. While the anxiety level of EFL teachers who are non-native speakers of English has not been studied much so far, it is not difficult to identify that there are only a few studies investigating the non-native pre-service EFL teachers' foreign language teaching anxiety levels, especially in the Turkish EFL context. Besides, there are only a few studies conducted with non-native pre-service EFL teachers to investigate the relationship between FLTA and teachers' self-efficacy beliefs in the EFL contexts. Those studies have generated both supportive and non-supportive results. Therefore, the scantiness of the studies focusing on the two concepts together and the inconsistency of the findings has led to conducting this study based on the belief that anxiety and self-efficacy may play a key role in individuals' achievements. Pre-service EFL teachers are the ones who can be categorized as both foreign language learners and teachers. They may feel anxiety both as a learner and a prospective teacher. However, in this study, it is necessary to note that they were approached as prospective teachers and their anxiety levels were investigated from this aspect.

In this sense, the research questions were written as follows:

1. What are the non-native pre-service EFL teachers' levels of foreign language teaching anxiety?

2. What are the non-native pre-service EFL teachers' levels of perceived self-efficacy?

3. Is there any statistically significant difference at FLTA levels of non-native pre-service EFL teachers by gender, age, and class-level variables?

4. Is there any statistically significant difference between self-efficacy levels of non-native pre-service EFL teachers by gender, age, and class level variables?

5. Is there any correlation between the FLTA levels and perceived self-efficacy levels of non-native pre-service EFL teachers?

METHOD

Research Design

A correlation study methodology was utilized in this study. The data were collected quantitatively through two online scale forms to determine the participants' perceived foreign language teaching anxiety and self-efficacy levels both in general and in terms of each pre-determined variable of the study. The scores obtained from the two scales were used to diagnose the nature of the correlation between the FLTA and self-efficacy levels of the participants.

Participants

The study sample was comprised of voluntary pre-service EFL teachers from all class levels who were majoring in English language teaching departments (ELT) at different universities in Turkey. The criteria for participating in the study were to be a student in the ELT Department and to be willing to take part in the study. 90 pre-service teachers out of the invited approximately 500 participated in the study by filling out the online scale forms. 75.6 % of them were female (n=68) and 24.4 % of them were male (n=22). 23.2 % of the participants were 20 years old and below (n=22) and the rest 75.6 % were 21 and above (n=68). 7.8 % of the participants were freshmen (n=7), 34.4 % of them were sophomores (n=31), 21.1 % were juniors (n=19), and lastly, 36.7 % (n=33) were seniors. The consent of the participants was obtained through their approval of the consent question added as a separate initial part to the online scale forms.

Data Collection Instruments

All the ethical considerations were met before starting to collect the data. As the first data collection instrument, the Foreign Language Teaching Anxiety Scale (FLTAS) developed by İpek (2006) for the non-native foreign language teaching contexts was used to determine pre-service EFL teachers' FLTA levels. As the second data collection instrument, the Turkish version of a scale named Teachers' Sense of Efficacy Scale (TSES) originally developed by Tschannen-Moran & Woolfolk-Hoy (2001) and later adapted into Turkish by Çapa, Çakıroğlu, and Sarıkaya (2005) was used to determine pre-service EFL teachers' senses of self-efficacy about teaching English. The FLTAS was a 5-point Likert-type scale and included 26 items in total. The maximum and minimum total scores can be 130 and 26, respectively. The Cronbach's alpha coefficient was reported at .93 by the scale developer for the overall FLTAS. The TSES was a 9-point Likert-type scale and included 24 items in total. The scale had three eight-item

sub-dimensions which were entitled "efficacy for classroom management", "efficacy for student engagement", and "efficacy for instructional strategies". Cronbach's alpha coefficient was reported as .84, .82, and .86 for the sub-dimensions of the overall instrument, respectively. The maximum and minimum total scores can be 216 and 24, respectively. The online scale shared with the participants consisted of 4 parts. The first two parts included questions about the participants 'consent and demographic information, the third part was the FLTA scale, and the last part was the TSES scale. The data were collected in the fall semester of the academic year 2022-2023. All the participants were informed about the study beforehand. The FLTAS and TSES were written as online scale forms on Google Forms with an additional former part for collecting the demographic information about the participants. The online form links were shared with the pre-service teachers through the WhatsApp groups or official social media platforms of their departments. Completing each of the scales took approximately 10 minutes.

Data Analysis

The statistical analysis of the data was carried out through the IBM SPSS 25.0 packet program. All the answers were assumed to be given honestly by the participants. The normality of the data was decided with these five criteria, at least three out of which should indicate normality: histograms, QQ-plots, variance coefficients (<0.30), Shapiro-Wilk test (>0.05), and skewness and kurtosis values ($-2 < +2$). It was found that the data were normally distributed in terms of both scales and therefore the parametric tests were determined to be used for the analysis of the data. These tests were mainly based on descriptive and comparative analysis of the data and they consisted of independent samples t-tests, one-way ANOVA, multiple-variable one-way ANOVA, subsequent post hoc tests, and Pearson correlation test.

FINDINGS

As the data were normally distributed, parametric tests were used for the data analysis. The Cronbach alpha was calculated .948 for the FLTAS and .971 for the TSES. These values indicate a very high level of reliability for the scales. The findings of this study were grouped according to the research questions as follows.

Non-native Pre-service EFL Teachers' Levels of Foreign Language Teaching Anxiety

Concerning the first four research questions, descriptive and comparative statistics were employed. The first research question was about the FLTA levels of non-native preservice EFL teachers. The table below shows the means of the total scores obtained from the FLTAS.

Table 1. *The mean score obtained from the FLTAS*

	N	Minimum	Maximum	Mean	Std. Deviation
Mean_FLTAS	90	1.04	5.00	2.8372	.85745
Valid N (listwise)	90				

As seen in Table 1, a score of 2.8372 obtained from the FLTAS indicates that the non-native preservice EFL teachers had a moderate level of foreign language teaching anxiety. The mean scores were also examined for each of the items in the scale. The item-by-item analysis of the scores showed that the preservice EFL teachers were most highly anxious about items 2, 4, 8, 11, 15, 19, and 25. These items are related to making grammar and spelling mistakes in English, explaining a grammar-relevant question or subject, and being compared to other teachers in terms of English proficiency or the used teaching method. For the rest of the items, the participant preservice teachers had a moderate level of foreign language teaching anxiety. The lowest levels of FLTA were found for items 5, 7, 9, 14, 17, and 23 which were related to either the use of English or the use of the mother tongue, Turkish, in the class.

Table 2. *Item-by-item analysis of the FLTAS data*

Items of FLTAS	N	Min.	Max.	Mean	SD
1. I feel uncomfortable when I use Turkish in class.	90	1.00	5.00	2.6889	1.25102
2. The thought of making a grammar mistake worries me	90	1.00	5.00	3.3333	1.25421
3. I feel anxious about my students testing my knowledge of English	90	1.00	5.00	2.8556	1.37032
4. The thought of making a spelling mistake on the board disturbs me	90	1.00	5.00	3.0778	1.27401
5. I get so nervous when I am teaching English that I forget the things that I know	90	1.00	5.00	2.4667	1.25600
6. I feel nervous when teaching English to students with an average proficiency level	90	1.00	5.00	2.7111	1.11420
7. I feel tense when I am giving instructions in English	90	1.00	5.00	2.3778	1.24140
8. I feel uncomfortable when my English knowledge is compared to that of other teachers	90	1.00	5.00	3.4667	1.42372
9. I think my knowledge of English is not good enough to teach in English	90	1.00	5.00	2.0778	1.17299
10. I worry about not being able to teach grammar effectively	90	1.00	5.00	2.9556	1.28877
11. I feel uncomfortable when teaching a skill in which I feel I am not proficient enough	90	1.00	5.00	3.4222	1.20838
12. I worry about not being able to teach listening effectively	90	1.00	5.00	2.9444	1.34383
13. I worry about not being able to give clear instructions in English	90	1.00	5.00	2.5889	1.25326
14. I feel nervous when speaking English in class	90	1.00	5.00	2.3556	1.30092

	N	Min	Max	Mean	Std. Dev
15. I feel nervous when teaching English to students with a high proficiency level	90	1.00	5.00	3.0000	1.39823
16. I worry about not being able to teach speaking effectively	90	1.00	5.00	3.1222	1.32247
17. I feel uncomfortable when I think about having used Turkish during the lesson	90	1.00	5.00	2.3667	1.19409
18. Teaching English to students with a high level of language proficiency makes me feel uneasy	90	1.00	5.00	2.6222	1.38676
19. I feel uneasy when my English teaching methods are compared to that of other teachers	90	1.00	5.00	3.3444	1.43911
20. I feel uneasy when I am teaching speaking topics	90	1.00	5.00	2.5111	1.30034
21. I am afraid of my students criticizing my knowledge of English	90	1.00	5.00	2.7778	1.42038
22. I worry about not being able to teach reading effectively	90	1.00	5.00	2.8222	1.39484
23. I feel uneasy when I am teaching listening topics	90	1.00	5.00	2.4333	1.28124
24. I worry about not being able to teach writing effectively	90	1.00	5.00	2.8667	1.28255
25. I would feel uneasy about not being able to answer a grammar question	90	1.00	5.00	3.4667	1.32563
26. I feel anxious about making a mistake while teaching English	90	1.00	5.00	3.1111	1.31921
Total	90	1.00	5.00	2.8372	0.85745

Non-native Pre-service EFL Teachers' Levels of Perceived Self-efficacy

The second research question was about the perceived self-efficacy levels of non-native pre-service EFL teachers and Table 3 shows the findings of this research question.

Table 3. *Mean scores obtained from the TSES*

	N	Minimum	Maximum	Mean	Std. Deviation
Mean_TSES	90	2.17	8.79	6.4074	1.36422
classroommanagement_subscale_TSES	90	2.14	8.86	6.3889	1.46550
studentengagement_subscale_TSES	90	2.38	8.63	6.2875	1.35571
instructionalstrategies_subscale_TSES	90	2.00	9.00	6.5708	1.46962
Valid N (listwise)	90				

According to Table 3, it is clear that the non-native preservice EFL teachers obtained a mean score of 6.4074 out of 9 on the overall scale. This indicates that they had a slightly high level of perceived self-efficacy about teaching. In terms of the sub-dimensions of the TSES, the mean scores from the highest to the lowest were computed as 6.5708, 6.3889, and 6.2875 for the instructional strategies, classroom management, and student engagement subscales, respectively.

Differences in FLTA Levels of Non-native Pre-service EFL Teachers by Gender, Age, and Class-level Variables.

The third research question was about the significance level of the differences in FLTA levels of the participants in terms of gender, age, and class-level variables. In the tables related to gender statistics, the group labeled with 1 refers to the male participants and the group labeled with 2 refers to the female participants throughout this report.

Table 4. *Descriptive statistics about the FLTA scores by gender*

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Mean_FLTAS	1	22	2.7569	.73503	.14701
	2	68	2.8680	.90351	.11207

Table 5. *Descriptive statistics about the differences between groups by gender*

Independent Samples T-Test For Gender		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Er. Difference	Lower	Upper
Mean_FLTAS	Equal variances assumed	1.648	.203	-.549	88	.585	-.11112	.20259	-.51373	.29148
	Equal variances not assumed			-.601	53.255	.550	-.11112	.18485	-.48185	

According to the group statistics by gender shown in Table 4, the mean scores obtained from female participants are very close to the male participants' mean FLTAS scores. They differ with just 0.11 points in favor of the male participants. However, to see the significance of the difference, a t-test shown in Table 5 was carried out and it was seen that the significance value was .585 which means that there was no statistically significant difference between the scores obtained by the two gender groups. The following two tables demonstrate the statistics about the FLTA scores by the variable of age.

Table 6. *Descriptive statistics about the FLTA scores by age*

Age		N	Mean	Std. Deviation	Std. Error Mean
Mean_FLTAS	>= 21	68	2.8725	.88515	.10360
	< 21	22	2.6855	.73067	.17721

As seen in Table 6, the participants below the age of 21 have lower FLTA scores compared to the participants 21 and over, yet this difference is not statistically significant since the significance value of .421 is higher than the p-value of 0.05 (see Table 7).

Table 7. *Descriptive statistics about the differences between the FLTA scores by age*

Independent Samples T-Test for Age		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Mean_FLTAS	Equal variances assumed	1.181	.280	.808	88	.421	.18698	.23136	-.27281	.64676
	Equal variances not assumed			.911	28.076	.370	.18698	.20527	-.23346	.60741

To find out the level of differences in the FLTA scores of the participants in terms of the class-level variable, multiple comparisons were conducted through the one-way ANOVA test. The one-way ANOVA and a subsequent post hoc analysis including a Games-Howell test suitable for groups with unequal numbers of participants showed that there were no statistically significant differences in the mean FLTA scores of the participants in terms of their class level at the ELT departments.

Table 8. *Multiple comparisons of the FLTA scores by class-level*

Dependent Variable: Mean_FLTAS / Games-Howell

(I) Class	(J) Class	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	Upper Bound
1	2	.08901	.44432	.997	-1.3409	1.5189
	3	-.01301	.44098	1.000	-1.4429	1.4169
	4	.33064	.44330	.876	-1.0989	1.7601
2	1	-.08901	.44432	.997	-1.5189	1.3409
	3	-.10202	.21687	.965	-.6803	.4762
	4	.24163	.22155	.697	-.3434	.8266

3	1	.01301	.44098	1.000	-1.4169	1.4429
	2	.10202	.21687	.965	-.4762	.6803
	4	.34365	.21477	.388	-.2280	.9154
4	1	-.33064	.44330	.876	-1.7601	1.0989
	2	-.24163	.22155	.697	-.8266	.3434
	3	-.34365	.21477	.388	-.9154	.2280

Differences between the Self-efficacy Levels of Non-native Pre-service EFL Teachers by Gender, Age, and Class-level Variables

Whether the participants' self-efficacy levels differ in terms of the variables of gender, age, and class level were tested with descriptive and comparative statistics. The following two tables are about the statistics related to gender.

Table 9. *Descriptive statistics about the TSES scores by gender*

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Mean_TSES	1	22	6.3667	1.19048	.23810
	2	68	6.4231	1.43378	.17784
classroommanagement_subscale_TSES	1	22	6.4971	1.33829	.26766
	2	68	6.3473	1.51943	.18846
studentengagement_subscale_TSES	1	22	6.1100	1.23708	.24742
	2	68	6.3558	1.40177	.17387
instructionalstrategies_subscale_TSES	1	22	6.5450	1.24000	.24800
	2	68	6.5808	1.55772	.19321

Table 10. *Descriptive statistics about the differences between the TSES scores by gender*

Independent Samples T-Test for Gender		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Dif.	Std. Error Difference	Lower	Upper
Mean_TSES	Equal variances assumed	.441	.508	-.175	88	.862	-.05641	.32282	-.69794	.58512
	Equal variances not assumed			-.190	52.161	.850	-.05641	.29718	-.65270	.53988
	Equal variances assumed	.373	.543	.433	88	.666	.14989	.34648	-.53866	.83844

		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
classroommanagement_subscale_TSES	Equal variances not assumed			.458	49.165	.649	.14989	.32735	-.50789	.80767
studentengagement_subscale_TSES	Equal variances assumed	.257	.614	-.769	88	.444	-.24577	.31979	-.88128	.38974
	Equal variances not assumed			-.813	49.070	.420	-.24577	.30240	-.85344	.36190
instructionalstrategies_subscale_TSES	Equal variances assumed	1.218	.273	-.103	88	.918	-.03577	.34780	-.72694	.65541
	Equal variances not assumed			-.114	54.453	.910	-.03577	.31438	-.66594	.59440

The gender statistics about the overall scores from the TSES are in favor of the female participants. Male participants outperform the female participants only in terms of the classroom management sub-dimension of the scale (see Table 9.). The group scores are very close in terms of all of the sub-scales and the whole scale. The t-test applied for further analysis about the significance level of the differences by gender showed that there were no statistically significant differences between the scores obtained by the male and female participants in the overall TSES and its three subscales. The significance levels for all the combinations were higher than the benchmark p-value of 0.05 (see Table 10).

Table 11. *Descriptive statistics about the mean scores of TSES by age*

Age		N	Mean	Std. Deviation	Std. Error Mean
Mean_TSES	>= 21	68	6.4977	1.23379	.14440
	< 21	22	6.0196	1.81807	.44095
classroommanagement_subscale_TSES	>= 21	68	6.4618	1.31374	.15376
	< 21	22	6.0756	2.01279	.48817
studentengagement_subscale_TSES	>= 21	68	6.4041	1.25753	.14718
	< 21	22	5.7868	1.66698	.40430
instructionalstrategies_subscale_TSES	>= 21	68	6.6524	1.33809	.15661
	< 21	22	6.2206	1.94832	.47254

Table 12. *Descriptive statistics about the differences between the mean scores of TSES by age*

Independent Samples T-Test for Age		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Dif.	Std. Error Difference	Lower	Upper
Mean_TSES	Equal variances assumed	4.604	.035	1.307	88	.195	.47811	.36593	-.24911	1.20533
	Equal variances not assumed			1.030	19.566	.315	.47811	.46399	-.49113	1.44735
Classroom management_ subscale_ TSES	Equal variances assumed	7.094	.009	.978	88	.331	.38621	.39475	-.39828	1.17070
	Equal variances not assumed			.755	19.290	.460	.38621	.51182	-.68395	1.45636
Student engagement_ subscale_ TSES	Equal variances assumed	2.795	.098	1.709	88	.091	.61734	.36121	-.10049	1.33518
	Equal variances not assumed			1.435	20.442	.166	.61734	.43026	-.27892	1.51361
Instructional strategies_ subscale_ TSES	Equal variances assumed	3.489	.065	1.092	88	.278	.43181	.39534	-.35384	1.21746
	Equal variances not assumed			.867	19.655	.396	.43181	.49781	-.60778	1.47140

In terms of the differences by age, the cut point for the groups was the age of 21. The first group was labeled as 21 and over and the second group was labeled as 20 and below. The descriptive statistics about the scores obtained by the two age groups yielded scores in favor of the first age group. This means that the participants who were 20 and below had lower mean scores of TSES in terms of the overall scale and its three subscales. This can only weakly indicate that as age increases, teaching self-efficacy may increase. Such an interpretation needs to be further analyzed and therefore a t-test was applied. The results showed that the differences between the mean scores obtained from the overall scale and its each subscale were not statistically significant in terms of the variable of age since the significance values were all higher than the p-value of 0.05.

To find out the level of differences in the perceived self-efficacy scores of the participants in terms of the class-level variable, multiple comparisons were conducted through the one-way ANOVA test. The one-way ANOVA and a subsequent post hoc analysis including a Games-Howell test showed that there were no statistically significant differences in the mean TSES scores of the participants in terms of their class level at the ELT departments. All the

values about the significance of the differences in TSES scores by class level were higher than 0.05.

Table 13. *Multiple comparisons of the FLTA scores by the class level*

Dependent Variable: Mean_TSES, Games-Howell

(I) Class	(J) Class	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
1	2	.75377	.52753	.506	-.8122	2.3198
	3	.41729	.49401	.832	-1.1120	1.9466
	4	.43400	.49782	.819	-1.0956	1.9636
2	1	-.75377	.52753	.506	-2.3198	.8122
	3	-.33648	.36971	.800	-1.3212	.6482
	4	-.31977	.37478	.829	-1.3114	.6719
3	1	-.41729	.49401	.832	-1.9466	1.1120
	2	.33648	.36971	.800	-.6482	1.3212
	4	.01671	.32592	1.000	-.8510	.8844
4	1	-.43400	.49782	.819	-1.9636	1.0956
	2	.31977	.37478	.829	-.6719	1.3114
	3	-.01671	.32592	1.000	-.8844	.8510

The correlation between FLTA levels and perceived self-efficacy levels of non-native pre-service EFL teachers

With regard to the last research question which was about the relationship between the foreign language teaching anxiety and teaching self-efficacy levels of the non-native EFL teachers, Pearson correlation analysis was conducted between the mean scores obtained from FLTAS and TSES. The correlation coefficient computed as -.123 shows that there is a low level of negative correlation between the FLTA and teaching self-efficacy since a low level of negative correlation is accepted for the correlation coefficients between -.3 and -.1.

Table 14. *Correlation between the FLTAS and TSES mean scores*

		Mean_TSES	Mean_FLTAS
Mean_TSES	Pearson Correlation	1	-.123
	Sig. (2-tailed)		.250
	N	90	90
Mean_FLTAS	Pearson Correlation	-.123	1
	Sig. (2-tailed)	.250	
	N	90	90

DISCUSSION

This study was conducted mainly to find out the relationship between the non-native pre-service EFL teachers' foreign language teaching anxiety levels and their perceived self-efficacy levels. However, it was also aimed to determine their teaching self-efficacy and foreign language teaching anxiety levels and examine the two concepts by the variables of gender, age, and class level at the ELT departments. The sample selected for this study consisted of non-native pre-service EFL teachers since their non-native position is suggested by Horwitz et al (1986) as an important anxiety-creating factor in EFL contexts where teachers are the actors of an uncompleted learning process about the language they are expected to teach. In terms of the self-efficacy concept, pre-service EFL teachers' self-efficacy beliefs were investigated in the Turkish EFL contexts mostly as a separate subject of study and there is a limited number of studies that deal with the two concepts together. Therefore, this study was designed as a correlation study based on a quantitative research method and all the descriptive statistics will be discussed under each research question one by one below.

In terms of the first research question which was about the FLTA levels of non-native preservice EFL teachers, the obtained mean score of 2.8372, close to 3 out of 5, showed that they had a moderate level of FLTA. This finding is consistent with the findings of some studies in the FLTA literature in the non-native EFL contexts (Horwitz 1992; Horwitz, 1993; Kunt, 2001; Tüm, 2010; Öztürk, 2016; Amengual-Pizarro, 2019) while conflicting with the results of some other studies (Kunt and Tüm, 2010; Kobul & Saraçoğlu, 2020). For example, Horwitz (1992, 1993) found that non-native preservice teachers experienced foreign language teaching anxiety at substantial levels. Similarly, in the non-native foreign language teaching context, the study by Kunt (2001) demonstrated significant levels of foreign language teaching anxiety among student teachers. Amengual-Pizarro (2019) found most of the participants experienced anxiety at levels from average to high in their language classrooms. In the Turkish EFL context, Tüm (2010) came up with a moderate level of FLTA among the pre-service teachers as in the present study. In contrast to the current study in the Turkish EFL context, Kunt and Tüm (2010) found differing levels of FLTA among preservice teachers and more recently Kobul and Saraçoğlu (2020) found a moderately low level of FLTA among non-native EFL teachers.

When the scores in terms of the scale items were examined, preservice EFL teachers were most highly anxious about the items related to making grammar and spelling mistakes in English, explaining a grammar-relevant question or subject, and being compared to other teachers in terms of English proficiency or the used teaching method. They had the lowest levels of FLTA about the items related to the use of English or their mother tongue, Turkish, in the

class. In the study by Öztürk (2016) which utilized the same FLTAS as in this study, it was found that the participants who were non-native EFL instructors had higher anxiety levels about teaching the subjects they did not feel competent enough. This finding is consistent with the finding obtained in the current study since the pre-service teachers had a relatively high anxiety score in the same item.

With regard to the second research question which was about the pre-service EFL teachers' perceived self-efficacy levels, the mean score of 6.4074 indicated a relatively high level of perceived teaching self-efficacy. This finding corroborates with some studies in the related literature (Uçar & Yazıcı Bozkaya, 2016; Külekçi, 2011; Alagözlü, 2016; Demirel, 2017, Çelik & Zehir-Topkaya, 2017). For example, Demirel (2017) found that pre-service teachers had sufficiently high self-efficacy beliefs which can be interpreted as pre-service teachers' being efficient and ready for their future professions. In the current study, the relatively high score obtained from the overall TSES means that pre-service teachers had a relatively high level of strong and positive beliefs about their teaching skills. Although there were no statistically significant differences in the sub-dimensions of the scale which were classroom management, student engagement, and instructional strategies, the highest mean score was in the instructional strategies subscale. This can imply that preservice teachers have more positive beliefs about their efficacy for instruction-specific skills such as helping students comprehend the subjects or using varied instructional methods.

In terms of the third research question, it was seen that there were no statistically significant differences in the FLTA levels of the participants by gender, age, and class-level variables. A statistical difference of 0.11 points between the male and female participants' foreign language teaching anxiety scores shows that they have very close anxiety levels which generate no statistically significant difference. This finding corroborates the previous studies' findings related to the impact of gender on FLTA (Merç, 2012; Öztürk, 2016; Kobul & Saraçoğlu, 2020) while being contradictory with some other studies revealing the impact of gender on FLTA degrees (Güngör & Yaylı, 2012; Liu & Wu, 2021). In the study by Merç (2012), gender was noted as a non-predicting factor of FLTA levels of the pre-service EFL teachers and in Öztürk's (2016) study, it was revealed that gender was not a factor affecting the FLTA levels of EFL instructors. Similarly, Kobul and Saraçoğlu (2020), in their descriptive study on the FLTA levels of in-service and pre-service teachers from English Language Teaching (ELT) and English Language and Literature (ELL) departments, reported that gender was not effective within the same participant group. On the other hand, Güngör and Yaylı (2012) found that gender besides the variables of having overseas experience and attending professional

development was effective on foreign language teaching anxiety levels of the pre-service EFL teachers. Lastly, gender came to the foreground in the study by Liu and Wu (2021) as an important factor that affects the degree of FLTA.

In terms of the differences by age in the FLTA levels, this study yielded no significant results. This finding is consistent with a recent study by Liu and Wu (2021) who reported no significant impact of the participants' ages on their FLTA levels. For instance, this study does not comply with the study by Kobul and Saraçoğlu (2020) which indicated that the FLTA decreases as the participant's age increases. Briefly, the preservice teachers' differing ages were not found as an important factor in FLTA levels in the current study. This can be attributed to the similarity of age groups. Very similarly, the class levels of the participants in their ELT departments did not generate statistically significant differences in their FLTA levels. The multiple comparisons showed that the participants in different class levels had very similar mean scores. This finding does not comply with the finding by Gorospe (2022) about the FLTA levels by grade level of ELT majors which revealed some statistically significant differences.

Regarding the fourth research question, the variables of gender, age, and class level were found to be creating no statistically significant results in the teaching self-efficacy levels of non-native pre-service EFL teachers. The findings related to gender indicate scores in favor of the female participants in the overall teaching self-efficacy levels and the sub-dimensions of student engagement and instructional strategies. Yet, the gender-based scores are so similar that they cannot support the impact of the gender variable on teaching self-efficacy. This finding supports the finding of the study by Külekçi (2011) which revealed that gender did not affect self-efficacy in student teachers.

In terms of the age variable, the findings indicated that there was no statistically significant difference between different two age groups of preservice teachers which were "20 and below" and "21 and above". This finding concords with the finding on the variable of age in the study conducted by Demirel (2017). Similarly, it was found in that study that there were slight differences between the age groups' levels of teacher self-efficacy and they were not at a statistically significant level. Similarly, the class-level variable did not cause any statistically significant difference among the participants. The highest difference between the mean scores was obtained between the freshman and sophomore participants with 0.75377 points though not statistically significant.

With respect to the fifth research question which sought the correlation between foreign language teaching anxiety and perceived teaching self-efficacy levels of the pre-service teachers, the findings showed that there was a negative low correlation between the two

concepts (-.123). This finding supports the findings of the previous studies which are very limited in number (El-Okda & Al-Humaidi, 2003; Çubukçu, 2008; Güngör & Yaylı, 2012;) while being different from the findings of some studies (Merç, 2015; Eren, 2020; Gorospe, 2022). While the studies conducted by Çubukçu (2008) and Güngör and Yaylı (2012) indicated a low level of negative correlation between the foreign language teaching anxiety and self-efficacy levels of the preservice EFL teachers, the study by Merç (2015) revealed a moderate level of negative correlation and Eren's (2020) study obtained a significant level of negative correlation between the two concepts. The present study contradicts with findings of the study by Gorospe (2022) which found a significant level of negative correlation. Additionally, Güngör and Yaylı's findings of the overall scale scores are very similar to the scores of the current study with its moderate FLTA score and high teaching self-efficacy score. As a whole, the related literature suggests a negative correlation between the two concepts at differing levels and this study contributes to the findings of the previous ones.

CONCLUSION

This study which was designed with an attempt to reveal the relationship between the concepts of foreign language teaching anxiety and teacher self-efficacy also examined the levels of the two in terms of the variables of gender age, and class level of the non-native pre-service EFL teachers. The participants' levels of FLTA and teaching self-efficacy which were found to be moderate and relatively high, respectively, were negatively correlated at a low level of significance. This indicates that a lower score of FLTA may be a predictor of higher teaching self-efficacy at a low level in non-native preservice EFL teachers. The descriptive and comparative statistics demonstrated no statistically significant differences in the participants in terms of the variables of gender, age, and class levels of the participants majoring in the ELT departments which indicates that the study sample had similar perceptions of FLTA and teaching self-efficacy when they were compared in terms of the given variables.

The current study contributes with its similar findings to the related literature. However, there is a need for further analysis of the relationship between these concepts in terms of new variables which have not been previously examined enough. For example, the impact of preservice teachers' educational background on the FLTA and teaching self-efficacy beliefs as well as their relationship can be studied in future research. In addition, as this study is descriptive in nature, it did not yield any reasoning of the causes of the findings. Therefore, a mixed method study which also gets the perceptions of the participants can be more informative and elucidative. Besides, the native and non-native preservice teachers can have different levels

of FLTA and teaching self-efficacy. Future research can also compare the two different samples in terms of both the levels and the correlation of the two concepts.

This study is expected to contribute to the related literature although its small-scale nature and limited number of variables since foreign language teaching anxiety and teaching self-efficacy can be predictors of the preservice teachers' teaching quality and success in the profession after graduation from their departments.

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STUDENTS' AND TEACHERS' PERCEPTIONS ON ESP TEACHING AND STUDENTS' WILLINGNESS TO COMMUNICATE IN ENGLISH - BURDUR VOCATIONAL AND TECHNICAL ANATOLIAN HIGH SCHOOL CASE STUDY

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Abstract

This study investigated how English language instruction in Vocational and Technical High Schools affected English use in practice, students' willingness to communicate, and their motivation to improve their English. For this purpose, to have a practical perspective on the issue, students who have attended the internship project and teachers who accompanied them are asked open-ended questions via online forms. Qualitative research and purposeful sampling are conducted. Students who attend vocational schools are often seen and stereotyped as non-achievers regarding school success. Hence, this study is crucial to determine whether this notion is correct. Especially, it is important to gain insight from students and teachers who have been abroad. Vocational and Technical Anatolian High Schools have a special method of English teaching, and it is termed as ESP (English for Specific Purposes). It is significant to find an answer to whether this special teaching method, which should be used in Vocational and Technical High Schools, has been implemented purposefully. Moreover, how effective this method is investigated. Results showed that both students' and teachers' perceptions on ESP teaching are affirmative; however, there are issues such as limited class hours, unsuitable coursebooks designed for ESP, and lack of authentic environment. Therefore, based on these issues, this study confirmed that ESP teaching in Burdur still has a long way to go unless these issues are fixed.

Keywords: Vocational high school, ESP, VHS, English for specific purposes, English language teaching.

INTRODUCTION

Education in vocational and Technical Anatolian High Schools has been a controversy considering its different nature. According to Yılmaz (2020), English education in Vocational and Technical Anatolian High Schools (VTAHS) in Turkiye has been a topic of interest in recent years, as the country looks to improve its language education in order to support the economic development and global competitiveness of its workforce. Unlike other schools, in vocational and Technical Anatolian high schools there are fields for different crafts such as: culinary arts,

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hair care and beauty, child development, electric-electronic technologies, machinery technologies. There are different types of VTAHS, and each school opens fields on demand. But in terms of the current study's subject, the chosen school has 3 branches, and these branches are culinary arts, hair care and beauty, and child development. Besides field education there are other subject matters and English is one of them. Although English education in VTAHS is significant because of their special education, the required attention to English education seems inadequate. The instructions have just concentrated on teaching English grammar and reading activities that do not include content relating to the students' vocational field (Mahbub, 2022). A suggestion would be to incorporate both general English and English for Specific Purposes (ESP) into this language program. Students require effective language usage skills for their future careers. Additionally, they also expressed a need to excel in their respective specialized fields, indicating the importance of incorporating ESP into the program (Aktaş & Doyran, 2017). VTAHS's EFL curriculum is important for equipping learners with the necessary skills (Uçar, 2020). There are points that differentiate VTAHS's English education from Anatolian high schools. First point is the way English is present to the students, and the second point is the materials used.

In VTAHS, English education is approached differently and is known as English for Specific Purposes (ESP). This approach recognizes that students in VTAHS need to learn the necessary terminology for their field of study and must be equipped with the skills to communicate in a common language, such as English. ESP materials, methods, and strategies differ from those used in traditional high schools and are tailored to the needs of students in VTAHS (Muliyah & Aminatun, 2020).

A twin school program, bilateral agreement or protocol, or international project can also grant students internships and skills training in overseas businesses (MoNE, 2018, p. 30). These aforementioned projects are granted by European Union. The program is called 'Erasmus+'. Thanks to this program high school students have a chance to go abroad. For vocational high schools Erasmus+ programs work differently. They offer a vocational education and training for VTAHS students. Unlike Anatolian high schools, VTAHS students have a chance to experience internship abroad. These internships are field specific, and they are arranged according to the project prepared for the related field.

This study aims to understand the impact of the ESP approach on students' use of English, their willingness to communicate, and their motivation to improve their language skills. The study will examine the perceptions of both students and teachers who have participated in the Erasmus+ program, which offers students in VTAHS the opportunity for

field-specific internships abroad. The study will investigate how this internship experience has changed students' perceptions of the English language and their motivation to improve their second language.

LITERATURE REVIEW

There has not been much research done on English for Specific Purposes (ESP) in different contexts and at various levels of education. Uçar (2020) confirms this idea as she stated that, there had been very few studies conducted within the scope of English for Vocational Purposes (EVP) at the secondary level. Moreover, Baştürkmen (2017) added, there is a very limited amount of literature available on ESP teachers and their teaching methods. ESP is a type of language instruction that focuses on teaching English for specific purposes, such as for use in a specific occupation or field of study (Hutchinson & Waters, 1987). ESP programs have been shown to be effective in helping students develop the language skills they need to succeed in their future careers (Brown & Jones, 2018). In vocational and Technical Anatolian high schools, ESP teaching can be an important part of preparing students for success in their future careers. Some studies on ESP defines it benefits as they stated, ESP programs at vocational high schools can lead to improved language proficiency and increased confidence in students' ability to communicate effectively in English in their chosen fields (Brown & Jones, 2018). Additionally, ESP teaching can help students develop the language skills they need to succeed in postsecondary education and training programs (Dudley-Evans & St John, 1998).

According to Widdowson (1983) "ESP is simply a matter of describing a particular area of language and then using this description as a course specification to impart to learners the necessary restricted competence to cope with this particular area." (p. 10). In other words, an approach to language learning and teaching based on specific needs, specific demands, specific situations, specific terminology, specific activities, specific methodology, specific curriculum, and specific characteristics is ESP. (İlgör, 2019)

Several studies defined ESP in vocational schools however in reality there are problems with language teaching in these schools. Considering the perception of vocational school students, both teachers and community find educating vocational school students futile. As a result of the low level of English competency, students have been embarrassed when they use English, the English language learning process has been less efficient, and the English teaching materials used are inadequate (Sumarsono et al., 2017). A study done by Uçar (2020) seems to explain this issue: most of the students who are placed in VTAHS have the lowest academic success rates, which is one reason why parents and the community have a negative perception of the school.

Research Questions

1)   Is the ESP education in vocational and Technical Anatolian High Schools suitable for the students?

2)   Is the ESP education enough for the students to use the foreign language adequately in their area of education (Food and beverage field, hairdressing field etc.)?

3)   Is there a difference in students' willingness to communicate after the internship?

Aim of the Study

This research aims to identify how English language instruction in vocational schools has affected English use in practice, students' willingness to communicate, and their motivation to improve their English. For this purpose, students who have attended the internship project and teachers who accompanied them are asked open-ended questions.

Students who attend VTAHS are often stereotyped as non-starters when it comes to success. In Turkiye, students are placed in high schools based on the results of the High School Entrance Exam (LGS). Hence, this study is important to determine whether the notion is correct. especially, it is important to gain insight from students and teachers who have been abroad.

When it comes to English teaching research in general, vocational schools are seems to be ignored. Thus, it is crucial to gain a deeper understanding of this topic and to identify what can be done further. It is significant to find an answer to whether the special teaching method, which should be used in vocational and Technical Anatolian high schools, implemented purposefully or not.

METHODOLOGY

Research Design

This paper is an example of a descriptive case study. Case studies are defined by Creswell (1994, p. 12) as bounded systems with a single instance. Qualitative method is utilized to collect data from the participants. This study is a descriptive case study that employs a qualitative research design. The purposeful sampling method was used to select 14 students and 3 teachers from a public Vocational and Technical Anatolian high school in Burdur. The participants were chosen from those who participated in the Erasmus+ internship project, "On the Screen is the Photo" and "Online Turkish Kebab," which took place in Vienna, Austria in 2021.

Participants

14 students and 3 teachers from public Vocational and Technical Anatolian high school in Burdur are participated in this research. Purposeful sampling method is used while deciding on the target participants. Creswell & Guetterman (2019) explain purposeful sampling method as

a central phenomenon in which in order to learn or understand the researchers intentionally select individuals and sites (p. 206). Since this study chose its participants, intentionally, from a public vocational high school located in Burdur; it uses a purposeful sampling. The students and teachers are chosen from the participants of Erasmus+ internship project, supported by EU (European Union), called "On the screen is the photo", and "Online Turkish kebab" The project took place in Austria, Vienna in 2021. The reason why this project is investigated is that it provides an authentic environment in which to evaluate the understanding of the ESP in vocational school students. Participant students are named as S1, S2… and so on. As for the teacher participants they are named as T1, T2, and T3.

Data Collection Tool(s)

Data were collected using Google forms consisting of open-ended questions. The forms were different for students and teachers and included both multiple-choice and open-ended questions (Cohen et al., 2018). The multiple-choice question was used to gather information about the students' field of study. Besides, the open-ended questions were asked to the participants in order to allow them to freely express their perceptions.

Data Analysis

Current study collected the data via online forms. These forms are consisted of open-ended questions. The forms are sent to the related participants both students are teachers. Each form is analyzed and translated into English from Turkish by the researcher herself. In order to see the bigger picture of the results and for the calculation purposes Microsoft excel is used.

FINDINGS

The current study scrutinized vocational and Technical Anatolian high school students' willingness to communicate, and for this purpose the students are chose from Erasmus+ abroad internship project. The data collected from both the students and the teachers, separately, are analyzed thematically.

Students' Answers

Two fields from a vocational and Technical High School located in Burdur experienced this opportunity. There are two projects for each field. The project for culinary arts called, "Online Turkish kebab", and the other field is hair care and beauty their project is called, "On the screen is the photo". The student distribution for these projects is shown in the chart 1.
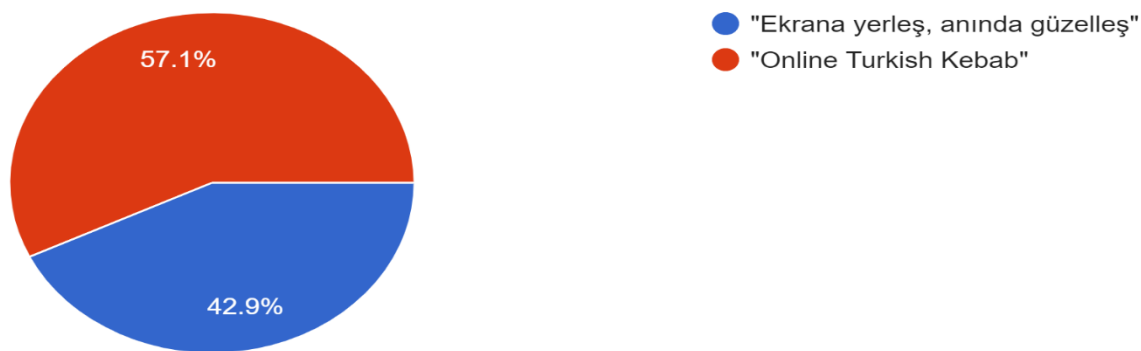
Figure 1. *Student distribution per project*

"On the screen is the photo".

For 'On the screen is the photo' project there were 6 participants and for the 'Online Turkish kebab' there were 8 participants. The questions asked to the students are shown in table 1.

Table 1. *Questions for the students*

1. Do you think learning English is necessary and useful?
2. Do you have a motivation towards learning English?
3. Do you think you can use English efficiently?
4. Did the English language education you had in school help you to communicate in your apprenticeship experience abroad?
5. Did the English language education you had in school help you to communicate in your in-service experience abroad? Did you have any language related issues?
6. If you had a chance to change the way English is taught in school, what would you change?
7. Do you think your oversea experience improved your English, especially when you had to talk to natives in your apprenticeship?

The data collected from the students is analysed thematically and as a result five themes emerged. These themes are importance of English, positive attitudes towards learning English, motivation to learn English, English language education and internships, desired changes to English language education.

323

The first theme is "importance of English", in this theme the outstanding categories are: common language, necessity, use in daily life, related to field of study. S1 expressed her thoughts in the category of related to the field of study she said:

"It is definitely important. Since, I had hard times during the apprenticeship. I did not understand hair dying or washing etc. this made me feel humiliated."

Similarly, S5 expressed how much she struggled during her apprenticeship:

"It's definitely useful. Because I experienced the difficulty of not knowing a lot during my internship. I did not understand the sheet metal painting and washing etc. and this put me in a very difficult situation."

S2 emphasise on the necessity of English and said it does not matter whether we are abroad or in Turkiye we need language:

"It is important and useful because now we can meet foreign people everywhere."

S3 expressed her thoughts on the idea of English being a common language in communication:

"Because now it is a common language, and it is something that is important for your own development that you can use everywhere and reach an agreement."

S4 dwelled upon the necessity of English, and she also added that she wishes that she had listened to the English lessons carefully:

"I think it is absolutely necessary and useful. because I felt the lack of it while doing my internship. That's why I was very angry with myself for not listening to English lessons well."

The second theme is "positive attitudes towards learning English" in this theme the categories are Useful, meeting new people, motivation to learn, desire to travel, and career advancement. In this theme the students are asked if they are motivated to learn English or not. S1 answered this question under the category of meeting new people.

"Yes, because I love seeing new places and meeting new people."

S6 expressed her thoughts on this subject under the category of career advancement. She stated her desire to become better in her profession.

"Yes, I want to be more successful in my profession, it motivates me."

In addition to S6's opinion, S2 commented how the internship helped her to learn new words related to her field.

"I learned new words while dealing with customers, especially in the restaurant where we did our internship."

S9 commented under the category of motivation to learn, and she verbalize her desire to learn English from the Public Education Centre.

"Yes, I wish there were lessons again so that I could learn English. Maybe I can learn by going to the Public Education Centre."

S11 uttered that she needs English to travel therefore her comment is under the category of desire to travel.

"If I have a good English, there will be no country I can't visit."

The third theme is "English language education and internships". In this theme there are seven categories. These categories are helpful in communication, facilitated understanding of work tasks, helpful during internship, benefits of English language education during internship, difficulties with English language during internship, no difficulties with English language during internship, impact of international internship on English language proficiency. Under the category of helpful during internship S7 said despite her hard times she finds English useful.

"Because English was their common language, it was useful to know even if I struggled understand them."

Similar to S7, S11 delved into the benefit of the English education she had at school under the category of benefits of English education during internship.

"It helped. I was able to use some simple words. But I always had a hard time because I didn't know."

S6 emphasis on the benefit of the school education she had and thus it helped her to communicate easily.

"Thanks to the English language education I received at school, I communicated more easily with customers where I did my internship."

Under the category of no difficulties during the internship S4 and S5 stated that they had no difficulties communicating with natives.

"I did not have any problems abroad.", *"Yes it worked. I had no problems."*

S12 stated her thoughts on the category of impact of international internship on English language proficiency. She said that her comprehension of English is low; however, vocabulary she had learned before was beneficial.

"Yes, it helped. But I had a problem with language. because I can't speak. My teachers taught me some words about my field. I found it very useful."

In addition to S12, S10 the internship was effective on her English comprehension especial in communication.

"It was helpful because it helped us to express ourselves clearly in our self-disclosure."

Under the category of helpful in communication, S2 said that internship has more contribution that the education at school.

"Yes, I think, the internship has contributed to my English comprehension rather than the lessons, having such an experience increases one's motivation to learn more, and learning something becomes more enjoyable in this way."

The fourth and final theme is "desired changes to English language education". This theme includes five categories these are "add more hours to class time, offer German language courses, focus on practical communication, require a year of English language preparation, and satisfaction with English language education. Students suggested to have a German course in this theme because their apprenticeship took place in Vienna which is a city located in Austria. Austria's native language is German; therefore, students think it would have been better to know German rather than English. This idea is under the category of German language courses. When the students are asked what they would change about their English education at school if they had a chance. S7 and S8 expressed their desire to replace English lessons with German courses. *"I could consider replacing it with German.", "I would like to take German lessons".*

S11 suggested that she would like to have speaking comprehension-based lesson. This suggestion is under the category of focus on practical communication.
"It would be better if more fun and practical conversations are taught."

S13 expressed her thoughts under the categories of add more hours to class time and require a year of English language preparation classes.
"The weekly hours should be increased, or the language should be taught with English preparation classes for 1 year."

As for the category of satisfaction with the English language education, S1, S3, S4 and S14 commented that they would not change anything.
"I would not want to change the training because I found it sufficient", "I got my internship thanks to the English language education I had."

Overall, Students' answer were generally short but there were some explicatory ones too. Students' attitudes towards language learning was affirmative and it can be seen that their willingness to learn English increased after the apprenticeship. Students' ideas on the language education differs from one another. Some students think it was sufficient on the other hand remaining ones think it would have been better.

Teachers' Answers

Besides students who participated in this project, there were 3 teachers who accompanied them in their apprenticeship. Teachers are asked 6 open-ended questions. The questions are shown at the table 2.

Table 2. *Questions for the teachers*

1. What do you think about students' level of English?
2. Do you think the current ESP in vocational schools is enough?
3. Do you think the necessary importance is given to ESP teaching in vocational schools?
4. What can be done to enhance current ESP teaching in vocational schools?
5. Do you think giving a chance of apprenticeship on abroad to students is useful?
6. How would you describe students' use of English during apprenticeship on abroad?

The data collected from the teachers is analysed thematically and as a result four themes emerged. These themes are insufficiency of current English education in vocational high schools, suggestions for improving English education in vocational high schools, benefits of internship opportunities, and willingness to communicate after internship.

The first theme is "insufficiency of current English education in vocational high schools". There are four categories, and these are: English levels are generally low, English education is not sufficient for special purposes in vocational high schools, English education is not given enough importance, the current curriculum needs to change.

T2 stated that the students who attend to the Vocational and Technical High School are come there with a low level of achievement not only in English but in other subjects too. Therefore, the teachers do not aspect much from them. This statement is categorized as English levels are low.

"Their comprehension is not enough. They come to vocational schools with the lowest scores therefore, we do not expect much."

T1 expressed her thoughts under the category of English education is not sufficient. He stated that class hours are limited, and language education is not designed specifically for field of profession.

"It is not enough. Class hours are very limited. There should be a lesson specific for the field knowledge." And *"It is not enough because the curriculum needs to be separated from general high schools and reorganized for vocational high schools suitably."*

T3 added by delving into the curriculum issues. He stated that the current curriculum needs to be changed.

"No, because there is a need to separate the curriculum from general high schools and organize it more appropriately for vocational fields and student level."

T3 also thinks that English education is seems to be given importance however in practice it is still insufficient. He said that:

"It seems to be attached importance to ESP recently. However, I think it is not enough. There must be a necessity for students, they should be responsible from English in the standardized tests. Only make them like English and motivating them to learn is not enough. There should be a system in which students acquire that they need to learn English as a second language. Furthermore, increasing the weekly hours at schools is a crucial factor considering the students' success."

Second theme is "suggestions for improving English education in vocational high schools". There are six categories. These categories are increasing the number of English lessons per week, offering practical speaking techniques appropriate for field English, organizing the curriculum separately for each professional field and focusing on professional English, providing lectures going out of the classroom and focusing on external practice, providing a speech-based curriculum that is free of heavy and complex sentences and in a simple language, and finally offering more English language preparation in the 9th grade.

T1 found curriculum organization as a priority.

"Curriculum should be reorganized".

T2 emphasis on the way English is thought without paying attention to practical use. He expressed his thoughts under the category of: providing lectures going out of the classroom and focusing on external practice, and providing a speech-based curriculum that is free of heavy and complex sentences and in a simple language.

"There should be lesson related to practical oral language use."

Finally, T3 listed his thoughts on what can be done in order to improve current English teaching in Vocational and Technical high schools. His thoughts more or less include all six category in this theme.

"There are things to be fixed in the curriculum. Firstly, it should be reorganized for each field separately; secondly, it should be professional English emphasised, and thirdly it should be simplified with communicative based activities. Weekly class hours should be increased. Language lessons shouldn't be limited with in class learning, it should be authentic. Maybe a preparation class for 9th grades would be better."

Third theme is "Benefits of internship opportunities". The categories are useful for exposure to language, provides opportunities to practice the language, increases experience and self-confidence in both professional and language skills.

T3 found the apprenticeship useful for students and he stated that it helped students to increase their self-confidence in both professional and language skills.

"It is beneficial for sure. Both for professional and language ability it helps students to gain confidence."

T2 delved into the importance of exposure in language learning and how the apprenticeship provided the exposure needed.

"They are forced to use the language usefully. They had an opportunity to practice."

Fourth and the last theme is "Willingness to communicate after internship". There are two categories, and these are: students exhibit willingness, enthusiasm, and diligence in language use; language usage skills appear to be increasing and developing after internship.

T1 described Students' language use with 3 simple words.

"Eagerly, Enthusiastic, and diligent."

T2 shared his observation as followed:

"They use simple words and simple structures to communicate."

Finally, T3 denominated the positive outcome of the apprenticeship as the students' language use is enhanced.

"They have gained an increasing and enhancing language usage."

In conclusion, teachers' perceptions are unfavourable on the current language education. They expressed the issues they found problematic and suggested what can be done. As for their perceptions on students' willingness to use language is affirmative. Although, they said students' language level is low, the ones who participated to the apprenticeship program showed an enhancement.

DISCUSSION

The aim of this study was to find out whether there is a difference in students' willingness to communicate after the abroad. The results revealed that internship had an inevasible effect on students' willingness to communicate and motivation to improve their English. Since students stated that apprenticeship program motivated them to communicate, and they benefited from this opportunity. The reason for these outcomes might be the necessity they felt during their apprenticeship. Because they were in a foreign city and can not communicate in their own language, they had to use English. This compulsion motivated them to communicate maybe it was difficult at first but day by day they get better. However, it can not be said that their English got so much better since this projects' time was very limited for them to improve their English visibly.

The students' attitudes toward language learning are considerably positive. All the students find English language learning necessary and some of them shared their experiences from their apprenticeship. They mentioned that they had difficulty while working at hairdressers abroad since they didn't know related vocabulary such as, dying, combing etc.

Upon the questions regarding their perceptions, students' responses showed that they do not think positively. Majority of students do not think their language level is enough. In addition to that, their thoughts on language teaching at school is overall affirmative. Most of the students expressed their opinions as the education at the school was great but since they did not pay attention back then. They verbalized their regret. Students are not informed enough about the possible benefits of language learning especially VTAHS students. They don't even aware of their potential. According to MoNE's Outlook of Vocational and Technical Education in Turkiye (2018), "Vocational and technical education aims to prepare students for higher education and work life by imposing a common general culture in accordance with their interests and abilities in a flexible structure as well as educating students as good citizens" (p. 21). Moreover, Taşpınar (2016) states that, vocational technical education is recognized as a key driver of the change process and if it is meeting the demands of raising the manpower required by an economy open to change, it needs a dynamic structure. Besides their professional significance in worldwide, they need language more than Anatolian high school graduates. Vocational and Technical Anatolian schools have higher refunds for projects than other schools. Therefore, it is easier for them to go abroad and gain experience.

Students' views on the effects of apprenticeship program were affirmative except for 15% of the students answered negatively. Negative attitudes were surprising since they were complaining about the lack of opportunity to practice language. Although apprenticeship provided them a chance to use the language they could not. They uttered their disappointment with explanations like, "we had translators, so I didn't need to talk." And "It didn't have any impact on my improvement." The reason why students felt like that might be the time issues. Because their apprenticeship lasted for 2 weeks. It was limited for them to communicate adequately.

Both students' and teachers' views are considered, in terms of language education at school students' perceptions are contrary to teachers. Students consider education at school was adequate however, teachers find it inadequate since they said there are number of things which need improvement. The first issue was the curriculum. Teachers think that it should be reorganized specially for vocational schools. Because the curriculum is for any type of high school, but vocational and Technical Anatolian high schools' curriculum should be different

from them since it has a distinct education system. Another issue is lesson hours. Teachers think that lesson hours in VTAHS is very limited. It is not enough for all the skills especially they can not even find time to practice speaking ability. They believe that the curriculum should be designed considering real-life exposure to language and suitable environment to practice speaking. Findings of Şavran (2017) matches with the thoughts of this study's teachers. He states that, according to the EFL teachers at VTAHS, the English curriculum does not meet the needs of the students. Although teachers are complaining about the lack of things in the curriculum another perspective from Avcı & Engin-Demir revealed that as a result of analyzing the dominant skills in the vocational English course, it was discovered that grammar was put at the core of classroom activities. Consequently, the teaching practices in the classroom were more grammar-based, even though the skills students needed to enhance were identified as speaking and listening (2021, p.135). Even though this study did not observe this issue, problems in ESP education at VTAHS might be teaching method related too.

Teachers' perceptions on ESP and students' language usage showed that general view on vocational school students is still accepted even among the teachers. Since Aslan-Uçar (2020) stated: "For many years, vocational high school students were thought of as the learner group with the lowest graduation grades. Therefore, the perceptions of teachers and the parents about the profile of vocational high school learners were not very positive" (pp. 26-27). This conclusion is reached depended on teacher view as one of teacher stated that: "Their comprehension is not enough. They come to vocational schools with the lowest scores therefore, we do not expect much." And one teacher commented sarcastically "Their level is A0." However, teachers admitted that the apprenticeship effected students' language use undeniably. Moreover, they confirmed that student's motivation and enthusiasm increased during the apprenticeship.

Teachers asked about their thoughts on the importance of current ESP teaching in vocation schools and they said, "It seems to be given importance recently, but it is not enough." And for a solution they said, "there should be an enforcement. English should ne included in the standardized tests." This recommendation is found reasonable since the lack of assessment of English in high-stake exams creates a perception. By this perception students think English is not important therefore, they do not need to study it.

Overall, Aslan-Uçar (2020) stated that, in the Education Vision 2023 (2018), one of the most important revisions relates to the development of appropriate language skills for the types of high schools and students. However, this study revealed that in Burdur the situation has not changed. As both students' and teachers' perceptions on ESP education in VTAHS confirmed

that. There are still many things to be improved and changed in the case of ESP education in VTAHS.

CONCLUSION

This paper studied perceptions of students and teachers on ESP teaching for revealing the results open-ended questions are generated separately for both teachers and students. Additionally, this study unveiled the willingness to communicate of the students since the participants are chosen among the abroad apprenticeship projects.

According to the results, there are inevasible improvement in students' motivation towards English and teachers' views are partially approve these improvements. Furthermore, both teachers and students found apprenticeship beneficial. The research suggests that improving English education in vocational high schools in Turkiye may require a shift towards ESP programs and away from traditional methods of language instruction.

Teaching can be a valuable component of language instruction in vocational and Technical Anatolian high schools. Helping students develop the language skills they need to succeed in their future careers. By focusing on the specific language needs of students' future careers, ESP programs can help support the overall success and competitiveness of vocational high school graduates in Turkiye.

In this study, students and teachers are chosen among the ones who have been participated in apprenticeship program abroad purposefully. Yet even a chance of real-life communication and practice was not enough. Therefore, results of this study confirmed that ESP teaching in Burdur still has a long way to go. The present study has some limitations. There are three teacher participants since the participants are chosen from the project on abroad. Therefore, the sample could not be increased. Considering that the data was collected from only one high school, it is important to keep in mind that the findings cannot be generalized beyond the context of this study. This topic can be further delved into with a different context and larger sample.

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EVALUATION OF 9TH GRADE *TEENWISE* AND *RELEARN* ENGLISH TEXTBOOKS IN TERMS OF VALUES

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Abstract

The transfer of national and universal values to the next generation is essential for the survival of societies and individuals to adapt the society and lead a healthy and peaceful life. Undoubtedly, the values acquisition process of individuals begins in the family. However, school and social environment have also significant impact on the shaping of values. Since values education is not taught as a separate course in Turkish schools, the values that students should gain according to their grades are placed in the curriculum. For this reason, textbooks, which provide the systematic processing of course subjects, are educational tools that undertake many tasks such as teaching values. Ten values were determined as honesty, friendship, justice, patience, self-control, love, respect, patriotism, altruism and responsibility to be able to promote the humane, ethical, universal and cultural values of the students in the 9th-12th grade new English curriculum prepared by the Turkish Ministry of National Education in 2018. Two different high school 9th grade English textbooks, *Teenwise* written by the authors of the Ministry of National Education and *Relearn* developed by a private publishing house, based on 2018 9th-12th grades English curriculum were evaluated on the basis of units, using the document analysis technique and the extent of values in the books was examined. According to research results, it was deduced that both of the books includes all the values presented in new 9th-12th English curriculum. However, values are included more frequently and distributed more regularly in the Relearn English textbook prepared by a private publishing house. Moreover, in both of the books, the most repeated value is friendship, while the least mentioned value is altruism.

Keywords: Values education, English Textbooks, English curriculum

INTRODUCTION

Value is an important guide for an individual to make sense of life. Thanks to the values, the individual decides the good and the bad. Values play an active role in determining the individual's own life standards and keeping up with the existing norms in the society. Children

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gain values in diverse settings such as family, school, environment and media however they are first gained in the family, then at school and in the environment.

Values are vital concepts promoting personality development and they enable us to interpret events that come from the past and affect our cultures that we will be transferred to the future. Thanks to values, people experience great convenience in carrying their cultural accumulation to the future. Many of the nations carry out character and values education through schools. Schools undertake a substantial role in enabling children and young people to acquire certain values and maintain positive behavioral tendencies. (Hökelekli, 2011) Schools should do their best to contribute to the character of the youth and the moral health of the nation (Lickona, 1991). In order for students to gain the desired values in the life process, it must be in planned and programmed education process.

Value expressions in education programs should be tried to be gained implicitly by making it felt and experiential in accordance with the nature of the courses. In this case, it is considered that the realization of gains will contribute to the acquisition of values. Considering that education and training is mostly done through textbooks in our country, it is predicted that value transfer can be done mostly with textbooks. Textbooks are one of the most substantial materials guiding and training the children in education and creating awareness in children (Çakır, 2013). For this reason, in this study, two different 9th grade English textbooks developed by the Ministry of National Education and a private publishing house were examined in terms of the values mentioned in the 2018 9th-12th grade English curriculum.

LITERATURE REVIEW

Values Education

Halstead (1996) emphasizes that in values education; the selection of appropriate values should be made by schools, teachers or education representatives and the transfer of these selected values to individuals; can be diversified with many activities such as the themes determined in the curriculum, hidden curriculum, extracurricular activities and sports activities. Therefore, it is considered essential to include all these values in the curriculum.

Values education started to be taught in schools in the 2010-2011 academic year in Turkey. However, The English Curriculum, which was revised and renewed in 2018 to cover basic skills and values education in line with the general objectives of the Turkish National Education, focuses on communicative skills like other contemporary foreign language programs.

In the curriculum that focuses on communicative skills, it becomes a necessity to include basic competencies such as values education. As a matter of fact, individuals need to make judgments

about what is right or wrong for many situations, both in society and at school. In addition to cognitive skills, communicative skills are also needed in order to make these judgments and to discuss values with others.

In the renewed English Curriculum, unlike the previous curriculums, the focus was on values education and the basic values that were aimed to be transferred to the students together with the learning outcomes were determined as follows: justice, friendship, respect, love, patience, honesty, responsibility, self-control, altruism and patriotism (MONE, 2018). The basic educational materials used in schools are textbooks to be able to gain the mentioned objectives in the curricula and to convey the achievements, skills, values and concepts in the curricula to the students. Textbooks provide direct or indirect transfer of established social and cultural values. This feature in the textbooks is a part of the hidden curriculum, which is a component of any curriculum, even if it is not explicitly stated. Curriculum and teaching materials implicitly or explicitly convey the social structure and values (Ulum & Bada, 2016). In this context, material developers and textbook authors have to emphasize the values and basic competencies specified in the curriculum through choosing efficient contexts, and include the values and basic competencies indirectly shown in the curriculum into the course materials (MONE, 2018)

Textbooks and Values Education

Lessons taught in schools often find application through textbooks. Textbooks are crucial in terms of being the main course material. Considering the place of the school in the transfer of culture, it can be understood how important the textbooks and each material are. Texts or images in the textbooks can be used as an effective tool in values education transfer (Aslan, 2019). Through these texts, students recognize social roles, learn good and bad, right thinking and behavior.

Language and Values Education

Language is one of the most outstanding elements used in values education since it is the center of basic skills such as thinking, understanding and communicating. In addition, foreign language lessons can be used as an effective tool in gaining national and universal values and introducing values in different cultures. It is thought that the foreign language course can provide understanding and appreciation of different values in terms of intercultural communication and interaction. For this reason, foreign language lessons can be used as an important tool in the transfer of universal and national values. A language teaching carried out together with value education will give more qualified results.

In the globalizing world, the importance of learning English as a foreign language is increasing, as the common language of science, economy and communication is generally provided with English. However, it should not be forgotten that not only the rules and structure of that language but also different concepts and values can be conveyed while teaching English. It is thought that not only the target culture but also the basic values can be conveyed through the English course. Textbooks are one of the most substantial materials used in language teaching. An appropriate transfer of value can be made through an image, a text or a sentence in the textbooks.

Approaches to Values Education

Approaches to values education emerge as approaches that put the individual in the center. Humanism which is very close to values education envisages creating a suitable environment for children's and adolescents' access to self-actualization. Humanistic education creates an environment for children to use their free will and enables them to undertake the responsibility of their choices. It is seen that teaching programs that adopts the humanistic approach prioritize students' personal and social development processes. In other words, regardless of the content of the courses, what is important is experiences and personality development of the student. Considering the humanist education approach, English course embraces and uses emotions, empathy, student encouragement and student engagement.

In this understanding of education, the methods and techniques, enable the formation of a more humanistic and virtuous teaching process in terms of values and morality. Thus, foreign language teaching can reach the desired targets more easily, quickly and effectively. The humanistic education approach includes many education methods. These are: Suggestopedia, Silent Way, Counselling Language Teaching Method, Community Language Learning and Total Physical Response. One of the most important factors in education and training is undoubtedly educational materials. Considering the English lessons, it is seen that the content of the books plays an important role in gaining mentioned values to the students.

Ministry of National Education of Turkey and Values Education

Since national, cultural and humanitarian values are given great importance in our country, these values are emphasized at every stage and structure of the state. The expectation from our education system is not just to teach individuals values. At the same time, it is aimed to help them to reflect on these values to their attitudes and behaviors and to the society as a good person and a good citizen. The school plays an important role for the individual to acquire these principles and its continuity.

Secondary education institutions English lesson teaching program has suggested some themes and contents such as, universal values, national values, cultural values, moral values, social values, democracy and human rights, solidarity, citizenship, cooperation, elderly care and attitudes to disabled people. It is clearly stated that it is necessary to protect the beliefs and facts of our country and convey this values to the future, in the 1st and 2nd paragraphs of the 2nd article of the Basic Law of National Education.

Article 2 - The main purpose of the Turkish National Education is to develop all citizens of the Turkish Nation, as citizens attached to

1. (Amended: 16/6/1983- 2842/1 art.) reforms, principles and nationalism of Atatürk, which is situated in constitution; adopting, developing and protecting Turkish Nation's, moral, humanitarian, cultural and national values, loving their family, homeland and nation and always attempt to dignify them, knowing their responsibilities and duties to the Turkish Republic, which is a state of law, democratic, secular and social society based on the basic principles of the constitution.

2. To raise as people with character and personality in a healthy and balanced manner in terms of mind, body, morals, emotions and spirit, having free, scientific thinking power and a broad worldview, respecting human values, rights and personality responsible for society; creative, productive and constructive.

In the circular numbered 2010/53 of the Ministry of National Education, the scope of values education is expressed as follows:

"Education is the most crucial element to raise all citizens with our moral, humane, spiritual and social values that make up social life, connect people, ensure development, happiness and peace, and protect them from risks and threats. Transferring these achievements to our students also constitutes values education."

An activity book was developed by the Ministry of National Education, General Directorate of Secondary Education, on the themes of friendship, justice, love, honesty, helpfulness, self-control, patriotism, responsibility patience and respect ". In the activity book prepared, there are high-level concepts that express ideal lifestyles, general principles that help individuals reach the right decisions, and the root values in the curriculum. The aim with the activity book prepared in this direction is to provide our students with values that make people human, such as friendship, justice, love, honesty, helpfulness, self-control, patriotism, responsibility, patience and respect.

The objectives to be achieved within the framework of the Values Education Project are as follows:

- To provide students with basic human values and virtues, to create sensitivity to values and to transform values into behavior.
- To develop and reinforce the values accepted by the society by creating an appropriate school environment.
- To develop students' sense of responsibility.
- To educate students equipped with academic knowledge and moral values that will guide them in real life.
- To strengthen our cultural values,
- To shape the social life in and around the school in accordance with moral and ethical values,
- To place the concept of "Moral-Based Discipline".
- Formation of a moral community consciousness in students.

Related Studies

Kırkgöz's study (2021) on pre-service English teachers concluded that all teacher candidates who participated in the study are of the opinion that values education should be placed in the foreign language teaching curriculum. Participants assert that with the help of various activities and games, students can internalize the essential values and turn them into character traits.

According to Ersoy and Şahin (2012), textbooks have a significant impact on society since they reach every segment of community. In this sense, textbooks not only give information about the subject of the relevant course, but also reflect values education explicitly and implicitly. Therefore, it is possible to say that the examination of textbooks will have a substantial place in determining the functionality of the values education. It is seen that many studies take place in the literature in terms of examining textbooks on the basis of values education. However, English lessons are one of the most important lessons in terms of providing social and universal values in a context. It has been determined that there are very few studies on English textbooks in Turkey.

In the book evaluation research, conducted by Gül (2017), the secondary school 5th grade Turkish textbook was examined according to the 10 value groups classified by Schwartz (1996), and the values were analyzed according to the themes and the most common values in the book were determined. It was observed that the values were not homogeneously distributed in the secondary school 5th grade Turkish textbook. While the most repeated values are universalism, achievement, and pleasure, meeting approximately half of all values, the least included values are power, conformity, and benevolence.

When the 5th grade English textbook written by Ceylan, Gümüş and Kabukçu (2019) and published in 2020-2021 in the academic year curriculum was evaluated in terms of values education, it was determined that the evaluated textbook covers 33 values. The mentioned values are friendship, healthy life, sportsmanship, helpfulness, knowledge of the values, traditions, history of other countries, being courteous, knowing the values, history and traditions of one's own country, cultural and artistic values, respecting differences, family unity, giving importance to nature, love of animals, self-confidence, caring for others, compassion, responsibility, self-care, perseverance, hard work, respect for holy places, sharing, respect, obeying social rules, importance given to art and artist, peace, love, living together and in peace, empathy, tolerance to different languages, respect, self-control, sensitivity to the state, nation and flag and patriotism (Gül & Maviş Sevim, 2021).

Aslan (2019) conducted a research by examining the 5th grade English textbook written by Yalçın, Genç, Orhon and Şahin and taught in the 2018-2019 academic year. At the end of the study, he deduced that the most frequently included values are responsibility, sportsmanship, caring about being healthy, respect for differences, love of nature, reading love, kindness, love of friends, giving importance to family unity, music love and cleanliness.

Aminingsi (2021) evaluated the 7th grade English textbook When English Rings The Bell in terms of character values and deduced that the most frequently covered values are discipline values, hard work, curiosity, independence, honesty, creativity, reading interest, responsibility, friendship, achievement appreciation, tolerance, democracy, peace, religiosity, environmental awareness, social cares and patriotism.

In the study conducted by Akbulut, Üzüm and Pesen (2022), two different 5th grade English textbooks, English 5 and Happy English 5, were evaluated in terms of values (justice, friendship, self-control, honesty, respect , patience, responsibility, love, altruism and patriotism) specified in the English curriculum. Consequently, it was seen that both private publication and national education publication text books focus almost equally all the values, however the units where the values were highlighted the most, differed according to the textbooks. On the other hand, it was determined that Happy English 5 book didn't cover the values of patience, altruism and justice, and, and the value of honesty was included only once.

Alan (2021) evaluated two different 10th grade English textbooks one of which was "Perspectives" used internationally and the other one was a local English textbook prepared by Ministry of National Education of Turkey. The books were evaluated in terms of values classification of Schwartz (1992) and it has been concluded that the values are not distributed

in a balanced way in the books and two different books adopt different value approaches in terms of values.

METHODOLOGY

When reviewing the document, the data needed; can be obtained without observation or negotiation. Textbooks can be used as a data source when examining the documents in educational researches. Document analysis, which is one of the qualitative research methods, has been applied in order to determine the existing values in the English textbooks. The texts, exercises and visuals were evaluated in terms of determined 10 values. In this study, the extent of 10 values mentioned in 9th-12th English language teaching program was investigated in the 9th grade English book Teenwise, written by the authors of the Ministry of National Education, and the 9th grade English text book Relearn, prepared by a private publishing house.

Research questions

1-To what extent are the 10 values in the 9th-12th grade English curriculum included in the 9th grade Teenwise English textbook?

2-To what extent are the 10 values in the 9th-12th grade English curriculum included in the 9th grade Relearn English textbook?

FINDINGS AND DISCUSSION

Mentioned 10 values in the textbooks were examined in terms of frequency of repetition in units.

Table 1. *The distribution of justice, friendship, patience, honesty and self-control values in the units of Teenwise textbook*
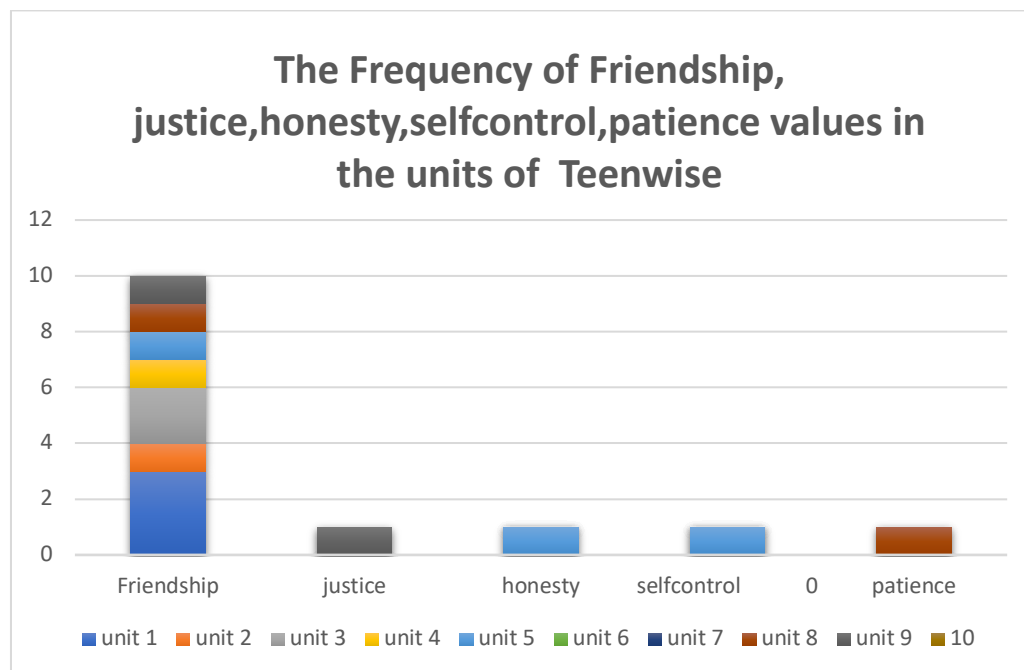
Table 2. *The distribution of justice, friendship, patience, honesty and self-control values in the units of Relearn textbook*
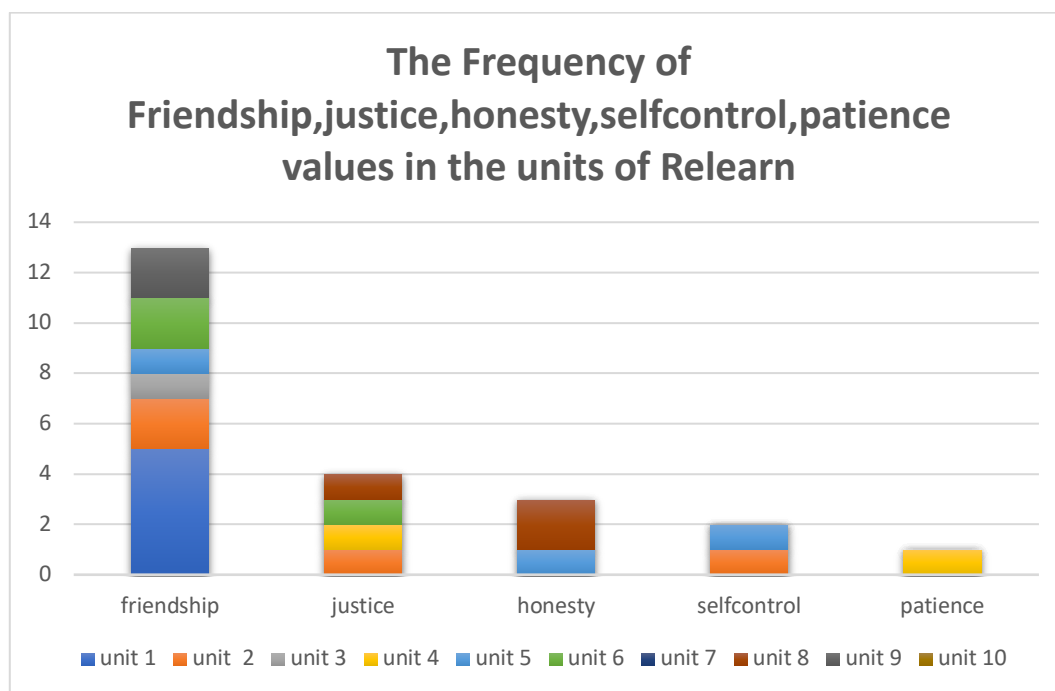
As it can be seen in the table 1 and table 2, the values of justice, friendship, self-control, patience and honesty are more frequently used and distributed over more units in the Relearn textbook compared to the Teenwise textbook. The value of friendship is included 10 times in seven different units in Teenwise textbook while it is repeated 13 times in six different units in Relearn textbook. The value of justice occurs only once in the third unit in the Teenwise textbook, while it occurs four times in four different units in the Relearn textbook. While the value of honesty occurs only once in the fifth unit in the Teenwise textbook, the same value occurs three times in two different units in the Relearn textbook. The value of self-control is only mentioned once in the fifth unit of the Teenwise textbook. In the Relearn textbook, the value of self-control is mentioned twice, in the second and fifth units. The value of patience is mentioned once in both textbooks.

Table 3. *The distribution of love, respect, patriotism, altruism and responsibility values in the units of Teenwise textbook*

The Frequency of respect, love, responsibility, patriotism, altruism values in the units of Teenwise
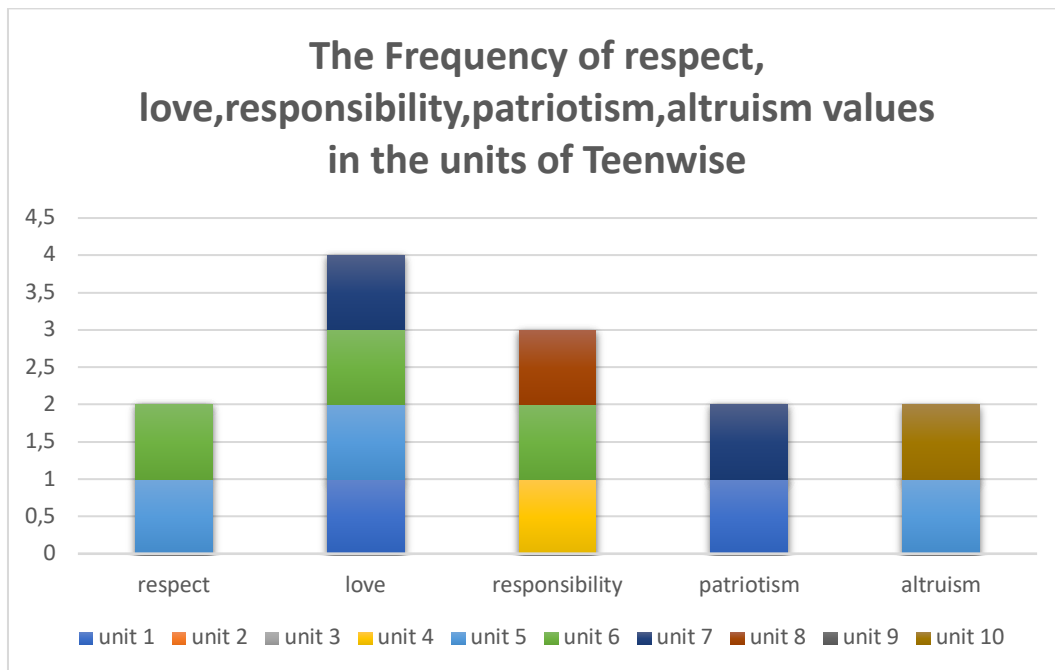
Table 4. *The distribution of love, respect, patriotism, altruism and responsibility values in the units of Relearn textbook*

The Frequency of respect, love, responsibility, patriotism, altruism in the units of Relearn
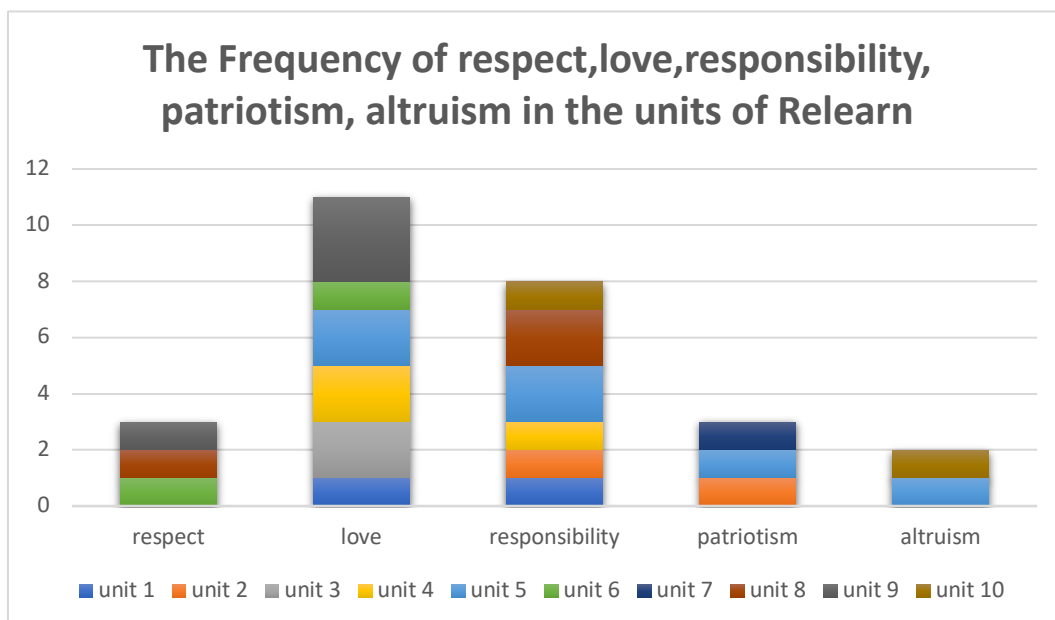
As it can be seen in the table 3 and table 4, the values of respect, love, responsibility, patriotism and altruism are repeated more frequently and distributed over more units in the Relearn textbook compared to the Teenwise textbook. In the Teenwise textbook, respect is mentioned twice in two different units, while in the Relearn textbook, it appears three times in three

different units. While the value of love appears four times in four different units in the Teenwise textbook, it appears eleven times in six different units in the Relearn textbook. While the value of responsibility is mentioned three times in three different units in the Teenwise textbook, the same value is mentioned eight times in six different units in the Relearn textbook. In the Teenwise textbook, the patriotism value is included twice in two different units, contrarily, in the Relearn book this value is mentioned three times in three different units. In both textbooks, the value of altruism is included twice in two different units.

Table 5. *The comparison of Teenwise and Relearn textbooks in terms of the extent of ten values*

	friendship	justice	honesty	self-control	patience	respect	love	responsibility	patriotism	altruism
Teenwise	36	4	4	4	4	8	18	12	8	2
Relearn	26	8	6	4	2	6	22	18	6	2
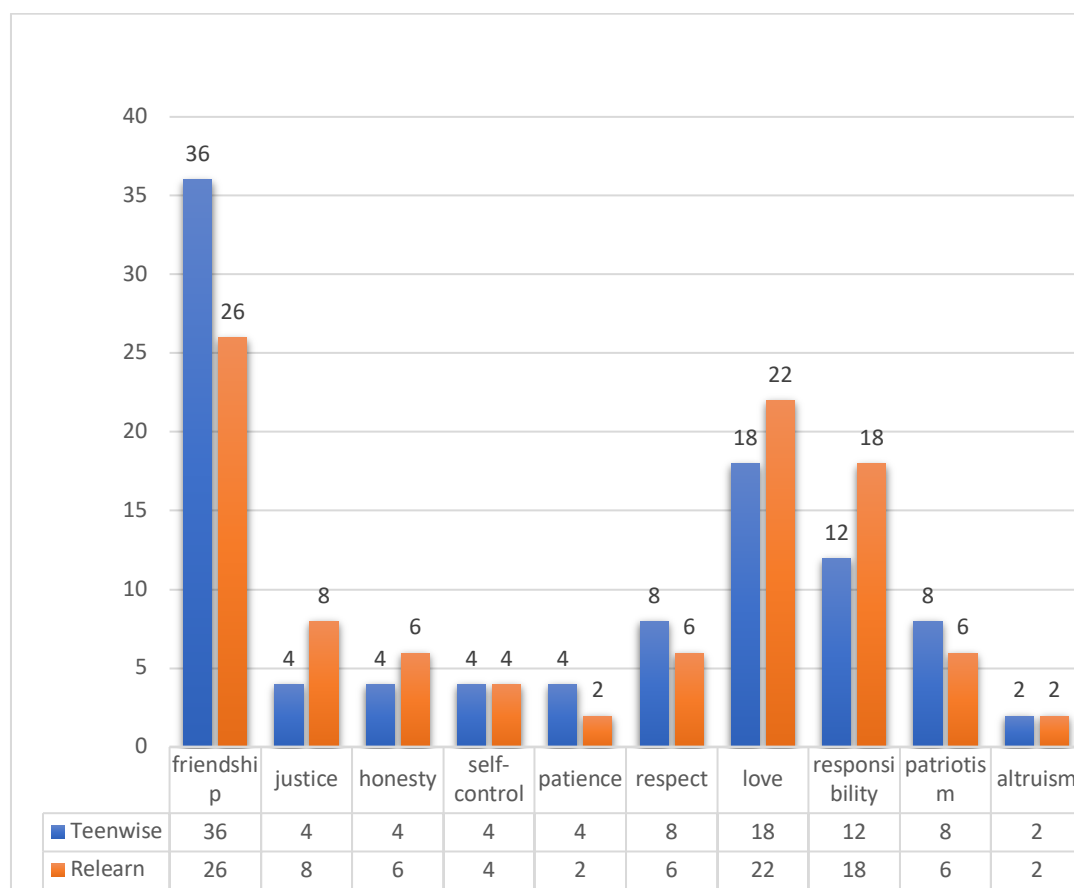
Teenwise and Relearn textbooks were evaluated and compared in terms of values distribution. When we examine Teenwise, written by the authors of the Ministry of National Education, it is seen that the values are not homogeneously distributed and some values are intensely focused while others are almost not included. In the Teenwise textbook, the most repeated value is friendship with 36 %. After the friendship value, the love value comes with 18 %. This value is followed by the responsibility value with 12 %. After the responsibility value, there are patriotism and respect values with 8 %. Justice, honesty, self-control and patience values have the same percentages as 4 %. The least mentioned value in the book is altruism with 2 %.

Relearn, the 9th grade English textbook prepared in a private publishing house, has a more homogeneous structure compared to Teenwise since value percentages are relatively close to each other. Friendship value, with 26 %, is the most frequently repeated value in the Relearn textbook, as in Teenwise. The second most frequently repeated value is the value of love with 22 %. It is followed by the responsibility value with 18 %. After the responsibility value, the justice value comes with 8 %. After them, the values of honesty and patriotism are covered with 6 %. While self-control takes up 4 %, patience and altruism are the least repeated values at 2 %.

Visual 1. *An image related to Friendship from Teenwise textbook*

The value of friendship is aimed to be emphasized in this image from the first unit of Teenwise textbook, where people from different nationalities come together and greet each other.

Visual 2. *An image related to friendship from Relearn textbook*

The value of friendship is embodied in this image in the 1st unit of the Relearn textbook, where university students sit on campus and study.

Visual 3. *An image related to love from Teenwise textbook*

Family love is emphasized in this image found in the first unit of the Teenwise textbook.

Visual 4. *An image related to love from Relearn textbook*

The love of nature is the subject of this image from the second unit of the Relearn textbook.

Visual 5. *An image related to love from Relearn textbook*

The love of animals is depicted in this image in the 4th unit of the Relearn textbook
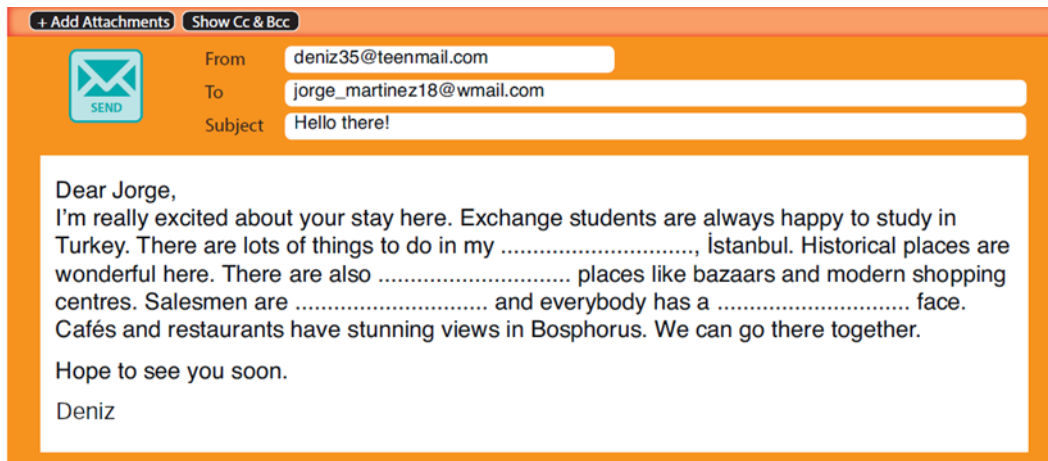
Visual 6. *An exercise related to patriotism from Teenwise textbook*

The theme of patriotism is covered in this exercise in the first unit of Teenwise textbook.

Visual 7. *An image related to patriotism value from Relearn Textbook*

Patriotism is aimed to be emphasized in this image where world heritage sites in Turkey are presented.

I'm Japanese. The earthquakes are part of our lives. And after the earthquakes, we generally face tsunamis. We start learning the safety rules for these natural disasters in early ages. Children in Japan practise earthquake drills in their schools every month. Also the local fire department regularly brings groups of children to experience earthquake simulation machines.

Visual 8. *A text related to responsibility value from Teenwise textbook*

The value of responsibility is discussed in this reading text in the 4th unit of the Teenwise textbook.

Norah is an active supporter of a number of charities like **Stand up to Cancer,** and **United for Peace and Justice.**

At the moment, she is working hard on her new album and she is touring Europe to give concerts. Norah Jones is not only talented but also a good looking singer. We are sure to see her a lot in the future.

Visual 9. *A text related to altruism value from Teenwise textbook*

The value of altruism is discussed in this reading text in the 5th unit of the Teenwise textbook.

When you are in nature, you enjoy the peacefulness of your environment. Nature displays diversity and equality in it. There are fat trees and thin ones, short ones and tall ones. Among yellow flowers, you can see a pink one. In nature, we don't say "How wrong! That flower is different; that tree is fat!". Instead, we say: "How beautiful!" We can learn lessons from Mother Nature. Mother Nature is fair for every creature.

Visual 10. *A text related to justice value from Relearn textbook*

In this reading text describing nature, it is aimed to give messages about the value of justice.

man of his word / woman of her word:

A man / woman who tells the truth and keeps promises

66 If Gary said he'll be there at 6:00, you can count on him. He's a man of his word. 99

Visual 11. *An idiom related to honesty from Relearn textbook*

In this idiom found in the fifth unit of the Relearn textbook, the value of honesty has been emphasized.

Matthew: I know. People in some countries don't want foreigners or immigrants, so they treat them badly. It is also difficult to make friends with them especially in Britain because they are cold. British people stand far apart from each other when they are talking and they will rarely touch. On British public transport, they prefer silence rather than conversation because they think it is rude to have open conversations in public area. However, Americans would easily start conversations when you look at them. What are Turkish people like?

Visual 12. *A text related to respect value from Relearn textbook*

In this text found in the sixth unit of the Relearn textbook, the value of respect has been emphasized.

CONCLUSION

According to the results of the text, exercise and visual analyzes of Teenwise and Relearn 9th grade English textbooks, both of the text books contain friendship, honesty, justice, patience, self-control, love, respect, patriotism, responsibility and altruism values mentioned in the 2018 9th-12th English curriculum. However, the specified values are not homogeneously distributed in both of the books. Some values are repeated many times, while others are used only a few times. While many values are included in some units at the same time, almost no value is found in other units. It has been seen that the examined 10 values are more frequently used and more regularly distributed in the units of Relearn textbook developed by the private publishing house compared to the Teenwise textbook written by the Ministry of National Education authors. In both textbooks, the values that are intended to be given in order to provide values education are placed in various visuals, reading passages and exercises, either explicitly or implicit.

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THE ROLE OF EXTERNAL AND INTERNAL FACTORS IN LEARNING THE VOCABULARY OF ENGLISH AS A FOREIGN LANGUAGE (A THEORETICAL STUDY)

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Abstract

A learner could not communicate successfully with others or understand them without vocabulary. The present paper aims to examine some external and internal variables affecting the mastery of vocabulary in English by monolingual students because it links the four skills of any language. Many researchers and teachers emphasize that learning vocabulary is not an easy process because it is influenced by some elements; some of them are related to the learner himself, while others are related to the classroom environment, learning style, and society where he lives. Many researchers investigate the effect of one factor on the learning of vocabulary. The current study tries to display all types of factors that affect learning English vocabulary based on theoretical and previous experimental studies in this field, as well as show the influence of these variables on learning vocabulary in a direct or indirect way. The researcher concludes that teachers must not only focus on the internal and neglect the external. Besides, they should be aware of the significance of these factors in building and designing curriculum based on the learner's needs, desires, preferences, and age.

Keywords: Learning styles, External factors, Motivation, Vocabulary knowledge

INTRODUCTION

Learning English is always the goal of everyone in the world, but it is not as easy a process as some people think. For many years, it has been the interest of linguists and psychologists to find out the best methods in the language classroom. Learning vocabulary is considered a vital part of acquiring new words at any stage of the language learning process in monolingual situations. Milton (2009, p. 3) comments that "words are the building blocks of language, and without them there is no language learning". English has the greatest number of words among the world's languages (Crystal, 2002). Therefore, learners of English need to work hard to expand their vocabulary in order to achieve competence in all four language skills.

Naiman et al. (1995) say that there are many different factors that affect how people learn. These factors include motivation, intelligence, language ability, age, gender, personality, and cognitive style. These things help people learn English in general. Some scholars examine

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the influence of one or two variables on learning vocabulary. In the present paper, we will focus on the influence of all these variables on the learning of vocabulary in English.

LITERATURE REVIEW

The potential to speak fluently in two languages is known as 'bilingualism', and it is more desirable in today's globalized world. When a person is monolingual, he is fluent in only one language. Moreover, the term 'second language' is used when a community in general speaks a second language outside of school. It may also be applied for educational purposes (Harrison, 1973). A foreign language is restricted to classroom study and is used for interaction with foreigners. Therefore, the learner of a foreign language faces more difficulties than the learner of a second language. Many elements influence the practice of English; one of them is the social context. Madrid (1995) divides those variables into two categories: internal and external effects. The first one includes motivation and sociocultural status, while the second one includes intelligence, perception, self-esteem, and learning styles. Since vocabulary is a crucial stage of the learning process, we need to study the effects of these variables.

Vocabulary Knowledge and Language Learning

The general definition of vocabulary is that words are used by people every day, and that is true because vocabulary does deal with words. However, this does not mean we limit it to single words; we need to investigate what they mean deeply. According to Procter (1996, pp. 1628–678, as cited in Easterbrook, 2013, p. 1), the term vocabulary is defined as "all the words used by a particular person or all the words that exist in a particular language or subject". Hornby (1995) defined vocabulary as A vocabulary is a set of terms and their meanings. So from these definitions, we can conclude that vocabulary can refer to the number of words that a learner needs to master a foreign language. The learner could not communicate successfully with others or understand them without vocabulary. Whereas, having the capacity to decode what a word means from its written form is known as 'vocabulary knowledge'. The correlation between vocabulary and language usage is described as mutually beneficial: the former permits language use, while the latter, in turn, improves vocabulary knowledge (Nation, 2001). As a result, a learner's capacity to listen to and express themselves more effectively improves with vocabulary learning (Chang, 2007; Newton, 1996; Newton, 1995). Thus, we can conclude that the learner himself is responsible for developing his vocabulary knowledge to master vocabulary. Individual performance and skills.

The Types of Vocabulary in English

There are two types of vocabulary in English: spoken vocabulary and written vocabulary. The first focuses on speaking and listening vocabulary, while the second focuses on reading and

writing vocabulary. Children learn new words by listening and talking for a long time before they learn to read and write. Thus, written language is based on the spoken variety. Words we hear and comprehend are called listening vocabulary. This type of vocabulary starts at an earlier stage in the child's life. Whereas speaking vocabulary relates to the words used when we talk. Reading and writing vocabulary refer to the words we use and understand in reading and writing text, respectively.

External Factors in Foreign Language Learning

Several external influences might have an impact on vocabulary learning, as stated in the following sections:

Motivation

There are many definitions and classifications of motivation in the field of psychology. We will focus on the two main types: integrative and instrumental motivation. Integrative motivation can be defined as the desire of learners to integrate themselves with foreign people and their cultures in order to adapt their language. Lambert (1972) found that an integrative attitude is positively related to achievement in language proficiency. Thus, motivation is indeed an important requirement for successful language learning. Learners who have high integrative motivation are able to achieve better results in learning vocabulary than others because the increase in vocabulary is based on the learner's desire.

Garden (1985) argued that there are practical goals that motivate joining foreign language classes as a method of accomplishing certain practical aims. These goals may include things like advancing in one's career, accessing technical data, or passing a required test. Thus, instrumental motivation expresses that learners need to acquire the target language to achieve instrumental goals like getting a job, passing an exam, and so on. However, this motivation is influenced by a number of elements, including the attitudes of those around the learners, the society in which they live, the teacher, the positive classroom environment, brothers, family, friends, and the public image of English, all of which influence the student's attitude toward language learning. Most monolingual learners realize the importance of vocabulary in learning English as an international language, but they learn vocabulary in a passive way by depending on memorizing words rather than practicing their use in real-life contexts.

The same thing happens in the class: the teacher uses the traditional way to learn and test vocabulary by using new words separately. This leads to demotivation among the students when learning vocabulary. Nation (2001, p. 6) states that "new words should not be learned separately or memorized without understanding". Gardner (1985) studied the impact of motivation on vocabulary acquisition. His results showed that learners with high motivation learn faster than

those with low motivation. Thus, the motivation factor is considered key to understanding the learner's behavior, needs, and desires in vocabulary-learning activities.

Learner's Attitude

Learning vocabulary is also influenced by the learner's positive or negative attitude toward learning English. This is related to the degree to which learners understand the nature, history, culture, and importance of the vocabulary of the target language. Some learners do not take advantage of English (as a global language) in getting a job abroad, in business, or in cross-cultural communication. Since learning vocabulary is the fundamental step in learning a language, a positive attitude motivates learning vocabulary to perform the four skills (speaking, writing, listening, and reading) of the English language. Whereas when it is negative, it will hinder learning. Most monolingual learners' attitudes are also influenced by the attitudes of teachers, parents, society, the curriculum, and traditional teaching methods of vocabulary.

Social and Economic Factors

A social factor is something in a person's social group that might affect how well they learn a language. For example, a person's religion or social class, whether high or low, might affect how well they learn a language. Students from high social classes are more likely to have a good view of their language skills than those from low backgrounds (Boudon, Lapiere, & Mareshall, 1973, as cited in Gardner, 1977).

This is because people with higher social status tend to see more foreigners when they travel, go to certain meetings and parties, and live in the foreign culture of the target language, compared to people with lower social status. Second, the learner's economic status, whether high or low, also affects how well they learn new words. However, parental education is also significant. To sum up, learning the vocabulary of English is highly influenced by the socio-economic status of the learner.

Internal Factors

Several external influences might have an impact on vocabulary learning, as stated in the following sections:

Intelligence

Since language learning basically depends on linguistic information stored in the memory, the learning of vocabulary and new words will be influenced by the ability to retrieve verbal material in a linguistic context quickly. Skehan (1998) asserts that excellent foreign language learners are those who become proficient speakers and have a highly developed memory capacity in a very short amount of time (almost three years); that is, students that are particularly good at adopting a great deal of novel knowledge and remembering it in communication.

Armstrong (2003, p. 4) comments that "people with high linguistic intelligence show abilities with words and languages like reading newspapers, writing stories, and playing word games. They are sensitive to the sound structures and how words function".

Perception

A large body of academic work has argued that perception is a difficult mental process, yet it is a very useful tool for understanding one's environment. That's why it's essential to have this skill to interact with his external world. The learner who is aware of language learning techniques and vocabulary learning in particular is able to achieve successful steps in the learning process.

Self-esteem

Heatherton and Wyland (2003, p. 220) argued that "self-esteem is the emotional response that people experience as they contemplate and evaluate different things about themselves. Although self-esteem is related to self-concept, it is possible for people to believe objectively positive things (such as acknowledging skills in academics, athletics, or the arts)". Thus, learners with a high level of self-esteem have a positive self-image that allows them to overcome the challenges of the learning process. Some studies show that the combination of each of the two variables has a significant correlation, as shown by an empirical study by Nosratinia (2014), between self-esteem and vocabulary learning techniques in English. Hence, building self-esteem is necessary to overcome the challenges of learning English.

Learning Style

Learning style can be defined as the way or approach in which the learner learns new material. Hedge (2000, p. 18) stated that "learning style is a distinctive method for learning and data processing. Research on learning styles focuses on the way students tend to learn new material". Reid (1995) considers three main classifications of learning styles that are largely recognized in the sphere of vocabulary learning: perceptual learning styles, affective or temperamental learning styles, and cognitive learning styles. Without a good vocabulary and strategies for learning new words, learners may not take advantage of language learning in real-life situations. Zhang (2009), concerning the English language, argues that successful vocabulary acquisition seems to be one of the primary tasks for learners. First, it is observed that there is more than one learning style for learning new words, so the teacher should follow a variety of learning strategies depending on the learner's preference and not just memorize a list of words without real context. The second empirical study conducted by Hekmat et al. (2015) shows there is a positive correlation between learning styles and vocabulary acquisition and retention.

Age Factor

Some studies have shown that young language students have a better probability of becoming proficient speakers than those who begin their studies later in life. (Penfield, 1967; Snow, 1993). However, other studies have found that age has no effect on vocabulary learning. An empirical study carried out by Mohamed (2012) concluded that learning English at a younger age shows a crucial function in developing English's four skills; the English vocabulary learned by the young is much greater than that of adults in KSA. According to my experience in teaching, I agree that the effect of age does not have a big influence if the learner has motivation, a desire to learn, and a good learning environment.

Sex Factor

Boyle (1987) found that males outperformed girls in understanding spoken words. Scarcella and Zimmerman (1998) found the same thing when they tested academic vocabulary knowledge, comprehension, and use. Some studies, like Pila and Terraza (2012), have shown that there are no gender variations in receptive vocabulary knowledge.

CONCLUSION

The current study tries to show how different variables or factors affect learning new words in English as a second language. The researcher finds that these factors have important effects on learning English words, but to different degrees. Taking internal factors into account, the teacher has to pay more attention to these factors when he uses teaching methods and techniques in the classroom and abandon traditional methods like having students memorize a long list of vocabulary words without understanding them or using them in real life. All these are related to each other in learning vocabulary. The empirical studies show that both internal and external variables have a significant effect on vocabulary learning; all these variables contribute to the learning process. Thus, we must not only focus on the internal and neglect the others. The teachers must be aware of the significance of these factors in building and designing curriculum based on the learner's needs, desires, preferences, and age. Wilkins (1972) comments that very little can be said without grammar, and absolutely nothing can be said without vocabulary. Thus, vocabulary learning is not an easy process, and the learner should have high motivation to increase his vocabulary knowledge and get over the challenges and difficulties that he or she faces in the learning process.

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EXAMINING MIDDLE SCHOOL EFL TEACHERS' PERCEPTIONS OF ALPHA GENERATION LEARNING FEATURES

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Abstract

This paper aims at examining EFL teachers' perceptions of Alpha generation learning styles. To that end, an online survey was conducted with 42 middle school EFL teachers who volunteered to participate in the study. The questionnaire was developed from the literature and sought to identify Alpha generation characteristics and their preferred learning styles. Descriptive data revealed that pupils of the Alpha generation learn in special ways that depends a lot on technology. Thus, the inclusion of their preferred methods of learning will be of great help for their motivation. The findings of the study could be particularly significant for material designers and educators to consider the needs and preferences of the Alpha generation in order to cope with the new demands of digital learners and improve teaching methods for more effective outcomes.

Key words*: Alpha generation, Learning styles, Digital natives, EFL teachers, Perceptions

INTRODUCTION

The concept of generation goes beyond people who were born in the same period of time to the ones who have been moulded by common experiences that made them linked to the same sentiment of belonging (Forquin, 2003). Generation values and behavioural styles are continuously evolving and changing according to learners and each one brings its distinct features to the classroom (Yalçın, 2020; Ünal, 2017; Bayhan, 2016). Alpha generation consists of persons born in the digital age (between 2010-2025) who are incredibly comfortable with the rapid technological advancement, and who currently populate our primary schools and start moving to the teen years, in middle school. The generational change put great pressure on teachers and tutors who continue using old methods that could be considered outdated for the new generation. Prensky (2001) believes that the current generation has advanced skills in information and communication and that technology is a motivational boost for them. On the other hand, some researchers have shown that the younger generation tends to be less motivated in classrooms and, most of the time, tends to behave antisocially. Though many studies undertaken on previous generations have shown that pupils kept changing, no study has clearly

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delineated the learning styles of the alpha generation particularly when learning English as a foreign language as would be the case of the Algerian context. Given the ongoing controversial debate, further investigations of the Alpha generation deems important. Therefore, the present enquiry attempts to fill in this gap by exploring the Alpha generation's learning styles from the angle of their EFL teachers in middle school. Because each generation brings its distinct features to the classroom, one of the major challenges facing language instructors nowadays is adapting their teaching strategies to the specific learning styles to the Alpha generation. By investigating Middle School EFL teachers' perceptions of the Alpha generation, this study seeks to raise awareness and reveal empirical evidence of this generation-specific features so that pedagogical implications could be suggested for language teachers and course designers to improve instructional methods and teaching materials. Therefore, the present query seeks to answer the following research question:

➢ How do Middle school EFL teachers perceive the learning features of Generation Alpha pupils?

LITERATURE REVIEW

Who Are the Alphas?

Although generation alpha is not a well-known term to characterize the new wave of global residents, it is one of the terms being used to describe them. Gen Alpha is named after the first letter of the Greek alphabet, Alpha. They are considered to be born between 2010 and 2025 (Mccrindle, 2008) or as (Talizaro, 2020) stated the generation who are familiar with technology before birth. Being born at the juncture between generation Z and the new age. The digital environment in which they are being born is the most crucial aspect of this generation.

Parents, instructors, and a variety of other social contacts impacts how they use technology in their daily life. The concept of connection is more important to this generation than it was the generation Z. The term "digital natives" is another word used to define this generation. Bennet uses the term "digital natives" to refer to pupils who are all "native speakers" of the digital language of computers, video games, and the internet as defined by (Prensky, 2001). Bennet defined digital natives as those who were born with a comprehensive understanding and competence with information technologies that set them apart from earlier generations (Bennet, Maton, & Kervin, 2008).

Characteristics of Generation Alpha

According to (Carter, 2016), Google foresaw the trend of this generation preferring to communicate visually through images and music over typing a message. He went on to say that

this generation requires more attention because they were too pampered as children they are, nevertheless, a very literate generation of technology.

Barkowitz conducted ethnographic research on a generation of alphas (2016). The interaction with his group, the period of family gathering, and the dance lesson on race were all part of the research. As a result, he identifies the following properties of alpha generation:

- They don't agree with the economic sharing philosophy. A boon to the economy because it demonstrates anti-share generational behavior.
- They are unconcerned about privacy.
- They are not fond of the rules.
- They are living in his era. Ignore the past and have no idea what the future holds
- Technological. They became specialists in the use of new technologies as a result of their hyper-connectedness, which facilitates their digital learning.

Table 1. *The characteristics of Alpha generation*

(Schawbel, 2014)	(Barkowitz, 2016)	(Ramadlani, 2017)
• Entrepreneurial • Technology – geek • Social networking is their world • They tend to do online shopping, their preference • They rarely come into contact with humans during communication. • They are very spoiled by their X and Y generation parents • They are strongly influenced by Generation X and Generation Y parents • There is an advanced skill set to complete Challenge • They are better educated • They are self-sufficient	• They don't like sharing things • They are pretty mobile • Their privacy is not important; they have a high narcissistic nature and exhibitionistic tendencies. • They don't follow rules • Dislike any boundaries • Healthy life is their choice • They like carbohydrates • Eschew organized religion • They do not like excessive consumption. • They did a reusable remodel • They like to overcome sensational things • They repeat the same things for joy	• Because they have easy access to information, people, and Power Age members, they have a strong entrepreneurial spirit. • There are knowledgeable about technology, and they keep updating their information about it • Social media is their resources to gain trust • They prefer online shopping than offline shopping • They rarely do physical contact for communication • They are still able to communicate via social media, but they show lonely behavior

	• They don't do multitask. • They live in the now and want rapid gratification. • They keep making change	• They are spoiled by their X and Y generation parents • Their parents, who are from Generations X and Y, have a big influence on them • They are capable of facing big challenges • They are self-sufficient • They handle with environmental and social problems

Learning Styles

"An individual's learning style is the way he or she concentrates on, processes, internalizes, and remembers new and difficult academic information or skills." (Csapo, 2006).

Everyone learns, but not in the same manner, learning styles are essentially distinct learning strategies or methods. A person's preferred technique of absorbing, processing, comprehending, and remembering information is referred to as their learning style.

The generation of nowadays does everything in a different way: the language they speak, things they enjoy, their clothes, and their learning styles and methods according to Bennet (2008), they have advanced technical knowledge and skills, which sets them apart from previous generations, these distinctions are evident in educational experience and expectations. "Different kinds of experiences lead to different brain structures, "says Dr. Bruce D. Perry of Baylor College of Medicine.

Those digital natives are born in a digital environment, and technology is integrated in their daily life, observing how easy it is for kids to use this technology (Farias & Silva, 2015). Previous studies in education research have identified the learning styles of digital natives in a variety of ways, including thinking patterns, experiences, and media usage, when using computers, the young generation has a distinct degree of thinking patterns than other adults (Prensky, 2001). As a result of their upbringing and interactions with technology, it was claimed that the alpha generation has a distinct learning style that differs from earlier generations:

- Hyper-connected with technology and with artificial intelligence and voice recognition (Tootell, Freeman, & Freeman, 2014).
- Quick learners

- They prefer visual learning.

- Multitasking

- High level of technology dependency

- Virtual life (Autry, 2011; Doran, 2012)

- Short attention span (Setiawan, 2013).

- They learn through experience (Normalasari, 2016)

METHODOLOGY

Research Design

To examine the learning features of Alpha generation learners, this query employs an exploratory case study design incorporating mixed-methods approach in data analysis that were collected using an online questionnaire with the EFL middle school instructors, in Algeria.

Participants

Perceptions can be understood as the knowledge and thoughts acquired through an individual's experience with reference to a given issue (Kırkgöz, 2018). Consequently, this study considered (N 42) EFL instructors in middle school as they have direct contact with Alpha generation. Research procedures cannot be carried out without the operation of sampling. Sampling in this study was purposeful and relied on volunteers who accepted to answer the online questionnaire. In cases where access to potential participants is difficult or infeasible, the researcher may opt to rely on volunteers who might be friends, strangers, friends of friends, or those who happen to be interested in the research. Volunteers may be well-intentioned and have a range of diverse purposes but does not essentially represent the larger population (Fraenkel, 2012).

In this study, the questionnaire was posted in the groups of middle school EFL teachers and shared by different members where 42 answers were received. As for the profile of participants, they were 35 females and 7 males with various teaching experience: the majority of them had relatively had less than 5 years. For the academic degree, 64% of them had a Master's degree, and 36% had a BA degree.

Table 2. *Participants' profiles*

		Frequency	**Percentage**
Gender	Female	35	83,3%
	Male	7	16,7%
Teaching Experience in years	0-05	30	71,43%
	05-10	6	14,29%
	10-15	2	4,76%
	More than 15	4	9,52%
Degree	BA	15	35,71%
	Master	27	64,29%

Data Collection Tool

In this study, a self-complied questionnaire, developed from the relevant literature, was used to collect data from middle school EFL instructors, in Algeria. It contains four sections and a total of 11 items and was created using Google Forms.

In order to assess the reliability of this study, the Cronbach's Alpha is applied to this set of test items. In other words, the reliability of any given refers to the extent to which it is a consistent measure of a concept, and Cronbach's alpha is one way of measuring the strength of that consistency.

$$\alpha = (\frac{k}{k-1})(1 - \frac{\sum_{i=1}^{k} \sigma_{y_i}^2}{\sigma_x^2})$$

...where: k refers to the number of scale items

$\sigma_{y_i}^2$ refers to the variance associated with item i

σ_x^2 refers to the variance associated with the observed total scores

After applying the formula to this set of test items, the result is illustrated in Table 2 The table represents the stability factor of the present research instrument. The stability factor reached (0,833), which is high and suitable for study purposes. Hence, the development of the questionnaire is reliable.

Table 2. *Reliability statistics - Cronbrash's Alpha.*

Reliability statistics	
Cronbach's Alpha	Number of Item
0,833	42

The questionnaire comprises a variety of types of questions namely, dichotomous questions (YES/NO), scaling questions (5 point agreement Likert scale) in addition to open-ended questions. The questionnaire is divided into four systematic sections:

- *Section One: General Information*

It comprises four items namely teachers' gender, teaching experience, academic degree, and familiarity with the generation type

- *Section two: Characteristics of alpha generation*

This part includes a table of the 05-points Likert scale with thirteen (13) items partly adapted from the literature (Apaydin & Kaya, 2002) and meant to explore the characteristics of Alpha generation (Technology addict/ Egocentric/ Limited social/ communication/ Obstinate/ -

tempered/ Disobedience to the rules/ High level of perception/ Tapping out with music/Ability to use numbers/ effectively/ Careful/ Emotional/Elaborative Making visual research)

- *Section three: teacher's perceptions of generation alpha personal academic and social skills*

This section consists of 05 point agreement Likert scale divided into three main items: part one with eight (08) statements to explore Alpha generation behavior (Curious /ill-tempered/stubborn/ Angry/ Introvert /Obey the rules/ Active/ Respectful /Sharing). The second item considers academic skills with six statements (Having knowledge (general culture) Having attention problems/ Are open to learning /Have Verbal intelligence/ Understanding easily /They learn through solving problems/High level of technology dependency). The third item includes three (03) statements about Alpha generation's communication and social skills (foreign language use/Difficulty in communicating with friends/Peer conflict/Asocial).

- *Section four: further suggestions*

The last section of the questionnaire is devoted for teachers' further suggestions and contains three items: (Q9) seeks to find any additional characteristics of alpha generation, (Q10) aims at finding differences in learning between Alpha generation and previous ones whereas the last question (Q11) asks teachers if they have any suggestions regarding the best ways to teach the alpha generation.

Data Analysis

The online questionnaire quantitative data (closed questions and likert scales) elicited in terms of frenquency and percentage via Google Form were analyzed using the software calculator and charting of Google Form as well as using Microsoft Excel 2016. For the qualitative data, namely open-ended questions, thematic analysis were used to assign meaning to the gathered information.

FINDINGS

Characteristics of Generation Alpha

Analysis of the first Likert scale regarding teachers' opinions of their generation Alpha pupils demonstrated overall agreement that Generation alpha pupils were technology addict 90%, careless about rules 60%, and had limited social communication. 78% of them agreed that Alpha gens were huge music fans. These opinions illustrate how much they are screen dependent and hard to deal with.

EFL Teachers' Views of Generation Alpha Behaviour

The majority of teachers agreed that Alpha gens are curious 85%, angry 69%, 64% active and but only 43% though they were respectful, and like sharing 45%. No frequency in "strongly disagree" was recorded for Curious, Ill-tempered, stubborn and Introvert.

Generation Alpha Academic Skills

In terms of Academic skills, 63% of teachers thought that their generation Alpha pupils have short attention span; meanwhile, they were well-cultured 55% with good verbal intelligence 57%. Most of teachers agreed that they like to learn through solving problems and getting involved 53%. As for "open to learning", 50% was recorded. This could be interpreted that Alphas were skilled and curious to learn from early age.

Generation Alpha Social Skills

According to teachers' the Alphas tended to use English as a foreign language more than the mother tongue 43% agreed and 12% strongly agreed. They preferred to communicate via social media more than real-life communication 60%. They liked to talk to friends from 49% but they still had peer conflicts 55%.

Those late results confirm once more that Alpha generation live in a virtual universe more than real life and they prefer to live that way.

When teachers were asked to state other characteristics of their Alpha gens, the majority answered "no" while seven teachers added "generation alpha pupils don't like to read and they are not interested in their studies", "Inattentive, stubborn, careless", "Lazy in term of doing physical activities" or "Inattentive, stubborn, careless", only on teacher had positive perceptions "disrespectful but at the same time they are intelligent and quick learners".

Difference between Alpha and Previous Generation

Most of the teachers (29 out of 42), believed that there was a huge difference between the current Alpha gen and the previous one basically in terms of disobedience to the rules, respect to their teachers and their peers as well. "There is a big difference between the previous generations and alpha generation such as the behaviour in the classroom (student _ student relation and student _ teacher relation)" One teacher reckoned that this was due the fact that Alpha gen might be bored with traditional classrooms. For most teachers, the only pros mentioned for the Alpha gen was the fact that they mastered well the new technology.

Suggestions to Teach Alpha Gen Foreign Languages

Most of the teachers agreed that new curricula and syllabi should consider the specific features of the current generation by integrating more technology in the EFL classroom and adapting instructional practices to their learners preferences.

CONCLUSION

In a word, the primary aim of this query was to investigate EFL teachers' perceptions of Alpha gens learning features. The study surveyed a sample of 42 in-service middle school EFL instructors in Algeria, based voluntarily self-selected sampling. Findings of the study were in direct line with previous research. Results demonstrated that Alpha gens pupils are screen fans and very motivated to learn in the classroom using technology but their instructors current practices do not match their preferences. Additionally, their teachers reported that they encounter a number of difficulties in keeping them interested and motivated. Although this research attempts to provide an evaluative perspective of Alpha gens learning features; yet, findings cannot be generalized as sampling was not random and the study was one-shot investigation. Therefore, further research may use large-scale study by employing research tools and designs like the experimental design by incorporating other stakeholders. The findings of the study could be particularly significant for material designers and educators to consider the needs and preferences of the Alpha generation in order to cope with the new demands of digital learners and improve teaching methods for more effective outcomes.

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FOREIGN LANGUAGE INSTRUCTORS' METAPHORICAL PERCEPTIONS OF USING TECHNOLOGY IN CLASSES

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Abstract

The aim of this study is to analyse foreign language instructors' perceptions of using technology in their classes, through the medium of metaphors. The phenomenology design, which is one of the qualitative research methods, was used in this study. The sample group of the study consists of 61 foreign language instructors working in 12 state universities from five different parts of Turkey in 2022-2023 academic year, selected by using convenience sampling, one of the purposeful sampling techniques. "Metaphor Questionnaire for the Use of Technology in Foreign Language Courses" developed by the researchers was used as the data collection tool. Content analysis technique was used to analyse the data. As a result of data analysis, it was found out that foreign language instructors developed a total of 60 valid metaphors. The generated metaphors were organized into eight conceptual categories namely; *technology as an element that facilitates teaching, technology as an indispensable part of teaching, technology as a complementary element in teaching, technology as a tool to access unlimited information, technology as a source of motivation, technology as an element that should be used under control, technology as an element improving instructors* and *technology as a privilege.* The findings show that foreign language instructors generally have positive perception towards the use of technology in their courses. However, some instructors perceive technology as an indispensable part of the course, while others see it only as a complement to the course.

Key Words: Foreign language instructors, Foreign language teaching, Technology use in language teaching, Metaphor

INTRODUCTION

Rapid changes and ongoing advancements in technology, and its inevitable involvement in globalization and digital transformation have made it necessary for teachers to integrate the use of technology into their classrooms. Today, teachers are expected to have competencies in using technology in order to attain student motivation and achievement, although they are not well-trained on how to integrate technology into their teaching (Aydın, 2017). The use of technological devices and digital tools in the classroom is vital to create a meaningful learning

experience as well as to meet the demands of learners who need help to build 21st century skills necessary to succeed in their academic life and future careers. However, integrating technology into teaching does not simply refer to the use of technology for its own sake; rather it means the effective implementation of different technologies-digital learning tools- to facilitate individualized learning, to enhance student engagement, and to improve learning strategies. Virtual classrooms, Power Point presentations, games, videos, Web 2.0 tools, robots, etc. can foster student performance, particularly for visual and auditory learners.

As technology shapes how people interact with each other, it necessarily affects how we use the language in certain situations. For that reason, one of the primary role of language teachers is to help learners conceive the functions of linguistic and cultural norms to be able to use the language in new occasions through diverse materials and technologies 'in a technologically interconnected, globalized world' (Chun, Kern and Smith, 2016). In that sense, another responsibility of instructors in second language learning is to help students develop awareness towards becoming global citizens, so that they can interact effectively with people from different cultural backgrounds. Therefore, it is widely accepted that with the emerging advanced technologies, the practice of language teaching has become more efficient. Information and communication technologies (ICT) have long been used for engaging in authentic communication which is an essential condition in language learning. Modern technologies help language teachers enhance teaching and learning quality, provide real-life communication, and effective feedback (Zhao, 2003). In other words, technology-based or technology-assisted methodologies can be applied effectively in language education as well as teacher-delivered instruction. To accomplish this, foreign language teachers need to work effectively to prepare their students for life and work in this continuingly changing world (Godwin-Jones, 2015).

Technology integration provides a great deal of support in language acquisition. Among the benefits of using technology in language classes are: 1. It provides accelerated, personalized learning, and easy access to information, 2. It promotes learner motivation, autonomy and engagement. 3. It facilitates student-centred learning, development of multiple intelligences and learning styles, 4. It increases collaboration and communication. 5. It ignites learners' curiosity and desire to explore. 6. It improves teacher efficiency and productivity. (Bekele, 2010; Godwin-Jones, 2015; Meyer, 2015; Mullamaa, 2010). As Mullamaa (2010) also highlights, interaction, motivation, and individualisation hold the most significant place in the ICT process. In addition, the autonomy of the language learners should be directed at developing, exploring, and adapting the new technology into the use of language (Warschauer, 2002). The

implementation and use of technology in language education has certain challenges and limitations such as restricted time, insufficient teacher training, readiness level of learners, classroom management, lack of technical and management support. (Aydın, 2013; Aydın, 2017; Godwin-Jones, 2015; Beetham and Sharpe, 2013). Misuse/overuse of technological tools or misleading in teaching strategies can also be reckoned as a drawback. As Zhao (2003) suggests, a certain technology can have a great educational potential, but, if it is not used in proper ways, it may not affect the teaching and learning process positively.

Using or integrating technological tools into language education has long drawn the attention of many researchers. Most of the metaphorical analysis studies have mainly focused on the perceptions of pre-service teachers, in-service teachers, students, or school management about using educational technology. In a study conducted by Şahin (2019), it is expressed that teachers have positive attitudes towards using ICT in education, and that they are inclined to benefit from it efficiently. According to the findings of the study by Bilgiç (2021), pre-service teachers' perceptions of educational technologies chiefly dwell on the advantages of technology use. In another study carried out by Kuru and Kuru (2019), elementary school teacher candidates described educational technologies as an essential requirement. The research results of the study by Gök and Erdoğan (2010) indicate that pre-service teachers generally have positive perceptions about technology and that they perceive it as something needed, constantly developing and changing. The study of Bağcı and Çoklar (2010) investigates the prospective teachers' metaphors in terms of their roles in the use of educational technology. Özyurt and Badur's study (2020) examines the elementary school students' perceptions of the concept of technology and how they use it in their learning process. The study conducted by Hacıfazlıoğlu et al. (2011) identifies the perceptions of school administrators about technical leadership. Although a great number of studies have been conducted so far on the issue of the conceptions of technology integration into education, no study has been encountered on the perceptions of foreign language instructors about using technology in their classrooms in higher education level. Therefore, this study aims to identify and characterize, through metaphors and explanations given by the instructors, how foreign language instructors perceive using technology in language teaching and learning process. The study will contribute to the literature by investigating the attitudes and feelings of instructors towards technology integration into language classes and by giving practical recommendations regarding the results of the study.

METHODOLOGY

Research Design

The phenomenology design, which is one of the qualitative research methods, was used in this study. Phenomenology studies, which focus on phenomena that one is aware of but lacks in-depth and detailed understanding (Yıldırım and Şimşek, 2011, p. 72), require interaction with individuals in the social environment with respect to the subject area to be investigated (Glesne, 2013). As an imaginative way of describing something by referring to something else which is the same in a particular way ("Collins Dictionary," n.d.), a metaphor plays an active role in revealing deeper thoughts (Güneş and Fırat, 2016). Although the use of technology in teaching has been frequently handled in a variety of studies and comprehensive explanations have been made on the subject, the phenomenology design has been preferred in the current study in order to examine the concept of 'technology use' in foreign language courses and to make sense of the use of technology in class according to the views of foreign language instructors. The images used by the instructors who participated in the research regarding the use of technology in their classes, the meanings they attribute and the explanations they put forward as the reasons for attributing these meanings were investigated, and their perceptions of the use of technology in their classes were tried to be examined in depth.

Participants

The study group of the research consists of 61 foreign language instructors working at 12 universities in five different regions of Turkey in the 2022-2023 academic year, selected by using convenience sampling, one of the purposeful sampling techniques. While 39 of the participants are female, 22 of them are male. Instructors teach in different languages; 47 of them in English, eight in German, two in Italian, two in French, one in Japanese and one in Russian.. In addition, eight of the participants have 1-5; 13 of them have 6-10; 22 of them have 11-15 and 18 of them have 16 or more years of seniority.

Data Collection Tool(s)

The "Metaphor Questionnaire for the Use of Technology in Foreign Language Courses" developed by the researchers was used to collect the data. In the preparation of this questionnaire, first of all, the relevant literature was searched and theoretical explanations on metaphor were examined, as well as similar studies using metaphors as a data collection method (Gök and Erdoğan, 2010; Koç, 2013; Kurt and Özer, 2013; Öztürk and Dagistanlioglu, 2018; Saraç, 2018). The questionnaire, which was prepared after these examinations, consists of two parts. While there are questions to determine the personal information (gender, seniority, branch) of the foreign language instructors in the first part, the participants were asked to

complete the sentence; *"The use of technology in my courses is like ………., because ……….."*in the second part. With this questionnaire applied over the online platform, the perceptions of foreign language instructors regarding the use of technology in their classes were tried to be determined through metaphors.

Data Analysis

Content analysis technique was used to analyse the data. In this direction, the questionnaires were reviewed at the first stage and a questionnaire that did not produce a valid metaphor was excluded from the analysis. Secondly, 60 questionnaires that produced valid metaphors were transferred to the computer together with their rationales and raw data texts were obtained. In the third stage, coding was done several times by two researchers separately. Within the scope of the coder reliability study, the coding made by the researchers separately was compared and the compatibility was tested. In calculations made using Miles and Huberman's (1994, p. 64) formula (reliability=consensus/consensus+disagreement x 100), it was determined that the agreement rate between encoders was 0.95. Finally, metaphors with similar characteristics were brought together and conceptual categories thought to represent metaphors were created. In addition, in order to increase the validity of the research; the process followed in the study was explained in detail, and direct quotations from the participants were included in the findings section without any comments (Yıldırım and Şimşek, 2011). When quoting directly, codes (such as P1, P2, P3) were used instead of the names of the participants.

FINDINGS

61 lecturers voluntarily participated in the study. According to the general findings obtained from this research, the participants produced a total of 60 valid metaphors regarding the use of technology in foreign language classes. These 60 metaphors developed by the participants were gathered in eight conceptual categories. The findings reached in the study were presented in general over eight basic conceptual categories, and then separately on the basis of each category.

Distribution of Metaphors Developed by Participants by Categories

When the explanations of the participants were analysed, it was determined that a total of 60 metaphors were developed for the use of technology in foreign language courses, and these metaphors were gathered under eight categories. The frequency and percentage distributions of the developed metaphors according to these categories are shown in Table 1.

Table 1: *Distribution of metaphors developed by participants by categories*

Category	f	%
Technology as an element that facilitates teaching	16	26,6
Technology as an indispensable part of teaching	11	18,3
Technology as a complementary element in teaching	10	16,6
Technology as a tool to access unlimited information	8	13,3
Technology as a source of motivation	8	13,3
Technology as an element that should be used under control	4	6,6
Technology as an element improving instructors	2	3,3
Technology as a privilege	1	1,6
Total	**60**	**100**

As seen in Table 1, the metaphors developed by the participants regarding the use of technology in courses are mostly for the category of "technology as an element that facilitates teaching" (f: 16, 26.6%). This is followed by "technology as an indispensable part of teaching" (f: 11, 18.3%), "technology as a complementary element in teaching" (f: 10, 16.6%), "technology as a tool to access unlimited information " (f: 8, 13.3%), "technology as a source of motivation" (f: 8, 13.3%), "technology as an element that should be used under control" (f: 4, 6.6 %), "technology as an element improving instructors" (f: 2, 3.3 %) and "technology as a privilege" (f: 1, 1.6%). Below, the metaphors included in these categories are presented separately.

Table 2. *Technology as an element that facilitates teaching*

Metaphor	f
A tunnel driven to a mountain	2
Taking medicine	1
Music	1
Bitter (dark) chocolate	1
Taking nutritional supplements	1
Navigation	1
My right hand man	1
Plane	1
Lever	1
A loyal friend	1
A magic wand	1
Traveling by high-speed (bullet) train	1

Lantern	1
A versatile superhero	1
A street lamp glowing in a place full of fireflies	1
Total	**16**

According to Table 2, 16 instructors and 15 metaphors represent this category. The metaphors identified under this category are 'a tunnel driven to a mountain', 'taking medicine', 'music', 'bitter (dark) chocolate', 'taking nutritional supplements', 'navigation', 'my right hand man', 'plane', 'lever', 'a loyal friend', 'a magic wand', 'traveling by high-speed (bullet) train', 'lantern', 'a versatile superhero' and 'a street lap glowing in a place full of fireflies'. In these metaphors, it has been determined that the use of technology in lessons is perceived as a facilitating factor that produces more results with less effort in teaching. Below are two participant statements in this category:

> • *The use of technology in my classes is like a tunnel driven to a mountain. It removes barriers in the way of accessing and processing information and provides shortcuts. It makes a difficult and long road more practical, comfortable and accessible in a short time (P 7).*
> • *The use of technology in my classes is like a magic wand. It saves both time and paper, and most importantly, it makes language acquisition more effective and faster visually and audibly. (P 44).*

Category 2: Technology as an Indispensable Element in Teaching

In Table 3, the metaphors that make up the 'technology as an indispensable element in teaching' category and the number of participants who developed these metaphors are presented.

Table 3. *Technology as an indispensable element in teaching*

Metaphor	**f**
Compulsory direction	2
Oxygen	2
Water	2
A tool I can never give up	1
My sponsor	1
Regular medication	1
Hand in glove	1
Life jacket	1
Total	**11**

There are 11 lecturers and eight metaphors in total in this category. The metaphors identified under this category are; 'compulsory direction, 'oxygen', 'water', 'a tool I can never give up', 'my sponsor', 'regular medication', 'hand in glove' and 'life jacket'. In these metaphors, it has been determined that the use of technology in lessons cannot be considered separately from teaching in today's conditions and is perceived as an inevitable element. In order to exemplify this category, a metaphor and its explanation is given below:

> • *The use of technology in my classes is like a compulsory direction. It is inevitable in today's conditions. Whether we want it or not, we are obliged to technology, neither I nor the students can be satisfied without embarking on that path (P 1).*

Category 3: Technology as a Complementary Element in Teaching

Table 4 shows the metaphors in the category of 'technology as a complementary element in teaching' and the number of participants who developed these metaphors.

Table 4. *Technology as a complementary element in teaching*

Metaphor	f
A piece of puzzle	2
Pasta sauce	1
Salad dressing	1
Pizza sauce	1
Oil of the dish	1
A banana in a chocolate cake	1
Sauce of the dish	1
Spice	1
Windmill	1
Total	**10**

It is seen that 10 instructors developed nine different metaphors namely; 'a piece of puzzle', 'pasta sauce', 'salad dressing', 'pizza sauce', 'oil of the dish', 'a banana in a chocolate cake', 'sauce of the dish', 'spice' and 'windmill' in this category. In these metaphors, it is underlined that the use of technology in lessons is not the primary component of teaching, but an important part of it. Below is an excerpt from the participants:

> • *Using technology in my classes is like adding the sauce of the dish. The basic component while teaching is the teacher, the most important element in the meal is the food itself, and the sauce on it enhances the taste of the food. Similarly, the use of technology in the classroom can make teaching more enjoyable and fun, helping the*

teacher in this sense, but it should not be forgotten that the teacher is the most primary element (F 11).

Category 4: Technology as a Tool to Access Unlimited Information

In Table 5, the metaphors that make up the category of 'technology as a tool to access unlimited information' and the number of participants who developed these metaphors are presented.

Table 5. *Technology as a tool to access unlimited information*

Metaphor	f
Buffet service	3
Sky	1
Sea	1
Journey under the sea	1
Ship	1
Golden key	1
Total	**8**

According to Table 5, this category is represented by eight lecturers and six metaphors. The metaphors determined under this category are; 'buffet service', 'sky', 'sea', 'journey under the sea', 'ship' and 'golden key'. In the metaphors in this category, it is emphasized that the lecturers have the opportunity to reach a large number of information sources in a short time by using technology in their lessons. Below an example of the expressions of the participants who developed metaphors in this category:

> • *Using technology in my classes is like buffet service. I have lots of resources, I can show lots of resources to everyone at the same time. There seems to be no source of information that I can't reach. I use a projector and a computer so that Itools usage is effective. In addition, I have no problems in providing content to students thanks to web channels such as YouTube and tedtalk (P 32).*

Category 5: Technology as a Source of Motivation

Table 6 shows the metaphors that make up the category of 'technology as a source of motivation' and the distribution of participants who developed these metaphors.

Table 6. *Technology as a source of motivation*

Metaphor	f
River	1
Water	1
Visiting an art gallery	1

Metaphor	f
A colourful paint palette	1
A fun activity	1
Balloon ride	1
Dancing with instruments	1
Theatre stage	1
Total	**8**

As can be seen in Table 6, there are eight instructors and eight metaphors in this category. These metaphors are; 'river, 'water', 'visiting an art gallery', 'a colourful paint palette', 'a fun activity', 'balloon ride', 'dancing with instruments' and 'theatre stage'. In the metaphors of this category, it was stated that the use of technology in classes makes the courses interesting for students, makes them more enjoyable and increases participation. Below is a participant statement in this category:

> • *The use of technology in my courses is like water. It provides motivation in the lessons, gives life to the students, makes them active, gives life to the lesson, prevents the lesson from being monotonous., the course flows, it gives life to the teacher, saves me from being attached to the material or constantly lecturing, makes the lesson enjoyable (P 42).*

Category 6: Technology as an Element That Should be Used under Control

In Table 7, the metaphors that make up the category 'technology as an element that should be used under control' and the number of participants who developed these metaphors are presented.

Table 7. *Technology as an element that should be used under control*

Metaphor	**f**
A flowing river	1
Chock	1
Fireworks	1
Screwdriver	1
Total	**4**

According to Table 7, there are four instructors and four metaphors in this category. Metaphors of the category are; 'a flowing river', 'chock', 'fireworks' and 'screwdriver'. The metaphors produced in this category imply that there may be setbacks in the use of technology in the lessons from time to time, however, it will be beneficial if it is used as needed, where necessary and with appropriate materials. In order to exemplify this category, a metaphor and its explanation is given below:

• The use of technology in my classes is like fireworks. If you don't control and pre-arrange, it can go in undesirable directions and you should also take precautions in case it goes wrong. If you use it in harmony, it is like a feast, just like a beautiful firework (P 46).

Category 7: Technology as an Element Improving Lecturers

In Table 8, the metaphors that make up the category 'technology as an element improving lecturers' and the number of participants who developed these metaphors are presented.

Table 8. *Technology as an element improving teachers*

Metaphor	f
Exploring new unknown places	1
Trying a new recipe	1
Total	**2**

When Table 8 is examined, it is seen that two lecturers each developed a metaphor in this category. These metaphors are 'exploring new unknown places' and 'trying a new recipe'. In these metaphors, the improving features of the use of technology in the lessons are emphasized. Below is an example from the statements of the participants:

• Using technology in my courses is like exploring new unknown places. As I learn, my curiosity increases and I would like to know more different features.

Category 8: Technology as a Privilege

The metaphor that constitutes the category 'technology as a privilege' is presented in Table 9.

Table 9. *Technology as a privilege*

Metaphor	f
Enjoying a meal in front of hungry people	1
Total	**1**

'Technology as a privilege' category is represented by an instructor and a metaphor. The metaphor developed in this category is "enjoying a meal in front of hungry people". In this metaphor it is emphasized that although technology is used in lessons by the instructor, students do not have the competence and opportunities to use technology. Below is the excerpt of the participant who produced the metaphor in this category:

• Using technology in my classes is like enjoying a meal in front of hungry people. My students do not have the knowledge and opportunity to even sign in the OBS (P 9).

DISCUSSION

In this study, it is aimed to analyse the perceptions of foreign language instructors through metaphors regarding technology use in language classes. According to the findings obtained from the analysis, 60 metaphors produced by the participants were collected under 8 conceptual categories. When the findings are examined, it is seen that participants generated metaphors mostly for the category of "technology as an element that facilitates teaching". Chang and Hung (2019) assert that integrating technology into second language education has a facilitating effect on students' learning and achievement. Similarly, according to Wrigley (1993), use of technology in language classes is seen as a tool to provide a visual context for teaching language, and to promote communication and social interaction. The participants of the study stated that technology removes the barriers in the way of accessing the information, and thus makes language acquisition easier, faster, and more effective. In this sense, the results of Fuchs and Akbar's study (2013) also indicate that technology is perceived as a tool for integrating authentic materials into the course design and engaging students.

According to the findings of the research, the second category for which the most metaphors were produced is "technology as an indispensable part of teaching". In these metaphors, the participants described technology as something that could not be separated from teaching, as well as being an inevitable element in our life. Wang and Sun (2001) suggest that the role of technologies in education have become increasingly important, and they are conceived as indispensable especially in distant learning. They also state in their study that language learning should be based upon technology use more than the other areas. According to Garrett (2009), computer-assissted technologies present a great many advantages with the use of authentic visual/cultural communication, and these technologies have a vital importance for students to acquire communicative proficiency. In addition to this, Thorne and Smith (2011) also express that due to the fact that ICT has been integrated into our everyday life, second and foreign language educators must recognize the potential support of technology-mediated language learning which offers meaningful language use and interpersonal communication.

Another conceptual category emerging from the findings of the study is "technology as a means to access unlimited information". In this categaory, the participants emphasized that they have the opportunity to reach a large number of digital sources such as web channels, Youtube, itools, web tools, etc. In a study conducted by Kim (2008), it is claimed that the developments in the use of the Internet and multimedia provided ESL/EFL teachers and learners with unlimited uses. In other words, the use of multimedia and the Internet provides students with learning tools to experience authentic materials, and to explore abundant L2 resources.

Therefore, they are able to reach diverse perspectives through easy access. Within this context, Cunningham and Redmond (2008) suggest that technology integration into language learning provides students with valuable experiences to meet their individual needs, while it also supports the educators' need to provide various representations of the content, and benefit from a variety of opportunities to engage with target language.

According to Shyamlee and Phil (2012), despite the advantages of using technology in language teaching, it should not be overused or replaced by the teacher. The controlled utilization of technology may help students get involved in the activities, improve their capacity of communication, and develop other skills in English. As Chun, Kern and Smith (2016, p.77) also underlines, technology in language use should not necessarily mean a remedy for everything, or "a panacea", and it should not be used only for its own sake. Rather, it should serve, purposefully, as a means that supports learning goals, while considering the interests and abilities of the students, as well. As parallel with these views, the participants in the study produced metaphors under the category of "technology as an element that should be used under control". They explained that technology in language education will be beneficial only if it is integrated appropriately with a correct choice of materials.

Another conceptual category emerging from the findings of the study is "technology as a complementary element in teaching". Through the metaphors, participants highlight that technology use is a crucial element that supplements language teaching, though it cannot be conceived as the primary component of teaching. In other words, if technology is not accompanied by pedagogical knowledge, the outcomes would be ineffectual. Shyamlee and Phil (2012) suggest that in technology-assisted language teaching, teachers still have the leading role, and that technology serves as an instrument that assists teaching. Therefore, teachers are expected to choose appropriate technological tools depending on the requirements of the class before implementing it. In this respect, the participants underline, through metaphors, that the use of technology can make teaching more enjoyable, yet it should not be forgotten that the teacher is the primary element in class. Wrigley (1993) also points out that language educators should be cautious about using computer-based learning programs. They should take into consideration the social aspect of learning which plays an important role for gaining confidence to have a meaningful interaction with others.

Wu, Yen and Marek (2011) focus on the fact that an effective use of technology such as videoconferences and other computer-mediated communications enhance students' enjoyment and motivation in their learning experience, as well as promoting their ability in interacting with native or non-native speakers of English. In other words, building authentic and enjoyable

interaction ultimately leads to improving communicative skills and increasing their motivation. In line with this view, another category determined through the metaphors that participants indicated is "technology as a source of motivation". Instructors developed metaphors such as 'river', 'art gallery', 'balloon ride', 'theatre stage' to delineate technology as a means used for raising students' motivation and participation. One of the participants stated that the use of technology gives life to the lessons, awakens students' curiosity, and hence prevents the lesson from being monotonous. Bekele (2010) suggests that students are more satisfied and motivated by online and blended learning environments since they have the freedom to choose the tasks or materials, and to make effort on challenging tasks. Therefore, internet-supported learning environments present more effective and colourful settings than the traditional ones, and they improve the quality and accessibility of language education.

Since the use of online applications and digital tools develops increasingly, learner expectations also change, and thus, continual professional development (CPD) becomes essential for language teachers to be able to keep up with the latest changes in the communication area (Karamifar et al. 2019). The results of this study indicate that foreign language instructors regard the use of technology as "exploring unknown places", or "trying a new recipe"; in other words, they need to discover and develop their digital skills through institutional trainings, and improve their teaching experiences by facilitating learning by means of Web 2.0 tools and creating authentic digital course materials.

It is commonly acknowledged that, with the introduction of Web 2.0 technologies in language education, the discussion has been brought out on the issue that how young people interact with the digital world as "digital natives". Although a vast majority of the young have positive attitudes towards using those technologies, their daily use of technology is usually limited to entertainment such as social networking or playing games. Hence, it is questionable whether young people are equipped with the sufficient knowledge and opportunities for Internet access to be integrated with virtual learning environments (Zeng, 2022).). As the statements produced by one of the participants in the study and put under the category of "technology as a privilege" claim, students may not have an easy access to Internet, or not be well-equipped about the digital world. From this perspective, policy makers and educators should support the use of Internet in language classrooms, instruct students on how to use computer skills, and provide guidance for them in improving their IT skills (Zeng, 2022).

CONCLUSION

With the drastic changes in technology and the integration of ICT into every aspect of our life, expectations have also risen in carrying the newest technical communications into our classes

in an effective and meaningful way (Magolis and Homishak, 2014). Today's computer technology promises a great deal of support and benefits for language education. It has a significant role to facilitate learning, and to design effective learning settings; yet, it should not be used without pedagogical knowledge. Researchers, instructors, and faculties should be searching for the ways to supplement teaching and learning through technology integration. To accomplish this, it is crucial to support language instructors' digital skills to ensure that institutions offer trainings for the continuing professional development (Karamifar, et al. 2019). Within this direction, teacher educators should be encouraged to include diverse applications of technology, to use them as a tool for the course content. Therefore, it is necessary for pre-service teachers to be equipped with abilities to use technologies effectively in teaching-learning experience (Gök and Erdoğan, 2010)

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THE FUTURE OF SEEREER LANGUAGE IN A CONTEXT DOMINATED BY THE EVOLUTION OF WOLOF AND FOREIGN LANGUAGES IN SENEGAL

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Abstract

The current study is devoted to the future of Seereer, a language belonging to the West Atlantic group of Niger- Congo and spoken in Senegal and in some other African countries and whose origin and classification have given rise to a lot of debates within researchers in general and linguists and historians in particular. In other words, it is about describing the structures and organization of Seereer language used in the community and how they function, especially the different domains that different languages or ways of speaking are employed in. In addition, in some of its communities the ancestral language is not currently spoken as it used to be, and younger generations have lost interest and proficiency and the natural transmission of the language is weakened or broken. So, the work aims to describe the way this language is, nowadays, practiced and to preserve the linguistic practices of its community in a context dominated by the evolution of Wolof and foreign languages. However, to deal with such a topic, some new and authentic data have been drawn from a variety of documents, interviews, conversations, interactions, etc. and have enabled us to implement a new analytical approach and end up with results that are going to be presented during the discussions.

Key-words: Community, Evolution, Language, Practice, Speaker

INTRODUCTION

Seereer is classified as an African language that is spoken in some African countries and more specifically in Senegal and in the Gambia. The main methods of classifying African languages, among other things, are to gather them in terms of groups, branches and families, by supposing that all of them came from one ancestral language. This operation was applied to Indo-European and Semitic languages some centuries ago. But with African language, due to a lack of ancient written documents, it is essentially based on some comparisons of elements in terms of structures, phonologies, grammars, lexicon etc. of the languages. Thus, Seereer language

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origin and classification have given rise to a lot of debates within researchers in general and linguists and historians in particular.

However, the Seereer language has been in contact with other African languages in Senegal for centuries. Among these languages, one can cite Wolof language that has started to make progress. Wolof is the most widely spoken language in Senegal, for the majority of the Senegalese people can speak it and may use it as a second language or as a lingua franca. It is almost spoken in all the Senegalese regions and also in some other African countries. It is a language, like Seereer, that belongs to the West Atlantic group of the Niger- Congo languages family according the classification of African languages by Greenberg. It is composed of some dialects, any of which is spoken in a country or in a region or in some locality. It is used in literacy and in some formal education experiments. Wolof, a lingua franca of Senegal, is very vital in oral communication, in all acts of daily life, in the audio-visual press, in some religious sermons, in advertising, etc. Wolof language is conquering new areas of use in the public life sector, debates on current affairs, training seminars for the non-formal sector, press conferences, etc.

The (Seereer/Wolof) contact has negatively impacted the Seereer language practices. So, the article aims to describe the way this language is, nowadays, practiced and to preserve the linguistic practices of its community in a context dominated by the evolution of Wolof and foreign languages. However, to deal with such a topic, some new and authentic data have been drawn from a variety of documents, interviews, conversations, interactions, etc. and have enabled us to implement a new analytical approach and end up with results.

LITERATURE REVIEW

The attempt to classify Seereer language has brought up several theses. However, it has linguistically been classified in various ways. According to Delafosse (1912: 235-236), Seereer language belongs to the Senegalo- Guinean group which is part of the branch of Soudano-Guinean languages. As for Westermann, it (Seereer) is part of the West Atlantic group of the branch of Nilotic languages. As far as J. Greenburg is concerned, Seereer is a language which belongs to the West Atlantic group of the Niger- Congo languages family (Greenburg: 1963). This last classification is the one which is best accepted around the world even if there are other classifications which are not dealt with in this study.

Belonging to the West Atlantic group, Seereer language, which is specially the third most spoken language in Senegal, is a language with several dialects all of which are mutually intelligible. Sauvageot (1965) makes the observation that the differences between the dialects are principally in the phonetics and lexicon. So, these dialects are divided into two groups: Siin

(mainly called Siin-Gandum) group and Cangin group. The Siin Seereer (group) language is more linguistically spoken in Fatick, Thies, Kaolack, Kaffrine and Diourbel regions. Writing, speaking or studying the Seereer language, is not an easy task for non- speakers due to the complexity of its pronunciation, its morphological and syntactical systems and its grammar.

For a very long time, the origin of Seereer people has been the subject of great debate within the research community some of which the historians, the linguists or anthropologists. But until recently, their hypotheses have turned out to be contradictory, each focusing on favoring a particular piece of data. The oral traditions lead to contradictory ways in the search for the country of first Seereer people origin. Were Seereer people originated from Predynastic Egypt? Or were they from the upper Nile valley, in the fertile Sahara, in the Gambia valley or in the distant country of Gaabu? Several theses including that of Pinet Laprade, Doctor Verneau, Professor Cheikh Anta DIOP, that of Maurice DELAFOSSE and Pierret among others clash on the origin of Seereer.

According to Pinet Laprade (1865: 131), the brother and the son of the king of Gaabu would have disputed the succession of Soliman Koli at the time of his death. The Seereer "captives" would have taken up the cause of Bouré, Soliman's son, and would have been defeated with him. With the partisans of Bouré, they would have fled towards the sea. Some settled in the marshy plains of lower Casamance where they are recognized today under the name of Joola. The others crossed the country of Fogny, Gambia, the country of Rip and Saalum and came to found their first establishment in Mbissel, near Joal. The named Mbognane, Nguilam Mbognane's mother, who gave birth to Maysa Waly Dione first prince Gelwaar came from there. This thesis can be summed up as follows: Following a political and military failure, the Seereer people from Gaabu and some of their Gelwaar princes, of Mandinko origin, had to leave Gaabu and settled in the current Seereer territory, leaving several groups in Lower Casamance. The settlement of the Seereer terroir would therefore have been carried out from the south along two axes; the first axis towards the North, until contact with the Wolof; the second axis towards the East and the South-East, through some Mandinka tribes.

Doctor Verneau, for his part, bases himself on a bundle of anthropological considerations, estimating that Seereer people are descended from Wolof people; more precisely, they would be the fruit of a biological Wolof- Mandinka interbreeding. It would therefore not come from Gaabu as claimed by Pinet Laprade but they would have developed on the spot. They would be in the strict sense of the natives.

The third hypothesis is that of Maurice DELAFOSSE who did not directly deal with the Seereer origin but his opinion on the question appears through the passages he devoted to the

peoples of Tékrur in his book *Haut-Sénégal-Niger* (1912: 235-236). It is not possible to ignore the work of Professor Cheikh Anta Diop in his first work *Nations Nègres et culture,* which had a considerable impact and continues to exert its influence on the intellectual youth of Dakar and the Seereer country. The thesis of Professor Cheikh Anta Diop is not far from that of Pierret, for whom the Seereer people would come from Egypt and that the name "Seereer" designates in Egyptian the ***one who traces the temple or the holder of spiritual power***. According to him, funerals among the Seereer remain a basis of Egyptian belief. Man does not die definitively he must live again in the afterlife. Eternity is acquired by virtue. The Seereer person returns to the other world with his/her goods. This departure should be celebrated. So they sing and dance and entrust him/her with errands for other dead people. Death is entitled to a "*mbanaar*" "*lomb*" "*poomboy*" or more particularly "*poodoom*", a pyramid formed by the roof of the hut covered with earth or shell "*ngasid*" to cite only this example.

These various theories on Seereer origin seem to have all been based on the same presupposition: the unity of Seereer origin. We reasoned as if the Seereer ethnic group and culture constituted a homogeneous entity, detached from a larger community, by a kind of cellular division and remaining identical since its appearance on the stage of history. What we can remember is that the current Seereer culture, far from being the result of a single people or a single civilization, is the result of several biological and cultural contributions accumulated over a long history in the crucible of seriousness.

METHODOLOGY

Data Collection

Our research methodology is based on an observational survey which makes it possible to collect a detailed inventory of some Seereer people conversations. It is inspired by direct data collected in real situations. This research is based on the analysis of a corpus of written interactions of Seereer people living in the villages and in the cities and within some WhatsApp groups' conversions. When collecting and analyzing the data, we ensured that personal information was not disclosed. It is for this reason that the names of the participants are not mentioned in the examples provided in this study.

The data collection for the study comprised all the interactions, conversations and interviews organized through face to face and those which happened within the social networks groups (WhatsApp groups, etc.). It also includes the individual tasks done, such as reading books, searching in the internet as well as some questionnaires and interviews. Much research has also been carried out in some libraries, books, sources and in the internet, to collect information in order to write the article and answer all the questions related to Seereer language

and community and to the linguistic consequences that arouse from its contact with Wolof and foreign languages. We have also searched on the internet for definitions and explanations of some concepts in English.

Moreover, some research in libraries such as the university library, the library of the English Department, the library of CLAD (Centre de Linguistique Appliquée de Dakar) and so and so forth has also done. We have also gone to WARC (West African Research Center), IFAN (Institut Fondamental d'Afrique Noire) and to other centers. Besides, several interviews with some Seereer intellectuals (teachers, students, secretaries, etc.) from universities, schools and some centers have been organized.

The research has allowed us to have a lot of information and build our corpus. After the corpus building, we have moved on to the presentation and analysis of the data and we have ended up in some results.

Data Analysis

The collection of data has helped us to have a clear presentation, analysis and interpretation of our corpus data. The article provides new and authentic data drawn from a variety of documents, interviews, etc. that enable us to implement a new analytical approach of the future of Seereer language in a context dominated by the evolution of Wolof and foreign languages and of the linguistic consequences that emanate from their contact. So, the data of this paper are composed of first- hand and second-hand data. The former are made up of some authentic documents, conversations, interactions, speeches and interviews from where some information about these languages is taken and analyzed in order to bring some contribution to the field of our study. The second-hand data consist of some insights analyses and research findings.

These sets of collected and processed data provide an overview of the Seereer language and community and its contact with the other languages. This contact has negatively impacted this Seereer language and its community, in a context dominated by the contact of languages (local and foreign). The data are made up of sentences, paragraphs, speeches, etc. adapted, elaborated and analyzed in the current paper. The data analysis is based on various approaches, techniques and or theories of scholars or schools such as Pragmatics.

<div align="center">FINDINGS</div>

As it is said above, the attempt to classify African languages has given rise to several theories on language groups or families. Thus the Seereer language has been variously classified according to the linguistic approach. For Delafosse Seereer belongs to the Senegalo-Guinean group which is part of the Soudano-Guinean language branch. As far as Westermann is concerned, Seereer is part of the West Atlantic group which is a branch of the Nilotic languages.

The last classification that is the most accepted is that of Joseph Greenberg who classified Seereer language among the West Atlantic group of the Niger- Congo language family. Seereer is a language spoken mainly in Senegal by some millions of speakers. It is officially classified as the third most spoken local language thanks to its geographical importance and the diversity of its dialects. Geographically, Seereer is spoken in the major administrative regions such as Fatick, Kaolack, Kaffrine, Diourbel and Thiès. These geographical divisions corresponded to the appellations of: *A Sinig* (Sine region), *A mbey* (Saloum area), *Fa ool* (Baol area) and *Jegem* (South-west region of Thiès).

So, Seereer is a language in which there are several dialects. By Dialect, we mean the variation of a language according to geographical areas. The differences are therefore small, but when they are very large, the forms obtained are better known as languages. This dialectalization does not necessarily mean a lack of mutual understanding. Contrary to the idea spread by some very ill-informed observers, the Seereer language is not a set of heterogeneous dialects totally closed to each other. Thus there are in each of these regions mentioned above, subdivisions that are identified with dialectal variants. *Siin- Gandum* language is spoken in Siin where another variety is found in the *Hireena* area. The *Jegem* space covers the entire small coast, from Mbour to Joal Fadiouth and extends to the east of Thiadiaye. There is the dialect called *A Kemb*. In the rest of the Seereer part of Thiès, the dialects of Diobass and Ndiaganiao also present quite specific nuances. The speaking of Saloum does not really differ from that of Siin. It is in the islands of Gandum that there is the *Niominka* Dialect rather close to but different from that of the small coast. Finally, there is Baol Seereer called *Ool*. There are some distinct but inter-intelligible Seereer dialects, namely Siin-gandum, Hireena, Kemb, Faajuuca, Niominka, Diobass Ndiaganiao and Ool.

Apart from the Siin- Gandum group, there is another group in Seereer language that is called *Cangin* group and is composed of five subgroups, the most important of which is *Saafeen*, the name of the space where the *Saafi* dialect is spoken, *Saafi-Saafi*. The Saafi-Saafi people constitute more than half of the group. The other four sub-groups are: *Ndut*, *Noon, Lehaar* and *Paloor*. Between these sub-groups, there is mutual understanding but between them and the other Seereer of Senegal it is not the case.

It should also be noted that in this Seereer family we distinguish the "***Cangin***" sub-group located in the Thiès region and whose population is estimated at some thousands of speakers. However, there is a linguistic gap between this sub-group and the other Seereer but this does not allow us to say that the Seereer people are numerous but do not understand each other. Indeed, apart from this minority that migratory movements very early left stranded in the

enclave of Thiès, all the other Seereer communities speak the same language in a mosaic of inter-intelligible dialects that gravitate around the main dialect of Siin, the Seereer called "**Siin-gandum**".

Nevertheless, according to Souleymane Faye (2013), the genetic kinship of the ***Cangin*** group and the Seereer is all the more indisputable as in almost all of their aspects, they share the same traits. The main factor of rupture comes probably from the marginal morph-phonological evolution of ***Cangin*** which has not only lost its marks of anterior classes, but also its consonantal alternations and the phonological discrimination between voiceless and voiced implosives. Faced with the statistical and archaic character of the central Seereer, the immediate consequence is that the two groups no longer have the same pattern of morpho-phonological transformation. This is what creates turbulence in the spoken chain that completely obscures the several lexical and grammatical similarities between Seereer and *Cangin*.

The morpho-phonological transformations that take place in an agglutinative language like Seereer are numerous and all the more complex as not all dialects always have the same mode of operation. The form taken by syllables and morphemes in the spoken chain is not always appropriate to account for the normal morphology of words. The spoken chain is subject to alterations and changes in phonemic segments such as contractions, apocopes, elisions and others which mean that the spoken form should not always be taken as a mirror of spelling and the separation of words.

From the point of view of nominal morphology, Seereer is a (nominal) class language. By nominal class we understand a set of nouns bearing the same mark of determination called class marker and having the same morphological properties which, moreover, distinguish them from nouns belonging to other classes. The noun therefore bears a specific ***prefix*** which has been variously called ***class prefix***, ***class morpheme***, ***classifier***, or ***class index***. It is a morpheme that has important grammatical and lexical functions. It is sometimes called ***class marker***. The latter has a singular and a plural form. It functions not only as a class index but also as an ***indefinite article***. It is an indispensable element in the categorization of the noun. That is why J. Larochette in an article on nominal classes in Black African languages affirms that:

« *Dans les langues négro-africaines, les marques de classes (préfixes ou suffixes classificateurs) permettent généralement d'opérer des distinctions sémantiques relevant de la discrimination, elles permettent par exemple de distinguer le singulier du pluriel, du collectif, du duel, du singulier du collectif ou du singulier du duel, mais le lien qu'elles peuvent avoir avec les catégories de caractérisation est très lâche et peut être totalement absent* ».

Nouns in Seereer are classified into three main groups which are group **O**, represented by the class marker (**o.cm**) "*o koor*" (a man) group **A** (**a.cm**) "*a cek*" (a hen) and the **zero** group (**ə.cm**) "*naak*" (cow). These class markers can undergo formal transformations in their shift from singular to plural. Ex: "*o koor*" sg (a man) / "*goor*" pl. (men). A consonantal alternation is often operated during this shift. As for the verb, it is characterized by a number of morpho-syntactic features. Seereer as we have just said is a strongly agglutinating language. This character is manifested at the level of its verb whose generally monosyllabic and mono-morphemic radical is open to successive suffixations. The different suffixes amalgamated on the same radical merge into a single composite form. In addition, the inflection of the verb in Seereer is essentially based on aspect. The verb expresses either an action that has finished being carried out, therefore accomplished, or an action envisaged or in progress, therefore unaccomplished.

From a phonological point of view, we can also say that Seereer has specificities such as implosive consonants, especially the voiceless and voiced contrast (ƥ ɓ); (ƒ ɗ); (ƈ ƴ). The use of the glottal stop is recurrent in the distinction between the present and the past but also in the conjugation of verbs that end with vowel sounds. All these factors make Seereer a language rich in lessons and studies thanks to its linguistic characteristics.

DISCUSSIONS

Seereer is a language which is spoken in several villages in Senegal. It is very vital in oral communication and is widely used in all acts of daily life, in some audio-visual press, in religious sermons for Christians, Muslims and Traditionalists, in advertising, on the community radios, etc. It is also used in ceremonies, during which there are conversations, discussions, debates, etc. But for these few past decades, a codeswitching or a transfer of Wolof language has been noticed when Seereer people are speaking. The spread of Wolof language in Seereer villages has been facilitated by the trade, for most of Wolof people are traders. In addition, Islam religion (Mouridism) is the main element which has taken part in the evolution of Wolof language in Seereer villages. Some of the marabouts in some villages prevent Seereer children from speaking Seereer language in their daras (schools), which constitutes a decline of this African language. Thus, according to the research we have conducted, there are around seven Seereer villages in which Seereer language is no longer spoken.

Besides this Wolof language, there is the contact of Seereer and foreign (French) languages through the implementation of schools in the villages. Thus, the question of the language of instruction in schools and the place of professions in education and training systems constitute major subjects which cannot be hidden at the risk of undermining the chances of the

real take-off of Senegal country. A constant has emerged in the linguistic policy carried out in our country since the dawn of independence. Senegal has always been considered and continued to be considered a French-speaking country. Policy materialized by the constitutional provision already mentioned which has made French the official language of the country since the 1960s, the various constitutional reforms always making a point of taking up the so called provision as an immutable dogma.

This policy has been in line with that of the colonial period in AOF (Afrique Occidentale Française), where the decree of August 22, 1945 (product of the Brazzaville Conference) confirms that primary education "has as its essential object to act on the African populations in view of directing and accelerating their evolution and is given only in French". Such a conception justified the use of the "symbol" to prohibit the use of mother tongues in the schoolyard. Was there, through our various rulers, a real desire to break this chain? Thus, this has even pushed some teachers and students to speak no language but French at school and even at home; which has negatively impacted the speaking of Seereer language and of some other local languages. We have also noticed the case of Seereer intellectuals who devote much of their time to discussing with their children at home through French or Wolof languages for their own raisons. This participates in the decline of Seereer language for, most of these children whose parents talk to them through French or Wolof languages cannot speak Seereer or face a lot of difficulties when speaking it.

Seereer language is also impacted by some ceremonies such as marriage. The latter is a kind of union between two individuals (a man and a woman). So, given that Seereer community is an open one, some of its members tend to get married with other members of other communities. However, this mixing of people can cause a decline of Seereer and even of other concerned languages. If the man and the woman do not belong to the same ethnic, it is not obvious that they can use one of their mother tongues in their house and in so doing they resort to Wolof language, which is regarded as a lingua franca or to foreign languages. This referral to the Wolof language participates in its promotion and evolution, and to the contrary, in the decline of other local languages for the children which are born in this union, most of the time, speak Wolof or foreign languages such as French.

The lost or abandon of some Seereer rites and rituals due to religions or other practices causes several problems to Seereer languages. When some rites and rituals are given up, all or most of the vocabularies (words) used during such ceremonies are tantamount to being forgotten or lost. In addition, we have discovered through our research that there are several Seereer

language words (some related to rites or rituals and others to games or other ceremonies) that are not currently used in daily life any longer.

CONCLUSION

Seereer language, whose origin and classification have been in the heart of linguists and historians debates, has been being weakened for many centuries, mainly since its contact with Wolof. This has been reinforced by the arrival and the contact of foreign languages. In addition, in some of its communities the ancestral language is not currently spoken as it used to be, and younger generations have lost interest and proficiency and the natural transmission of the language is weakened or broken.

Seereer language is not currently used in some villages or families (as it used to) due to the religion. Some marabouts prevent children of their daras (Muslim schools) from speaking Seereer language, for according to them, speaking this language is tantamount to practicing the traditional beliefs which do not go with monotheist religions. At school, it has also been noticed a decline in the usage of Seereer language due to the contact and use of foreign languages (mainly French the official language). Pupils from primary school are strictly forbidden to speak another language but French.

We have also pointed out that several Seereer intellectuals have taken part to the decline of this language for they do not want to speak it at home with their partners or children for their own raisons. This affects the cultural transmission and pushes the children to speak Wolof or foreign languages instead of Seereer language. However, the State of Senegal has implemented a linguistic policy aiming to the teaching of local languages some of which the two studied (Seereer and Wolof) at primary school. Furthermore, one has to bear in mind that Senegalese local languages can have been chosen as subjects at Senegalese universities for decades. In other words some students from the Faculty of Arts can choose them as second languages or subjects. But, does this take part to their promotion?

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MULTIMODAL CORRECTIVE FEEDBACK IN A TURKISH AS FOREIGN LANGUAGE CLASSROOM: A TRANSLANGUAGING PERSPECTIVE

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Abstract

Multimodal feedback has been widely recognized as supporting students' development in learning foreign languages. However, much of the literature has focused on feedback presented only in one language, this ignoring various translanguaging practices that teachers may employ as part of their pedagogical practices. The present pilot case study seeks to understand how multimodal feedback delivered in a pedagogical approach informed by translanguaging may influence students' engagement with that feedback. A total of 6 university students (L1 English) studying Basic 2 level of Turkish as Foreign Language at a research-integrated University in United States participated in the process of multimodal feedback by writing two narrative essays over the first five weeks of spring semester. These students received written and oral comments on their essays in both Turkish and English from their instructor (L1 Turkish, L2 English). Additional audio recordings of student and teacher interviews will be used to analyze their perspectives of the instructor's use of translanguaging in the multimodal feedback. The interview findings show all participants perceive a positive effect in a pedagogical approach informed by translanguaging that engages them with the corrective feedback. Moreover, students also think that the translanguaging approach used in corrective feedback supports them for their advantages in improving their foreign language writing skills. In addition, this study will also provide pedagogical implication for language teachers to use translanguaging while giving both oral and written corrective feedback in FL classrooms.

Keywords: Translanguaging, Multimodal corrective feedback, Turkish FL, Learners' perspectives

INTRODUCTION

Making errors in learning the foreign or target language has always been a serious issue for language learners. However, the teacher's role in this context is considered pivotal to develop the learners' awareness and skills of their target language by providing them with constructive and corrective feedback. Corrective feedback provides support in dealing with the matching problem juxtaposing the learner's utterance and its corresponding version in the target language draws the learner's attention to structures that have not been mastered, thus initiating a learning process. Several studies had been conducted to see the effectiveness of corrective feedback

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(e.g., Loewen & Sato, 2018, Mackey & Goo, 2007, Russell & Spada, 2006), however these studies focused on single mode; oral or written corrective feedback, while only a few studies have considered the effectiveness of both types of feedback.

Various new trends in research on oral or written corrective feedback may pertain to the different ways teachers provide feedback (such as through multiple modes) and the emotional aspects of feedback. Multimodal corrective feedback is a technique used in language learning to correct errors, where different types of feedback, including verbal, written, and visual, are employed. It is argued that this type of feedback can be particularly effective because it provides learners with multiple ways to understand their mistakes and improve their language skills. A study conducted by Wang and Loewen (2016), addressed the importance of viewing the corrective feedback given by teachers in a way that considers different modes of communication. Furthermore, Wang and Loewen (2016) also found that teachers utilize a variety of nonverbal cues when providing corrective feedback, such as hand movements, pointing, displaying emotions (e.g., biting a finger to show nervousness), and nodding.

However, corrective feedback as one of the pedagogical interventions is frequently presented in one language only. Several academics have suggested that incorporating two or more languages into the foreign language (FL) learning and teaching process can aid learners in acquiring the material or improving their language proficiency. This is achieved by utilizing the stronger language to enhance the weaker one (Canagarajah, 2013; García & Li, 2014; Sano, 2018; Turnbull, 2019 in Wang & Li, 2022). This ignores the various translanguaging practices done by the instructors. Although translanguaging as a bilingual teaching strategy has been widely used in different types of bi/multilingual classes, the practice of translanguaging in multimodal corrective feedback receives little attention.

Additionally, translanguaging emphasizes the importance on the flexible application of different languages. According to Garcia (2009), it proposes that students could fill in the gaps of words they don't know in their target language by drawing from their L1. It is also argued that learners choose language features from their complete set of language skills that assist them to meet their communication requirements and expressing their linguistic and cultural identities (García & Wei, 2014). Therefore, it can be inferred that translanguaging extends beyond flexible communication practices for the purpose of meaning making. Thus, motivated by this, the present study investigates the translanguaging perspective of multimodal corrective feedback on Turkish FL classroom.

1. What are the learners' perspectives toward translanguaging used by instructors to provide multimodal corrective feedback?

2. How is the instructor's reaction toward the use of translanguaging multimodal corrective feedback as a teaching practice?

LITERATURE REVIEW

Multimodal Corrective Feedback

The debate in whether teacher's corrective feedback is beneficial for students while learning second or foreign language is still emerging. Ellis (2009) discusses the controversies of corrective feedback on number of issues including the efficacy of CF, which errors should be corrected, the timing, the strategy, and the choice of corrector. She then describes these controversies may attribute to the effectiveness of oral corrective feedback than in written corrective feedback as stated by Truscott (1996, 1999, 2007) as cited in Ellis (2009) claiming that correcting learners' errors in a written composition may enable them to eliminate the errors in a subsequent draft but has no effect on grammatical accuracy in a new piece of writing (i.e., it does not result in acquisition).

Furthermore, Sheen (2010) promotes the distinction between "input-providing" and "output-prompting" in corrective feedback is equally applicable to both oral and written CF. Ellis and Sheen (2011) point out the key notions of "noticing" and "noticing-the-gap." Even "uptake/modified output" can be applied to written CF if learners are given the opportunity to incorporate corrections into a second draft (revision) of their written text. As already noted, written corrective feedback is invariably explicit and thus is perhaps more likely to invite metalinguistic under- standing of an error. However, scholars now begin to look at the effectiveness of providing both oral and written corrective feedback as the strategy to develop students' ability in learning second or foreign languages.

Studies on multimodality and corrective feedback such as Bayat et al (2020) conducting a study on students' sense of enjoyment when the teacher's affective and multimodality (i.e the nonverbal behavior; gesture, eye gaze) increase the students' dimension of enjoyment in learning the language and raise their awareness and attention to their errors and mistakes. Sulistyo et al (2021) also conducting study on the variation of feedback provision and how the students perceive of the teachers' choices demonstrate that this type of multimodality enhances students' engagement in speaking class. Additionally, the study also provides significant implication how the teachers should also be aware of the choices of the corrective feedback as it may lead to negative outcomes.

Translanguaging in Corrective Feedback

Translanguaging is a paradigm that involves the use of two or more different languages. Canagarajah (2011) as cited in Wang and Li (2022) derived general and useful translanguaging

pedagogical strategies to help students further develop their writing skills and express their full meaning. A study conducted by Kim and Chang (2020) on Japanese L2 learners' translanguaging peer written corrective feedback showed that the majority of the participants make flexible language choices as a result of the interaction between the inter- and intrapersonal factors inherent in most collaborative learning tasks in L2 classes. Yu and Lee (2014) investigated the effect of language use in peer review process on Chinese L2 learners. The result indicated that L1 was used mostly for content- and organization-related issues, while L2 was used almost exclusively (95.38%) for providing corrective feedback on language use.

Sun and Zhang (2022) investigated the effect of translanguaging in online peer feedback on Chinese University English as EFL students' writing performance. The result of the study stated that translanguaging peer feedback compared to English only peer feedback was significantly more conducive to the improvement of learners' second language writing performance. Another study conducted by Wang and Li (2022) examining the translanguaging pedagogy in tutor's oral corrective feedback on Chinese EFL learners' argumentative writing. The study showed that there is significant positive effect of translanguaging in OCF on the participants' argumentative writing performance in terms of producing a larger number of content words and have a higher rate of accuracy in grammar production. Additionally, several studies above promote adequate literatures that translanguaging method in corrective feedback can improve students' ability in learning the language.

METHODOLOGY

Setting and Participants

This study was conducted in Turkish as Foreign Language learning classroom in Arizona State University. The course aimed to continue basic Turkish grammar, and further develop reading, writing, speaking and listening skills acquired in elementary Turkish, using printed and audio-visual materials. A total of 6 intermediate Turkish FL learners majoring in various fields of study and native speakers of English participated in this study. Moreover, the instructor was also participated in sharing her point of views.

Over the first five weeks of spring semester, the participants were assigned to write two narrative essays in Turkish with theme "Halloween/ *Cadilar bayrami*" and "Cultural Festival/ *bayram*". I collaborated with the instructor to decide on the topics and divided the writing tasks twice, and since the Turkish class schedule was on every Tuesday and Thursday, each of the writing task was done on Tuesday. Furthermore, I also observed the learners' behavior in writing the tasks. As the tasks were not counted on the exam, the instructor gave permission to open the

dictionary but not allowed to translate the whole sentences from platform such as google translate.

Data Collection and Analysis

As part of the writing tasks, learners carried out a series of tasks in specific order including (1) writing first draft of the text, (2) receiving instructor's written feedback, (3) writing the second draft after instructor's feedback, (4) receiving instructor's oral feedback, and (5) writing the final draft. To assist the instructor with the writing evaluation, the instructor and I decided to use the specific rubric to assess the writing. We agreed to adapt the rubric from Celce-Murcia, Brinton and Snow (2014) that include two characteristics: the evaluation of content, organization, clarity, and mechanics, and format. Korkmaz (2009) claims rubrics provide significant advantages for both teachers and students in the assessment and evaluation process. The most notable advantage is that they enable instructors to evaluate student work in a more objective manner and gain insights into their progress and areas in need of improvement.

Next, I employed qualitative approach by conducting two semi-structured interviews with the learners and the instructor. All the interviews were conducted online via zoom platform and audio-recorded based on the participants preferences. The first interview stage, I explored the participants' background information (e.g., age, major, language spoken, reasons taking Turkish class), and the second interview stage was to explore the instructor's perspective on the use of translanguaging while providing multimodal corrective feedback on learners' writing assignments. Furthermore, I also explored the learners' experiences and perspectives on receiving translanguaging multimodal corrective feedbacks provided by the instructor. To mitigate any potential misunderstandings, all the interview recordings were transcribed manually with the assistance of the participants.

FINDINGS AND DISCUSSION

Perspectives of Translanguaging Multimodal Corrective Feedback

As mentioned, the first interview was conducted to collect participants' background information most importantly related to their major of study and their reasons enrolling to Turkish as foreign language class. The data is gathered into this following table:

Table 1. *Participants background information*

Name	Level of Turkish Proficiency	Major	Language Spoken	Reason taking Turkish class
Jordan	A2	Ecology Engineering	Urdu (L1), English (L2)	For personal purpose, future career (conducting research in Turkiye)
Sherly	A2	Computer Engineering	English (L1)	For personal purpose, to watch Turkish movies
Elon	A2	Linguistics	English (L1),	To examine the language
Falon	A2	International Relations	English (L1)	For personal purpose
Silvia	A2	Archeology	English (L1), French (L2)	To examine the language, Communicate with Turkish people, and future career (conducting research in Turkiye)
Burke	A2	International Relations	English (L1)	For personal purpose

As seen from the table, most of them enrolled in Turkish class for personal purpose, either to assist them while watching Turkish movies or to communicate with Turkish people, and another reason was to examine the language due to his major of study. Results gained from the interviews were classified into two categories: their positive attitude toward translanguaging

multimodal corrective feedback, and the accessibility and the drawbacks of the method. The majority of learners claimed that the use of translanguaging in providing corrective feedback was proven to facilitate them with significant development of their narrative writing production as shown in one of the excerpts:

I enjoy the class culture. The teacher's way to give us feedback is quite helpful for me. I think because I really need to understand the writing format. I want to do my research later in Turkiye so I really should pay attention when the teacher gives me feedback. She would tell us that our grammar is not correct and while doing that she always switches between English and Turkish. But sometimes when I don't really understand the Turkish, so I just ask her to correct me in English. (Silvia)

The enthusiasm for learning the language is fostered by the connection between learners and the instructor. Learners attribute the success of the teaching and learning process to the positive atmosphere created by the instructor in the classroom. Silvia, in particular, highlights the instructor's practice of giving corrective feedback in both English and Turkish as advantageous, despite occasionally causing confusion. Moreover, as part of learning process, the multimodality of corrective feedback serves several purposes such as it aims to put things right (Price et al, 2010) as well as not only to correct the errors made by learners but also to offer them assessment of how well they have done in their learning trajectories.

This is not my first-time experience language instructor giving feedback using both oral and written, and with different languages. And I think that it is really good practice. Because I see the way she corrects me, I develop my sense of awareness to my mistakes and in the next lesson, I try to eliminate those mistakes by looking back at her feedbacks. (Elon)

The provided passage showcases the participant's initial encounter with translanguaging multimodal corrective feedback. In the interview, the participant expresses enthusiasm for language learning, driven not only by their study of linguistics but also by their enjoyment of the learning activities. This learning process involves a dynamic interaction between two languages, aimed at constructing meaning and comprehension of the target language. The linguistic repertoire assumes a vital role in this translanguaging multimodal corrective feedback, facilitating communication across languages. By drawing on their knowledge of a concept in English, the student effectively identifies and strengthens their understanding of the corresponding term in Turkish.

I prefer to have both English and Turkish feedbacks because it is convenient and easier for me to understand my mistakes and error. If I still don't understand her feedbacks, I would go directly asking her and she would gladly provide me with the explanation. I also think that this way is so much better than only having one feedback, like written feedback only. I know that written feedback is commonly used by teachers but still I like to have both oral and written. (Jordan)

Based on the provided passage, the learner expresses a preference for receiving corrective feedback. They highlight that utilizing bilingual resources allows them to fully grasp the correct structures and writing conventions in the target language. This aligns with Hornberger's (2005) assertion in Wang and Li (2022) that the learning of bi/multilingual individuals is optimized when they can draw upon all their language skills, rather than being restricted by monolingual instructional assumptions and practices. Furthermore, the learner emphasizes the effectiveness of the instructor's use of multiple modes in their corrective feedback, such as oral and written cues, in enhancing their engagement and enjoyment during the correction process.

As for me, I care more about how after she provides written correction, she then gives me the explanation orally. I really like that. It just gives me a sense of satisfaction because I can understand it. Mostly I have to ask for more explanation, but this class is more active. Maybe because it is small class and the teacher has more time to give us feedback. I also like how she would switch her languages while giving feedbacks because that way I can differentiate the mistakes that she points out and I could do better job next time. (Falon)

According to Long (1999) in Bayat et al (2020), the incorporation of multimodality in teachers' corrective feedback allows for a space of negotiation for learners. As evident from the provided excerpt, the use of multimodal corrective feedback by the instructor can lead to a sense of satisfaction among learners as they strive to produce linguistically accurate structures. This finding aligns with Kaivanpanah et al. (2015) in Bayat et al (2020), who observed that the learners in this study had positive perceptions of the teachers' corrective feedback, primarily due to the incorporation of multiple modes in their corrections. Additionally, the selection of languages in this particular context challenges language hierarchies and the prevailing monolingual ideology in multilingual classroom settings.

I heard many things about the idea that giving corrective feedback is rather bad for us the students. But I think in learning language, I would love to be corrected as many as possible. I know that I don't need to sound or write like native speakers, but I need to know my mistakes so that I could do better. So I like the teacher's way giving us feedbacks not only in our writings but other activities. She gives us feedback in

English and Turkish. I think that makes me more aware of my mistakes, also when she sits with us and
points out to the mistakes then explain it explicitly. (Burke)

It is important to conduct further investigation into the learner's perspective on the effectiveness of corrective feedback. According to Kerr (2017), researchers are currently engaged in an ongoing discussion regarding the effectiveness of feedback, and evidence indicates that the effectiveness of feedback is contingent upon the specific context in which it is given. This suggests that there is no one-size-fits-all approach to feedback, and teachers must judiciously select the appropriate type of feedback to maximize its potential for student learning. The learner also expresses the belief that the instructor's method of corrective feedback enhances their awareness and helps them avoid repeating the same mistakes.

Following the translanguaging perspective of providing corrective feedback, according to Rabbidge (2019), implementing inclusive discourse in language learning can have several benefits. It not only fosters a sense of inclusivity among language learners but also encourages active student participation. Consequently, this approach has the potential to cultivate more positive language learner identities. The learners acknowledge the usefulness of this approach, particularly considering their limited vocabularies. They find that the instructor's translanguaging approach helps them gain confidence in learning the language, particularly in writing.

Instructor's Reaction toward the Use of Translanguaging Multimodal Corrective Feedback

The instructor is a native speaker of Turkish (L1 Turkish) and an advanced speaker of English (L2 English). She is currently an FLTA (Foreign Language Teaching Assistant) scholar in the US under Fulbright Scholarship Program. She is a Ph.D. student of English Pedagogy in Turkey. She has almost five years' experience teaching English and two years' experience teaching Turkish. During the interviews, I asked questions related to her experiences teaching Turkish in the US and her practices in providing corrective feedbacks. The instructor revealed the effectiveness providing translanguaging multimodal corrective feedbacks to be advantageous.

Feedback is depending on their mistakes. If they are repeatedly. Uhh.. constantly repeated the same
mistakes, I just corrected them. Or sometimes they say something, and I always correct it and repeat it.
Sometimes I corrected that way. But when they keep making the same mistake, I write it on the board or on
their papers. For example, if I just correct the grammatical mistakes, I use English. If I correct the
vocabulary, I would use Turkish, for example they say "Arabayla gidiyorum" that means I am going to

car, but instead they say "Arabayla bidiyorum". So then I try to provide another example in Turkish "ayta bidiyorum.

The instructor demonstrates confidence in employing translanguaging multimodal corrective feedback. This practice is particularly beneficial for learners who have limited knowledge of the target language, in this case Turkish. It aligns with the assertion made by Storch and Wigglesworth (2003) that the first language (L1) can serve as a valuable tool for gaining control over tasks and functioning at a higher cognitive level. This indicates that the use of translanguaging can support students with lower proficiency levels in learning Turkish, as highlighted by Yuvayapan (2019). By utilizing translanguaging for corrective feedback, these students can effectively comprehend their mistakes and actively participate in classroom activities.

The provision of multimodal corrective feedback (MCF) can draw the learners' attention to their mistakes or errors, leading to an increased awareness and a conscious effort to avoid repeating them. Losada and Heaphy (2004) argue that the instructor's use of multimodal corrective feedback in this study can be viewed as feedback that elicits positive emotions. It demonstrates the instructor's encouragement, appreciation for the learners' focus on their errors, and support for their attempts to correct them. Furthermore, from the instructor's perspective, the practice of translanguaging multimodal corrective feedback may also strengthen their confidence in their pedagogical approaches by observing the outcomes. This is particularly noteworthy since it was the first time the instructor utilized this method, which highlights the significant role of an active learning process.

I believe that translanguaging is important in learning languages. I always employ translanguaging strategy when I teach, either English or Turkish. It does help me as instructor to take control to the outcomes that I want to achieve in the end of class session as well as how I facilitate my students. It also helps the students to understand what the instructions and the feedback because if I only use one language, for example English, the students will not totally aware of their errors, similar if I only use Turkish.

Moreover, the translanguaging strategies aim to eliminate ambiguity in instructions and the purpose of lessons, facilitating the learning of new language elements. They also contribute to the creation of independent learning opportunities during activities and offer encouragement and support to learners. As stated by Cuartas Alvarez (2014); Garcia & Wei (2014); Lightbown & Spada (2019) cited in Barahona (2020) in his study on the potential of translanguaging as a

core teaching practice, it encourages learners to analyze and contrast complex language structures which is considered prominent in writing tasks.

As a FLTA, I also encourage my fellow Turkish FLTAs to use translanguaging strategies and both written and oral corrective feedback. This is because the students don't have that level of Turkish proficiency. So I think it is safe to use both languages in my teaching practice. Especially, what most important is my students have the expected outcomes in their learning experience and translanguaging helps.

The instructor believes that the translanguaging corrective feedback practice is a safe practice to use in her classroom which aligns with the idea of safety reported by Martin (2005). The instructor describes that rather than only using Turkish, she also wants to ensure the equality of using English in the classroom as a mean to practice multilingualism. Furthermore, the idea of using translanguaging is because both going between different linguistic structures and systems, including different modalities (speaking, writing, signing, listening, reading, remembering) and going beyond them (Mu, 2023), which means that the practice allows to include all linguistic repertoires and resources to generate meaning-making interaction and experiences.

Additionally, as per the instructor's perspective, the utilization of multimodal corrective feedback helps her identify her shortcomings and make improvements in her teaching approach. It also encourages her to provide thorough details and attention to each component of her teaching practice.

CONCLUSION AND IMPLICATION

Implementing translanguaging multimodal corrective feedback can enhance learners' engagement in the process of acquiring the target language. The learners perceive positive advancements in their ability to produce grammatically accurate language following the receipt of feedback from their instructor. Furthermore, they recognize the benefits of employing translanguaging and multimodal corrective feedback compared to using a single feedback method (either oral or written) delivered exclusively in one language. This approach facilitates positive transfer of feedback and allows learners to develop their skills in Turkish narrative writing. Moreover, this method offers advantages such as improved comprehension, enhanced learning outcomes, increased learner engagement and participation, and a deeper understanding of the target language.

Furthermore, the instructor's reaction supports the notion that employing the translanguaging approach to provide multimodal corrective feedback yields significant

benefits, as it enhances learners' awareness and reduces errors in their writing. This is consistent with Schmidt's noticing hypothesis (1995), which suggests that the multimodality of the teacher's corrective feedback increases the detectability of errors and raises learners' consciousness about their mistakes. Moreover, the findings indicate that the diverse range of languages, modes, and techniques used in the instructor's multimodal corrective feedback had a positive impact on the learners' enjoyment and satisfaction. This was evident through heightened attention and focus on the corrected form, as well as improved comprehension of the instructor's feedback. This study contributes valuable insights to pedagogical interventions, particularly in terms of informing language policy regarding the medium of instruction and advocating for the incorporation of multiple linguistic codes, as well as the use of verbal and nonverbal modes, in foreign language classrooms.

This study highlights the importance of policymakers recognizing the advantages of translanguaging as an empowering strategy that fosters linguistic diversity within language classrooms. Furthermore, William's and Baker's idea of translanguaging as cited in Wei (2018) is that it is not conceived as an object or a linguistic structural phenomenon to describe and analyze but a practice and a process—a practice that involves dynamic and functionally integrated use of different languages and language varieties, but more importantly a process of knowledge construction that goes beyond languages. It emphasizes the significance of tapping into learners' complete linguistic and semiotic resources during the knowledge construction process. However, given the limited number of participants in this study, further research should be conducted with a larger sample size. Additionally, future studies should not only explore participants' perceptions but also observe the classroom dynamics and the activities involving writing and feedback.

LIMITATION

This study is limited to the findings of learners' and teacher's perspectives on the use of translanguaging multimodal corrective feedback. However, the writing sample is absent and cannot be included as attachment in this study and due to the course timeline, the researcher does not have the access to contact or request the participants to rewrite the sample. Thus, in the future study, the additional data of learners' writing should be collected to provide more trustworthy and valid result. Furthermore, it should also involve more participants to investigate the efficiency and effectiveness of translanguaging multimodal corrective feedback in language classroom.

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GENDER-PRAGMATIC FEATURES OF PHONETIC NON-VERBAL MEANS

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Abstract

This article is devoted to the phonetic, pragmatic, stylistic analysis of paraverbal means in the speech of women and men. Phonation non-verbal means are associated with the physiological characteristics of a person, are associated with his psychological state and constantly complement the process of verbal speech. *Phonostylistic means may be accompanied by signs of phonation (a very quiet voice, constriction of the throat, etc.) and various movements, facial expressions, gestures, kinesthetic signs. Phonostylistic and paralinguistic features are necessary not only for linguistics, but also for other areas, in particular, acting, drama, oratory, psychology, and forensic science.* To date, research has also focused on non-verbal phonation devices, their uses and features.

Keywords. Phonation, gender, Speech volume, Pause, Tone features, Timbre, Speech process, Provide, Communication process, Non-verbal means

INTRODUCTION

Non-verbal communication refers to the use of gestures, facial expressions, body language, and tone of voice to convey meaning in a conversation. Research has shown that only a fraction of communication is conveyed through verbal language, while most of it is expressed through non-verbal communication. Phonetic non-verbal means, one of the components of non-verbal communication, is the study of how non-word sounds are produced and perceived during communication. Phonetic means include sounds such as laughter, crying, sighing, and grunts, which accompany verbal language in communication.

Gender differences have been found to exist in many aspects of communication, with phonetic non-verbal means being one of them. This paper highlights the gender-pragmatic features of phonetic non-verbal means, focusing on the differences between men and women in the use of these means.

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GENGER –PRAGMATIC FEATURES OF PHONETIC NON-VERBAL MEANS

Among the non-verbal means involved in verbal communication, phonation is one of the most active elements of information transfer, since any linguistically derived communication is the result of a speech process. Reduced or increased volume, pause or chronic, thick or thin speech, tone or timbre features in the speech process are additional tools that provide specific information in the communication process.

The importance of such non-verbal means is clearly visible in the speech process.

Laughter. Laughter is a common phonetic non-verbal means in communication, and gender differences have been found in its use, frequency, and duration. Research has shown that women tend to laugh more frequently and for longer periods than men (O'Connor, Arnold, & Hammen, 2012). Women also use laughter more for social interaction, as a way to show agreement, empathy, and to bond with others, while men use it more for competitive and humorous purposes (Bergmann & Sapp, 2016).

Crying. Crying is another phonetic non-verbal means used in communication, and its use has been found to differ between men and women. Women tend to cry more frequently and for longer periods than men, and they use it more for emotional expression, whereas men use it more for physiological purposes (Wolfinger, 1993). This indicates that women are more comfortable expressing their emotions through crying, while men tend to suppress their emotions by not crying.

Sighing. Sighing is a phonetic non-verbal means that is used to express various emotions, such as relief, frustration, and fatigue. Research has shown that women tend to sigh more frequently than men, indicating a difference in their emotional expression (Holtgraves, 2002). Women tend to use sighs as a way to seek attention, express dissatisfaction, and convey frustration, while men use them more to indicate fatigue and relief.

Grunting. Grunting is a phonetic non-verbal means that is often used in sports and physical activities. Research has shown that men tend to use grunts more frequently than women, indicating a difference in gender roles and physical behavior (Decety & Naughton, 2014). Men use grunts more to indicate their dominance, strength, and competitive nature, while women use it less frequently and more for physiological purposes.

PHONETIC FEATURES AS THE MATERIALIZATION OF THOUGHT

The phonetic features of sound are an important factor in the materialization of thought. According to Professor A. Nurmanov, with traditional linguistic analysis, the word Ahmed, consisting of five phonemes, two syllables, one morpheme and one word, can be expressed with equally different pronunciations in live speech. Professor V. A. Artemov also experimented with

the Russian word "carefully" and showed that by pronouncing it with different intonations, 22 different meanings can be expressed.

After all, intonation can express a variety of connotative meanings not only in emotionally pronounced words, but also in neutral words. For example:

Break. (statement)

Break? (question) and

Break! (urge)

Phonation non-verbal means are associated with the physiological characteristics of a person, are associated with his psychological state and constantly complement the process of verbal speech. To date, research has also focused on non-verbal phonation devices, their uses and characteristics, and scholars have come up with differing views on this.

In particular, A. Abduazizov notes that phonetic non-verbal means are difficult to identify compared to gestures: Phonostylistic means may be accompanied by signs of phonation (a very quiet voice, constriction of the throat, etc.) and various movements, facial expressions, gestures, i.e., kinesthetic signs.

Phonostylistic and paralinguistic features are necessary not only for linguistics, but also for other areas, in particular, acting, drama, oratory, psychology, and forensic science.

N.V. Nakashidze also notes that paralinguistics consists of two parts (phonation and its types and kinetics).

A.M. Shelgunova lists various over-segment cases, prosodic units as non-verbal means and says that "intonation and stress, although sometimes they do not carry any information in speech, belong to the category of nonverbal means, because they are unique for each language.

G.V. Kolshansky states that the study of speech phonation is carried out in four aspects, emphasizing that the sentence phonation includes all sound means related to the speech process and used as an additional factor in speech communication.

V.V. Bogdanov includes all extralinguistic factors in the phonation of non-verbal means.

M. Saidkhanov also includes in the list of phonation non-verbal means all additional means of sound transmission that are involved in communication and are important in conveying certain information to the addressee, controlling the speech process.

Sh. Iskandarova considers the power of the voice, timbre, dictation, etc. as general phonetic features, noting that the addressee is a paralinguistic means that reflects not only the physical state of the speaker, but also his mental state. It is also clear from the above

considerations that phonation is one of the most important factors in speech communication and that theoretical views on it also differ.

In our opinion, all suprasegmental units (tonal elements - tone, pitch, intonation) that accompany the segment in addition to the row and serve to differentiate the meaning belong to the group of phonation nonverbal means. This is due to the fact that in oral communication the speaker can give the content of information an additional pragmatic meaning through the tone of voice, speed of speech, timbre of speech, etc., based on the intonation capabilities of speech, in addition to the will to express this or that thought. For example, "Am I late?" Really? He said In the tone of Anvar's apologies (U. Khoshimov). In this text, the pronunciation of Anwar's "apologetic tone" in expressing an opinion, additional meaning is understood through the tone of voice.

In a good or bad mood, the speaker, happy or helpless in his opinion, is determined by how he pronounces the words in the expression, the tone of voice. Such means of conveying certain information are phonological non-verbal means. Hence, sound in verbal communication is important in tone, pitch, melody of speech, rhythm of speech, intensity of speech, tempo of speech, timbre of speech, logical stress and phrasal stress, in a clear and complete disclosure of the function of language units, their ambiguity and methodological diversity are obvious, and in lighting expressive and emotional colors of speech.

The general physiology of men and women, including the organs of speech (thinness and vibration of the vocal cords, lungs, diaphragm, chest, differences in the size of the mouth, nasal cavities, larynx, etc.) also determine the difference in their pronunciation from each other. That is why their distinctive sound features are clearly visible in speech communication.

It is well known that, since men are rough by nature, their speech is dominated by a thick, strong, and somewhat rough, mixed tone of voice. Emotional traits, such as anger, rage, rage, which are characteristic of a man, determine that the voice is pronounced in a high tone.

Since men are characterized by such qualities as exactingness, perseverance, the desire to quickly take the initiative in conversation, the tendency to speak loudly, aggressiveness, the following qualities are more noticeable in their speech.

The features of these features associated with the physiological aspects of the articulatory apparatus are as follows: Speech in a deaf voice. Gasping, wheezing, in an indistinct voice:

- Everything! he said in a hushed voice. "Don't ask me about this woman. This woman is nobody to me. I went to work". He tossed the red-hot cigarette butt into the fire and whirled around. (U. Khoshimov).

SPECIFIC FEATURES OF THE SPEECH OF UZBEK MEN AND WOMEN

As a result, their speeches were dominated by a tone of voice expressing dependence, dumbness. In this regard, Uzbek women also differ from men in pronunciation, timbre,the nature of pauses, and the pace of speech.

Most Uzbek women speak much softer, thinner, with a large accent. A woman is characterized by curiosity, attention to the interlocutor, empathy, gentleness, musicality, a tendency to listen in an undertone. In the Uzbek language, the assessment is expressed not only by linguistic, but also by paralinguistic means. Paralinguistic means play an important role in the formation of evaluative relationships between people, which further increases the effectiveness of speech.

Any non-verbal means is positive or negative, which manifests itself directly in a real speech situation. Also, the expression of the positive or negative content of nonverbal means manifests itself in different manifestations in men and women. Such negative traits as rudeness, rudeness in the character of men, in our opinion, are reflected in their non-verbal actions or their more negative non-verbal behavior grabs our attention. Positive female traits such as elegance and obedience form a positive image of them in us and draw our attention only to the positive aspects of their non-verbal behavior.

Therefore, in the minds of women, such qualities as grace, beauty, grace, tenderness, gentle and gentle voice are embodied. Verbal communication is directly related to the situational situation, and how verbal and non-verbal units express the pragmatic content depends on the speech situation.

Accordingly, non-verbal means representing a positive evaluation may represent a negative evaluation or, conversely, non-verbal means representing a negative evaluation may represent a positive evaluation.

In Uzbek oral communication, the assessment is expressed not only by linguistic, but also by paralinguistic means. With these tools, speech sensitivity is further enhanced. Paralinguistic means play an important role in the formation of value relations between people. In a direct verbal situation, it becomes clear whether any non-verbal action has a positive or negative connotation.

CONCLUSION

In conclusion, this paper has highlighted the gender-pragmatic features of phonetic non-verbal means. The differences between men and women in the use of these means indicate the role of gender in communication, emotional expression, and social behavior. Women tend to use phonetic non-verbal means more frequently and for longer periods than men, indicating a

difference in their emotional expression and social interaction. Men, on the other hand, tend to use phonetic non-verbal means more for competitive and humorous purposes, indicating a difference in their gender roles and physical behavior. Further research in this area is needed to better understand the role of gender in phonetic non-verbal means and its pragmatic functions.

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ANALYSIS OF THE INHERENT-FIGURATIVE MEANS OF EXPRESSION OF THE BINARY OPPOSITION OF GOOD AND EVIL

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Abstract

In this article is discussed the analysis of goodness and badness artistic means of expression. The actuality of the topic of analysis of artistic and figurative means of expressing good and evil is associated with the current socio-cultural situation in our society, characterized by deepening crisis phenomena that cannot but affect the spiritual sphere person. Together with the definitions given to these words, examples of the opinions of Russian and British scientists who conducted research in this direction are also presented.

Keywords: Goodness and badness, Analysis, Reality, Imagination, Consciousness, Society, Artistic image, Tool, Person

INTRODUCTION

The concept is the main organizer of the linguistic landscape of the world. The landscape of the world can be different: physical, chemical, biological, domestic, spiritual, moral, artistic... The concept is described differently in the section of different landscapes of the world. Scientists express different opinions on the description of concepts and concepts. In this regard, there are cases where not only different scientists, but also one scientist himself expressed different opinions.

Linguists and philosophers show that good and bad have the following forms:

a) good and bad as a metaphysical phenomenon: manifested in natural phenomena, beyond human control: good weather, bad earthquake...

b) good and bad as a social phenomenon: it is manifested in the activity of a person in society: a bad person, a good politician...

c) good and bad as a moral-educational phenomenon: good girl, bad boy...

There are also references to the concept of goodness:

A man digs a ditch,

A thousand people drink water.

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Uzbeks live in an area where water is scarce. Therefore, water release is a great good, an act that benefits many people.

Also, Uzbeks are a hospitable people, and a proper response to hospitality is also necessary. To be able to do this is a supreme good.

To the place where he drank salt for a day

Say hello for forty days.

A building of one mind —

A Thousand Pilgrimages to Mecca.

METHODOLOGY

Sh. Safarov considers the concept and understanding to be equal in some cases: "It is known that the mutual cooperation of language and culture is manifested in different forms. Accordingly, the subject of linguistics and cultural studies is expected to be multi-faceted, and among these are the ethno-linguistic image of the world, linguistic consciousness, linguistic personality (or personal language), mentality, cultural code. As its main heuristic unit, the concept is accepted, i.e., a conceptual unit that reflects the important features of things and events that take place in the culture and language shells. The complex of concepts forms the national image of the world, determines the movement of linguistic consciousness, forms the national mentality, and ensures the linguistic activity of the individual.

D. Rustamov has shown that the understanding of the concept, the connection between language and culture is reflected in the content of language units as follows: "Categorization and conceptualization of culture in language is related to seeing existence in different national eyes. Cultural-linguistic integrity is manifested in different "forms" and "colors" in different environments. For example, the lexical unit Friday (jmʿah) in Islamic countries has a cultural-linguistic conceptual meaning as a day of rest and, at the same time, a day of collective prayer, but in Christian or other religious countries it is recognized as the fifth day of the week, and the essence of the concept is reduced to half. ".In countries that are not an Islamic state, but believe in the Islamic religion (for example, the peoples of Central Asia), this concept has a marginal essence, and it has, first of all, a conceptual cultural-linguistic essence of "the fifth day of the week, in addition, the day of collective prayer". When it comes to such phenomena in languages, the importance of international cultural-linguistic assimilation increases.

At the same time, the scientist defines the structure and genesis of the concept and distinguishes them from the concept: "Concepts form the basis of various categories formed in the human mind, they serve as a reference point for them. It is usually noted that the general characteristics of the concept are that it does not have a clear view in terms of internal structure,

but this note is not very close to the truth. After all, the image of the subject, which is the basis of the concept, is clear enough, and its secondary parts are abstract, and they interact around a single basis (nuclear basis). Therefore, it is better to recognize that the composition of the concept has a systemic character. Its systemic features are manifested in its complex structure and perception as a whole mental structure.

FINDINGS

The first question of our questionnaire: ***The aim(s) to study foreign language –*** most of interviewed have chosen the following answers:

In some cases, he gives the following opinion: "Is it possible to use the terms 'concept', which is a product of logical activity, and 'concept', which is widely used in cognitive linguistics, in the same context?" Undoubtedly, both these phenomena appear as a unit of thought. The starting point of both of these is related to the perception and visual representation of an object-event in reality. The resulting emotional image will initially appear in a separate, individual form in each person. For example, "flower" is "rose" for one person, "basil" for another, and "tulip" for another. At the higher stages of emotional and thinking activity, the individual image moves away from the concrete object and turns into an original logical (mental) phenomenon. This feeling and thinking of reality in the same way, the emergence of a generalized and partially abstracted image causes the creation of the same code - a symbolic sign for everyone."

At the same time, the scientist defines the structure and genesis of the concept and distinguishes them from the concept: "Concepts form the basis of various categories formed in the human mind, they serve as a reference point for them. It is usually noted that the general characteristics of the concept are that it does not have a clear view in terms of internal structure, but this note is not very close to the truth. After all, the image of the subject, which is the basis of the concept, is clear enough, and its secondary parts are abstract, and they interact around a single basis (nuclear basis). Therefore, it is better to recognize that the composition of the concept has a systemic character. Its systemic features are manifested in its complex structure and perception as a whole mental structure.

DISCUSSION

The face of a single-minded person is bright, the face of a hypocrite is a lamp. A fox skirts seven wolves. One good and one bad match, Two bad ones don't match. Someone's word is good, someone's self. From wheat - wheat, from Barley - barley. There is no good without good, good without evil. I walked with bad, I was ashamed, I walked with good, I achieved my intention. If you walk with evil, you will be evil,

If you walk well, you will be saved. He does not know how to see evil, he does not know how to see good. A bad child brings his parents to the ground, a good child brings his parents to the ground. A bad child leads a race, a good child leads a net.

Bad is not good, Donkey - good. Avoid the bad, approach the good. Until you become the leader of the bad, join the good. Keep the bad in front of you, when the good comes - accept it. Criticize the bad, imitate the good. If you send bad, he will say, if you send good, he will be silent. Until the evil one gets his head,

Take the word of the good. The state of the bad is the disaster of the good. Better than the table of the bad is the table of the good. The intention of the bad is corrupt, the intention of the good is right. The bad guy has eight legs.

CONCLUSION

In our opinion, if a person's knowledge of the world leads in the concept, then the attitude of a person to the world leads in the concept.

For example, Don't cross the bridge until you come to it. Uzbeks say, don't take off your shoes without seeing the water.

More examples: Don't make a mountain out of an anthill (Don't make a mountain out of an anthill) - panic is bad. Uzbeks say, don't make an elephant out of a fly.
The cat is out of the bag. Uzbeks say that you cannot cover the moon with a skirt.

The expression of such concepts can become more concrete. In particular, the concept of good and bad can be interpreted differently by each language speaker based on personal and social aspects. At the same time, there is a conceptosphere that is the same for all speakers of the languages.

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TEACHING LITERATURE TO EFL STUDENTS AT UNIVERSITY LEVEL: IN THE EXAMPLE OF MURIEL SPARK'S NOVEL "AIDING AND ABETTING"

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Abstract

In a foreign language acquisition, a good command of a language can be fostered through reading literary works and making summaries of what have been read. Without any doubt, the saying "Today a Reader, Tomorrow a Leader" has a great impact on those who make reading habit and think beyond boundaries. Literature has long been regarded as a significant component of language education, offering students an opportunity to explore the complexities of language, culture, and society. In the field of English as a Foreign Language (EFL), teaching literature at the university level can be particularly enriching, as it allows students to delve into the depths of literary works, analyze themes and characters, and develop critical thinking skills. This article focuses on the teaching of Muriel Spark's novel "Aiding and Abetting" to EFL students at the university level, highlighting the benefits and challenges of incorporating this literary masterpiece into the curriculum.

Keywords: Method, Interaction, Graphic Organizers, Loneliness, Ignorance, Suspicion, Shooting, Confusion, Chaos, Uncertainty, Dystopia, Fragmentation, Conflict

INTRODUCTION

Teaching literature to EFL students at university level requires a teacher to gain certain level of knowledge, teaching methodology and skills which unable them to arrange and conduct classes making them interactive and effective.

According to Dr Vicky M. Sylvester, Literature mirrors life, society and the people that inhabit it and what they do-friendship, community, environment, justice, tales or biographies of disaster, survival, homelessness, people in history, pioneers, technology, fantasy, mythology, civil war, disturbances of religion or political issues. She also mentioned that, Literature prepares learners to contribute in speech and actions as productive members of their societies. Literature engages its reader in a complex set of emotional, symbolic, moral, intellectual and social considerations. It uses the normal means of communication, language, images, symbols, codes, stories., but uses them with more complexity and subtlety than is normal in everyday

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communication. In addition, literature avails itself of a certain sensibility we have to such things as form, sensual experience, rhythm, repetition, contrast, which sensibility we call the 'aesthetics. In literature, reading and study are closely allied and the more one learns how literature works, the more open one is to the effects that it can have. Literature is important because it is at the heart of the reading process, the core of the syllabus.

Muriel Spark, a renowned British author, crafted "Aiding and Abetting" as a compelling and thought-provoking narrative that explores the intriguing story of Lord Lucan's disappearance. Set in the 20th century, the novel delves into the realm of deception, identity, and psychological depth, making it an ideal choice for EFL students at the university level. The complexity of the plot and the diverse range of characters provide ample material for analysis, discussions, and critical thinking exercises.

One of the primary benefits of teaching "Aiding and Abetting" is its ability to engage EFL students on multiple levels. The novel offers rich descriptions, varied vocabulary, and intricate sentence structures, providing students with opportunities to enhance their language skills and expand their vocabulary. Through the exploration of Spark's writing style, students can develop a deeper understanding of English grammar, syntax, and idiomatic expressions, which in turn strengthens their overall language proficiency.

Furthermore, "Aiding and Abetting" exposes students to the intricacies of British culture and society during the 20th century. The novel explores themes such as class divisions, the role of the media, and the challenges faced by women in patriarchal societies. By analyzing these themes, students gain insights into the historical and cultural context of the novel, fostering intercultural competence and a broader perspective of the English-speaking world.

METHODOLOGY

Aligning literature to teaching methodology involves integrating literary works into instructional strategies and activities that support educational goals and enhance students' learning experiences. Below, some strategies and methods have been considered while aligning literature with teaching methodology in teaching literature classroom:

Determination of Learning Objectives: Identification of the specific learning outcomes to be achieved through the literature-based instruction. These could include developing critical thinking skills, enhancing reading comprehension, analyzing literary elements, or exploring cultural themes.

Selection of Appropriate Literature: Chosen literary work M. Spark's novel "Aiding and Abetting" that aligned with the learning objectives, the age, interests, and reading levels of students.

Planning Instructional Activities: Designed activities and assignments that engage students with the selected literature, namely, a chapter wise division of the whole novel. That included group discussions, close reading exercises, literary analysis tasks, creative writing projects, role-playing, or multimedia presentations. Incorporate activities that promote active participation, critical thinking, and collaborative learning.

Providing Contextual Background: In order to help students, understand the historical, social, and cultural contexts of the literature they were studying, a brief info about the author; Muriel Spark her personal and professional career information was provided to enhance students' comprehension and appreciation of the text.

Utilizing Differentiation Strategies: Consideration of the diverse needs and abilities of students made to incorporate differentiation strategies to accommodate various learning styles. Provided additional support or extension activities as needed, such as graphic organizers including mind map, story map, 5Ws, vocabulary support, or opportunities for independent research in order to understand the main character Doctor Hildergard, Wolf, her origin, changings happened in her life, how from an ordinary student she reached the highest reputation in psychology and became a well-known psychiatrist.

Fostering Discussion and Reflection: Encouragement of students was priority to engage them in meaningful discussions about the main, secondary characters, flashbacks, unexpected events, mystery and tenacity and etc. express their thoughts and opinions, and share personal connections. Use open-ended questions to stimulate critical thinking and allow students to reflect on the themes, characters, and literary techniques employed in the text.

Connecting to Real-World Applications: Helping students understand how the themes, ideas, and experiences portrayed in the novel "Aiding and Abetting", relate to their own lives and the world around them. Encouragement was done to make connections between the text and current events, historical parallels, or personal experiences.

Assessing Learning Outcomes: Evaluation was made on students' understanding and mastery of the learning objectives through assessments that aligned with the instructional activities and the literature studied. Some examples of tasks were written responses, presentations, projects or performance-based assessments.

Reflecting and Revising: Continuously reflect on the effectiveness of the instructional strategies and make adjustments as needed. Feedback was taken from students to gauge their engagement and comprehension, and used given feedback to improve future lessons.

Above given strategies and methods applied in the class and in order to see how students learnt and acquired about the novel, they were given questionnaire and interview questions. Examples of questions in the questionnaire are as following:

1. What is your overall impression of the novel "Aiding and Abetting" by Muriel Spark?
2. How would you describe the writing style and language used by Muriel Spark in this novel? Did it enhance your reading experience?
3. The novel explores the theme of deception and identity. How effectively do you thinbk Muriel Spark portrayed these themes? Provide examples from the text to support your answer.
4. The characters in the novel are complex and morally ambiguous. Discuss the characterization of main characters and their motivations. Did you find them believable and compelling?

And, sample interview questions are given below:

1. What initially drew you to M. Spark's novel "Aiding and Abetting"
2. Can you provide a brief summary of the plot?
3. One of the central themes in the novel is deception. How do you interpret the role of deception?
4. Aiding and Abetting" touches on various themes, such as guilt, accountability, and the consequences of one's actions. How did these themes resonate with you, and do you think they were effectively explored in the novel?

CONCLUSION

In conclusion, teaching literature, such as Muriel Spark's novel "Aiding and Abetting," to EFL students at the university level offers a multitude of benefits. Through the exploration of complex themes, rich language, and diverse characters, students can enhance their language proficiency, develop critical thinking skills, and gain insights into culture and society. While challenges exist, with appropriate scaffolding and student-centered approaches, instructors can successfully navigate obstacles, ensuring an enriching and rewarding literary experience for their EFL students.

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THE RELATIONSHIP BETWEEN TURKISH EFL LEARNERS' PERSONALITY TRAITS AND THEIR WRITTEN CORRECTIVE FEEDBACK PREFERENCES

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Abstract

While language learners are writing, it is quite normal to have errors that are a natural part of the learning process and should not be feared. Written corrective feedback (WCF), which is provided for errors in essays, is a challenge faced by language teachers. The Big Five Personality Traits Model is a commonly used framework that describes personality in five dimensions: extraversion, agreeableness, conscientiousness, neuroticism, and openness to experience. Understanding the relationship between students' WCF preferences and their personality traits can help teachers provide more personalised, tailored feedback in writing classes. This research aimed to examine the relationship between the personality traits of English as a foreign language learners and their WCF preferences. A sample of 128 EFL learners at a state university in Turkey was surveyed using the Big Five Inventory and the Students' WCF Preferences Questionnaire. The research found that most participants preferred teacher-led, unfocused, direct WCF with specific and detailed comments on content, grammar, and organisation, written in red ink. The study showed that feedback preferences were related to personality dimensions such as agreeableness, extraversion, conscientiousness, openness to experience, and neuroticism. The results suggested that many students believed in the usefulness of WCF in preventing future errors, and high scorers in certain personality traits preferred specific and detailed comments from their teacher rather than correcting themselves.

Keywords: Written corrective feedback, EFL learners, Error analysis, Personality traits

INTRODUCTION

Most people appreciate the importance of learning a foreign language and its various skills. Among them, writing is a crucial skill that allows individuals to convey their thoughts and feelings. While the learners are writing, it is quite normal to have errors that are a natural part of the learning process and should not be feared. Written corrective feedback, which is provided for errors in essays, is a challenge faced by language teachers. Scholars such as Ferris (2004) believe that providing WCF is important for decreasing anxiety and increasing motivation, while Truscott (1996) argues that it does not help improve writing accuracy. However, other studies by scholars such as Weaver (2006) and Magno and Amarles (2011) have found that

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WCF is beneficial for improving students' writing skills and making them more independent writers. The overall argument is that providing corrective feedback should be seen as a positive and helpful action that helps students improve the accuracy of their writing. Teachers who need to be more effective in their teaching practises, specifically in providing WCF, should not ignore students' preferences for WCF. Understanding students' beliefs, attitudes, and preferences about language learning can help them develop more successful learning strategies, as a mismatch between their expectations and what they experience in the classroom can hinder their progress in learning a foreign language. Additionally, individual factors such as age, aptitude, motivation, attitude, learning styles, and personality traits can impact language acquisition. Personality refers to a person's stable characteristics in terms of emotions, thoughts, and behaviours. The Big Five Personality Traits Model is a commonly used framework that describes personality in five dimensions: extraversion, agreeableness, conscientiousness, neuroticism, and openness to experience. Understanding the relationship between students' WCF preferences and their personality traits can help teachers provide more personalised, tailored feedback in writing classes. This research aims to examine the relationship between the personality traits of English as a foreign language learners and their WCF preferences.

Only a few studies to improve EFL learners' written accuracy among WCF studies in the literature have focused on student preferences and perceptions of WCF. To be able to see the situation from a learner-centred perspective, students' needs and opinions should be taken into consideration, as the success of learners in writing in an EFL class is significantly affected by the instructors' effective error correction use. Individual differences among learners, including cognitive, social, and affective factors, can play a role in language learning and achievement, with personality being a key factor. There have been few studies on the relationship between L2 learners' WCF preferences and their personality profiles. The purpose of this study is to understand Turkish EFL students' WCF preferences, explore their dominant personality traits, and examine the possible relationship between their personality traits and WCF preferences. The scholars in this field conducted their studies mainly in separate writing classes with students who had higher levels, e.g., B1 and B2. This research may benefit students, instructors, and other stakeholders in the EFL writing context for a general view and the contextual situation at lower levels, e.g., A1 and A2. The results of the study are supposed to provide a picture of what is happening in lower classes in their writing classes and, presumably, give the EFL instructors a chance to organise the ways and types of WCF for their students when they pass this course and start the next level of English courses.

REVIEW OF LITERATURE

Vocabulary, spelling, organisation, and layout are among the various features needed to develop writing skills successfully. Nunan (2006) and Brown (2007) emphasise the importance of both the process and product of writing, as well as the micro and macro skills involved in writing (cited in Daşer, 2022). The importance of writing strategies such as assessing audience interpretation and using feedback for revising and editing is also highlighted. There are three main approaches to teaching writing: the product approach, the process approach, and the genre-based approach. The product approach focuses on helping students produce error-free writing, whereas the process approach focuses on the development of the writing process. By focusing on the development of the text, students are encouraged to think about how their writing can be improved. The genre-based method of teaching writing stresses the importance of understanding the social context in which language is used and analysing and mimicking different types of texts. While all three teaching methods have their own strengths and weaknesses, it is clear that written corrective feedback (WCF) should not only be given to students after they have completed their writing but throughout the writing process.

Error and Corrective Feedback in Second Language Acquisition

It is important to note that the understanding of errors and corrective feedback (CF) in second language acquisition (SLA) has evolved over time. In the 1950s and 1960s, behaviourist theories viewed errors negatively and believed they should be avoided. However, with the rise of Chomsky's cognitive psychology, errors began to be viewed as a natural part of the learning process, leading to the development of error analysis. This shift in perspective led to an understatement of the role of error correction and the rise of Krashen's Monitor Model, which suggests that error correction has little effect on subconscious language acquisition and is more useful for conscious learning. More recent theories, such as Pienemann's (1998) Processability Theory, Polio's (2012) Skill Acquisition Theory, Long's (1996) Interaction Hypothesis, Schmidt's (1990) Noticing Hypothesis, and Vygotsky's (1978) socio-cultural perspective, have their roots in cognitive psychology and offer different perspectives on the role of CF in SLA. However, it is important to note that the nature and extent of CF during practise and its impact on L2 acquisition are still topics of ongoing debate among scholars and researchers.

Written Corrective Feedback in SLA

WCF is effective in improving the grammatical correctness of second language learners. Researchers such as Touchie (1986) have noted that errors are an inevitable part of language learning and that the learner-oriented approach to writing instruction emphasises the treatment of errors. Truscott (1996) sparked debate by arguing that error correction has negative effects

on students' writing accuracy and should be abandoned, but other researchers, such as Ferris (2002, cited in Daşer, 2022), argue that WCF still has its benefits. Early research on WCF primarily focused on whether it improved students' writing accuracy and the differential effects of different types of WCF, but these studies were criticised for poor research design and a lack of comparability. Recent studies reviewed by Storch (2010) improved upon earlier research by using improved design and new pieces of writing, but there are still concerns about the narrow focus of these studies and inconsistent results about the most effective feedback type. Chong (2019) conducted a systematic review and found that direct and focused WCF have a positive influence on students' linguistic accuracy. Metalinguistic WCF, which involves providing explicit comments about the nature of errors, has been found to improve students' self-correction abilities and grammatical competence in future writing, as shown in studies by Sheen (2007) and Shintani and Ellis (2013); however, the impact of metalinguistic feedback may not be long-lasting. Overall, the effectiveness of WCF may depend on factors such as the timing and amount of feedback, the proficiency level of the learner, and the writing tasks.

The scope of feedback in WCF for second language writing refers to the number and type of errors that are addressed, either through a comprehensive approach or a focus on a limited range of error categories. The research on feedback scope is influenced by theories of second language writing and second language acquisition, and incorporating theory and research findings into feedback practises can help instructors better understand how to respond to errors in their students' texts. Regarding the relative effectiveness of focused and unfocused WCF, the results are inconclusive. Some studies have found focused WCF to be more effective in increasing accuracy, while others have found no difference in the usefulness of focused and unfocused WCF, and some studies suggest that unfocused WCF is a useful teaching tool. Hendrickson (1978) claims that errors that impede communication, have a negative impact on the reader, and occur frequently should be given priority. In the 1990s, the focus of teacher feedback shifted from form to content and organisation. Studies by Cohen and Cavalcanti (1990) found that teachers were addressing a range of issues, including vocabulary, content, grammar, mechanics, and organisation.

WCF preferences among second language learners vary to a large extent. It is noted that traditional language classrooms typically have teachers providing feedback to students, but with the implementation of a process-oriented approach to writing instruction, there is now a shift towards more independent learning through self- and peer-feedback. Research has shown that both peer and self-correction have benefits (Hinkel, 2004; Lundstorm and Baker, 2009) in terms of developing critical analysis and reading strategies. However, it is important to note that the

effectiveness of feedback ultimately depends on the individual student's preferences. Understanding students' preferences and opinions about WCF is important for effective L2 writing instruction. Scholars such as Ur (1996) argue that successful teaching depends on understanding how learners want to be instructed. By understanding students' preferences and opinions about WCF, educators can enhance and modify their teaching techniques.

Research by scholars such as Ferris (1995) and Radecki and Swales (1988) has shown that students generally prefer feedback on form. However, other researchers such as Ferris (2002, cited in Daşer, 2022) and Norton (1990) have found that students in higher proficiency and discipline-based classes tend to prioritise feedback on content-related errors over grammatical errors. For example, Leki (2006) studied graduate students in discipline-based writing settings and found that their primary concern was with content-related issues. When students are asked about their opinions and preferences regarding the scope of feedback, a vast majority say that they expect their instructor to correct all of the errors in their writing (Ferris and Roberts, 2001; Hamouda, 2011; Norouzian and Farahani, 2012). It is important for teachers to understand and take into account these preferences in order to provide feedback that is tailored to the specific needs and preferences of each student in various educational contexts, as suggested by Ferris (2004) and Bitchener and Knoch (2008).

In the Turkish setting, Enginarlar (1993) found that students had positive attitudes towards teachers' feedback on their writing and deemed WCF a collaborative teaching and learning tool, with a strong preference for teacher feedback. Kahraman and Yalvaç (2015) found that students attached greater importance to feedback on grammatical errors than style and organisation and highly preferred the use of a red pen when their errors were corrected. Seker and Dincer (2014) found that students had a high preference for form-related WCF and appreciated comprehensive feedback. Geçkin (2020) found that both male and female students preferred teacher feedback and that female participants appreciated coded feedback and expected more explicit content-based feedback on their preliminary draughts. Bozkurt and Acar (2017) found that students preferred explicit WCF, which could be attributed to their lower proficiency levels. Overall, these studies show that L2 learners highly appreciate instructors' WCF but have varying attitudes and preferences towards different aspects of feedback.

The ability to successfully learn a foreign language is influenced by various factors, and one of the most significant factors is individual differences, including personality traits among students. The debate among scholars about the number of personality dimensions in different theories has been resolved by the Five-Factor Model (FFM). The Five-Factor Model (FFM), also known as the Big Five Model of Personality, is the most commonly recognised and precise

estimate of the fundamental dimensions of personality. This model includes the dimensions of openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism. Openness to experience encompasses imagination, creativity, and a preference for novelty, while conscientiousness relates to impulse control and responsibility. Extraversion deals with outgoing and assertive behaviours, while agreeableness is connected to social harmony and cooperativeness. Lastly, neuroticism is characterised by negative feelings and emotional instability. Scholars such as Sutin (2017), DeYoung, Grazioplene, and Peterson (2012), Furnham (2017), and Piechurska-Kuciel (2021) have noted the importance of this model in understanding personality.

Research has shown that there is a strong connection between an individual's personality and their ability to learn, particularly when it comes to second language acquisition (SLA), as demonstrated by studies conducted by Magdalena (2015) and Suliman (2014). Previous studies have attempted to investigate the possible relationship between personality and writing ability, or WCF. Layeghi (2011) examined the connection between students' extroversion and introversion dimensions and their argumentative writing abilities. The study found that introverted students performed better than extroverted students. Similar results were found in another study conducted in Iran by Jahanbazi (2007). The reason for this trend may be attributed to the traits that introverts possess, such as being careful, being able to concentrate in solitude, and coming up with more ideas when working alone. Other studies, such as Carrell's (1995), have found that personality types do influence the grades of essays and the grading process of teachers. However, Hajimohammadi and Mukundan's (2011) study found that progress in writing was not affected by personality type. Overall, the findings suggest that extroverts may be more skilled at speaking but struggle to express themselves in writing. The research conducted by Ranjbar and Zamanian in 2014 aimed to explore the connection between the personality traits of EFL learners and instructors and their preference for WCF. The study used the NEO-Five Factor Inventory (NEO-FFI) and two WCF preference questionnaires to gather data from 41 EFL students and nine instructors in Iran. The results showed that there was no significant correlation between the students and teachers' WCF preferences and their personality traits. Both groups agreed on the importance of correcting grammar errors and preferred metalinguistic feedback with explanations. However, teachers preferred students to make self-corrections, while students preferred teacher-led feedback.

Previous studies have attempted to investigate the relationship between personality types and L2 writing. However, there are a limited number of studies that have investigated the relationship between personality and writing ability, or WCF in particular.

This literature review indicates that the overwhelming majority of L2 writing research has employed a quasi-experimental design to investigate the efficacy of various WCF types on the accuracy of student writing. However, these studies do not reflect students' opinions and preferences regarding WCF. Thus, the present study aims to make valuable contributions to the field by surveying students about their preferences regarding the feedback they receive on their writings and by investigating the relationship between their personality traits and their WCF preferences. The study aims to find answers to these research questions.

1. What are the Turkish EFL learners' opinions and preferences regarding WCF?
2. What are the levels of personality traits of Turkish EFL learners?
3. Is there a relationship between the personality traits of Turkish EFL learners and their WCF preferences?

METHODOLOGY

The Design of the Study

The current study aimed to find out the relationship between EFL learners' personality traits and their WCF preferences. A quantitative approach was preferred to answer the research questions and meet this aim. The quantitative approach includes investigating the relationship between variables, which can be measured and analysed through statistical methods. The non-experimental quantitative approach was chosen as it best aligned with the objectives and nature of the research problem. Data was collected through a survey design that allowed the researcher to find out the descriptive statistics, attitudes, and preferences of a group of subjects and examine the associations that could be found between variables. The survey design was chosen due to time constraints and its ability to be highly representative of the whole population at a minimal cost.

Context of the Study and the Participants

The study was conducted at a state university in Konya during the fall semester of the 2022–2023 academic year. The data was gathered from 128 students who were pursuing their undergraduate degrees in mechanical engineering and industrial engineering at the faculty of engineering and map and cadastre, food technology, construction technology, and printing and publishing technologies at the vocational school. These EFL learners were chosen as the subjects of the study because the researcher was their instructor for their compulsory English courses. Convenience sampling, a type of non-probability sampling method, was used to collect the quantitative data. The students were taking 2 class hours of English at the vocational school and 3 class hours of English at the faculty of engineering. Both student groups used an integrative English course book for their classes. The students had a proficiency level at the

beginning of the year, and it showed that the English proficiency level of the students at the vocational school was A1 and the students at the engineering departments were A2 according to CEFR.

The participants consisted of 66 male and 62 female students. Their ages ranged from 18 to 38. All of them are Turkish, so they share the same L1 (Turkish). The students from the faculty of engineering perceived their English level as A2 mostly (N = 36), and the students of the vocational school perceived their English level as A1 (N = 86). Therefore, it can be stated that their level and their perceived level matched mostly. Only some of the students perceived their English levels as B1 and B2, which are much higher than the real proficiency levels. The students did not get a separate writing class. The only writing part was in their integrative course book, in which the teacher either had students write in the classroom or set an assignment to do at home. The teacher provided some written corrective feedback for the learners, but conducting a study on their WCF preferences and then organising her way of providing WCF seemed like a much better idea.

Data Collection Tools

To meet the purpose of the study, three instruments were used to collect quantitative data: a demographic information form, the Big Five Inventory (BFI), and a students' written corrective feedback preferences questionnaire. All of the instruments were sent to the participants via a link to Google Forms.

The Demographic Information Form (see Appendix A) included questions about the students' gender, age, nationality, department, grade, and self-perceived English proficiency. The Big Five Inventory (see Appendix B), created by John, Donahue, and Kentle (1991), assesses the five major personality traits, including openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism, by using 50 short items. The inventory is rated on a 5-point Likert scale from 1 (disagree strongly) to 5 (agree strongly), with 24 out of 50 items being reverse coded. The inventory was translated into Turkish and checked for reliability and validity by Tatar (2017). So, the researcher preferred to use the Turkish version with the participants, as they would feel more comfortable in their own mother tongue.

To gather information about the written corrective feedback preferences of Turkish EFL learners, a questionnaire called the Students' Written Corrective Feedback Preferences Questionnaire (see Appendix C), which was adapted from Hamouda (2011), was utilised. This questionnaire was not translated into Turkish and was used in its original English form. In order to avoid any misunderstandings or other comprehension problems, the questionnaire and other instruments were used during the researcher's class hours. And the researcher provided the

participants with help related to the questions in this data collection tool. This questionnaire, despite having only 12 items, is highly comprehensive as it aims to gather students' WCF preferences in regards to the colour of pen used while receiving feedback (item 1), as well as the type (items 4, 5, and 6), source (items 2, and 12), scope (item 3), focus of WCF (items 7, 8, 9, and 10), and perceived impact of WCF on subsequent writings (item 11). In all of the instruments, the respondents were not allowed to choose more than one option for each question.

Data Collection

The participants were informed that their participation was voluntary and that all information provided would be kept confidential and used solely for academic research purposes. The purpose of the study was explained to the subjects, and they were asked to provide honest and accurate answers to the questions. The participants completed the instruments in the presence of the researcher during class. The data collection process took approximately one week, with participants taking around fifteen minutes to complete all the instruments.

Data Analysis

Data entry accuracy and missing values were checked before data analysis. There were no missing values in the database, as the online system (Google Forms) did not allow respondents to skip any information. The data analysis was conducted using the Statistical Package for Social Sciences (SPSS) programme. Firstly, descriptive statistics (number, percentage, mean, median, standard deviation, minimum, and maximum) were presented to understand the characteristics of the sample. Research questions 1 and 2 were addressed using frequencies and descriptive statistics. For research question 3, the normality tests were applied to all possible relationships, and it was found that they are not normally distributed. Therefore, the researcher preferred using non-parametric tests for the analysis. The Mann-Whitney U test and Kruskal-Wallis-H test were utilised.

RESULTS

Turkish EFL Learners' Opinions and Preferences Regarding WCF

In this section, descriptive data on the participants' preferences for WCF is presented. The aim of the first research question is to identify Turkish EFL learners' opinions and preferences for WCF under sub-dimensions such as the colour of the pen used, the source of WCF, the scope of WCF, the types of WCF, the focus of WCF, and the perceived impact of WCF. Table 1 shows the descriptive results for the participants' preferences for WCF. In total, 128 Turkish EFL students were recruited for this study.

Table 1. *Descriptive results related to the participants' WCF preferences*

Preferences	N=128
1. I prefer my teacher to correct my essays in	
Green pen	29 (22,7%)
Pencil	10 (7,8%)
Red pen	89 (69,5%)
2. Who do you prefer to correct your essays?	
My classmates	8 (6,3%)
Self-correction	19 (14,8%)
The teacher	101 (78,9%)
3. In my essays, I prefer the teacher to highlight _____.	
All the errors	103 (80,5%)
Some errors	25 (19,5%)
4. I prefer the teacher _____.	
Marks the errors and I correct them	40 (31,3%)
Tells me the right answer	88 (68,8%)
5. What do you prefer the teacher does to correct your essays?	
Cross out the errors and give the appropriate words	83 (64,8%)
Underline the errors and write comments at the end of the essay	25 (19,5%)
Use a correction code	14 (10,9%)
Write questions	6 (4,7%)
6. What kind of comments would you like your teacher to make when giving an essay back?	
General comments	33 (25,8%)
Negative comments	1 (,8%)
Positive comments	27 (21,1%)
Specific and detailed comments	67 (52,3%)
7. The most important thing in an essay is _____.	
Content	37 (28,9%)
Grammar	37 (28,9%)
Organization	38 (29,7%)
Vocabulary	16 (12,5%)
8. In your essays, the teacher should point out _____.	

Errors on the organization of ideas	39 (30,5%)
Grammar errors	49 (38,3%)
Punctuation errors (period, hyphen, semicolon, etc.)	3 (2,3%)
Spelling errors	25 (19,5%)
Vocabulary errors	12 (9,4%)
9. If an error does not affect the understanding of the message, should it be corrected?	
Yes	98 (76,6%)
No	30 (23,4%)
10. If there were many errors in your essay, what would you like your teacher to do?	
Correct all errors	57 (44,5%)
Correct all repeated errors	18 (14,1%)
Correct errors affecting understanding	21 (16,4%)
Correct only serious errors	32 (25%)
11. Once your errors are corrected, do you think you will repeat them?	
Yes	16 (12,5%)
No	112 (87,5%)
12. Which statement do you agree on?	
The main task of students is to locate and correct their errors.	44 (34,4%)
The main task of the teacher is to locate and correct students' errors.	84 (65,6%)

The results from Table 1 show that the most preferred colour of pen used for providing WCF was "red pen" (69.5%), while the least preferred option was "pencil" (7.8%). The results also indicate that the majority of students wanted their teachers to use a red pen while correcting their errors. The results also indicate that the students mostly preferred "the teacher" (78,9%) to correct their errors, with only a small number choosing "my classmates" (6,3%) and "self-correction" (14,8%) as the feedback-providing agents. In terms of the source of WCF, the students mostly trusted their teacher. Furthermore, in question 12, most students (65.6%) agreed that the main task of the teacher is to locate and correct students' errors, while 34.4% believed that the main task is for students to correct their own errors.

The results of question 3 on the survey revealed that the majority of participants, 80.5%, preferred that their teacher highlight all of their errors rather than just some of them. This suggests that the students prefer comprehensive feedback rather than feedback on just some of the errors. In questions 4, 5, and 6, the survey aimed to determine the students' preferred methods of feedback. The majority of the participants (68.8%) chose to have the teacher tell them the right answer instead of marking their errors for them to correct. This indicates that the participants mostly preferred explicit feedback. For question 5, the majority of participants, 64.8%, preferred getting WCF by crossing out the errors and being given the appropriate words. Only a small number of the students preferred correction codes (10.9%) and questions (4.7%). In question 6, the majority of participants (52.3%) wanted specific and detailed comments, while only one student (0.8%) wanted negative comments.

The results of participants' preferences for the focus of WCF are shown in Table 1, and the data was gathered through questions 7, 8, 9, and 10. For question 7, which asked about the most important aspect of an essay, 29,7% of the participants chose "organisation," 28,9% chose "content," 28,9% chose "grammar," and 12,5% chose "vocabulary." For question 8, which asked what the teacher should point out in essays, 38.3% of participants chose "grammar errors," while only 2.3% chose "punctuation errors."

Question 9 asked whether errors that do not affect the understanding of a message should be corrected, and 76.6% of participants chose "yes," while 23.4% chose "no." This shows that the students prefer their errors to be corrected, whether or not it changes the meaning. For question 10, which asked what students would like their teacher to do if there were many errors in an essay, 44.5% of participants chose "correct all errors." Finally, question 11 asked whether students thought they would repeat the same errors once they were corrected, and 87.5% of participants chose "no," while 12.5% chose "yes," indicating that most students believe in the effectiveness of WCF.

Turkish EFL Learners' Personality Traits

In this study, the BFI test, which was developed by John et al. (1991), was utilised to find out the big five personality traits of Turkish EFL learners. To examine the correlation between students' personality traits and their preferences for categorical variables, the continuous variable of personality trait had to be converted into a categorical variable. Participants were divided into two groups, high and low, for each of the five personality factors based on their BFI scores. This categorization was done using a median split, which is a method of dividing a sample into two groups based on whether a score on a continuous predictor variable is above or below the median. Table 2 shows the descriptive results related to the participants' personality

trait levels in relation to research question 2, which aimed to reveal the participants' levels of personality dimensions.

Table 2. *Descriptive statistics for learners' personality trait levels*

Characteristic	N=128
Extraversion	
High	65 (50,8%)
Low	63 (49,2%)
Agreeableness	
High	65 (50,8%)
Low	63 (49,2%)
Conscientiousness	
High	64 (50%)
Low	64 (50%)
Neuroticism	
High	69 (53,9%)
Low	59 (46,1%)
Openness to Experience	
High	65 (50,8%)
Low	63 (49,2%)

The results of the participants' personality trait levels are presented in Table 2. The table shows that the scores from the BFI test revealed that the number of high scorers and low scorers in the "Conscientiousness" group were the same. The number of high scorers and low scorers in the "Extraversion" group was almost the same as in the "Agreeableness" and "Openness to Experience" groups. In the "neuroticism" group, 53.9% of the students scored high and 46.1% scored low.

To address research question 2 and summarise the data for the personality trait variable, measures of central tendency were calculated, and dispersion measures were computed to better explain the variability of the scores for the five personality factors. "Openness to Experience" had the highest mean value among the five domains, with a standard deviation of 0.51 and a range from 2,20 to 5,00. This was followed by "conscientiousness," which had a mean of 3,83 (SD = 0,71). The "agreeableness" trait had a mean of 3,79 (SD = 0,67), while the "extraversion" trait showed a mean of 3,20 (SD = 0,74), and the "neuroticism" dimension had a mean score of

2,89 (SD = 0,79). Overall, these scores indicate that "openness to experience" is the most dominant personality trait, while "neuroticism" is the least dominant trait among the participants.

The Relationship Between Turkish EFL Learners' Opinions and Preferences Regarding WCF and Their Personality Traits

In order to determine if there is any relationship between the participants' personality traits and their preferences for WCF, the BFI test was used to gather data for research question 3. After applying normality tests to the data, non-parametric tests (the Mann-Whitney U test and the Kruskal-Wallis-H test) were utilised for the analysis. The tables below present the results of the statistical analysis of the distribution of preferences for WCF among the participants according to their personality trait levels. Tables 3, 4, 5, and 6 display the results of the Kruskal-Wallis-H tests, and Table 6 shows the results of the Mann-Whitney U test, which was used to examine the association between learners' WCF preferences and the extraversion personality trait.

Table 3. *Results of the Kruskal Wallis-H Test for the conscientiousness personality trait*

	N	Mean Rank	sd	X²	p	Significant difference
Q2. Who do you prefer to correct your essays?						
A. Self-correction	19	44,92	2	4,11	0,008	A - B
B. My English teacher	101	69,33				
Q6. What kind of comments would you like your teacher to make when giving an essay back?						
C. Positive comments	20	40,20	2	12,53	0,001	C - D
D. Specific and detailed comments	67	74,28				

In table 3, the relation between the conscientiousness personality trait and the students' preferences on the kinds of comments they would like to receive and the person providing WCF was compared by means of the Kruskal-Wallis test. When Asymp. Sig. values are taken into account, there are only two variables with a statistical difference. The table demonstrates that there is a statistically significant difference between "self-correction" and "my English" teacher as the feedback provider because the Asymp. Sig value is less than the alpha value (p=0,008 < α=0.05). Similarly, the Asymp. Sig. value is lower than the alpha value in cases of different

types of comments (p=0,01 < α=0,05). Based on the differences between the mean ranks for each question, it can be stated that the students who have a higher level of conscientiousness as a personality trait are more likely to expect specific and detailed comments as a type of comment for their written works and have a desire to get feedback from their English teacher.

Table 4. *Results of the Kruskal Wallis-H Test for the neuroticism personality trait*

	N	Mean Rank	sd	X²	p	Significant difference
Q5. What do you prefer the teacher does to correct your essays?						
A. Cross out the errors and give the appropriate words	83	70,82	3	3,99	0,005	A - B
B. Underline the errors and write comments at the end of the essay	25	47,00				

Table 4 compares the relationship between the neuroticism personality trait and the types of WCF using the Kruskal Wallis test. The results show that there is only one variable with a statistically significant difference. The table shows that there is a significant difference between "cross out the errors and give the appropriate words" and "underline the errors and write comments at the end of the essay," which are related to types of WCF as the Asymp. Sig. value is lower than the alpha value (p=0,005 < α=0,05). This suggests that students with a higher level of neuroticism are more likely to prefer their errors to be crossed out and given the appropriate words by their English teacher

Table 5. *Results of the Kruskal Wallis-H Test for the agreeableness personality trait*

	N	Mean Rank	sd	X²	p	Significant difference
Q6. What kind of comments would you like your teacher to make when giving an essay back?						
A. Positive comments	28	46,73	2	7,67	0,001	A - B
B. Specific and detailed comments	67	73,20				

By using the Kruskal-Wallis test, Table 5 examines the relationship between the agreeableness trait and different types of WCF that students want from their teacher. The results indicate that there is only one variable with a statistically significant difference. The table demonstrates that there is a significant difference between "positive comments" and "specific and detailed comments" as their teacher uses them while providing WCF, as the Asymp. Sig. value is lower than the alpha value (p=0,001 < α=0,05). This implies that students with a higher level of agreeableness tend to prefer specific and detailed comments from their teacher.

Table 6. *Results of the Kruskal Wallis-H Test for the openness to experience personality trait*

	N	Mean Rank	sd	X²	p	Significant difference
Q10. If there were many errors in your essay, what would you like your teacher to do?						
A. Correct all errors	57	76,03	3	15,17	0,05	A - B
B. Correct only serious errors	32	53,30				
Q10. If there were many errors in your essay, what would you like your teacher to do?						
C. Correct errors affecting understanding	21	55,71	3	15,17	0,032	C - D
D. Correct all errors	57	76,03				

Table 6 examines the relationship between the openness to experience trait and the focus of WCF using the Kruskal-Wallis test. The results show that there are only two variables with a statistically significant difference. The table illustrates that there is a significant difference between "correct all errors" and "correct only serious errors", and "correct errors affecting understanding" and "correct all errors", as the Asymp. Sig. values are lower than the alpha value (p=0,05 < α=0,05, and p=0,032 < α=0,05 respectively). The differences in mean ranks for each comparison suggest that students who are more open to experience are more likely to prefer all errors to be corrected, followed by errors that affect understanding, and lastly, only serious errors to be corrected by their teacher.

Table 7. *Results of the Mann-Whitney U Test for the extraversion personality trait*

	N	Mean Rank	Z	p	Significant difference
Q9. If an error does not affect the understanding of the message, should it be corrected?					
A. Yes	98	68,86	-2,405	0,016	A - B
B. No	30	50,27			

     The Mann-Whitney U test is utilised to determine the effect of the extraversion trait on the students' preferences regarding the focus of WCF. The results, as shown in the table, indicate that there is only one Sig. value (p=0,016 < α=0,05). Based on the mean ranks, it can be stated that the students who have a higher degree of extraversion prefer their errors to be corrected even when they do not affect the understanding of the message.

     Based on the results of the non-parametric tests utilised to analyse the data of the current study, the personality traits have an effect on the EFL students' preferences regarding WCF to some extent. Although all personality trait categories do not affect all of the WCF preferences, it can be claimed that in seven of the relationship examinations, the conscientiousness, neuroticism, agreeableness, openness to experience, and extraversion subcategories have affected some of the WCF preferences of the EFL students.

DISCUSSION

The research aimed to investigate the preferences of Turkish EFL learners for WCF, their levels of personality traits, and the impact of personality traits on shaping their WCF preferences. The data collected from the Students' WCF Preferences Questionnaire provided several insights into learners' opinions and preferences regarding feedback for their writing.

The EFL Learners' Preferences for WCF

The first question on the questionnaire aimed to determine the participants' preferred colour of pen for receiving feedback. The results showed that the majority of participants preferred red pens (69.5%) when their errors were corrected. This aligns with previous research, which suggests that red is a visible colour that is easy to discern and that students can easily notice their errors if they are marked in red. However, this finding contradicts the claim made by Semke (1984) that students would feel discouraged when receiving papers marked with red ink.

     The study found that teachers were the most preferred source of feedback for the participants, with 78.9% of them ranking the teacher as the highest-ranked feedback provider,

which aligns with previous research (Enginarlar, 1993; Geçkin, 2020; and Hamouda, 2011). This is not surprising, as students often believe that feedback provided by their teachers is more accurate and thorough than feedback provided by their peers or themselves.

According to the findings, when asked about the amount of feedback they would like to receive, a majority of the participants indicated a preference for unfocused (comprehensive) feedback (80,5%), which is consistent with the results of prior studies, such as the study conducted by Leki (2006), which found that most students appreciated error-free essays and thus preferred comprehensive feedback. Additionally, the study found that most of the learners preferred metalinguistic feedback with explanations, which can be inferred from the fact that they preferred feedback by being provided with the appropriate words after crossing out the errors.

The study aimed to understand participants' preferences for the type of WCF they preferred by asking questions 4, 5, and 6. Three main types of WCF—direct, indirect, and metalinguistic feedback, were the focus of the research. Question 5 of the questionnaire aimed to determine participants' preferences for the type of WCF. Again, most of the students preferred direct feedback, which was given in the option "Cross out the errors and give the appropriate words" (64%). In terms of the explicitness of feedback, most of the participants preferred direct feedback, while only 31.3% of the students preferred indirect feedback. Some participants may prefer indirect feedback as it promotes mental processing and fosters problem-solving skills, while others may prefer direct feedback as it helps them remember and learn from their errors better. The next question was aimed at understanding the nature of the metalinguistic comments that the participants preferred. The results showed that most of the participants (52.3%) preferred "specific and detailed comments". This is likely because they believe that more detailed and precise feedback would help them understand their errors, strengths, and weaknesses and use that feedback in future practise and learning. This finding confirmed previous research that indicated that students value precise and detailed WCF (Elwood and Bode, 2014; Geçkin, 2020).

The study aimed to understand participants' preferences for the focus of feedback by asking questions 7, 8, 9, and 10. Specifically, questions 7 and 8 sought to understand their position towards mechanical errors and errors in content and organisation. In the past, research (Amrhein & Nassaji, 2010; Ferris, 1995; Ferris & Roberts, 2001) has suggested that learners want their teachers to correct errors related to form (i.e., grammar). However, the current study found somewhat contradictory data. Among all the error types, errors related to "content", "grammar", and "errors in the organisation of ideas" were valued almost the same by the

participants (28,9%, 28,9%, and 29,7%). However, in the next question, when the students were asked to choose what their teachers should point out, half of them preferred grammar. The findings aligned with Leki (2006), who found that at lower proficiency levels, students are more concerned with grammatical problems.

Question 9 was asked of participants to indicate their preferences for different types of errors in language learning. The options were "yes" for a preference for local errors and "no" for a preference for global errors, and most of the students chose "yes.". Previous research (Cohen, 1987, cited in Daşer, 2022, and Ferris and Roberts, 2001) also found that students generally prefer that their teachers focus on correcting local errors, which provided evidence for the current study. This result may be because students believe that all errors, no matter how small, should be corrected.

The results of Question 10, in which participants were asked what they would want their writing teacher to do if they had made many errors in their essays, align with the results of a previous question. A majority of the students, 44.5%, chose the option "Correct all errors", which is consistent with the findings of Amrhein and Nassaji (2010). This suggests that students want to see and learn from all of their errors in order to improve their writing.

In Question 11, the participants were asked if they believed that they would make the same errors after receiving WCF. The purpose of this question was to understand the impact of WCF on future writing accuracy. The options were "yes" for the belief that WCF is not effective in improving future writing accuracy, and "no" for the belief that WCF is effective in increasing accuracy in subsequent writings. The results show that the majority of participants (87.5%) believe that WCF has a positive impact on their later writing, supporting the findings of a previous study by Orts and Salazar (2016). The last question was related to whose task it is to locate and correct the errors. More than half of the students, 65.6%, believed that it was the teacher's task rather than their own.

The EFL Learners' Personality Traits

The research question was asked to identify the most prevalent personality traits of Turkish EFL learners. The study used the Big Five Inventory (BFI), developed by John et al. (1991), to collect data. The results show that the most dominant trait among the participants is openness to experience, which was found to have the highest mean value (M = 3,85). This trait refers to a tendency to enjoy learning new things and having vivid imaginations. This personality trait is considered a positive predictor of success in L2 acquisition. The findings aligned with Daşer (2022), which was conducted on Turkish EFL learners with higher proficiency levels.

In the current study, it was found that neuroticism was the least prevalent personality trait among participants, with a mean score of 2,89. Individuals who score highly in this subcategory are characterised as anxious, hostile, and unpredictable individuals who are likely to have sudden emotional reactions. When encountering negative circumstances, they maintain calm, refrain from acting impulsively, and do not easily become angry. Furthermore, they possess high self-worth and frequently experience positive emotions. All of the good characteristics of this trait that can be found in low scorers are supposed to be owned by the participants in the current study. And it is supposed that these good characteristics will help them improve their English language skills, including their writing skills.

The Relationship Between the EFL Learners' WCF Preferences and Their Personality Traits

The main aim of this study is to investigate the potential relationship between the personality traits of Turkish EFL learners and their preferences for WCF. The results of the statistical analysis on the distribution of WCF preferences among the participants based on their personality profiles indicated some associations. Specifically, each personal trait had some effect on the sub-dimensions of the WCF preferences of the participants who scored high in that subcategory of the personality trait. In simpler terms, at least one WCF preference varied based on the level of one of the personality traits.

There are very few studies that have examined the connection between learners' personality dimensions and their preferences for WCF, making it difficult to compare data. Ranjbar and Zamanian (2014) was conducted in Iran and aimed to investigate the possible association between EFL learners' and teachers' personality types and their written error correction preferences in terms of feedback source, type, and focus. They used 41 female students and nine female instructors as subjects. They found no statistically significant relationship between all five personality types and the WCF preferences of the participants. They found that students preferred grammar-based, teacher-led, and metalinguistic feedback with explanations, regardless of their personality type. Similarly, Daşer (2022) found no statistically significant association between the participants' WCF preferences and the openness to experience trait and neuroticism trait, except for the feedback focus. This suggests that learners who scored high and low in these two traits have similar opinions and preferences for WCF.

The study found a significant relationship between agreeableness and the preferred type of comments, namely specific and detailed comments or positive comments. The low scorers for this trait preferred positive comments more. This can be due to their characteristics of being

easily irritated and uncooperative. The high scorers are considered to be more social, so they might know how to utilise the specific and detailed comments through interaction with either classmates or the teacher. Agreeableness is considered the least studied trait among the "Big Five" personality traits and has less research linking it to outcomes in areas such as education, health, and work (Furnham, 2017). Therefore, it makes making connections between its results and other educational issues more challenging.

The only statistically significant relationship between extraversion and WCF preference was found in regards to the participants' preferences for correcting local and global errors, which is related to the focus of feedback. The questionnaire data revealed that students with high extraversion levels placed more emphasis on correcting local errors than participants with low extraversion levels. It is believed that introverted and extroverted learners have different information processing styles. Students with high extraversion may be more likely to become confused while assessing confusing information.

The obtained results of the students with different levels of the conscientiousness trait, which is associated with being success-oriented, reliable, punctual, organised, and responsible, indicated a significant relationship between conscientiousness and the feedback provider, as shown in Question 2, and this personality trait and the types of comments, as indicated by Question 6. The findings demonstrated that respondents with high conscientiousness levels valued their English teacher as the feedback provider rather than self-correction. This may be because they are more success oriented compared to their counterparts in the same subcategory of this personality trait. They might rely on their English teacher more, as they believe in getting the best feedback from the teacher because of their low proficiency level. Their low level of English might affect their self-correction, as they may not trust themselves enough or lack training on how to correct their own written language products. The high scorers of conscientiousness also preferred specific and detailed WCF instead of positive comments, and this might be explained by their being responsible for their own learning process. The findings contradict those of Daşer (2022), who found a relationship between conscientiousness and the correction of all errors as indicated in Question 10.

Openness to experience, also known as openness, is mainly related to an individual's imagination, depth of feeling, and willingness to try new things. The study found that openness to experience is only significantly related to the focus of the WCF, which was preferred by the subjects. The data showed that participants with high openness placed more importance on getting all of their errors corrected by the teacher. On the other hand, lower scorers preferred to get WCF for errors that affect understanding. According to another non-parametric test result,

low scorers preferred to get WCF only for serious errors rather than for all errors. These findings contradict those of Daşer (2022), who found a relationship between this preference and the conscientiousness trait. As individuals who are open to experiences enjoy learning new skills and information, the subjects of the current study who have high openness to experiences might also like to learn new things by getting all their errors corrected by their teacher. The low scorers, who are defined as more traditional and resistant to change, preferred getting WCF for only serious errors and errors affecting their understanding. This might be explained by their unwillingness to change, including their way of learning after WCF.

Neuroticism is associated with negative feelings, including being anxious and aggressive. The results indicated that low scorers who are less anxious and have fewer negative feelings preferred their errors to be underlined and to get comments at the end of the essay. The explanation for this result might be their success in maintaining emotional balance and high self-esteem compared to high scorers. The findings do not align with those of Ranjbar and Zamanian (2014), who reported no significant association between conscientiousness and WCF preferences among students.

To sum up, the researcher expected to have more relationships with the WCF preferences of EFL students and their personality traits. However, only five of the preference-related questions had a kind of relationship with the personality traits. The preferences related to colour of the pen, comprehensive WCF for all errors, marking the errors or telling the right answer to the students, the most valued thing in an essay, kinds of errors to be corrected, repeating the same errors after WCF, and whose duty it is to locate and correct the errors were not found to have any association with any of the personality traits.

CONCLUSION

The current study aimed to investigate the WCF preferences of Turkish EFL learners and explore the possible relationship between their personality traits and their WCF preferences. A sample of 128 EFL learners at a state university in Turkey was surveyed using the BFI and Students' WCF Preferences Questionnaire.

The findings of the research suggested that the majority of participants preferred teacher-led, unfocused, direct WCF with specific and detailed comments on content, grammar, and organisation, written in red ink. The students who completed the questionnaires reacted favourably to the teacher as the major feedback provider. The study partly confirmed previous findings and contributed additional evidence by putting forward that a great number of the students believed in the usefulness of WCF in preventing future errors.

The results regarding the relationship suggest that in certain aspects of WCF, the groups differed from one another. For example, there were some significant relationships found between feedback preferences and agreeableness, extraversion, conscientiousness, openness to experience, and neuroticism personality dimensions. Data revealed that both high and low scorers in the extraversion trait preferred their local errors to be corrected, but students with low extraversion put greater emphasis on local errors than participants with high extraversion levels. The results also showed that respondents with high levels of agreeableness wanted more specific and detailed comments for their essays. The study also found that high scorers in conscientiousness again preferred specific and detailed comments from their teacher rather than correcting themselves. The surveyed students, who are more open to experiences, asserted that they desired to get WCF for all of their errors. And lastly, the subjects who have high neuroticism preferred direct feedback by getting their errors crossed out and being given the appropriate words by the instructor.

This research has some pedagogical implications for improving feedback practises in L2 writing classes and contributing to the research on WCF and writing education with students who have lower proficiency levels. The findings suggest that a majority of learners want their errors to be noticed and corrected by the teacher, which may indicate that some of the priorities of the process-based approach to writing instruction, such as self-correction and peer response, may not work well for these students, which ultimately has the possibility of creating dependent and inactive students. Therefore, teaching post-writing skills such as revising and editing and facilitating peer and self-assessment activities should be integrated into writing classes. In terms of the scope of feedback, the participants had a tendency to have all their errors corrected, including both local and global ones, which may not be as effective as providing focused feedback. Although the students preferred direct feedback, teachers are advised to use both direct and indirect feedback. So that the students may get used to it in later stages. Direct feedback should be utilised for untreatable errors that the students are unable to correct on their own and indirect feedback for errors that the students can fix themselves. Indirect feedback is highly valued as it can boost learner autonomy, motivation, and empathy towards the teacher.

This research has several recommendations for further research. Different studies might be conducted in different educational settings, such as high schools or other state or private universities in and outside Turkey, with students at different proficiency levels to gather more comprehensive data and increase the generalizability of the findings. It would also be beneficial to investigate teachers' opinions and preferences for WCF to gain a better understanding of the notion. Additionally, future studies should examine teachers' actual feedback practises in L2

writing classes along with students' WCF preferences to understand the alignments and misalignments between learner expectations and what happens in the classroom.

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Appendix A – Demographic Information Form

Demografik Bilgi Formu

1. Cinsiyet

□ Kadın

□ Erkek

2. Yaşınız: _____

3. Milliyetiniz

□ Türk

□ Diğer (lütfen belirtiniz): _____

5. Kaçıncı sınıftasınız?

□ 1. sınıf

□ 2. sınıf

□ 3. sınıf

□ 4. Sınıf

6. Sizce İngilizce seviyeniz nedir?

□ A1

□ A2

□ B1

□ B2

□ C1

□ C2

Appendix B – The Big Five Inventory (Turkish Version)

Büyük Beş Kişilik Testi-50 Türkçe Formu (B5KT-50-Tr)

Kendinizi nasıl tanımlarsınız? Her anlatımın size ne kadar uygun olduğunu anlatımın yanındaki yanıtlardan uygun olanını işaretleyerek belirtiniz. Kendinizi, gelecekte, olmak istediğiniz gibi değil, şu an nasıl görüyorsanız o şekilde tanımlayınız.

	Hiç uygun değil	Uygun değil	Orta/ kararsız	Biraz uygun	Çok uygun
1. Toplantıların gözdesiyimdir.					
2. Başkalarına pek ilgi duymam.					
3. Her zaman hazırlıklıyımdır.					
4. Kolayca kendimi baskı altında hissederim.					
5. Kelime hazinem zengindir.					
6. Çok konuşmam.					
7. İnsanlarla ilgilenirim.					
8. Kişisel eşyalarımı etrafta bırakırım.					
9. Genelde rahatımdır.					
10. Soyut fikirleri kavramakta zorlanırım.					
11. İnsanların arasında kendimi rahat hissederim.					
12. İnsanlara hakaret ederim.					
13. Detaylara dikkat ederim.					
14. Her şeye endişelenirim.					
15. Olayları zihnimde canlandırırım.					
16. Arka planda kalmayı tercih ederim.					
17. Başkalarının duygularını anlayıp paylaşırım.					
18. İşleri karmakarışık yaparım.					

19. Nadiren kendimi keyifsiz hissederim.				
20. Soyut fikirlerle ilgilenmem.				
21. Konuşmayı genelde ben başlatırım.				
22. Başka insanların problemleriyle ilgilenmem.				
23. İşleri hemen hallederim.				
24. Kolayca huzursuz olurum.				
25. Mükemmel fikirlerim vardır.				
26. Söyleyecek çok şeyim yoktur.				
27. Yumuşak kalpliyim.				
28. Genellikle eşyaları yerlerine koymayı unuturum.				
29. Moralim çabuk bozulur.				
30. Hayal gücüm kuvvetli değildir.				
31. Toplantılarda değişik insanlarla konuşabilirim.				
32. Aslında başkalarıyla pek ilgilenmem.				
33. Düzeni severim.				
34. Ruh halim çok sık değişir.				
35. Olayları anlamada hızlıyımdır.				
36. Dikkat kendi üzerime çekmekten hoşlanmam.				
37. Başkalarına zaman ayırırım.				
38. Görevlerimden kaçarım.				
39. Ruhsal dengem sık değişir.				
40. Zor kelimeler kullanırım.				
41. İlgi odağı olmaktan rahatsızlık duymam.				
42. Başkalarının duygularını hissederim.				

43. Bir plan takip ederim.					
44. Çabuk rahatsız olurum.					
45. Olaylar üzerinde düşünerek vakit geçiririm.					
46. Yabancıların arasında genelde sessizimdir.					
47. İnsanları rahatlatırım.					
48. İşimde titizimdir.					
49. Çoğu zaman kendimi keyifsiz hissederim.					
50. Fikirlerle doluyumdur.					

Appendix C - Written Corrective Feedback Preferences Questionnaire

This questionnaire aims to find out your preferences regarding how your English essays should be corrected. Please read the statements below and mark the option that you most prefer.

1. I prefer my teacher to correct my essays in …

□ Red pen

□ Green pen

□ Pencil

2. Who do you prefer to correct your essays?

□ The teacher

□ My classmates

□ Self-correction

3. In my essays, I prefer the teacher to highlight …

□ all the errors

□ some errors

4. I prefer the teacher ...

□ tells me the right answer.

□ marks the errors and I correct them.

5. What do you prefer the teacher does to correct your essays?

□ Cross out the errors and give the appropriate words

□ Underline the errors and write comments at the end of the essay

□ Use a correction code

□ Write questions

6. What kind of comments would you like your teacher to make when giving an essay back?

□ General comments

□ Specific and detailed comments

□ Positive comments

□ Negative comments

7. The most important thing in an essay is …

□ grammar

□ content

□ organization

□ vocabulary

8. In your essays, the teacher should point out …

□ grammar errors

□ spelling errors

□ punctuation errors (period, hyphen, semicolon, etc.)

□ vocabulary errors

□ errors on organization of ideas

9. If an error does not affect the understanding of the message, should it be corrected?

□ Yes

□ No

10. If there were many errors in your essay, what would you like your teacher to do?

□ Correct all errors

□ Correct only serious errors

□ Correct errors affecting understanding

□ Correct all repeated errors

11. Once your errors are corrected, do you think you will repeat them?

□ Yes

□ No

12. Which statement do you agree on?

□ The main task of the teacher is to locate and correct students' errors.

□ The main task of students is to locate and correct their errors.

REPLICATION AS A RISING TREND IN SLA RESEARCH: AFFORDANCES AND CHALLENGES

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Abstract

Replication studies play a significant role in enabling us to build up theories or confirm results of studies to consolidate existing theories. The aim of the present study is to give an outline of the existing replication studies, present the rising trend in replication research, and lay out the advantages as well as challenges of replication research. One driving force for the present study is the observation that EFL academics in Turkish context do not have a clear idea regarding what replication is and what benefits it offers. To this end, an extensive database search was conducted to single out replication studies published in SLA-related journals with a view to exposing the increasing attention paid to replication. A total of 78 replication studies were identified. The next step was to present important descriptive statistics regarding the current status of replication research, present the affordances of replication research as well as clarify some misunderstandings about it. In addition, the study will also offer some insights into how to promote replication research. The initial analysis indicated that there is a rising trend in replication research along with a perceptible maturity in terms of how replication is conducted and reported.

Key words: Replication, Conceptual replication, Close replication, Theory-building

INTRODUCTION

Defined as the intentional reproduction of a previous work with the aim to either confirm or refute the findings, replication serves as a significant function in accumulating scientific knowledge and insight (Gönülal, 2022; Makel & Plucker, 2014; Marsden et al., 2018). In that sense, replication can be viewed as a means of testing the generalizability of previous findings as well as ensuring methodological rigor (Lindstromberg, 2016; Plonsky, 2015; Marsden et al., 2018; Morgan-Short et al., 2018; Porte & McManus, 2019). Some scholars view replication as the "gold standard" (Jasny, Chin, Chong, & Vignieri, 2011, p. 1225) of research to underscore its importance. One of the most appreciable efforts to promote replication research has been undertaken by Language Teaching, which has been periodically publishing replication calls since 2007 and which has a spare platform publishing replication studies.

Overall, there are three types of replications, although different terms are used. The first one is 'close replication', 'approximate replication' or 'direct replication' where writers follow

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the same procedure with one major variable modification. Porte and McManus (2019) suggest that approximate replications include "modifications in two or more elements, crucial or otherwise, to the original study" (p. 78; emphasis in original). Secondly, partial replication studies resemble the original study with some major differences in relation to materials or participants used (Cumming, 2008). Conceptual replications tend to integrate the "concept" from the original study into novel contexts, settings, or conditions (Morrison, 2022). In that sense, conceptual replications may introduce more than one change to the original study. They tend to "extend beyond confirmation of the original findings toward theory and model building" (Porte & McManus, 2019, p. 85).

Even though replication studies play a significant role in furthering our knowledge and researchers hold ambivalent or positive attitudes towards it McManus (2021), they are still relatively scarce in second language acquisition (SLA) research. Hence, the present study attempts give a brief account of specific aspects of replication along with some statistical data to support the ideas here. The main driving force for the present study came from the seminal work conducted by Marsden et al. (2018), who laid out the status of replication research in a comprehensive way and the rising recognition that replicability is an important tool in furthering scientific knowledge. The studies conducted by Marsden et al (2018), Makel and Plucker (2014), or Makel et al. (2012) were the main driving force for the present study.

The following objectives can be listed for the present study:

(a) to refresh research on the quantity of replication in L2 research,

(b) to see whether replication research lives up to its objectives in terms of providing generalizability on initial studies, and

(c) to raise awareness as to replication in L2 research and promote it

Types of Replication Studies and Their Aspects

Porte's (2012) taxonomy of three broad types of replication:

(a) Exact or literal (almost impossible in social sciences and education Cai et al., 2018; Nosek and Errington (2020), Porte and McManus (2019). Exact or literal replication studies are highly rare and difficult in social sciences due to the fact that the researchers are supposed to establish the same variables and the same participants. The examples of this kind of replication is rare.

(b) Close, approximate, or systematic replication: Close, partial, approximate, or systematic replications involve changing one key variable (e.g. with a different subject group, age group, sex, etc.). Porte and McManus (2019) put forward that close replications could be one of the most beneficial types of replications in consolidating the disciplinary developments.

(c) Conceptual or constructive: Conceptual or constructive (or) replications begin with a similar research problem but may "introduce more than one significant change to the initial study …" (Marsden, Morgan-Short, Thompson, & Abugaber, 2018, p. 366). A 'concept' here can be a construct, a hypothesis, a theory, a belief, an intervention, an idea, a set of practices, an effect5, and so on. These changes could be grade level, the student population, the setting of the study, essential components of the instruction and measurements. In a sense, they apply the original idea – the 'concept' – in settings, contexts, conditions, and contingencies that differ from those of the original study. Conceptual replications may not lend themselves to comparison due to too many changes to the initial study. Instead, conceptual replications basically aim to arrive at claims or theories instead of justifying the findings of the initial study. Conceptual replication studies are similar to extension studies (McManus (2021).

Conceptual replications can vary in terms of the following:

• research design;

• sample and population;

• context and setting;

• experimenters;

• intervention components;

• independent variables;

• methods and operationalisation;

• procedures;

• apparatus and equipment;

• data collection instruments;

• measures and data analysis;

• outcomes;

• time points and duration

<div align="right">Morrison (2022)</div>

One pertinent question regarding replication research is to decide which study to replicate. Original studies might be considered for replication depending on the following:

➢ their sources and formats (e.g. are they in highly cited, prestigious, and high impact

➢ what kind of publication they are (e.g. a journal article, a book, a book chapter, a report, a conference paper, a working paper) and the number of citations received;

➢ where and when they were published and cited (recency might be important);

➢ their up-to-date-ness;

➢ who are the authors (e.g. well known);

- whether any other studies have already updated, extended, and overtaken them;
- the type of study conducted (e.g. experimental, quasi-experimental; quantitative, qualitative, case study, action research).

THE CURRENT STATUS OF REPLICATION

Replication studies are still rare in SLA research despite their affordances. It is not receiving the due attention from researchers (Polio, 2012; Porte, 2012). Only 7% of the studies published Language Teaching Research between 1997 and 2015 were replication studies (Lindstromberg, 2016). Similar results in SLA in general (Marsden et al. 2018), who provided a comprehensive overview of the replication research in SLA research. They identified 67 self-labelled SLA replication studies from 26 journals and findings. They noted that only one study was a replication out of 400 articles, indicating a severe lack of replication research in SLA. Chhin (2018) reported severely limited replication research in education studies where only 0.1% of all published articles were replication studies. One critical reason for the lack of replication research is the assumption that one study can answer the stated research questions (Cumming, 2012) in addition to the preoccupation with originality (Porte & McManus, 2019). Yet another reason is that researchers believe that replication studies are to challenge or discard the findings of the original study (Gass et al., 2020).

However, recently some promising developments have been taking place. A growing interest in replications is perceptible in studies. One main reason for this is the emergence of open science, through which researchers can share their materials and documents. The second reason could be the maturation the field has attained. One journal that has recently published a replication special issue is ReCall (published in 2023, May). Another high-credit journal that will publish a replication special issue is Studies in Second Language Acquistion (publication in 2024). The other reasons are the ''methodological turn' (Byrnes, 2013) the field is experiensing and the rise of the terms "study rigor", or "study quality" (Plonsky, 2011). It can be said that SLA is trying to establish itself as an independent and legitimate area of study, a pursuit indicated by Gass et al. (1998) as follows: 'respect for the field…can come only through sound scientific progress' (p. 407). Gass et al. (2020) suggest that "we are concerned with issues that all sciences are faced with, namely how our discipline can create results that are robust, credible, and reproducible."

A JUSTIFICATION FOR REPLICATION

Karl Popper (1934: 45) argued that "science without replication is nothing more than the fruitless cataloging of 'occult effects". This remark shows that depending on only one study is not enough, especially in social sciences where contexts and person-related factors play a significant role. As was pointed out by Plonsky (2015), "replicability is fundamental to

advancing scientific knowledge" (p. 233). When we depend on a limited number of studies, we run the risk of losing fundamental discoveries due to Type I or Type II errors that result from low statistical power Lindstromberg (2016). As is known, Type I error occurs if the investigator fails to reject a null hypothesis that is actually false in the population while Type II error occurs if an investigator rejects a null hypothesis that is actually true in the population. Second, "one of the principal reasons for conducting a replication is to increase the confirmatory power of the original study" (Porte and McManus, 2019, p. 73). Third, testing the generalizability and ensuring methodological rigor are also significant reasons why we need replication studies (Lindstromberg, 2016; Plonsky, 2015; Marsden et al., 2018; Morgan-Short et al., 2018; Morrison, 2022; Porte & McManus, 2019). This way, it is expected that replication studies will assure external validity (Porte & McManus, 2018; Shadish et al., 2002) and educational relevance (Rogers & Cheung, 2021). Finally, to provide support for replication research, Gass et al. (2020) suggested that "A second direction we hope to see the field taking is toward increased replication". Key reasons for having replication research could be iterated as follows: Replication research …

- overcomes the danger of relying on single studies in research-based evidence and practice;
- contributes to confirming the reliability of, veracity of, credibility of, security of, generalisability of, applicability of, safety of, and trust in, findings;
- serves transparency and avoiding the suppression of unpalatable or contradictory findings;
- prevents the spread of erroneous findings;
- is a defining feature of the scientific method;
- serves 'exceptionless' scientific theory;
- contributes to the cumulative and self-correcting nature of science;
- overcomes researcher bias;
- reduces the likelihood of a Type I error and a Type II error;
- provides more reliable effect sizes than single studies; and
- serves ethical practice when bringing research evidence into practice
- is likely to be of interest and usefulness to policy makers and practitioners;
- has an important, major finding that could impact, or has impacted, on policy and practice (i.e. if the results 'matter');
- is an important, timely, and relevant study in the field, with the field needing further investigation;
- is highly and/or widely cited;

- is a major, seminal study in its field;

- has not been already updated, extended, improved, overtaken, and superseded;

- makes a significant contribution to theory, practice, and research in the field;

- makes important recommendations for research, policy making, and practice;

- is a high quality, well-designed piece of research

(Morrison, 2022).

To give a brief overview how the number of replication studies changed over the last decade, the following chart was prepared. To do this, in the first place, existing replication studies were identified through database search as well as manual search in order not to miss any studies. Web of science, Scopus, and ERIC databases were searched with key words like replicate*, replication* and second language or foreign language. The search produced 78 studies that came from various journals. The results are given in Chart 1.
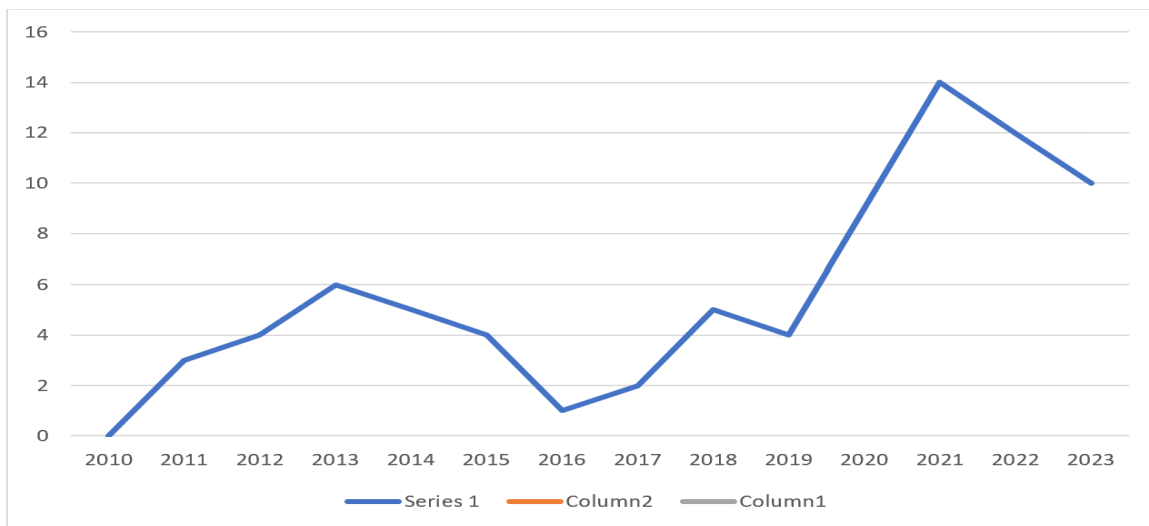
Chart 1. *The distribution of replication studies by year*

As can be seen from Chart 1, there has been a steady increase in the number of replication studies by year. The number of replication studies in 2010 was 2 while the number of replication studies in 2022 was 14. In the year 2023, up to the time the present data was collected, 10 replication studies were published. Although there are declines in the Chart, the general trend is upward, which signals that replication has started to receive the due attention. The second analysis was about the number of replication types. The results are given in Table 1.

Table 1. *Distribution of the types of replication studies*

Replication type	f	%
Approximate, close, systematic, or partial	40	51.28
Conceptual replication	20	25.64
Conceptual and extension	6	7.69
Conceptual Replication and Meta-analysis	2	2.56
Multisite replication	1	1.28
Partial replication and extension	1	1.28
Partial conceptual replication	1	1.28
Qualitative replication	1	1.28
Direct replication	1	1.28
International replication	1	1.28
Exploratory mixed-methods replication	1	1.28
Comparative reproduction	1	1.28
Partial and approximate replication	1	1.28
Partial + conceptual	1	1.28
Total	78	100

As can be seen in Table 1, the biggest number of replication studies are approximate replications (f=40), followed by conceptual replication (f=20) and conceptual and extension replications (f=6). The fourth replication type is conceptual replication and meta-analysis (f=2). All the other types were conducted only once.

SUMMARY OF THE FINDINGS AND CONCLUSION

The present study was conducted to give an overview of replication studies in SLA research with a view to establish the current status of replication, to provide the reasons why we would replicate studies, and to mention the affordances of replication research. As was mentioned, there are a number of reasons why replication research should be brought to the attention of researchers. The present study found a rising trend on the part of replication studies accompanied by some methodological maturity as well. Replication studies that were published some seven or ten years ago looked a little messier while replication studies over the last years

have tended to have more methodological maturity. They are easy to follow now and include all or most of the necessary details and steps.

Another important outcome of the present study is that the number of replication studies is on the rise, the rise being steep after the year 2019. This could be taken as a sign of the assumption that the SLA community is realizing the significance of replication research. Another finding is that there are a few qualitative replication studies. Formerly, it was claimed that qualitative studies is not conducive to replication. However, recent paradigm seems to allow the replication of qualitative studies. Still another finding of the present study is that replicated studies are selected from very recent research. Previous work would signal that some time should pass for a replication decision. However, the recent profile of replication studies show that studies that have been published recently are being replicated. Finally, it was seen that there has also been a diversity in the replication types, some newly emerging types including titles like 'conceptual replication and extension', 'conceptual replication and a meta-analysis' or 'multisite replication''. All in all, it can be seen that more attention is paid to replication research, not only in terms of the number of replication studies but also in terms of study quality and replication types. It is hoped that the field will benefit from the affordances offered by replication studies.

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ANALYZING THE BELIEFS OF PRE-SERVICE ENGLISH LANGUAGE TEACHERS TOWARD INTERCULTURAL COMMUNICATIVE COMPETENCE[33]

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Abstract

In today's globalized world, the borders of countries have diminished and interaction of various nations and cultures has become a necessity. As a result, the number of users of English as a second or foreign language surpasses the users of it as a native language emphasizing the status of English as a lingua franca. In English language teaching contexts, raising intercultural awareness has gained importance and English language teachers are expected to be interculturally competent. Therefore, teacher training programs play a crucial role to promote the concept of having intercultural communicative competence. The current study aimed at investigating the beliefs of pre-service English language teachers toward ICC. A mixed-method design including a 5-Likert scale and semi-structured interviews was adopted to collect the data. The study was carried out with 204 pre-service English language teachers, who were enrolled in the 1st, 2nd, 3rd, and 4th years at Ondokuz Mayıs University in Turkiye, in order to analyze their beliefs in terms of four variables (i.e., gender, year of study, overseas experience, having a friend from other countries). The data were analyzed via SPSS, while thematic content analysis was employed to analyze the answers gained from the semi-structured interviews. The results of the study illustrate that there is a statistically significant difference regarding the beliefs of pre-service English language teachers in terms of gender, year of study, overseas experience, and foreign friend variables. Besides, the results highlight the need for a revision of the current ELT curriculum where intercultural awareness and competence are emphasized.

Keywords: English language teaching, Pre-service English teachers, Intercultural communicative competence

INTRODUCTION

As a result of globalization, borders between countries have been diminished and interactions between different cultures are considered necessity. In this context, English has been widely

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accepted as the common means of communication in the globalized world. Put it differently, English is referred to as the international language and lingua franca. Consequently, the English language plays a significant role in the interaction among people from different countries and cultures. Additionally, it has been reported that the number of people speaking English as a second or foreign language has surpassed the number of native English speakers (Yeşilbursa & Damar, 2020).

Considering the prevalence of English worldwide and its role in intercultural communication, competencies such as sustaining intercultural communication and structuring the language in accordance with the cultural context have gained importance in English language education. Language learners are regarded as cultural being and their awareness of their own culture and other cultures are stated to be important while communicating in the target language (Byram, 1997).

These aforementioned competencies have been widely recognized as intercultural communicative competence, as defined by Byram (1997). This concept refers to an individual's ability to interact with people from different cultures while being aware of their own cultural identity. Intercultural communicative competence mainly consists of five dimensions (Byram & Zarate, 1997). The first dimension attitudes which refer to having the curiosity and willingness to learn about other cultures. Secondly, knowledge is stated to be one of the dimension of ICC. This concept mainly addresses the awareness of other cultures and being equipped with the essential knowledge regarding other cultural backgrounds. In addition to these two concepts, there are skills of interpreting and relating, which refer to the capability of interpreating a material and/or a document that belong to another culture. In the same vein, the other dimension of ICC is called skills of discovering and interacting. As its name suggests, one who posseses these skills is able to obtain new knowledge related to other cultural backgrounds and practices. Finally, critical cultural awareness was added by Byram(1997). It places an importance on being able to evaluate the cultural practices of one's own and the others' cultures and practices.

In addition to them, Duisembekova (2021) outlined four dimensions that were used in this present study. These dimensions are started with skills which refer to the ability to gather and apply new knowledge about cultures. Similar to the dimensions put forward by Byram (1997), knowledge and attitude are also considered as important concepts in ICC. Finally, there is another dimension called awareness, which addresses the ability to evaluate certain practices that belong to a culture.

In the 21st century, when different cultures interact with each other, it is important for students in English language education to possess intercultural communicative competence, which encompasses the four dimensions mentioned above. However, the role of teachers is crucial in assisting students acquire this competence. Teachers' attitudes and beliefs toward specific situations are known to influence their teaching methods and approaches (Atay et al., 2009; Sercu, 2006). In the process of developing intercultural communicative competence, English language teachers themselves need to possess this competence. Therefore, it is expected that pre-service teachers studying in English language teaching programs should receive education that raises awareness of intercultural communicative competence. Keeping these in mind, this study aimed to examine the beliefs of pre-service teachers studying in the English language teaching department at Ondokuz Mayıs University regarding the knowledge, awareness, attitude, and skills dimensions of intercultural communicative competence. The study also aimed to explore how these beliefs differ based on variables such as the year of study, gender, overseas experience, and having friends from different countries.

LITERATURE REVIEW

With the increase in intercultural interactions and the acceptance of English as a lingua franca, incorporating specific intercultural communication competencies into English language teaching has become important. It is expected that students and teachers possess intercultural communicative competence and sustain interactions, leading to changes in curricula to emphasize intercultural communicative competence. Consequently, the number of studies in this field has increased globally. Many of these studies examine the tendencies of English teachers toward intercultural communicative competence and the extent to which they incorporate this concept into their classes (Castro, Sercu, & Garcia, 2004; Eken, 2015; Salih & Omar, 2022; Young & Sachdev, 2011). There are also studies that assess the extent to which prospective English teachers possess intercultural communicative competence by analyzing their knowledge (Mahnaz & Fatemeh, 2018; Lazarević, 2020; Sharifabad, Fazilatfar, & Yazdanimoghaddam, 2020). Among these studies, there are also researches that analyzed the beliefs of pre-service English language teachers in Turkey.

A quantitative study conducted by Sarıçoban and Öz (2014) examined the intercultural communication competence of pre-service English language teachers based on variables such as academic achievement, gender, and overseas student experience. This study determined the extent to which these variables, as indicated by a 5-point Likert scale, influenced intercultural communication competence. Similarly, in a similar study conducted by Hismanoğlu (2011), the effects of variables such as being in a country where the target language is spoken, language

proficiency, and formal education on intercultural communication competence were analyzed. According to the results obtained from these studies, the mentioned variables positively influence the communicative competence of pre-service English language teachers.

These studies, which examined the beliefs of prospective English language teachers studying at universities in Turkey regarding intercultural communicative competence, were only examined in a quantitative dimension and had a limited number of participants. Besides, there were few studies which handled the beliefs of pre-service English language teachers toward ICC and its dimensions. For that reason, the present study aimed at investigating the beliefs of the participants toward ICC depending on the gender, year of study, overseas experience, foreign friends of the participants. In this sense, the current study addressed the following research questions:

1. Do the beliefs and tendencies of pre-service English teachers regarding intercultural communicative competence differ significantly depending on the year of study and gender?

2. What are the beliefs of pre-service English teachers regarding intercultural communicative competence in terms of attitude, knowledge, awareness, and skills dimensions?

3. Do the beliefs of pre-service English teachers regarding intercultural communicative competence differ significantly in terms of attitude, knowledge, awareness, and skills dimensions?

METHODOLOGY

Research Design

A mixed-method approach was followed in the study, where qualitative and quantitative data collection tools were used together. Creswell (2018) defines the mixed-method approach as an approach where the results obtained from qualitative and quantitative data collection tools are evaluated together. This approach allows for a data collection process where the limitations of quantitative and qualitative data are eliminated and enables a more detailed examination of the data (Creswell, 2018).

Participants

This study was conducted with a total of 204 prospective English teachers who were studying in the 1st, 2nd, 3rd, and 4th years of the English Language Teaching Department at Ondokuz Mayıs University.

Data Collection Tool(s)

In the quantitative data collection process, a 34-item 5-point Likert scale developed by Duisembekova (2021), including the 4 dimensions of intercultural communication competence (skills, attitudes, awareness, knowledge), was used. During the quantitative data collection

process, participants filled out the 5-point Likert scale along with a questionnaire that included general information such as age, gender, year of study, overseas experience, and having foreign friends. On the other hand, qualitative data were collected through a semi-structured interview consisting of 13 questions, which allowed participants to provide a further evaluation of the topic (Dörnyei, 2007). For this stage, a total of 15 participants, representing each level of study, were selected voluntarily. The interviews were conducted either face-to-face or online, depending on the participants' preferences.

Data Analysis

The collected data were analyzed using independent samples t-test, ANOVA, and frequency distribution tests with the SPSS program. Accordingly, the reliability coefficient of the scale was analyzed for each variable. As a result, the reliability coefficient was found to be $\alpha = 0.897$ for the attitudes dimension, $\alpha = 0.806$ for the awareness dimension, $\alpha = 0.779$ for the knowledge dimension, and $\alpha = 0.876$ for the skills dimension. Thematic content analysis was used for the analysis of the semi-structured interview, which included both closed-ended and open-ended questions.

FINDINGS

1. Do the Beliefs and Tendencies of Prospective English Teachers Regarding Intercultural Communication Competence Vary Significantly Depending on the Year of Study and Gender?

The collected data were analyzed focusing on the dimensions of attitudes, awareness, knowledge, and skills. When Table 1 is examined, it can be observed that the four dimensions of intercultural communication competence vary according to the year of study. Accordingly, prospective English teachers in their 1st year of English language education have the lowest mean scores in all four dimensions compared to those in other years. Upon a detailed examination of the dimensions, it illustrates that the participants in their 3rd year of study have higher mean scores in attitudes (N=53, M=4.5) and skills (n=53, Md=4), while awareness and knowledge dimensions are higher for those in their 2nd year of study.

Table 1. *Results regarding the dimensions of intercultural communicative competence based on the variable of years of education*

Variables	Year 1		Year 2		Year 3		Year 4	
	M	SD	M	SD	M	SD	M	SD
Attitudes	4,2	,592	4,5	,541	4,5	,454	4,4	,492
Awareness	4,1	,662	4,4	,465	4,3	,495	4,2	,566
Knowledge	3,4	,570	3,8	,421	3,7	,521	3,7	,501
Skills	3,8	,550	4,0	,528	4,0	,58	4,0	,582

The results of the ANOVA test indicate that there is a significant difference in the four dimensions of intercultural communication based on the years of education. In other words, candidate teachers in the 1st, 2nd, 3rd, and 4th years of education have different beliefs and thoughts in terms of attitude, awareness, knowledge, and skills. Accordingly, significant differences in attitudes and knowledge dimensions can be observed for teacher candidates in the 1st and 3rd years, as shown in Table 2.

Table 2. *ANOVA results for the dimensions of intercultural communication based on the variable of years of education*

Variables	Source of the variable	Sq. Total	Sq. Mean	F	P
Attitudes	Between groups Within groups Total	2,716 53,46	,90 ,26	3,386	,019
Awareness	Between groups Within groups Total	2,141 58,16	,71 ,29	2,454	,064
Knowledge	Between groups Within groups Total	3,311 49,49	1,10 ,24	4,459	,005
Skills	Between groups Within groups Total	2,044 63,20	,68 ,31	2,156	,094

*p <,05

ANOVA test results revealed significant differences in the dimensions of attitude and knowledge in terms of intercultural communication. Therefore, post-hoc tests were conducted to determine which groups showed significant differences. The results of the multiple comparisons indicate significant differences in the dimension of attitude between participants in the 1st and 3rd years of education, as shown in Table 3. Additionally, in the dimension of

knowledge, there was a significant difference between participants in the 1st year and those continuing their education in the 2nd and 4th years.

Table 3. *Post-hoc tests results of the dimensions of intercultural communication in relation to the years of education*

Variables	Year of Study		MD	St. S.	P
Attitudes	Year 1	Year 3	-,32546	,11678	,035
Knowledge	Year 1	Year 2	-,35719	,10930	,010
	Year 1	Year 4	-,32391	,11698	,036

When the four dimensions of intercultural competence are investigated in the context of gender, it can be seen from Table 4 that females have higher mean scores than males in the dimensions of attitude, awareness, and skills. Accordingly, female teparticipants acher candidates exhibit a more positive attitude towards different cultures and the beliefs and values associated with those cultures (n=139, M=4.5).

In terms of being aware of one's own cultural identity along with different cultural beliefs and actions, male teacher candidates have a higher level of awareness. However, this difference is not statistically significant. Therefore, both female and male teacher candidates show a high level of awareness towards their own culture and different cultures. The ability to acquire knowledge about the beliefs and practices of different cultures and interpret this knowledge based on one's own culture is more prominent among female participants, as seen in Table 4 in the dimension of knowledge. Lastly, females have higher mean scores in the skill dimension. In other words, compared to their male counterparts, female teacher candidates have a higher level of competence in effectively communicating with different cultures in culturally and socially appropriate ways.

Table 4. *Results regarding the dimensions of intercultural communicative competence by gender*

Variables	Female		Male	
	M	SD	M	SD
Attitudes	4,5	,431	4,2	,609
Awareness	4,3	,567	4,3	,495
Knowledge	3,7	,467	3,7	,546
Skills	4,0	,526	3,9	,622

Independent samples t-test was used to determine the differences in the beliefs of female and male teacher candidates regarding intercultural communication competence. The analysis revealed a significant difference between females and males. As shown in Table 5, females have higher mean scores in the dimensions of attitude, knowledge, and skills compared to males. However, it can be observed that male candidates have slightly higher mean scores in the dimension of awareness compared to females, although the difference is not statistically significant *(t = -0.04, p = 0.07)*.

Table 5. Results *of the T-test for the dimensions of intercultural communicative competence by gender*

Variables		N	M	t	P
Attitudes	Female	139	4,5		
				3,34	,002
	Male	63	4,2		
Awareness	Female	139	4,3		
				-,045	,294
	Male	63	4,3		
Knowledge	Female	139	3,7		
				,473	,071
	Male	63	3,7		
Skills	Female	139	4,0		
				,825	,481
	Male	63	3,9		

2. What Are the Beliefs of Pre-Service English Teachers Regarding Intercultural Communicative Competence in Terms of Attitude, Knowledge, Awareness, and Skills Dimensions?

Semi-structured interviews were conducted with 15 English teachers to assess their intercultural communication skills based on attitudes, awareness, knowledge, and skills dimensions. As a result, inferences were drawn by examining the participants' responses to the questions.

Attitudes

Accordingly, it is observed that prospective English teachers have positive attitudes toward different cultures. In response to the question "How interested are you in learning about different cultures?" during the interviews, the following response was given:

Participant 1: "I am very curious about exploring cultures. Especially, as you know, there is a concept of moving from the known to the unknown, and this is how I approach the concept of culture. I want to discover the cultures of the countries that are close to us first, and then move

on to other cultures. I can say that I enjoy exploring different cultures because I really enjoy finding something related to our own culture. So, I don't have a negative approach towards cultures."

The given response indicates that participants have a high average in the attitude dimension of intercultural communication, as stated in Table 6. Furthermore, the responses to the question "What are your views on being aware of different cultures?" also support this:

Participant 2: "By getting to know other cultures and traditions, you look at your own culture from a different perspective. And by learning about other cultures, you consider their lives and perspectives. You acquire knowledge about their religions, cultures, and traditional backgrounds. I believe this distinction broadens a person's perspective. It is the most important thing."

Awareness and Knowledge

In the dimensions of awareness and knowledge of intercultural communication skills, it is observed that participants have knowledge about different countries and cultures outside English-speaking countries. Accordingly, the responses to the question "Which cultures do you know?" are as follows:

Participant 3: "I know about Turkmen, Turkish, Russian, and Uzbek cultures. I learned a bit about Korean culture from my friends and movies. American, British cultures, and European culture."

Participant 4: "I have knowledge about many different cultures, not only what I have seen with my own eyes but also what I have heard and read about. I haven't traveled abroad yet. I haven't been outside Turkey, but I would like my foreign friends to talk about their lives, show me their lives, and talk about their cultures. The culture I have had the opportunity to experience firsthand is French culture."

Skills

The level of participants' skills in dealing with communication problems resulting from cultural differences was determined based on their responses regarding how they would behave in such situations. As a result, it was observed that the majority of participants preferred to use Internet

resources in such situations. Additionally, it was determined that some participants preferred methods such as self-explanation or seeking help from individuals who belong to that culture.

Participant 5: "Maybe I would research later or find someone from that culture and ask them to explain it to me."

Participant 6: "I would use the internet. I would try to avoid being rude."

3. Do the Beliefs of Pre-Service English Teachers Regarding Intercultural Communicative Competence Differ Significantly in Terms of Attitude, Knowledge, Awareness, and Skills Dimensions?

Examining the data collected from the participants, it was observed that there is a high average in the four dimensions of intercultural communication skills. Among the mentioned dimensions, the attitudes variable has the highest average (N=204, M=4.4).

Table 6. *Results regarding the mean scores of intercultural communication dimensions*

Variables	N	M	SD
Attitudes	204	4,4	,52
Awareness	204	4,2	,54
Knowledge	204	3,7	,51
Skills	204	4,0	,56

DISCUSSION

The present study aimed at investigating the beliefs of pre-service English language teachers toward ICC. In this regard, a total of 204 participants who studied English language teaching at Ondokuz Mayıs University took part in the study. The beliefs of the participants toward ICC based on its four dimensions which are attitudes, awareness, knowledge, and skills were identified through the questionnaire and semi-structured interviews. Accordingly, there was an increase in the levels of ICC depending on the year of the study. The reason for this increase is believed to be the courses that focus on some (inter)cultural issues in the curriculum of the ELT program. However, in a study carried out by Sevimel-Sahin (2020), it was found that there was no statistically significant difference between the participants who studied in the first year and the ones in the last year of their studies. Regarding the analysis conducted based on the gender variable, female participants were found to have higher levels of ICC in contrast to their male

counterparts. A study that can support the previous finding was conducted by Lei (2020). This study also illustrates that female participants possessed higher levels of ICC compared to male participants. In contrast to these findings, some studies demonstrate that gender variable does not play an important role with regard to ICC (Duisembekova, 2021; Saricoban & Oz, 2014).

It was also found that pre-service English language teachers had the highest score of ICC in the attitudes dimensions while they had the lowest mean score in the knowledge dimension of it. Put differently, the participants had a positive attitude and openness to learn about other cultures and practices. However, they were not equipped with knowledge about cultural practices. The factors that are considered to contribute to the emergence of these results might be the lack of culture-based courses and constraints within the content of existing courses in the program. A similar study undertaken by Sharif Bad, Fazilatfar, & Yazdanimoghaddam (2021) illustrates that the pre-service English teachers had the lowest score in the knowledge dimension of ICC. Likewise, Alai and Fatemeh Nosrati (2018) found that the participants had high levels regarding the attitudes, skills, and awareness dimensions while the analysis revealed that they had a low average in the knowledge dimension.

CONCLUSION

The current study was conducted with a total of 204 pre-service English language teachers with the aim of analyzing their beliefs toward ICC. The findings of the study demonstrate a notable difference in the beliefs of pre-service English teachers concerning gender, year of study, overseas experience, and having foreign friends. Moreover, the results emphasize the necessity for a revision in the existing English Language Teaching (ELT) curriculum, placing an emphasis on fostering intercultural awareness and competence. However, the current study has some limitations regarding the variables that effect the belief of the participants toward ICC. Therefore, for the further studies, variables such as the culture-related courses offered by the ELT programs and their impact their beliefs toward ICC can also be taken into consideration.

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ENGLISH AS THE KEY TO A SUCCESSFUL CAREER

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Abstract

English has become the language of global communication, which makes it a key factor in career success. Nowadays, being proficient in English is a requirement for many job positions and career paths. This article aims to explore the importance of English in career success, its advantages, and how it can be improved. The article also discusses the challenges that non-native English speakers face and how they can overcome them. Lastly, the article provides practical tips on how to improve one's English language skills.

Keywords: English language, Career success, Communication, Proficiency, Non-native speakers

INTRODUCTION

In today's globalized world, English has become the language of communication, which makes it a key factor in career success. Whether you are a scientist, a marketer, or a businessperson, being proficient in English is essential for a successful career. The ability to communicate effectively in English can open up many opportunities for personal and professional growth.

English is the most widely spoken language in the world. According to Ethnologue, English is spoken by over 1.5 billion people worldwide, which is approximately 20% of the world's population. English is also the language of international business, science, and technology. It is the primary language used in academic publishing, conferences, and seminars.

The advantages of being proficient in English are numerous. Proficiency in English can increase your chances of getting hired, receiving promotions, or securing international assignments. It can also help you build relationships with colleagues and clients from different cultures, which is crucial in today's globalized economy.

Non-native English speakers, however, face many challenges in achieving proficiency in English. These challenges range from mastering the grammar and vocabulary to overcoming cultural barriers. In this article, we will explore the importance of English in career success, its advantages, and how non-native speakers can overcome the challenges they face.

THE IMPORTANCE OF ENGLISH IN CAREER SUCCESS

English is the language of global communication, which makes it essential for career success. English proficiency is a requirement for many job positions, particularly in multinational companies, where English is the official language (Crystal, 2003). Being proficient in English can

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increase your chances of getting hired, receiving promotions, or securing international assignments.

Proficiency in English can also open up many opportunities for personal and professional growth. It can help you build relationships with colleagues and clients from different cultures, which is crucial in today's globalized economy. English proficiency can also enable you to attend international conferences, seminars, and workshops, where you can learn about the latest developments in your field and network with other professionals. English proficiency is particularly important in certain fields such as medicine, engineering, and science, where research is published in English. Being proficient in English can enable you to read and understand the latest research in your field, which can give you a competitive advantage.

CHALLENGES NON-NATIVE ENGLISH SPEAKERS FACE

Non-native English speakers face many challenges in achieving proficiency in English. One of the biggest challenges is mastering the grammar and vocabulary. English grammar is complex, and there are many rules to learn. Vocabulary is also a challenge, as there are many words with similar meanings and multiple meanings for the same word. Pronunciation is another challenge for non-native English speakers. English pronunciation is not always straightforward, and there are many exceptions to the rules. Non-native speakers may also struggle to understand different accents and dialects.

Cultural barriers can also pose a challenge for non-native English speakers. English is not only a language but also a culture. Non-native speakers may struggle to understand the nuances of English culture, which can impact their communication with English speakers (Kachru, 1992).

HOW NON-NATIVE SPEAKERS CAN OVERCOME THESE CHALLENGES

Non-native English speakers can overcome these challenges by taking a structured approach to learning English. One way to improve grammar and vocabulary is to take English language classes or hire a tutor. There are also many online resources available, such as grammar and vocabulary exercises, podcasts, and language exchange programs.

Improving pronunciation can be challenging, but it is essential for effective communication. One way to improve pronunciation is to listen to English speakers and mimic their speech. Watching English movies and TV shows can also help improve pronunciation and listening skills.

Non-native speakers can also overcome cultural barriers by learning about English culture. This can be done by reading books, watching movies, and interacting with English speakers. It is also essential to be aware of cultural differences in communication styles, such as the use of humor, indirectness, and body language.

PRACTICAL TIPS FOR IMPROVING ENGLISH LANGUAGE SKILLS

Read English books, newspapers, and magazines to improve vocabulary and grammar. Watch English movies and TV shows to improve pronunciation and listening skills. Take English language classes or hire a tutor. Practice speaking English with native speakers or other non-native speakers.

Use online resources such as language exchange programs and grammar and vocabulary exercises. Listen to English podcasts and radio programs to improve listening skills. Join English-speaking clubs or groups to practice speaking and learn about English culture.

English has become the language of global communication, making it a key factor in career success (Graddol, 2006). Being proficient in English can open up many opportunities for personal and professional growth. Non-native English speakers face many challenges in achieving proficiency in English, but these challenges can be overcome through structured learning and practice. Improving English language skills requires dedication, effort, and a willingness to learn. By following the practical tips outlined in this article, non-native English speakers can improve their English language skills and achieve career success.

English is an extremely important language in the modern world. It is the language of international business, science, and technology, as well as the language of academic publishing, conferences, and seminars. This means that being proficient in English is essential for anyone who wants to succeed in these fields.

The advantages of being proficient in English are numerous. It can increase your chances of being hired, receiving promotions, or securing international assignments. It can also help you build relationships with colleagues and clients from different cultures, which is crucial in today's globalized economy. English proficiency can also enable you to attend international conferences, seminars, and workshops, where you can learn about the latest developments in your field and network with other professionals.

However, non-native English speakers face many challenges in achieving proficiency in English. These challenges include mastering the grammar and vocabulary, improving pronunciation, and overcoming cultural barriers. To overcome these challenges, non-native speakers can take a structured approach to learning English, such as taking English language classes or hiring a tutor, using online resources, and practicing speaking English with native speakers or other non-native speakers.

Improving English language skills requires dedication, effort, and a willingness to learn. By following the practical tips outlined in this article and taking a structured approach to learning English, non-native speakers can improve their English language skills and achieve career success.

In addition to its importance in business, science, and technology, English is also the language of diplomacy, entertainment, and social media. English is the official language of many international organizations such as the United Nations, NATO, and the World Health Organization. This means that proficiency in English is necessary for anyone who wants to work in these organizations.

English is also the language of entertainment, with many movies, TV shows, and books being produced in English. Learning English can give non-native speakers access to a wealth of content that they might not have had access to otherwise. English is also the language of social media, with many of the world's most popular platforms, such as Facebook, Twitter, and Instagram, being in English.

The advantages of being proficient in English are not limited to career success. English proficiency can also enhance personal growth and development. Learning a new language can improve cognitive abilities, such as memory and problem-solving skills. It can also enhance cultural awareness and empathy, as well as provide opportunities for travel and cultural exchange.

Non-native English speakers face many challenges in achieving proficiency in English, but these challenges can be overcome with dedication and effort. By taking a structured approach to learning English, such as attending language classes, using online resources, and practicing speaking with native speakers, non-native speakers can improve their English language skills and achieve career success, as well as personal growth and development.

CONCLUSION

In conclusion, English is an extremely important language in the modern world, with many advantages for personal and professional growth. Non-native English speakers face challenges in achieving proficiency in English, but these challenges can be overcome with a structured approach to learning and practice. By improving their English language skills, non-native speakers can open up many opportunities for career success, personal growth, and cultural exchange.

One of the key advantages of being proficient in English is that it can enhance global communication. In a world where communication is essential for success, being able to communicate effectively in English can open doors to opportunities that might not have been available otherwise. This is particularly true in international business, where English is often the language used for communication between different companies and countries.

Another advantage of being proficient in English is that it can lead to greater cultural awareness and understanding. English is a language that is spoken in many different countries and cultures around the world, and learning English can help non-native speakers to understand and appreciate these cultures better. This can be particularly important in international business, where

understanding cultural differences can be the key to building successful relationships with clients and colleagues from different cultures.

In addition to business and cultural benefits, being proficient in English can also lead to personal growth and development. Learning a new language can improve cognitive abilities, such as memory and problem-solving skills, and can lead to enhanced creativity and critical thinking. It can also provide opportunities for travel and cultural exchange, which can broaden one's perspective and enhance personal growth.

Non-native English speakers face many challenges in achieving proficiency in English, but these challenges can be overcome with the right approach. Attending language classes, using online resources, and practicing speaking with native speakers are all effective strategies for improving English language skills. It's also important to have a positive attitude and a willingness to learn, as well as to be patient with oneself, as learning a new language can be a long and challenging process.

In conclusion, being proficient in English is essential for success in today's globalized world. It can open up opportunities for career success, cultural exchange, and personal growth and development. Non-native English speakers can overcome the challenges they face by taking a structured approach to learning and practice, and by maintaining a positive attitude and a willingness to learn. With dedication and effort, anyone can improve their English language skills and achieve success in their personal and professional lives.

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UNIVERSAL DESIGN FOR LEARNING:
PROMOTING EQUITY IN THE CLASSROOM

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Abstract

Educators occasionally need to be reminded that equality and equity in the classroom are not always the same. As teachers, we realize that not all students learn in the same way. By treating students equally and not equitably, student individuality is ignored, and the focus becomes more about the final grade rather than the learning journey as a whole. Educators can combat this by incorporating concepts from Universal Design for Learning into their curriculum. UDL not only fosters learning equity amongst students, but also creativity and student autonomy while increasing learners' motivation. In addition, "the universal design approach allows instructors to think differently about teaching because it removes the focus from the individual learner and his or her 'ability' to master the material and instead requires instructors to provide a variety of acceptable formats through which each student may engage the material…" (Brown, David & Smallman, 2017). This action research paper investigates the results of using Universal Design for Learning in three Chinese university English language courses. The results suggest that by employing the three principles of UDL, educators can accommodate a diverse student population, ensuring all learners can demonstrate their understanding of classroom content in a way that will allow them to excel and grow.

Keywords*: Universal design for learning, English teaching, Equity, Diversity*

INTRODUCTION

Students often encounter numerous barriers in the classroom, spanning physical, emotional, and mental aspects, but these barriers to success exist within the system, not in the students themselves. One approach to eliminating these barriers is being aware of the various capabilities and learning styles of each student. The understanding that students exhibit varied learning patterns is not a novel concept and this idea is supported by scholarly works such as Gardner's famous *Frames of Mind: A Theory of Multiple Intelligences* (1993). Gardner explains that everyone is intelligent in their own way and they express that intelligence through various means. Fleming and Mills introduce their own take on learning styles in *Not Another Inventory, Rather a Catalyst for Reflection* (1992), known as VARK – Visual, Aural, Reading, and Kinesthetic. These four learning

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styles are ways that students enjoy receiving learning input and expressing their knowledge. Knowing that all students learn differently means educators should provide the tools they need to succeed, treating all students fairly and equitably.

Equity vs. Equality

The terms *equity* and *equality* are often used interchangeably, as their dictionary definitions appear to be quite similar. According to Merriam-Webster, equality refers to treating all objects in the same manner, whereas equity involves dealing fairly and equally with all concerned (Merriam-Webster, n.d.). However, upon closer inspection, the difference in the meaning of these two words becomes clear. Palliative care physician Dr. Naheed Dosani (2021) explains this difference with a great analogy, "Equality is giving everyone a shoe. Equity is giving everyone a shoe that fits."

Figure 1. *Difference between equality and equity*

Note: By Maryam Abdul-Kareem, 2018, illustration

Another often-used analogy is a picture of three people of different heights trying to see over a fence. If treated equally, each person would be given one box to stand on, so they could see over the fence; however, perhaps the short person needs two boxes, the tall person doesn't require a box at all, and the third person is in a wheelchair and, in fact, needs a ramp to get to the top of their box. Not giving each person what they need to see over the fence is decidedly not fair, and this is where equality and equity differ. Teachers should be mindful of this when designing their curriculum and addressing student requirements. Approaching education with strict equality risks employing a generic "cookie-cutter" teaching method that ignores student individuality, an egregious error, given that no two students are alike.

The "cookie-cutter" approach to education requires a lack of understanding that students are individuals with individual needs. Taken to an extreme, it views students as stereotypes and clichés, and the entire learning experience as an assembly-line process that can be given either the stamp of approval or disapproval based on an arbitrary letter grade. In the end, students do not benefit from this approach, because learning is about more than receiving a passing or failing grade

– it is about genuine educational enrichment where an individual's strengths allow them to flourish, while weaknesses are explored as potential areas of improvement. (Jeducation World, 2023)

Equity is vital to a school's curriculum and teaching practices because every student has unique needs and circumstances. Educators must be willing to come alongside their students and meet those needs so each student can reach their full potential. By employing the three principles of Universal Design for Learning in the classroom, educators can accommodate a diverse student population, ensuring all learners can demonstrate their understanding of classroom content.

Roots of UDL

UDL, an abbreviation for Universal Design for Learning, finds its roots in the architectural and product development concept of Universal Design (UD). UD is an answer to the social and economic problem that modern society has perpetuated by continuing to create buildings and products for the average citizen (Christensen et al., 2010) and not considering the effects these practices would have on people who are not considered average. UD enhances accessibility for individuals with diverse disabilities, often resulting in benefits for many others in the process. Examples of UD include ramps and curb cuts in sidewalks, which not only assist wheelchair users but also individuals using walkers and strollers, and those who face difficulties climbing steps. Subtitles on television and in movies serve not only those with hearing impairments but also non-native speakers seeking comprehension. Other real-life examples include lever-style doorknobs; elevators; signs using braille and print; and extra-wide entry doors. Everyone benefits when designs incorporate the needs of every user. Universal Design for Learning extends this UD concept into the world of education. CAST (2018) describes UDL as,

[…] a framework to guide the design of learning environments that are accessible and challenging for all. Ultimately, the goal of UDL is to support learners to become "expert learners" who are, each in their own way, purposeful and motivated, resourceful and knowledgeable, and strategic and goal driven. **UDL aims to change the design of the environment rather than to change the learner.** When environments are intentionally designed to reduce barriers, all learners can engage in rigorous, meaningful learning.

WHAT IS UDL? THE THREE PRINCIPLES

Wu (2010) describes universal design for learning (UDL) as a particular mindset based on learning through inclusive practices that involve using different ways of providing students with content information. The principles of UDL are flexible and allow for different ways of learning and *expressing* that learning (p. 3) through multiple means of 1) engagement, 2) representation, and 3) action/expression.

Multiple Means of Engagement – The WHY of Learning

Means of engagement used to be last on the list but over the years CAST determined that without understanding why they are learning, students will not be able to engage in the what and the how. Although all three principles should be addressed by educators, offering multiple means of engagement is the first and most important step in implementing UDL in the classroom, as it paves the way for the other principles (Dalton, E. M., 2017). Offering multiple means of engagement refers to different opportunities for student involvement. No single means of engagement is optimal for everyone, so CAST (2018) has supplied educators with the following guidelines: provide options for recruiting interest within a safe learning environment, sustaining effort and persistence, and self-regulation.

Recruiting Interest

Student engagement hinges on their interest in the learning material and the perceived relevance of their education to their lives. Universal Design for Learning promotes student engagement by offering choices whenever feasible. This notion challenges traditional teaching practices, where educators typically adhere to a predetermined curriculum or set of objectives. Such restraints may limit instructional approaches, leading to student disengagement. UDL intervenes in these circumstances, transforming the classroom environment. Offering learners choices (whenever possible) empowers students to take charge of their learning and establish connections between their educational experiences and personal lives in a relevant and meaningful way. To accomplish this, one of the most important things to do, if not the most important, is to create a safe learning environment for students. Learners cannot embrace risk-taking or tolerate making mistakes if they feel distracted or threatened. Therefore, teachers must recognize that individuals possess varied interests and values, necessitating alternative methods to sustain student engagement and interest.

Sustaining Effort and Persistence

A barrier that most educators have faced at one time or another is keeping their learners focused and attentive to the goal or task at hand. Students may forget the purpose of their learning, losing sight of the objective. To address this, educators must consistently remind students of the correlation between their learning goals and personal lives to maintain a sustained effort. Without this, students may initially appear interested and engaged but give up as they encounter new and more challenging concepts. To prevent disengagement, students require appropriate levels of challenge to avoid boredom and lack of motivation. Providing diverse challenges and resources fosters beneficial struggle, enabling students to learn from their mistakes and develop a sense of resilience. Additionally, teachers can promote sustained effort by fostering collaboration and a sense of community among learners, ultimately preparing them for future interactions in their social and professional environments. Learning groups help students increase collaboration skills and gain mutual support and encouragement based on shared interests. Lastly, offering relevant,

constructive, timely feedback is crucial to sustaining interest and engagement. Mastery-oriented feedback highlights effort and process rather than focusing on inherent ability (CAST, 2018) and helps students develop long-term learning habits. Emphasizing the learning journey rather than isolated objectives encourages students to appreciate their achievements, fostering pride and motivation to continue.

Self-Regulation

As previously stated, implementing multiple means of engagement in the classroom curriculum is vital in using UDL; however, the third means of engagement is the most important. According to CAST's (2018) set of UDL guidelines,

> The ability to self-regulate – to strategically modulate one's emotional reactions or states in order to be more effective at coping and engaging with the environment – is a critical aspect of human development…Those teachers and settings that address self-regulation explicitly will be most successful in applying the UDL principles through modeling and prompting in a variety of methods.

The self-regulation process involves a series of steps – it is not a "one-size fits all" solution. It begins with students setting their own goals, thus promoting engagement, growth, and ownership of learning. By establishing personal goals, students become more confident, accountable, and adept at advocating for their needs. To develop self-regulation, students must practice emotional awareness and learn how to cultivate appropriate, healthy responses toward those emotions. Merely providing standardized models may not suffice; teachers should scaffold and offer differentiated models to facilitate self-regulation. Reflection and monitoring of emotions enable students to become more "aware of their strengths and weaknesses as a learner, the learning strategies that they can manage and use, and the strategies they can use to motivate their learning and stay on task" (Victoria State Government Department of Education, 2022). Educators should model reflective practices and provide diverse opportunities for reflection, such as individual or group settings, to foster problem-solving and collaboration. In short, increasing students' awareness of their progress toward personal goals and learning from mistakes enhances their motivation and investment in learning.

Multiple Means of Representation – The WHAT of Learning

Providing multiple means of representation in the classroom is a manageable task that requires careful planning and recognition of the unique needs of each class. Every learner differs in how they comprehend information, so options for perception, language and symbols, and comprehension must be provided (CAST, 2018). The way students understand depends on how the information is shown to them, meaning if the information is imperceptible, the knowledge will be unattainable. Therefore, instructors should offer course materials in different ways. Using

displays with assorted text sizes/styles, various images, and colors is an effective strategy. One should also consider the volume and speed options for conveying aural information. Moreover, offering alternatives like speech-to-text software, written transcripts, ASL assistance, or subtitles can further enhance students' comprehension. By allowing students to choose the most suitable option for themselves, students are granted more autonomy in the classroom.

Multiple Means of Action/Expression – The HOW of Learning

The third principle of UDL emphasizes the importance of offering students options for demonstrating their knowledge and understanding because of what they have learned in the course. Students are more likely to reach the course objectives if they are provided with various options to demonstrate their knowledge. Some students may have strong verbal skills and would therefore thrive in tasks involving oral presentations or video productions, allowing them to articulate their thoughts and ideas more confidently. Others may demonstrate their understanding through written works like essays, stories, or traditional tests. There are also particular students exhibiting exceptional creativity who might flourish when given opportunities to engage in project-based assignments, such as conducting science experiments and creating posters or board games. Offering diverse options empowers students to choose the mode of expression that aligns with their abilities and affords them a sense of agency in their learning process. This approach not only allows students to demonstrate their knowledge using their preferred method, but it also provides more opportunities for progress, increased motivation, and overall success. In addition, by embracing multiple means of expression, educators promote a more comprehensive and holistic assessment of student learning. These options allow teachers to grade students based on strengths, rather than weaknesses.

METHODOLOGY

In 2019, seventy-five university English language learners participated in a course utilizing Universal Design for Learning in their English Speaking and Listening classes. While there were set course objectives, the delivery method was decided by the instructor, although the courses had been taught in a "cookie-cutter" manner in the past. Therefore, the three UDL principles were used to improve student engagement, progress, and overall learning.

Multiple Means of Engagement

At the beginning of the term, every student completed an in-class survey. After receiving responses from student surveys at the beginning of the term, it was much easier to design an interesting, meaningful, and engaging curriculum. See below for questions asked in the survey.

1. Do you prefer speaking with a partner, in small groups, or with the class?
2. What do you like to do in your spare time?
3. What genre of books/movies do you like?

4. What is one thing you would like to have improved on upon completion of this course?

5. How does this course relate to your personal goals?

6. Is there anything else that you'd like your teacher to know?

In addition, students were provided with multiple means of communication with the instructor throughout the term. This happened through text messages, emails, and face-to-face meetings. Students were also provided with multiple opportunities to provide feedback to the instructor. Periodic personal reflections and course evaluations were administered through various formative assessment activities, including live multiple-choice polls, open-ended questions, emoji responses, and exit tickets providing prompts like "What is one thing I learned today?", "What is something I still don't understand?", and "How can I relate what I learned today to my personal life?".

Multiple Means of Representation

To support the needs of English language learners, diverse means of representation were used to effectively convey the course content and information. For example, PowerPoint presentations included slides with clear pictures representing the target vocabulary, accompanied by the corresponding word. These were also read aloud, ensuring auditory reinforcement. In addition, when watching videos or movies in class, subtitles were provided whenever possible. When listening to an audio recording, students had access to a transcript, facilitating comprehension through written text. To accommodate individual preferences and learning pace, students were allowed to listen to the audio multiple times, adjusting the playback speed to their comfort level. When provided with class handouts, students could choose to receive a printed or digital copy. Additionally, careful consideration was given to the fonts used, with several types and sizes available to accommodate the diverse visual needs of students. This enabled students to select one that best suited their understanding and reading preferences.

Multiple Means of Action/Expression

Every English speaking and listening class was required to submit speaking homework every week. In the past, these assignments followed a rigid and monotonous format, failing to engage the students. The previous approach entailed providing students with a single topic or a task, which they were to record as audio and submit via email to their instructor. It soon became evident that this type of assignment did not equitably fulfill the needs of every student. To address this issue, students were given the freedom to choose how they completed their homework while still achieving the required learning objectives. Students completed different speaking assignments throughout the term – individual responses, partner dialogues, and group discussions.

Individual response assignments consisted of each student responding to a video the instructor posted in their online learning management system (LMS). Students were given a set of questions and had to select at least three to address in their 1–2-minute video response. After posting their videos on the LMS, students chose at least two to respond to by providing written or verbal comments/questions. This was a new and interactive way to promote dialogue and critical thinking in the class.

In the partner dialogue assignment, students had two to three scenarios aligned with the weekly theme from which to choose. After selecting one, each duo composed a dialogue and performed it, having the freedom to choose their preferred mode of presentation. Each pair presented their scripts through several different mediums, including recorded audio/video, computer animations, in-class performances, and puppet shows.

To complete group discussions, students participated in specific groups and engaged in recorded audio conversations focused on a unit-related theme. Thematic questions were displayed in a PowerPoint presentation and sent to the class LMS. Additionally, each discussion necessitated a specific speaking function, such as giving advice, asking follow-up questions, or recounting an experience.

FINDINGS

Multiple Means of Engagement

The information gathered from the surveys allowed for more differentiated learning and a curriculum that interested the students and kept them engaged while still working towards the standardized objectives and goals set forth by the institution. In addition, providing more opportunities for the formative assessment activities mentioned in the Methodology section assisted students in making connections between what they were learning and their own lives. These practices often led to group discussions where students developed their critical thinking skills and provided support and encouragement to each other. The goal of these activities was to encourage self-reflection, foster community, and create a safe learning environment.

Moreover, the student feedback and course evaluations provided compelling evidence that incorporating Universal Design for Learning principles in the curriculum has significant positive effects. Students gained a more holistic understanding of the course materials and became more actively engaged. Testimonials from students, conveyed through verbal and written comments, further support these findings. One student (female, 19) said, "Teacher, I didn't know school could be this fun. Thank you." Another (male, 20) commented, "I really enjoyed using superheroes to practice comparing and contrasting."

Multiple Means of Representation

Providing students with many different means for receiving information, more students were able to understand and learn the course content. Upon completion of the term, students evaluated the course, which revealed promising outcomes. An impressive 85% of students reported increased motivation to complete homework assignments, while 100% expressed greater interest in attending classes and participating in activities, as opposed to previous courses. In addition, a higher percentage of students passed than before, giving repeat students another chance at success that they may not have had otherwise.

Multiple Means of Action/Expression

Giving students options for how they did their homework and completed various tasks in class had a profound effect on learner motivation and class participation. While there is no hard evidence of increased participation, my own experience in my classroom speaks to this. More students raised their hands, volunteered answers, and actively participated in activities. Allowing students to choose their questions for group discussion activities gave students more confidence, consequently mitigating potential embarrassment stemming from a lack of familiarity with specific content. Many students willingly went above and beyond the assignment requirements when provided with the opportunity to demonstrate their knowledge in diverse ways. These results speak to the safe learning environment that had been fostered throughout the year.

DISCUSSION

Implications

Implementing UDL in the classroom seems to be a promising way that educators can reduce, and possibly eliminate, barriers in their classroom. In the situation previously described, the educational approach transitioned from a rigid "cookie-cutter" approach to one that anticipates and embraces learner variability, and students became more actively engaged and motivated to learn. They were more apt to participate in class discussions, volunteer information, and complete projects on time. Because they had appropriate choices whenever possible, students were excited to demonstrate their knowledge and abilities in ways that focused on their strengths, passions, and abilities instead of focusing on weakness.

Limitations

It should be noted that this action research project was quite small. The research was conducted by only one teacher in three English language courses. The specific context of the students should also be taken into consideration, as all the students were university level and studying to be English teachers upon graduating. The study would have been more effective if it had included more diverse students from different ages, majors, and cultures.

CONCLUSION

Ultimately, it is the responsibility of educators to provide flexible, differentiated instruction to every individual in their classrooms. Using Universal Design for Learning offers several advantages, including improved access and inclusion and more opportunities for learners to understand information and demonstrate their knowledge. Additionally, UDL fosters a life-long learning mindset for all students, empowering them to become self-aware individuals capable of success. By recognizing the inherent variability in students' learning experiences and embracing the principles of UDL, teachers can effectively address diverse learning styles, preferences, and abilities, thus promoting equitable educational experiences for all learners. Remember, "your students are not cookie-cutter people, just as you are not a cookie-cutter educator" (Jeducation World, 2023).

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DEVELOPING SPEAKING AND WRITING SKILLS OF
SPORT SCHOOL PUPILS

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Abstract

The present article highlights the overview of definition of the word "game", provides some exercises, activities and games like "Chain", "Question to question", "Making up clusters", "Who am I?", "From word to word" for developing speaking and writing skills of pupils at sport schools. In every language, speech consists of two types: 1) oral 2) written. It is obvious, the oral is important. The oral speech includes teaching, understanding through listening, retelling. They are connected closely and teaching them separately is impossible. When student has difficulty to understand the meaning, reply is also going to be confusing. Speaking is the main source of learning. Writing is also important when teaching oral speech. It may be expressed by the learned, listened and spoken materials.

Keywords: Games, Activities, Oral speech, Written speech, Exercises

INTRODUCTION

The issue of the successfulness of the educational process is not an issue that pertains solely to the 21st century. The reforms and directives have contributed towards scholarly pluralism and offered new learning forms, methods and contents, thus contributing to the specific structure of education, and particularly its practical characteristics. An optimal organization of lessons and a selection of successful methods influence the activity of students, while the contemporariness of teaching materials and methods leads to easier, faster, clearer and more rational, economic and productive learning and teaching. It is precisely the skill of successfully preparing and leading, and of utilizing appropriate procedures, methods, forms of interaction, media and technology that distinguish a modern and open institutional education.

Speaking a FL is the most difficult part in language learning because pupils need ample practice in speaking to be able to say a few words of their own in connection with a situation. This work is time-consuming.

The stimuli the teacher can use for developing speaking habits are often feeble and artificial. There must be occasions when the pupils feel the necessity to inform someone of

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something, to explain something and to prove something to someone situational and communicative approach. (Hadfield, 1999)

LITERATURE REVIEW

Of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important: people who know a language are referred to as 'speakers' of that language, as if speaking included all other kinds of knowing; and many if not most foreign language learners are primarily interested in learning to speak. (Rixon, 1981)

Before speaking about role plays and didactic games which are important to teach English, we will try to clarify the meaning of the word "Game". In the "Explanatory dictionary of English" there are following definitions

1. Free activities and lesson to entertain and have a rest.

2. Activities based on particular rules in order to compete with the others.

3. Art, dance which are consisted of rhythmic activities and assembly of music.

METHODOLOGY

This paper uses mainly statistical analysis and historical methods. The study targeted developing speaking and writing skills of sport school pupils. We will learn how games used in teaching English.

In addition, a distributive analysis method can be utilized in the research. This type of analysis enables us to clarify the usage of games in developing speaking and writing skills of sport school pupils.

As a methodology of the graduation paper we apart several works of the methodologists like Hadfield Jill, Rixon Shelagh, Steve Sugar and others.

FINDINGS

We would like to recommend the following types of games to develop the oral speech and the activeness of pupils:

"Chain"

It forms the students' oral speech quickness during the lessons. It demands presentation of students' knowledge. It is the cause of the development of memory and students keep in their mind for a long time the words which were used during the game. One of the most important sides is that it gives possibility to use these words freely in oral speech.

For this, a topic is chosen and the words in the area of the topic are used. For example, "My hobby", this is practiced in a group. A student tells the names of sport games. Second student tells the name of sport game with the name which was told by first. Third student repeats the above words and tells his/her own words, game goes on as following. A student who cannot find any word, withdraw from the game:

1. Student – football

2. Student – football, basket ball

3. Student – football, basket ball, chess

4. Student – football, basket ball, chess, tennis….

"Question to Question"

This game teaches students to develop the oral speech, be speed, widen the outlook and be ready to speak at once.

This game can be done between two students or among the students being divided into two groups.

1-student   - How are you?

2- student   - Are you not busy?

- What about you?

- What are you going to play?

- Can you play with me?

- Why can't you do it yourself?

"Making up Clusters"

This game is played over a word or the sphere of the topic: a student should describe the qualities, signs and importance of concerning the topic. It is acceptable to make them in groups. Speaker, who speaks on behalf of the group, informs the answer of information. The importance of the game is defined with the student who tells much more words and it's concerning to the topic and connecting to the theme. The students are given a conception and told to tell opinions according to it. For example: words which students tell are put down. Students explain the words told. By this technique, oral speech is developed. Students are taught to work with books, develop the activeness and create the spheres of competitions and positive contention.

Sport

Football   Player   Ball   Champion   Tennis   playground

"Who am I?"

A tool which the famous sportsman or type of a sport is written on, is set on the head or on the back and told to find who or what they are. As it is possible to give answers 15 or there about and is obliged to find what is written on the head or back.

Students in the group, answer only **Yes** or **No**. For example: on this tool, one of the parts of speech, like noun can be written. In that

(pupil)   (pupils).

1. Am I a person?   - No

2. Do I belong to science?	- No
3. Do I belong to sports?	- Yes
4. Am I played by foot?	- Yes
5. Am I played by 22 players?	- Yes
6. Am I football?	- Yes

Pupils are winners that find who they are and are looser that could not find. This game requires student to be wise, intelligent and sensitive.

Pupils repeat the terms, symbols according to the themes of this game which are used in foreign language lesson. A foreign language is required to the mind of a pupil step by step at schools and specialized sport schools. Firstly, words, displays handing materials which are important for pupils, are shown, told, absorbed to the mind. The assignments get difficult over and over again from course to course, class to class. They are not only handing materials or displays but also learned to work with ling phone.

Oral speech should be taught to a pupil from initial classes. If pupils are used to answer for ordinary questions and to make up sentences according to one system it is important for teachers not to think about children's development in oral speech.

For example, a student can tell 'I see a ball. I see many balls in the yard' and something like that kind, anyway, he speaks in English, we should not consider the words told as the real oral speech. In these positions, pupils do some more oral exercises.

In the process of lesson, several questions should be given according to sports.

Do you like sports?

What sport do you like?

Do you like to play football?

Do you like to swim?

Did you go to the hockey game on Sunday?

Does your brother swim well?

What sport dos your brother like?

Who is the best football player in Uzbekistan?

Who is the best volleyball player in the world?

Who is the best swimmer in your group?

It is acceptable to give answers to these kinds of questions and making up short dialogues and playing them as role plays.

"From Word to Word"

Teacher writes a word on the board or makes the column of the words using the letters of the word. A word should include as many words as possible which enhances the students' chances. For

example: if a word 'sport' is written, words should be found for its each letters and sentences are made.

S	P	O	R	T
study	paper	out	read	tennis
stadium	pupil	oxford	run	table

We can continue the register. At first sight, no effect of oral speech can be seen. But it is not so. Here, however the orthography, written speech seem to be first, most important source of oral speech, especially speaking is a word. Consequently, the more words are taught to pupils, the more his/her oral speech is increased. Pupils can use those words which they want to choose. The importance of speaking is vocabulary. We do speaking as this position. Game can be changed or continued according to the theme.

To develop the monologic and dialogic speech of in the procedure of conducting the themes, the interest of a pupil can be run out because this process seem a bit difficult. Therefore, teaching by examples of sentences including rules can affect. The experiences which were made at the time of pedagogical practice are seen as the truth for our idea.

For example, easy and simple models when making affirmative and interrogative sentences and using in speech are following:

S + is (am, are, was, were) + noun

Karim is a coach.

I was a sportsman.

Is (am, are, was, were) + S + noun?

Is he a referee? Yes, he is. No, he isn't.

Are you a goal keeper? Yes, I'm. No, I'm not.

Do (does, did) + N/prn + V + N/prn.

Did you kick the ball? Yes I did. No I didn't

Do you take part in the match? Yes, I do. No I don't.

Where

When   + N/prn + V + N

Who

Where   At the stadium

When   + can play football? –   Tomorrow morning

Who   can play soccer?   I and my teammates

CONCLUSION

There are a number of reasons that games deserve a place in the language classroom. First of all, they are fun, which is extremely important, because they can help activate students who may have

been inactive before, due to lack of interest. Keeping students active is vital because teachers will never be able to actually teach students anything unless they can get them to participate in their own learning process.

Secondly, games also play a great role in helping participants build relationships, and feel equal. Playing games in the classroom can also help create a friendly and positive atmosphere where seat arrangement can differ from game to game, and thus cause diversity from the norm which can be extremely helpful in keeping an exciting learning environment.

Thirdly, the reason most people want to learn a language is to be able to use it in real situations, for example when travelling. Games can be a very good way to practice this skill because they can easily be used to reenact various situations from real life and provide students with practice in their fluency.

Fourthly, language learners need to be emotionally involved, meaning they need to feel something while they are exposed to the language. Strong emotions, such as happiness, excitement, amusement and suspense allow students to feel positively about their learning situation and are therefore, likely to have a positive effect on vocabulary learning.

Games deserve a crucial role in the language classroom. They are fun, which is extremely important as they can help activate students who may have been inactive before due to lack of interest. Keeping students active is vital because teachers will never be able to actually teach students anything unless they can get them to participate in their own learning process.

Games are good for shy students and the ones with low confidence, and are being applied specifically when playing takes place in smaller groups, because in such cases they get a chance to speak in front of less audience rather than the whole class. Moreover, it is sometimes easier to open up and forget the shyness when playing a game because the atmosphere is not serious.

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LINGUOCULTURAL CHARACTERISTICS OF COMPOUND NOUNS IN ENGLISH AND UZBEK

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Abstract

Compound nouns, the study of their specific characteristics, analysis in the context of different languages have always been interesting and full of debates in linguistics. Language learning is directly related to its culture. Language is a reflection of the nation. In today's article, we aim to reveal the linguistic and cultural aspects of languages through compound nouns in English and Uzbek languages. Researching compound words, strengthening them from the structural point of view, but also from the linguistic and cultural point of view, which determines their place in English and Uzbek culture, remains one of the tasks facing the science of linguistics today. The traditions of a different nation guide the history, way of life, and self-concentration of this nation. Not only traditions, but names, clothes, food also express culture. To describe culture we have to know language. Language is a guide to every culture.

Keywords: Linguoculture, Compound nouns, Customs, Rituals, Ceremonies.

INTRODUCTION

Linguoculturology is one of the new directions of linguistics, and it is a science that studies culture, customs, and traditions that are formed on the basis of the collision of language and culture which are simultaneously reflected in the language of all nations.

Linguoculturology studies man and his language as part of culture. In this article, we aimed to analyze the linguistic and cultural characteristics of the language through compound nouns. As we know a compound word is where two or more words merge to form a new.

Observations show that all folk customs, traditions, games and rituals are the product of a certain historical period, which appeared as a result of the influence of material living conditions; over time, they have become stronger and have been passed down from ancestors to generations. Language and culture are closely related. Culture enriches the language, compares and reveals the truth. The English nation is famous for its ancient customs and traditions. Some traditional English foods, holidays and sports are known around the world. They all express linguoculturological characteristics of the language.

METHODOLOGY

I will try to explain with examples in different languages. Pancake Day, or Shrove Tuesday, is a special day celebrated in many countries around the world. It is celebrated in English-speaking countries like the UK, Ireland, Australia and Canada. In France, the USA and other countries, it is

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called 'Mardi Gras' or 'Fat Tuesday'. In others like Spain, Italy or Brazil, Shrove Tuesday is at the end of Carnival. On this day many people eat pancakes: thin, flat cakes made in a pan.

Pancake Day is always on a Tuesday in February or March. It is the day before Ash Wednesday, the start of Lent. Lent is a period of 40 days before Easter when people often give up or stop eating things that are bad for them like chocolate or fast food. At the end of Lent is Easter. Easter takes place on a different date each year because it depends on the moon. Easter Sunday is the first Sunday after the first full moon of spring. Traditionally, during Lent, people didn't eat rich foods like butter and eggs, so to use them up they made pancakes from these ingredients on Shrove Tuesday.

It is an age-old value to perform about a hundred customs at weddings is considered in Uzbek culture. We collected such customs representing compound nouns. Wedding ceremony includes *betochar (ceremony), betochdi (ceremony), betochish (ceremony),* yoltosdi (tradition), kampirbogladi (in a wedding) tradition, kampiryiqildi (tradition), kelinkorar (custom), kelinkordi (custom), kelinkotardi (custom), kelintushar (ceremony), kelintushdi (ceremony), kuyovkordi (custom), kuyovsinash (custom), kuyovchaqirdi (ceremony) and so on.
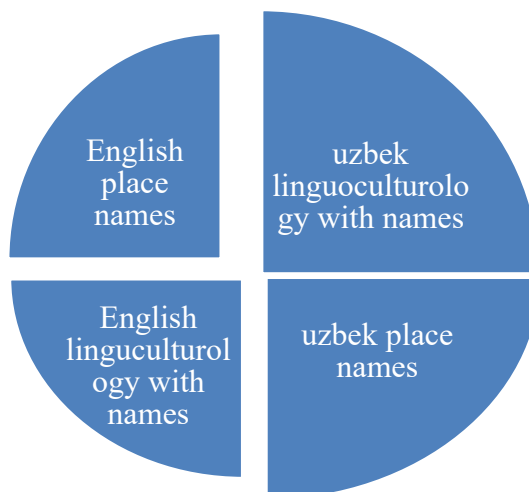

Figure 1. *Usage of English and Uzbek linguoculturology*

As we can see from the table, compound nouns in English are not as common as in Uzbek. During the investigation we observed that compound nouns in the *noun+verb* model is more productive.

FINDINGS

Wide and clear information has been found by the findings of this survey. In addition, it was observed that in the Uzbek language, customs, ceremonies, that is, compound nouns expressing Uzbek culture, linguistic and cultural characteristics are used more often through noun+verb, adjective+verb models. There are traditions in the Uzbek language that express the unique

characteristics of this nation. For example: beshikketti is a Turkish word. Naming a girl as her equal at a young age is a mutual agreement between the two parties. We can give many such examples.

Not only customs, ceremonies, but names, place names expressed by compound nouns in the Uzbek language are all signs of culture in the language. As a result of our observations, we witnessed a lot of compound nouns in the Uzbek language that are derived from the noun+verb, verb+verb model. For example: Karim+berdi=Karimberdi, Ollo+berdi=Olloberdi, Ollo+yor, sotib+oldi=Sotvoldi, Topib+oldi=Topvoldi. Place names; Tanga+topdi, Kuygan+yor, sandiq+qorgon. We can give a lot of examples.

DISCUSSION

In English compound nouns are not stable. It can be open, closed and hyphenated. We can meet different forms of compounds in newspapers, magazines and books. For example; Winston-Salem, Longfellow (American poet), Nelson-Marlborough, Daimler-Benz, Elizabeth Taylor.

As Laurie Bauer names are not usually counted as being compounds. Those in President Donald Trump, Prime Minister Theresa May, are generally seen as instances of apposition, and frequently have a pause and intonation break between the title and the name (unlike those in Doctor Johnson, Miss Havisham, King George, which would otherwise be parallel). In English compound nouns are not stable. It can be open, closed and hyphenated. We can meet different forms of compounds in newspapers, magazines and books.

•Winston-Salem, Longfellow (American poet), Nelson-Marlborough, Daimler-Benz, Queensland, Australia

CONCLUSION

In short, it was discovered during the comparative study of traditions that the Uzbek traditions and rituals have been passed down from generations of ancient ancestors without modification, whereas the English culture is very ancient and very protective of its traditions. It should be underlined in this regard that traditions, rituals, and customs are the end result of extensive historical evolution. Because of this, each country's way of life has unique indications and traits. These things, however, take a long time to develop; as time goes on, some of them fade from daily life, while others take their place and develop. As people's physical and spiritual requirements are met, their status and standard of living improve.

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THE SEMANTICS OF STYLISTIC DEVICE LITOTES IN ENGLISH AND UZBEK

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Abstract

This article deals with the importance of stylistic devices in the English and Uzbek languages including lexical stylistic device of litotes and its semantic features while using as a core element of everyday usage. In order to make clear we can give various definitions about litotes in non-related languages. Much useful insight into litotes may be found in the literature. Understanding semantic features of the stylistic device of litotes can help speakers to make their speeches more colourful and emotional. The study of such bright language and speech units was conducted with the help of the systemic structural method, the comparative method, and in some cases – certain methods and techniques of linguistic and cultural analysis. The complex of the applied methods and techniques enabled us to show the versatility and complexity of the studied material and draw a number of conclusions. Language units based on litotes help us establish certain benchmarks in the worldview of native speakers and mark the stereotypes of their thinking and perception: what they consider large or small, significant or insignificant. The use of litotes is conditioned by the communicative and pragmatic tasks of a speaker or writer: language units that correlate semantically with litotes enable not only giving a particular emotional or expressive coloring to a statement, but also giving assessments.

Keywords: Language units, Phrase formation, Hyperbole, Litotes, Semantic Metamorphosis, Significant, Expressive colouring

INTRODUCTION

Litotes (from Gr. "simplisity"), English understatement - a kind of meiosis but with negative participle "not" and a word with negative prefix or meaning. It creates a positive effect, e.g.: not a bad, not unkind. It makes statements and judgements delicate and diplomatic. Litotes is a figure of speech that involves the use of understatement to express an affirmative sentiment by negating its opposite. It is a form of deliberate understatement or double negative intended to create emphasis or irony. Instead of directly stating something positive, litotes expresses it by denying the opposite.

In linguistic literature, there are different interpretations of the term "litotes". I.V. Arnold believes that litotes is based on the expressiveness of negation and consists in the use of a particle with an antonym that already contains a negative prefix: It is not unlikely = It is very likely; he was not unaware of = he was quite aware of.

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The linguistic and stylistic meaning of litotes can vary depending on the context and intent of the speaker or writer. Here are a few key aspects: Litotes employs mild or restrained language to describe a situation or attribute. By using negation, it downplays the significance or intensity of the statement, often leading to an ironic or heightened effect. For example, saying "It's not bad" to mean "It's good" or "He's not the smartest person" to mean "He's not very intelligent."

Litotes can be used to convey politeness or modesty by avoiding direct boasting or overstatement. Instead of making a bold claim, the speaker might use litotes to understate their achievements or qualities. For instance, saying "I'm not bad at playing the piano" to mean "I'm quite good at playing the piano."

Litotes is often employed as a rhetorical device to make a point more effectively or memorably. By using understatement, the speaker or writer can create emphasis, surprise, or even sarcasm. It can be used to evoke an emotional response or engage the audience's attention through subtlety or irony. The use of litotes can vary across cultures and contexts. In some cultures, understatement and indirectness are valued and appreciated, while in others, directness may be preferred. Understanding the cultural and contextual nuances is important to fully grasp the intended meaning and effect of litotes in a given situation. Overall, litotes adds a layer of complexity to language by employing understatement to convey meaning indirectly. It allows speakers and writers to express themselves in a subtle, nuanced, or even humorous way, while also engaging the audience through rhetorical devices.

Litotes often employs negative words like "not," "never," "no," or "less," to understate or downplay the intensity of a statement. By using litotes, the speaker or writer can convey meaning indirectly or create a subtle effect that engages the audience's attention. It can also be used to add emphasis by negating the opposite of what is being expressed. For instance, if someone says, "He's not the brightest bulb in the box," they are using litotes to suggest that the person being referred to is not very intelligent. The use of the negative "not" and the understatement "not the brightest bulb" implies that the person is actually quite dim. Text interpretation involves analyzing the meaning and implications of a text, while litotes is a figure of speech that uses deliberate understatement to emphasize or create an effect.

The word litotes comes from the Greek words for "plain" and "simple," spelled "litos." The ancient Greeks valued understatement, a rhetorical style of saying something by saying its opposite. The Greek word for "rhetorical understatement" is litotes. The word litotes first appeared in English in 1580, according to the Oxford English Dictionary, but it wasn't listed as a separate word until 1721.

In that year's edition of John Kersey's "Dictionarium Anglo-Britannicum," the definition was given as "A figure in Rhetorick; where by a man affirms something, and denies its contrary;

as it is expressed in Latin, by using the word 'non' after 'quidem.' In which way of speaking, whatsoever is said is affirmed, being negatived by the denial of what is denied."

The concept dates back at least to Greek philosopher Aristotle (384-322 B.C.), who used it as early as 350 B.C., according to the OED. A dictionary entry from 1656 also describes litotes as a rhetorical figure that uses negation to emphasize a positive statement.   Another term for litotes is meiosis, which means understating or understatement. Litotes is a rhetorical device that is used to create an understatement, also known as an antiphrasis, by using a negative to express emphasis. The word litotes is derived from the Greek word meaning "simple." Litotes are mostly used in everyday conversation, but they can be used in written material as well.

Aristotle, the ancient Greek philosopher, considered Litotes as a figure of speech that involves affirming something by denying its opposite. He believed that Litotes contributes to effective rhetoric by creating emphasis and engaging the audience's interpretation skills.

Litotes (simplicity), tafrit is a method of miniature depiction in fiction. Litota is a figurative expression, a stylistic form, a twist, which includes the size of the object or event depicted in it, the artistic reduction of its value. Litotes is the inverse of a hyperbola in this sense, so it is otherwise called an inverse hyperbola. In litotes, two different phenomena are compared on the basis of some common feature, but this feature is manifested in the means of comparison phenomena to a lesser extent than in the object of comparison.   Recommends the best and most appropriate means of style speech, as a rule. Defines the means used in different stylistic layers of speech.

Accordingly, methodology is a separate discipline of the art of expression. It is the linguist who enriches our understanding of this science the services of our scholars and writers are invaluable. Thanks to their hard work, strict norms have been established in many areas of the Uzbek language, and linguistic examples of language units in the communication process have been recommended. Many issues in language development are based on science. For example: Initially, in the Uzbek language, little attention was paid to the issues of visual aids and migration. It later became one of these areas.

A number of works have been written in this field in linguistics and literature . Litotes is an artistic concept. This method is used when they want to discredit the actual dimensions of the object or event under consideration. When a word that confirms a particular feature of litotes is replaced by a word that denies that feature, the expression can be called a methodological cycle of special softening. Litotes is used in the literature to downplay the size or importance of someone or something, the opposite of the hyperbola used to enhance the visual-expressive features of speech, a rare artistic example.

Verbal structure of litotes comparison, metaphor, epithet. Litotes is often used in prose and poetry to describe events or characters in a work of art more accurately and colorfully. In the other languages there are many speech twists, phrases that allow to give any dictum the desired emotional color, to make it more or less bright. Among these conditions, litotes occupies one of the last places. It is an intentional artistic discrimination that can be applied to a person or object, to the characteristics of a particular event or phenomenon. As a rule, such a distortion of speech is avoided if the narrator doubts that this action has been fully performed, or if the person has this or that feature in maturity.

Litotes has its roots in the ancient Greek language and was first used by Homer. The term literally means "simple" or "plain" and is often defined as a figure of speech that uses an affirmative statement in order to point out something negative about the subject being discussed. This type of statement has been used by many famous people throughout history. The literal meaning of litotes first appeared in Homer's epic poem Iliad. There is a certain part in the story where Achilles is talking about his military prowess and says that while he might not be the best warrior on the battlefield, he is certainly not the worst either.

The statement therefore conveyed his arrogance through understatement. In another instance, Socrates also used litotes when referring to his physical stature. When people asked him how tall he was, he would always respond that he was shorter than others were tall rather than simply short like. Litotes falls somewhere in between. Instead of using an obvious statement to make a point, litotes uses an opposite statement to understate the obvious. For example, a person might say: "You are not fat" to mean "You are thin."

Puttenham, an English Renaissance writer and critic, described Litotes as a form of understatement. He noted that it is employed to soften or diminish the impact of a statement through negation or downplaying, often for rhetorical or persuasive purposes.

George Lakoff and Mark Johnson cognitive linguists, explained Litotes within the framework of conceptual metaphors. They suggested that Litotes relies on the metaphorical understanding of positive concepts being negated to express their intended meaning indirectly.

Wayne Booth, an American literary critic, regarded Litotes as a tool of irony and persuasion. He viewed it as a rhetorical device that allows writers to convey meaning through negation, enhancing the impact of their message while engaging the reader's attention and interpretation.

H.P. Grice, a philosopher of language, analyzed Litotes in terms of conversational implicature. He argued that speakers use Litotes to imply meanings that go beyond the literal interpretation, relying on the cooperative principle of conversation to convey nuanced messages indirectly.

Litotes is a figure of speech that involves using understatement to emphasize a point or express a thought by negating its opposite. While the concept of litotes itself is not inherently tied to cultural or gender differences, its usage and interpretation can be influenced by these factors. Here's a discussion of how cultural and gender differences can impact the understanding and use of litotes:

CULTURAL DIFFERENCES

Different cultures have distinct linguistic patterns and ways of expressing ideas. The use of understatement or negation in litotes may vary across cultures. Some cultures might rely more heavily on direct and explicit communication, while others may prefer subtlety and indirectness. Consequently, the use and appreciation of litotes may differ.

Cultural contexts and values influence how people perceive and interpret language. What may be considered an effective use of litotes in one culture could be misunderstood or overlooked in another. Cultural norms and expectations play a role in determining whether litotes is seen as persuasive, polite, humorous, or even sarcastic.

Litotes can be employed for comedic effect or to convey irony. However, what is perceived as funny or ironic can vary from culture to culture. Cultural references, social norms, and shared experiences often underlie humorous or ironic litotes. Consequently, a litotes that is humorous in one culture may not be as effective or appreciated in another.

GENDER DIFFERENCES

Research suggests that there are differences in communication styles between genders. Men are often associated with more direct and assertive communication, while women are often associated with indirect and mitigating language. The use of litotes, which inherently involves understatement and negation, may align more closely with communication patterns typically associated with women. Due to societal norms and expectations, the reception and interpretation of language can differ based on gender. How litotes is perceived when used by men versus women may be influenced by stereotypes and preconceptions. Gendered expectations can shape how the use of litotes is perceived, ranging from expressions of humility to assertiveness.

Gender roles vary across cultures and impact communication patterns. In societies with more rigid gender norms, the use of litotes may be more common or expected from individuals of a particular gender. Conversely, in cultures with more fluid gender roles, the use of litotes may not be as influenced by gender. It's important to note that these observations are generalizations and can vary significantly among individuals within cultures and genders. Language use and interpretation are complex, and while cultural and gender differences can provide insights into the potential impact on litotes, individual preferences and contexts should always be considered.

Litotes is a figure of speech that involves the use of understatement to emphasize a point or to express an idea by negating its opposite. It is a form of ironic understatement. While litotes is commonly used in everyday speech and literature, it may not be explicitly labeled as such. However, here are a few examples of litotes in fiction:

"1984" by George Orwell: In this dystopian novel, litotes is frequently employed to convey the oppressive atmosphere of the totalitarian regime. For instance, the phrase "not unblack" is used to describe the dark-haired, dark-eyed citizens, highlighting their lack of individuality and emphasizing the dominance of the Party.

"To Kill a Mockingbird" by Harper Lee: The character of Atticus Finch, a lawyer defending a wrongly accused African-American man in a racially charged town, employs litotes to make his arguments more impactful. He says, "I'm not a very good man, sir, but I am sheriff of Maycomb County. Lived in this town all my life. Know everything that's happened here since before I was born. There's a black boy dead for no reason, and the man responsible for it's dead. Let the dead bury the dead this time, Mr. Finch."

"Pride and Prejudice" by Jane Austen: Austen uses litotes to convey sarcasm and irony. For instance, when Elizabeth Bennet is asked about her opinion of Mr. Darcy, she responds, "I am perfectly convinced by it that Mr. Darcy has no defect. He owns it himself without disguise." By negating the statement that Mr. Darcy has no defect, Elizabeth actually implies the opposite.

"The Catcher in the Rye" by J.D. Salinger: The narrator, Holden Caulfield, often employs litotes to express his discontent and dissatisfaction with society. For example, he says, "I'm not too crazy about ritualistic stuff like that," when referring to formal ceremonies or rituals.

These examples demonstrate how litotes can be used in fiction to create subtle emphasis, convey irony, or express an idea indirectly by negating its opposite.   One example of litotes in literature can be found in Jane Austen's novel "Pride and Prejudice." In the novel, Mr. Darcy expresses his admiration for Elizabeth Bennet by saying, "She is tolerable; but not handsome enough to tempt me." Here, Darcy's use of litotes serves to downplay his true feelings for Elizabeth. By negating the opposite of "handsome enough to tempt me," Darcy indirectly conveys that he is indeed attracted to her. This example demonstrates how litotes can be used to understate or soften a statement while still conveying a particular meaning. It is a rhetorical device frequently employed in literature to add depth and nuance to characters' dialogue or narrative descriptions.

Litotes is a figure of speech in which an affirmative statement is expressed by negating its opposite. It is a form of understatement that uses a double negative or a negative expression to convey a positive meaning. Here are some examples of language units denoting litotes:

1. "Not bad" - This phrase is used to indicate that something is actually good or impressive.

2. "She's not unkind" - This implies that she is actually kind.

3. "It's not the worst idea" - This suggests that the idea is actually quite good.

4. "He's not unfamiliar with the topic" - This means that he is actually knowledgeable about the topic.

5. "She's not unhappy with the result" - This indicates that she is actually pleased with the result.

Litotes is often used to create a sense of modesty, humility, or to downplay something in a subtle way. It can also be used for ironic or humorous effects. For example, saying "I'm not unhappy" to convey that one is actually very happy.

Morphological litotes is a rhetorical device that involves the use of understatement by negating the opposite of what is meant. It is a form of litotes that focuses on the morphological structure of the words used. Litotes, in general, is a figure of speech where a positive statement is expressed by negating its opposite. In morphological litotes, the negation is achieved by altering the morphological structure of the words involved. This can be done through prefixes, suffixes, or other morphological changes. By using this technique, speakers or writers can convey their message indirectly or downplay the intensity of a statement. For example, consider the phrase "not unattractive." In this phrase, the use of the negation "not" and the morphological alteration of the word "attractive" with the prefix "un-" creates a subtle form of litotes. The speaker intends to convey that the subject is attractive, but by negating the opposite, they downplay the intensity of the statement.

Morphological litotes can be a creative and nuanced way to express ideas or convey meaning with a touch of subtlety. It adds a layer of complexity and can be effective in literature, rhetoric, or persuasive writing.

In linguistics, language units refer to the different levels of analysis and representation used to study and describe language. These units provide a framework for understanding the structure and organization of language at various levels. The primary language units recognized in linguistics include phonemes, morphemes, words, phrases, and sentences. Let's explore each of these units in more detail:

Phonemes are the smallest units of sound in a language that can distinguish meaning. They are the basic building blocks of speech sounds. For example, in English, the words "bit" and "pit" differ in meaning because of the distinct phonemes /b/ and /p/.

Morphemes are the smallest meaningful units in a language. They can be either free morphemes, which can stand alone as words (e.g., "book," "run"), or bound morphemes, which are affixes added to words to change their meaning or function (e.g., the "-s" in "books" to indicate plurality).

Words are units of language that carry meaning and serve as basic lexical elements. They are composed of one or more morphemes and can stand alone or combine with other words to form

larger structures. For example, "cat" and "dog" are words, and "black cat" and "friendly dog" are combinations of words.

Phrases are units that consist of one or more words functioning together as a grammatical unit. They can be categorized based on their syntactic roles, such as noun phrases (e.g., "the big house"), verb phrases (e.g., "will eat an apple"), or prepositional phrases (e.g., "in the park").

5. Sentences: Sentences are the largest language units and represent complete thoughts or statements. They consist of one or more phrases organized according to the grammatical rules of the language. Sentences typically contain a subject and a predicate and convey a complete idea. For example, "I love to read books."

These language units provide a hierarchical structure for analyzing and understanding the components and organization of language. Linguists study these units to investigate various aspects of language, including phonetics, morphology, syntax, and semantics. By examining language units and their interactions, linguists gain insights into how languages are structured and how meaning is conveyed through linguistic systems.

CONCLUSION

Language is the heart of a nation and it is a changing, ever-moving phenomenon. Language change is seen as a pragmatic opportunity in the process of speech, in use. Language, no matter how big or small, is a stronghold of any nation. National identity is expressed in more languages. After the independence of our country, the development of language and linguistics has become very important. A review of the history of the development of world linguistics, the development of the most valuable linguistic traditions in it, is associated with certain reasons.

a) the linguistic relationship to linguistic achievements has been abolished;

(b) a social approach to structuralism and its manifestations has emerged;

c) it has been practically proved that in order to study many unresolved problems of modern linguistics, it is necessary to critically examine the achievements of linguistics of the past;

Text interpretation is the process of analyzing and understanding the meaning and implications of a written or spoken text. It involves examining various elements of the text, such as the language used, the context, the tone, and the intended audience, to uncover the author's intended message or purpose. Litotes is a figure of speech that involves the use of understatement to emphasize a point or to create an ironic or humorous effect. It is a form of deliberate understatement, where the speaker or writer expresses something by negating its opposite.

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TEACHER INQUISITIVENESS ON POSITIVE PSYCHOLOGY OF IRANIAN EFL LEARNERS

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Abstract

This research applies positive psychology to improve EFL learners' listening abilities. Positive psychology is the scientific study of what makes life most worth living, focusing on both individual and societal well-being. This article purposed to find the teacher inquisitiveness on the positive psychology of Iranian EFL learners. 30 language learners participated in this study. They were from the language institute in Qazvin. Before their class started, the institute allowed the teacher to design a syllable according to positive psychology for their listening class. At the beginning of the semester, the teacher took a pretest. Then after 17 sessions that they practiced, in 18 session teachers took the post-test. And learners did a questionnaire according to positive psychology. The data were statistically analyzed by SPSS. As a result, it can be said that teacher's inquisitiveness plays a significant role in improving listening skills in EFL settings. This article can be useful for other researchers, institute administrators and teachers. Researchers can study other skills with teacher inquisitiveness and positive psychology in the future.

Key words: Teacher inquisitiveness, Positive psychology

INTRODUCTION

Kagan (1972) and Piaget (1950) both advocated decades ago that children's development is spurred by their attempts to understand the unknown. In many curriculum subjects, including history, curiosity has long been embedded. History was taught to us in a way that ignited our imaginations and engaged our curiosity (how did the Egyptians remove the brains?) Since Kagan and Piaget, education and teaching have changed significantly. As discussed by Day (2002), education reform and policy implementation have evolved from a broader ideological debate surrounding public services in general.

According to a school education report, there is a high prevalence of stress and depression among young people worldwide, a small rise in life satisfaction, and a synergy between learning and positive emotions, all of which indicate that teachers should teach the skills of happiness along with content learning. In developing mindsets for the 21st century, teaching content alone is not enough. We are surrounded by data every day. There is no need for preceptors to give information. We need teachers who facilitate students' curiosity, perseverance, perseverance and enthusiasm. Integrating positive psychology into the curriculum has the potential to improve student

engagement and achievement by helping them stay optimistic, delay gratification, strengthen willpower, increase resilience, build meaningful social relationships, and find more meaning and satisfaction. This course shows how inspirational teachers can integrate character strengths, optimism, positive emotions, resilience and positive relationships into their teaching.

Positive Psychology is a branch of psychology that focuses on studying what makes life most worth living. It is based on the opinion that people can be inspired to achieve their maximum potential and enhance their best selves. It is emphasis is on positive states and traits that contribute to positive experiences, emotional resilience, positive institutions, visualizing success and mindfulness, factors that help people achieve a sense of fulfilment, and manage stress effectively. It also focuses on what contributes to people's emotional health, happiness strengths, virtues, and gratitude, in addition to the emphasis on people's behavior and thoughts, the strengths that enable them to prosper as individuals and whole communities, build the good in life and develop their way of life to the highest level. According to Noble and McGrath (2008), educational well-being is based on having, positive relationships, positive emotions a sense of aims, and engagement through strengths, and social and emotional competence. Moreover, Luangpipat (2018) expressed that students' self-efficacy is related to their academic achievements directly and indirectly and helps them achieve appropriate results in learning and decrease negative educational experiences that lower their self-efficacy. The learned helplessness theory is another theory that is related to Positive Psychology, in educational settings. According to the American Psychological Association, learned helplessness occurs when an individual repeatedly faces stressful situations, uncontrollable, and then does not exercise control when it becomes available. According to Al-Jarf, (2021), learners progress a victim mentality because they have learned that they are helpless in a particular situation, and they do not try to change it. However, it is possible to change the situation. The history of positive psychology is rooted in the psychology of humanism, whose discussion focuses on meaningfulness and happiness. Much research in the literature were conducted to discover the significance of the positive psychology theory in second language learning. For instance, Budzinska and Majchrzak (2021) and MacIntyre and Mercer (2014) applied the positive psychology theory to language learning and teaching by explaining its principles with reference to the humanistic movement in language learning, research of the language learner concepts related to the self, theories of motivation. Budzinska and Majchrzak (2021) also emphasize on positive empathy, emotions, affectivity, enjoyment, engagement having a positive self-system, positive language education, positive institutions and how resources taken from positive psychology can benefit both the language teachers and students. This article has aimed to find the relationship between teacher inquisitiveness to the positive psychology of Iranian language learners.

LITERATURE REVIEW

Teacher Inquisitiveness

Although there is still no consensus among theorists on the operational definition of curiosity (Kidd and Hayden 2015), it is generally defined as a desire for new information triggered by novel, complex, or ambiguous stimuli (Litman and Jimerson 2004). As a positive motivational-emotional construct, curiosity is often associated with positive affect and makes learning and acquiring new knowledge inherently valuable and highly enjoyable (Csíkszentmihályi 1990; Kashdan et al. 2004). Additionally, personality theorists have argued for an area of curiosity in which curiosity is best viewed as a dynamic trait-like psychological variable that varies among individuals depending on the given situation (e.g., Arnone et al.1994).

Looking at the nature of curiosity as shown in previous literature, there are basically two main types of curiosity: perceptual curiosity and epistemological curiosity (Loewenstein 1994). Perceptual curiosity is a sensory drive to explore that is perceptually evoked in humans simply by visual, auditory, or tactile stimulation (Litman 2005; Litman and Spielberger 2003). Epistemic curiosity, a type of cognitive curiosity evident in humans and some animals, is a drive and motivation to advance a deeper level of understanding that is typically associated with learning in educational settings (Lowenstein 1994). This desire for new knowledge immediately stimulates curiosity by filling knowledge gaps and solving intellectual problems. Epistemological curiosity has also been described as two different types of curiosity: interpersonal and intrapersonal. Interpersonal curiosity is the desire for new knowledge about the experiences and feelings of others (Litman and Pezzo 2007), while intrapersonal curiosity involves inquisitive introspection to better understand one's inner self (Litman et al. 2017).

In Finland, the standard practice for teachers is to train at the master's level with the expectation that applied research will inform their work. Through the use of research in their classrooms, teachers are able to solve problems and improve performance. Indeed, teachers as researchers have a long tradition in education, pioneered by Stenhouse (1975), who believed that teachers who engage in classroom research as part of their professional development and reflection can have a direct impact on children's learning.

A skill embedded in the teaching profession is reflection, which is an essential part of improving practice. Some teachers may do this implicitly by reflecting on a lesson during the car journey home and this will unconsciously carry over to subsequent lessons, while others may learn about their reflections through assessment. The lesson, use reflective journals or be more explicit in a community of practice.

Positive Psychology

The psychological approach can be defined as certain theoretical and believed psychological assumptions, which relate to the nature of learning and self-teaching. From a psychological viewpoint, there are many different views regarding learning, including language learning. Learning a second or foreign language is a process of mastering a language. There are specific approaches used in learning foreign languages, namely, construction, humanism, and behaviorism in psychology (Hansen, J. T., 2007). An attitude that pays attention and values life positively is gratitude. According to McCullough, Kilpatrick et al. (2001) gratitude manifest from two stages of processing information. First, the individual needs to have an awareness of positive experiences, and then connect them to external sources. However, if gratitude is only directed towards the outside, then the conceptualization ignores other sources of gratitude that exist in everyday life. Gratitude can arise from an appreciation for one's abilities. Fredrickson (2001) urges that positive emotions can expand reflective thinking. Fredrickson (2001) also mentions that gratitude can expand innovative and reciprocal relationships (e.g., psychosocial, spiritual, and physical skills), and consequently improve individual well-being. Gratitude serves as a coping mechanism so that when someone encounters difficulties, they recall pleasant memories that allow them to divert their attention from a pattern of lack of appreciation. In developing gratitude, several interventions have been developed to prove the psychological and physical benefits that can be obtained from gratitude. These interventions are categorized into behavioral expressions of gratitude, gratitude, and gratitude lists (Wood et al., 2010). Most of the Islamic education in Indonesia supports the idea of, not to mention the English foreign language curriculum. Involving positive psychology in the practice of English language teaching is considered essential because this subject is commonly believed to provide learners with the opportunity for direct contact with foreign people. In delivering the materials, lecturers can improvise to be more easily understood by students. However, students often have low motivation, complain too much, feel ungrateful, and have more negative feelings in dealing with various problems. If these things are not resolved immediately, learners may grow physically or grow older but are less mature in developing themselves to face the future and become part of a civilized nation (Tarihoran, 2017). So, the authors are inspired to implement positive aspects of psychology to improve students' abilities in developing their personalities. However, English educators not only teach the language, but also display the context in which the language is utilized. Also, learners need to learn both the language and the culture of the society that uses the language. English educators are essentially required not only to teach the language, but also to display the context in which the language is utilized. Also, learners have learned both the language and the culture of the society that uses it. This is especially common in the practice of foreign language teaching, since to be able to communicate using a foreign language

actively, one needs to have not only a good proficiency in the language but also a decent understanding of its culture. The focus of language teaching now is what the students learn or need to learn, instead of what is to be taught. As many classrooms are more student-centred, the opinions and initiatives of the students will bring a significant contribution to the class. Since a person is shaped by one's culture, it can be assumed that the importance of cultural context in language teaching will be higher as learning becomes more learner-centered. Sowden (2007) states that it is related to this move of accentuation from teaching and learning that there has appeared a growing awareness of the role played by culture in the classroom. It is not only the teachers bringing their own culture, but also the learners come with their own culture in the classroom. This is especially true if the language teacher is not from the area. Sowden reminds the teacher, to be aware not only of the cultures of their students and their environment, but also of the cultures that they bring to the classroom. It is critical to discover the connection between language and psychology. Most language instructors know about the significance of progressing learners' attitudes toward language learning by inspiring them to maintain, flexibility, consistency and positive feelings fundamental to their learning. Moreover, Tarihoran, (2017) expressed that educators generally perceive the essential elements among learners and instructors, particularly in settings in which correspondence and significant communications are foregrounded.

Positive Psychology Factors

Enjoyment

MacIntyre and Gregersen (2012) introduced the concept of foreign language enjoyment(FLE), arguing that enjoyment, as a case of positive achievement emotion (Pekrun, 2006), can help learners make coffers for better language literacy, broaden their perspectives, and increase their engagement in the language literacy process (Jin and Zhang, 2019). It's conceived as a desirable experience passing when learners feel able to successfully complete the task at hand (i.e., the control element) and appreciate the literacy content (i.e., the positive appraisal element) (Mierzwa, 2019). Enjoyment stimulates sustainment in action, which leads to flourishment and development in life. Through erecting positive feelings, language preceptors can coincidently drop foreign language anxiety and increase foreign language enjoyment in their learners (Dewaele et al., 2018; Dewaele and Dewaele, 2020). Research studies on FLE have concentrated on its conceptualization, dimension, antecedents, and correlates in the language literacy process (e.g., Li et al., 2018; Jin and Zhang, 2019). Reviewing the literature indicated that FLE can lead to better academic achievement (Jin and Zhang, 2018; Li et al., 2020), L2 provocation (MacIntyre, 2016), and social-behavioral literacy engagement (Dewaele and Li, 2021).

Research substantiation on the contributing factors to FLE has rather unanimously indicated that schoolteacher-related factors play a more important part than learner-related factors

in FLE. In this respect, schoolteacher variables similar to emotional support, use of humour, the position of benevolence, respect toward scholars, tone of voice, and positive mood were set up to impact learners' FLE (Dewaele et al., 2019c). Therefore, preceptors play a significant part in erecting enjoyment in the foreign language education ecology. From a methodological perspective, numerous studies on FLE were mixed styles approaches where actors' voices were heard in descriptions of occurrences, they enjoyed in their FL classroom or in posterior interviews (e.g., Dewaele and MacIntyre, 2014, 2019; Li et al., 2018; Li, 2020).

In 2019, Mierzwa asserted that FLE is an undervalued and not completely explored emotion (Mierzwa, 2019). Still, it should be noted that lately, numerous studies on FLE have been conducted from different perspectives including scale development, expansion of FLE nomological network, individual focus, and longitudinal exposure (Elahi Shirvan and Taherian, 2018; Elahi Shirvan and Talebzadeh, 2018, 2020; Jin and Zhang, 2019; Elahi Shirvan et al., 2020, 2021; Talebzadeh et al., 2020). Therefore, it's no longer an undervalued emotion. Nonetheless, the following points can be recommended as unborn directions of FLE exploration expansion of the range of time frames; shifting from simple correlational designs toward more complex statistical ways of landing the dynamic interactive variables; and further exploratory and experimental exploration in classrooms.

Hope

In PP, hope is considered a component, as it emphasizes all components such as optimism, self-efficacy, and problem-solving (Lopez et al., 2009). As one imagines oneself at one's absolute best (future life), hope can be considered both a trait (that is relatively stable during life) or a temporary state of mind. Defining hope as a human strength, Synder (2002) identified it as (a) the ability to clearly conceptualize goals, (b) the ability to develop strategies for reaching those goals, and (c) the ability to initiate and sustain motivation for using those strategies. A number of studies have shown that individuals with high hopes are more creative (Onwuegbuzie, 1999), have greater academic satisfaction, and are more successful (Oxford, 2016). Moreover, Marques et al. (2007) found a strong correlation between hopeful thinking and perceived competence, self-esteem, and mental health. In the case of failure or encountering obstacles in pursuit of a goal, high-hope individuals relate it to the possibility of adopting the wrong strategy, and they try harder in the following similar cases; as they have come up with multiple routes and strategies for reaching objectives, they choose another route and avoid the obstacle. Although the hope is associated with academic achievement, it is not necessarily related to one's native intelligence (Snyder et al., 2002). The possibility of raising the hopeful thinking of all students, irrespective of their trait or school-related hope levels, has also been discussed previously (e.g., Synder, 2002; Synder et al., 2002).

Gratitude

An expression of gratitude is a typical emotional response to a kind act. Relationship strengthening is positively associated with various positive psychological responses. According to Peterson (2006), counting your blessings on a regular basis make you happier and content with life. It's a favorite content in language classrooms since expressing gratefulness can be a happy experience for both interlocutors, and it's easy to express. Former studies have refocused to its positive relationship with happiness, stopgap, and pride (Overwalle et al., 1995; Watkins, 2004), sanguinary, positive effect, and satisfaction with academy and family (Froh et al., 2009), tone - regard (Lin, 2015), creativity and provocation to ameliorate one's tone (Fredrickson, 2004). In addition, Hori (2020) covered brain exertion while harkening to a letter of gratefulness read audibly by a colleague and set up that the experience of participating in in in gratefulness affected prefrontal cortex activation. Prefrontal cortex is a crucial region in the preface and regulation of emotional responses (Hori et al., 2020) and according to a meta-analysis conducted by Alain (2018), is nowhere involved in supporting effortful listening when speech sounds are masked by background noise, or spectrally degraded, or when verbal information is strange or complex; therefore, its activation would be largely influential in efficient harkening in foreign language settings. Therefore, following Emmons and Shelton (2005), who noted that gratefulness doesn't crop spontaneously in babe rather it emerges from the environmental factors, and also those studies which aimed to promote gratefulness through interventions (Froh, 2007; Froh et al., 2008) and showed its effectiveness in raising the learners 'positive feelings (Harda, 2015; Gregersen, 2016), and considering the part of gratefulness in harkening performance (Hori et al., 2020).

Emotion Regulation

Emotion regulation involves one's capability to fête, regulate, and express feelings. Individualities can regulate their feelings either by following those situations that they know from their history and that they are likely to bring enjoyment and pleasure or by avoiding circumstances and surroundings which are more likely to elicit aversive feelings. Managing one's feelings would lead to advanced capability in managing impulses, managing conflicts and gruelling situations, making informed opinions, and persisting in pursuing pretensions. Learners are less enthralled by emotion-laden stressors and internal and external stressors, and they learn more effectively (Buckley & Saarni, 2009). Also, it's set up to be appreciatively related to social development in an academic setting (Eisenberg et al., 1996) and influential on academy adaptation (Shields et al., 2001). In the alternate/ foreign language environment, there are some studies pointing to the relationship between the language preceptors' emotional well-being and the regulation strategies they apply to manage their feelings in grueling situations, similar to Mercer et al. (2016) and Talbot and Mercer (2018). Morris and King (2018) studied the way seven Japanese university preceptors use emotion

regulation strategies to deal with pupil apathy, classroom silence, malfeasance, and difficult working conditions. This variable was also emphasized in the study conducted by Oxford (2020), in which five preceptors' and schoolteacher preceptors' dynamic use of empathy, emotional intelligence, emotion regulation, and emotional labor to develop a compass of emotion were delved into. In addition, Bielak and Mystkowska- Wiertelak (2020) set up that the choice of emotion-regulation strategies is situation-specific, i.e., it's grounded on the literacy environment and the party characteristics. Also, the learner and schoolteacher actors considered emotion-regulation strategies effective in the language learning environment.

Teaching Listening and Positive Psychology

Emerging from an overview of the hundred years of psychology undertaken by Seligman and Csikszentmihalyi (2000) for the American Psychological Association, positive psychology explores what makes life most worth living and applies psychological theory to understand the human strengths that are of significance for uplifting overall well-being and happiness. Why positive psychology perspective in EFL education is important? The socio-educational model holds that cultural beliefs about the second language community will emphasize both the nature and role played by attitudes in the language learning process. As for English listening comprehension, a lack of motivation and a positive attitude can be found in most college students in China. With the employment of some principles from positive psychology; positive emotions can be boosted in students. And positive emotions contribute to transformational processes and outcomes, such as enhanced creativity, relationships, motivation, resiliency, and success (Fredrickson, 2001).

Listening comprehension is a complex process which involve different activities and skills. In the traditional listening comprehension classroom of pre-listening activities, the teacher would provide learners with the necessary background, guidance, and direction for the listening activities. Post-listening exercises provide opportunities for practicing, offering feedback on learners' understanding. However, for the students who are less motivated, the pre-listening direction and the post-listening exercises may not mean anything to them. Research in positive psychology has shown that individuals are frequently not aware of their own character strengths (Seligman and Csikszentmihalyi, 2014). Let the students, realize their own character strengths, therefore, is the key to sparking their interest and hope for the listening activities. One of the most prominent aspects of positive psychology is an impact on psychological strengths. Furthermore, Meta-cognition can lend a hand in developing listening skills at all stages of pre- and post-listening. Students even before embarking on the actual listening task can contemplate making predictions, selecting and thinking on strategies. Learners by monitoring their learning process can change their learning strategies. According to Li (2013), students can investigate the effectiveness of listening

strategies in listening comprehension. Seating learners is one of the ways to prevail over the issue of stress. This allows learners to feel comfortable and, to a certain extent, out of sight of the teacher. Learners in the Middle East, have a tendency to sit away from the teacher, so it is necessary that learners sit close to the teacher, and are not scattered. The teacher also wants to put good learners on the last benches and also let students sit in pairs with ample space in between the columns and rows of learners for the teacher to move through and approach each learner individually. Talking teaching techniques such as a mixture of "Top Down" and "Bottom Up" approaches to teaching is an appropriate tool for Arab listeners to enhance better comprehension of the listening material. Some activities activate the schemata like Top-Down activities (Raza 2011). According to Önal (2015), Schemata is the prior knowledge of the context in which listening takes place to make sense of what is being heard. These activities help students in terms of self-confidence and better motivation. Bottom Up activities also start with the lexicon and its pronunciation. Learners are able to understand syllables, grammar and words. Richards (2008) states that Close listening, dictation, and multiple-choice questions after a text are some of the activities teachers usually perform in the classroom. Speaking ability also is the ability to communicate or express any ideas orally and meaningfully. This ability indicates the speakers use language features appropriately, including, intonation, pronunciation, diction, relevant topics and appreciate listeners. A word can be pronounced by considering the following factors: where they grow, where they live, ethnicity, social class, and education. Intonation can be interpreted as a sentence song because it is related to pronouncing the sentence. A sentence song consists of the high and low of the music and the song's weakness or loudness. The sentence or intonation song will impact communicating with other people. Incorrect intonation will cause misunderstanding in communication. The use of language is to get the precise sense of many statements. Speaking is one of the most challenging English language skills in teaching and learning processes. Meanwhile, an interview can conduct among students in the classroom or between a teacher and a student. Thus, the discussion runs informally. To help learners develop the speaking process more confidently, they can do a small classroom presentation to build self-confidence while speaking in front of the class. Finally, the debate is a significant challenging activity in the case of the speaking process, in which learners must dig not only courageously but also profoundly. That is why the argument might be applied to improve student's learning outcomes.

Knowing a language is identified with speaking that language. Since the purpose of learning a foreign language is to communicate through information exchange (Mahripah, 2014) urge that language learners value speaking skills more. Within this context, asynchronous online learning shines out as a way of enhancing speaking skills because it can minimize the problems in a language class and relieve English-speaking anxiety.

According to Kung -Ming, (2009) a flexible way of learning which facilitates access to learning materials anytime and anywhere is a synchronous online learning it allows the students to contribute to the activities until they ready, and it forms a basis for the students who tend to be shy and keep quiet in class to state their opinions in a more democratic platform. Besides, it promotes student participation since it enables multidirectional communication, meets the need for socializing by hearing voices of peers', is relatively easy, facilitates expressing an opinion and by adding emotion to the message sent makes communication healthier, and also decreases the risk of getting misunderstood (Hew & Cheung, 2012). All these advantages play a significant role in alleviating students' speaking anxiety as asynchronous computer-mediated communication threatens less, allows learners to learn at their own pace, provides more feedback and enables self-reflection (Gleason & Suvorov, 2011). The characteristics of learners and teachers, syllabus, and materials are some of the leading factors in speaking a foreign language. Mahripah (2014) classifies these factors into three different groups: linguistic factors (phonology, syntax, vocabulary and semantics), socio-cultural factors (circle and family history) and psychological factors (factors that form personality such as, anxiety, motivation, self-esteem, shyness, risk-taking, extroversion, empathy). It is considered that both language learners' and teachers' awareness of these factors contribute to speaking proficiency, which is associated with foreign language learning success; and therefore, improve speaking performance.

METHODOLOGY

Study Design

The data were collected in an English institute in Qazvin. At first, the teacher was given a class based on listening, designed according to positive psychological factors. The teacher chooses the syllabus at his own discretion without the intervention of the institute. At the beginning of the class, the participants were pre-tested with a listening comprehension test. After teaching of the 18 sessions and the implementation of the syllabus by the teacher, the post-test was held again in the class. A questionnaire related to positive psychology was given to language learners so that this case was also investigated. And finally, it was calculated and analyzed by SPSS.

Participant of the Study

A total number of 30 EFL pre-intermediate-level students of a language institute in Qazvin, Iran were selected to investigate the teacher inquisitiveness on positive psychology of Iranian EFL learners. Learners were at the same level by the level determination test at the beginning of the semester.

Instruments

The data collection tool of this research, first a listening test, was taken as a pre-test from the students in the class. After 18 sessions of the course and according to the syllabus designed by the

teacher with positive psychology factors, the listening test was repeated. It was held as a post-test to investigate teacher inquisitiveness's relationship and effect on language learners' positive psychology.

A questionnaire regarding positive psychology was also provided to language learners, which included three parts, as follows:

The hope scale (HS) measures Snyder's cognitive model of hope which defines by Snyder, Irving, & Anderson, (1991 as a positive motivational state that is based on an interactively derived sense of successful (a) pathways (planning to meet goals) (b) agency (goal-directed energy), The hope scale contains 12 items. Four items measure pathways thinking, four-measure agency thinking, and four are fillers. Participants respond to each item using a 7-point scale ranging from definitely false to definitely true, and the scale takes only a few minutes to complete.

The GQ-6 is a self-report measure of the disposition to experience gratitude. Participants answer 6 items from 1 to 7 scale (1 = "strongly disagree", 7 = "strongly agree"). The internal reliability was with alphas between .82 and .87. There is evidence that the GQ-6 is positively related to optimism, life satisfaction, hope, spirituality and religiousness, forgiveness, empathy and prosocial behavior, and negatively associated with depression, anxiety, materialism and envy.

The SHS is a 4-item scale of global subjective happiness and has been validated in 14 studies with a total of 2,732 students. Results have revealed that the SHS has high internal consistency across samples. To excellent reliability self-peer correlations and test-retest have suggested, and construct validation studies of convergent and discriminant validity have confirmed the use of this scale to measure the construct of subjective happiness.

Data Analysis

For statistical analysis, SPSS 26 was used to analyze the data collected from the questionnaire and test. First, the normality of the data was measured, and then the data were examined and measured.

RESULTS

In this part, the analysis of the listening test, which was taken as a pre-test and post-test in the class, is discussed first, and then it is analyzed in the positive psychology table.

Table 1. *One-Sample Kolmogorov-Smirnov Test*

		Pretest	Posttest
N		30	30
Normal Parameters[a,b]	Mean	12.8333	16.6333
	Std. Deviation	3.13031	2.18905
Most Extreme Differences	Absolute	.151	.133
	Positive	.151	.100
	Negative	-.122	-.133
Test Statistic		.151	.133
Asymp. Sig. (2-tailed)		.080[c]	.184[c]

According to table 1 which presents one-sample Kolmogorov-Smirnov test, the scores of pre-test and post test data which have level of significance more than the standard .05. They consider normal parameters. (α= .05; ρ>α)

Table 2. *Paired sample t test statistic*

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	12.8333	30	3.13031	.57151
	posttest	16.6333	30	2.18905	.39966

Table 3. *Paired Sample Test*

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
pretest – posttest	-3.80000	1.93694	.35363	-4.52326	-3.07674	10.746	9	000

Statistics demonstrate that there are significant differences between pre-test and post-test in Tables 2 and 3. According to table 2 ($\bar{x}_{pre-test=12.833}$, $\bar{x}_{post-test=16.63}$).

Table 3 also shows that the significance level is lower than the standard of 0.05. This indicates that the teacher's inquisitiveness was positive in the classroom. (t=10.746; ρ=.000; α=.05; ρ<α).

Table 4. *Descriptive frequency of positive psychology*

		Hope	Gratitude	Enjoyment
N	Valid	30	30	30
	Missing	0	0	0
Mean		64.0000	23.3000	17.5333
Median		64.0000	23.0000	17.0000
Mode		64.00	21.00[a]	17.00
Std. Deviation		4.79224	2.69290	1.71672
Variance		22.966	7.252	2.947
Skewness		.018	.577	1.013
Std. Error of Skewness		.427	.427	.427
Kurtosis		-.652	.271	.813
Std. Error of Kurtosis		.833	.833	.833
Range		19.00	11.00	7.00
Percentiles	25	60.7500	21.0000	16.0000
	50	64.0000	23.0000	17.0000
	75	68.2500	25.0000	18.0000

In accordance with table 5 that shows the three different factors of positive psychology ($\bar{x}_{hope}= 64.00$, $\bar{x}_{gratitude}=23.30$, $\bar{x}_{enjoyment}=17.533$; $median_{hope}= 64.00$, $median_{gratitude}= 23.00$ $median_{enjoyment}= 17.00$; $S_{hope}=4.79$, $S_{gratitude}= 2.69$, $S_{enjoyment}=1.71$).

DISCUSSION AND CONCLUSION

Despite the lack of agreement on the operational definition of curiosity (Kidd and Hayden 2015), it is generally defined as a desire to learn new things when presented with novel, complex, or ambiguous stimuli (Litman and Jimerson 2004). As a positive motivational-emotional construct, curiosity is often associated with positive affect and makes learning and acquiring new knowledge inherently valuable and highly enjoyable (Csíkszentmihályi 1990; Kashdan et al. 2004).

In summary, this article aimed to find the teacher inquisitiveness on the positive psychology of Iranian EFL learners, the study aimed to improve the English listening ability of EFL pre-intermediate-level students of a language institute in Qazvin, Iran by a listening test, was taken as a pre-test from the students in the class with 30 participants as subjects of this research.

There are certain psychological assumptions related to the nature of learning and self-teaching that can be described as the psychological approach. The psychology of learning, including language learning, has many different perspectives. Foreign or second languages are learned through mastery. In psychology, constructionism, humanism, and behaviorism are three approaches to learning foreign languages (Hansen, J. T., 2007). There is less research that shows the effect or relationship between teacher inquisitiveness and positive psychology.

Positive psychology includes different factors that were discussed in this article such as hope, enjoyment and gratitude. It was investigated by a questionnaire that the language learners answered in class. Another topic of interest that was investigated in this article was teacher inquisitiveness that the teacher designed and implemented in the classroom based on positive psychology before the beginning of the semester. At the beginning of the class, a pre-test was held, and 17 sessions were conducted according to the materials designed in the class syllabus, and a post-test was held in the 18th session. According to the calculations, it was concluded that the teacher Inquisitiveness had a positive result and the students made significant progress. This article can be useful for other researchers, institute administered and teachers. Researchers can study about other skills with teacher inquisitiveness and positive psychology in the future.

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THE PERCEPTION OF IRANIAN EFL LEARNERS ON VOCABULARY KNOWLEDGE IN SPEAKING DEVELOPMENT

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Abstract

Speaking a foreign language is considered a challenging aspect of language learning that requires competence and mastery in learning any foreign language. Vocabulary learning plays an important role in oral communication. However, the literature lacks studies in which English as a foreign language (EFL) teachers' perspectives are obtained to provide analyzes of situations in which language learners do not show desirable results in speaking. The present study examines teachers' and students' understanding of vocabulary development with a special focus on speaking skills. Its purpose is to seek the opinions of English language teachers about the extent to which lack of vocabulary affects the performance of English language students in listening and speaking classes and in speaking skills. A questionnaire was used for student responses and an interview for teachers was used to reveal their perceptions of vocabulary development in speaking skills. 10 English language instructors and teachers from a language school in Qazvin and 30 English language learners at the pre-intermediate level participated in this study. The data analysis showed that both teachers and learners indicate that the lack of vocabulary is one of the main factors of students' inability to speak English. The present study can be useful for teachers, learners and researchers. and help them in further research.

Keywords: EFL learners, Vocabulary knowledge, Speaking development

INTRODUCTION

It is crucial to learn vocabulary when learning a foreign language (Schmitt & Carter, 2000). Several studies have indicated that real communication results from learning suitable and adequate vocabulary compared to learning grammar rules only (Cook, 2013). Even though EFL students claim they understand the new vocabulary items during lectures, they tend to forget newly acquired words within a few days. This may be due to a lack of opportunity for using these words in conversation. The authors (Coady & Huckin, 1997; McCarthy & O'dell, 2002) recommend the implementation of training strategies to enhance vocabulary learning and oral communication in EFL classes. According to August, Carlo, Dressler, and Snow (2005), foreign language learners with limited vocabulary take longer to learn new vocabulary items, are less able to comprehend text, and have difficulty communicating orally. Because of these factors, learners with language learning disabilities are more likely to achieve lower results in language learning assessments and might be labelled disabled. Recent researches have indicated that EFL vocabulary instruction is

attracting the attention of many researchers (Chee, Yahaya, Ibrahim, & Hasan, 2017; Ishtiaq, Ali, & Salem, 2017; Shahbaz & Khan, 2017; Taj, Ali, Sipra, & Ahmad, 2017).

The current study at an English institute in Iran focuses on the importance of vocabulary in oral development for EFL learners. It seeks to recognize the primary drivers of EFL students' ineptitude in communicating in parts of language learning. The in-depth focus of the study reveals that inadequate vocabulary is the essential issue and considerably influences decreased overall performance in talking abilities which is one of the most fundamental components of language skill ability and development.

The current review attempts to find the responses to the accompanying examination questions:

1-What are teachers' perceptions about learners speaking?

2-How Can Iranian EFL learners develop their spoken performance through vocabulary?

3-What are EFL learners' perceptions about their speaking?

LITERATURE REVIEW

The Nature of Vocabulary Knowledge

Learning vocabulary is one of the major and most significant worries of foreign language learning. Investigating vocabulary was neglected by researchers up to the 1960s; nonetheless, as of late it has acquired the consideration of a lot of specialists (Muliawati and Ismail, 2017). Jargon learning requests the students' ability in both hypothesis and practice. Schmitt (2008) has discussed that jargon learning is fundamental as it is an indispensable sign of language capability. Similarly, learning any foreign language is fundamentally related to vocabulary knowledge, a lack of vocabulary items hinders the process of learning a second language. In EFL learning without having sufficient jargon information, students may not show the ideal outcomes in the language educational experience and its capability (Macis and Schmitt, 2017). From the perspective of Adam (2016), a lack of vocabulary knowledge prevents genuine correspondence between EFL students generally.

To improve creating vocabulary learning, researchers have been putting forth gigantic attempts to find the various aspects of learning vocabulary to aid EFL learners. Nunan (2017), a leading specialist in the field of L2 vocabulary, declares that students need to utilize specific procedures and strategies for accomplishing specific capabilities in vocabulary knowledge. In the field of Second Language Acquisition (SLA), vocabulary improvement has captivated researchers to have an impact where vocabulary development is relatively low (Hughes and Reed, 2016).

Vocabulary knowledge is multidimensional and continuum-based. As an example, Henriksen (1999) proposed three dimensions of lexical competence: (a) partial to precise knowledge, (b) depth of knowledge, and (c) receptiveness to productive use. The term partial to precise knowledge refers to the target vocabulary knowledge "ranging on a continuum rather than

being known or unknown" (Schmitt, 1998, p. 118). The depth of knowledge and the amount of knowledge, or breadth, are also important distinctions (Henriksen 1999; Read 2000). (Nation, 2001) The quantity or number of words learners know at a particular level of language proficiency is referred to as their vocabulary breadth, whereas their vocabulary depth refers to their lexical knowledge, or how well they know each word. During listening or reading, a person acquires receptive vocabulary knowledge by recognizing the form and meaning of a word. Producing the proper spoken or written word form is required for productive vocabulary knowledge (Nation, 2001). Despite this, it is not possible to clearly separate the two since each can incorporate features of the other. Even though listening and reading involve receptive vocabulary knowledge, meaning can be produced. As most vocabulary is learned receptively according to Webb (2005) nowadays receptive vocabulary knowledge tends to be larger than productive vocabulary knowledge (Webb, 2008) and can also indicate productive vocabulary size (Waring, 2002; Zhong, 2014).

The Process of Vocabulary Learning

The importance of vocabulary learning in language learning has long been recognized by researchers (Harley, 1996). To encourage sufficient vocabulary learning, four vocabulary-learning partners are essential, including students, teachers, materials writers, and researchers (Schmitt, 2008). However, the best method for learning vocabulary is still somewhat obscure due to the wide variety of factors involved (de Groot, 2006). Task effectiveness for vocabulary learning is determined by, for example, how much word-related activity is induced by the task (Hill & Laufer, 2003). It is possible to learn vocabulary in two basic ways: incidentally and intentionally. Intentional vocabulary learning refers to activities that aim to commit lexical information to memory (Robinson, 2001, p. 271). Incidental vocabulary learning refers to "learning vocabulary as a byproduct of activities not specifically geared toward vocabulary learning." There are many ways and strategies to learn vocabulary intentionally, including word cards, and mnemonics, keeping vocabulary notebooks, doing vocabulary exercises, searching dictionaries, etc. Understanding the relationship between meaning and form is the key to acquiring word knowledge. The importance of form is generally downplayed in second-language vocabulary learning. Considering the reason why L1 learners learn the target vocabulary easily, which is because they are familiar with the features and regularities in the L1 input, it can be helpful to pay more attention to the learning form in L2 vocabulary learning in order to acquire new vocabulary knowledge (Ellis, 2006).

The Size of Vocabulary Knowledge

The initial step of vocabulary knowledge is to have a specific measure of jargon size to understand and utilize the language. All the more significantly, language students need to refresh their jargon size, since "vocabulary is a ceaselessly changing substance with new words and new purposes of

old words being added and old words falling flat into neglect" (Nation and Waring, 1997, p. 6). In regard to vocabulary size, a significant inquiry to pose is the number of words a language student has to be aware of. To have the option to respond to this inquiry, one principally ought to understand what realizing a word implies. Looking for a quantifiable meaning of "word information", Nation (1990) distinguished parts of the word information in a complete structure by likewise introducing a qualification among responsive and useful information.

For a language learner or a native speaker, the number of words they must know varies depending on their purposes. According to Nation & Waring (1997), an educated native speaker has approximately 17,000-word families in their vocabulary. Additionally, previous studies provided some data for foreign language teachers and learners. As a result of these figures, the learning challenge is probably underestimated, because each word family includes a variety of word forms, including the origin (stimulate), its inflexions (stimulated, stimulating, stimulating), and regular derivations (stimulate, simulative). It is necessary to memorize 28,015 unique word forms for a vocabulary of 6000-word families (enabling listening) and 34,660 words for a vocabulary of 8000-word families (enabling wide reading) (Nation, 2006). A total comprehension does not have an absolute threshold; however, poor vocabulary knowledge may contribute to poor comprehension.

It is important to remember that not every word in a language is equally useful, and word frequency is one measure of usefulness. The majority of running words in discourse are made up of a small number of word types, high frequency words (the most common 2,000 words). Conversely, a very large number of types occur very rarely, and make up the low frequency words (Schmitt & Schmitt, 2012). Conversely, a very large number of variants occur infrequently and form low-frequency words (Schmidt & Schmidt, 2012).

Testing Vocabulary Knowledge

Vocabulary tests are very difficult because of the individual differences in the cognitive processes of learners that cannot be detected; However, language learners can experiment in many ways. Depending on what one wants to know about vocabulary knowledge in L2, one must choose the right materials and the right method to get accurate and reliable results; Different types of tests will be necessary to be able to take into account all aspects of vocabulary knowledge (Bogaards, 2000).

The diversified nature of word knowledge makes it impossible to test all the different aspects of vocabulary at the same time. However, as Pignot-Shahov (2012) suggests, a small number of well-known test cases provide teachers, learners and researchers with useful knowledge through 'to study and provide data on some aspects of vocabulary knowledge. words and aiming to support the concept and form of the lexicon concept because knowing how to store words and

learn helps to improve the content, delivery and assessment of language teaching and to improve our understanding of the language learning process.

In this study, the vocabulary level test (Laufer & Nation, 1999) used because it is useful to remember English words (and indeed any language) as they are consisting of the series of levels based on the frequency that occurs for several reasons: first, there is the difference between levels is mainly due to the purpose and frequency of use of different words notification. Second, there is a large number of words in English, so the goal of each language can actually pay attention to a very small average of these words (Laufer & No, 1999).

Speaking Skill

A complicated understanding of speaking skills is created by the intervening aspect and illustration of speaking itself. According to psycholinguist Pawlak (2011), speaking language fluently requires the cooperation of many different processing mechanisms, components, and exertions. Another key factor that affects the quality of speech production is managing the handling mutuality aspect (the relationship between speakers and listeners during the speaking element) with the additional constraint of a time limit while trying to produce words (Hulstijn, 2000). As a result, learners should be involved in the production of lengthy and structured parts of language without prolonged pauses and hesitations. For this reason, learners need to be aware of all four components of speaking skill, and vocabulary learning plays a major role in this process (Bailey, 2006). As well, learners must be able to demonstrate pragmatic awareness of the word (the ability to use language in social context while keeping cultural restraints in mind), strategy, grammatical aspects, and the ability to link the words to make a meaningful conversation. It is believed that learners experience difficulty in creating a balance between lexicon and cognition in this regard.

Vocabulary Use in Spoken Discourse

Read (2005) reports that only a few studies have examined spoken vocabulary use (such as accuracy, relevance, and flexibility). A recent study compared the lexical characteristics of spoken corpora with written corpora, and texts in L2 spoken corpora were compared with the lexical characteristics of L1 speakers.

It has been shown that oral discourse differs from written discourse in terms of lexical features. Nation (2006) showed that 6,000–7,000-word families (plus proper nouns) are required to obtain 98% lexical coverage in spoken texts, using spontaneous conversation segments of the Wellington Collection of Spoken English and novels and newspaper collections. Compared to 8,000 to 9,000-word families (plus proper nouns) for written texts. In counting word families, a base form, inflected forms, reduced forms, and derived forms are considered to be the same word family and are only counted as one. In other words, language users need to have a vocabulary of about 6,000-word families to sufficiently express themselves orally and comprehend L1 speakers'

conversation, whereas they need about 8,000-word families to write and understand written media adequately. While Laufer and Nation (2012) stated that 2,000-word families are enough for "a simple conversation" (p. 169), Nation (2006) suggested that a smaller, but still large number of words are needed for effective use of spoken language. Additionally, studies (e.g., Johansson, 2009) have generally shown that the spoken mode differs from the written mode in terms of lexical density and lexical diversity. According to Shirato and Stapleton (2007) overuse and lexical underused by Japanese students of English by contrasting their conversation transcripts with the conversational section of the British National Corpus. While most studies compared texts derived from different speaker groups cross-sectionally, some studies have examined longitudinal changes in lexical use in oral discourse by L1 or L2 speakers.

METHODOLOGY

Study Design

Design is required to convince the definitive completion of multiple research processes, thus presenting the research as complete as its implication by producing maximum results with minimum problems (Kothari, 2004). A mixed method has been used for this research. This includes the collection and interpretation of qualitative and quantitative data for the present study. The choice of mixed method is based on the nature of the study itself, which relies directly on data collected from interviews of instructors and learners to identify the main problems or barriers to fluent speaking in the formal classroom and outside of it.

Participants of the Study

A total number of 30 EFL pre-intermediate-level students of a language institute in Qazvin, Iran were selected to investigate the problems in speaking skills. Their ages ranged from 14 to20 years old. Learners were at the same level by the level determination test at the beginning of the semester. In addition, 10 EFL instructors from the same institute were selected whose major is English teaching, and they had experience in English teaching.

Instruments

The data collection tools of this research were vocabulary knowledge test, speaking test of learners and interview with teachers. Vocabulary and speaking were practiced with language learners during 16 rounds of class. In session 17, the vocabulary test (Laufer & Nation, 1999) was taken from the learners. And in the 18th session, the speaking test was held orally by one of the instructors according to the lessons learned in the class. And finally, ten teachers were interviewed about the students' speaking ability.

Data Analysis

For statistical analysis, SPSS 26 was used to analyze the data collected from questionnaires and interviews. At first, the normality of the data was measured, then the correlation table was used to show the significance of the data. In addition to this, a table was drawn according to the interviews of the teacher's perspective and the data were examined and analyzed.

RESULTS

To analyzes the data gathered from EFL learners, the tables below have been categorized. Data normality was shown in Table 1. Then, in table 2, researchers indicated the perception of EFL learners' on speaking according to their vocabulary knowledge. And the last part mentioned the teachers' perception.

A teacher's ability to discover the state of students' vocabulary knowledge is crucial in the design of a vocabulary component of a teaching program. Researchers should also be able to use of vocabulary measures to investigate the nature of vocabulary development. A vocabulary level test (Nation, 1983; 1990) is used to model the overall structure of the test. There are 18 items on the 2000 University Word List (UWL)which learners responded them. Subsequently, in line to the vocabulary, test, teachers asked them to speak and apply these vocabularies in their speaking.

Table 1. *One-Sample Kolmogorov-Smirnov normal test summary of the vocabulary and speaking test*

		Vocabulary test	Speaking test
N		30	30
Normal Parameters[a,b]	Mean	17.9333	18.6000
	Std. Deviation	2.08332	1.69380
Most Extreme Differences	Absolute	.196	.260
	Positive	.161	.204
	Negative	-.196	-.260
Test Statistic		.196	.260
Asymp. Sig. (2-tailed)		.005[c]	.000[c]

According to table 1 which reports the results of the test of normality of the vocabulary and speaking test. They have level of significance less than the standard .05. they are considered non-normal ($\alpha=.05$; $\rho < \alpha$).

Table 2. *Correlation between vocabulary knowledge and speaking development*

			Vocabulary test	Speaking test
Spearman's rho	Vocabulary test	Correlation Coefficient	1.000	.646**
		Sig. (2-tailed)	.	.000
		N	30	30
	Speaking test	Correlation Coefficient	.646**	1.000
		Sig. (2-tailed)	.000	.
		N	30	30

According to table 2 which presents result of the correlation analysis performed with the vocabulary knowledge and speaking development scores, there is significance relationship between the analyzed scores. The conclusion is made because the correlation coefficient which is .000 has a level of significance less than .050 (α=.05; $\rho < \alpha$).

Teachers' Perception

In order to know the current situation of language learners' speech disability, the responses and experiences of the teachers are analyzed by the following chart. The table below summarizes the English teachers' answers to the interview questions.

Table 3. *Interview chart on instructors' perceptions of EFL learners' spoken proficiency*

Thematic Consideration	Investigation question (Opinion)	Responses % and perceived causes
EFL Instructions' perception	Do your students speak English fluently in the class?	1- Not all of them. (50%) 2- No, very few do. (30%) 3- Yes, they do. (20%) Most indicated reason: • Lack of vocabulary knowledge • Speech anxiety • Shy and introverted learner • Environment

According to teachers' perspective of vocabulary knowledge, speech anxiety, environmental interference (mother tongue primarily) and meaning conveying are other main problems to speaking English fluently. As reported by instructors, vocabulary is a key factor hindering the proficiency of EFL learners.

DISCUSSION

Vocabulary knowledge in teaching and learning is chosen as an essential point of any foreign language. In foreign language learning the importance of vocabulary has been recognized by many English language researchers and teachers. The main goal of most English language learners is to develop communication skills in learning a foreign language. Understanding vocabulary knowledge is not only essential, but a central area in foreign language learning and development. Nation (1990) explains the importance of vocabulary in language: "Vocabulary is not an end in itself. A rich vocabulary makes listening, speaking, reading, and writing skills easier. Therefore, by mastering vocabulary learning, one can fully focused on other advanced levels and more efficient development features of foreign language learning. The present study was conducted with the aim of investigating the perceptions of English language teachers and learners about their speaking skills. In relation to the collected results, it was found that most of the English language learners Speech anxiety, in particular, indicates a lack of vocabulary in speaking English.

In line with the data analysis and the above discussion, the role of vocabulary in speech has been especially noticed by English language learners and teachers. Based on the results, it is found that the lack of vocabulary knowledge and difficulties in expressing or transferring what English learners have already learned or have in their minds is the main reason shown for the inability to speak. P is less than α, ($\alpha=.05$; $\rho < \alpha$), indicating that the higher the language knowledge, the better the students can speak. Although according to the teachers, the main reason why the students do not speak in class is the lack of language knowledge, the environmental factors of friends and anxiety can also cause, so students talk less in class.

CONCLUSION

According to existing studies, even though the vocabulary is of considerable importance for comprehension and speaking learners lag behind in the breadth and depth of vocabulary knowledge, little vocabulary knowledge has been done to develop EFL learners' oral skills. Current research comes with many suggestions for improving the speaking ability of EFL learners. The effect of different strategies leads learners to recognize their meaning and retain it. In addition, to develop the vocabulary learning process for language skills, there is a need to test the reliability of the vocabulary teaching method and its effectiveness in English language classrooms. In the same way, English language teachers should realize that their learners are self-directed learners by identifying learning strategies and strategies to adopt. In addition, language learners should

encourage their students to participate in classroom activities by using a wide range of vocabulary to master speaking skills. Speaking English fluently is always a difficult task for English language learners, but it can be prevented by learning a variety of strategies in the vocabulary development course. We expect that the present effort will benefit, guide and stimulate the development of vocabulary knowledge that can facilitate the development of oral English skills.

This study was conducted in the fall semester with the cooperation of 30 students of a language institute in Qazvin, whose ages were between 14–20 years old and who were studying at the pre-intermediate level. Also, ten of the language instructors who were teaching in this institution, in an interview related to the level of speaking and cooperation of language learners in speaking, lack of vocabulary. As much as we can increase our vocabulary, we will help improve our speaking. Of course, from the point of view of teachers, other factors such as anxiety and the environment also have an effect on students not speaking, which according to this research includes a smaller percentage.

The present study had limitations related to the number of participants to understand vocabulary knowledge for speaking skills. Extensive research with a large population scale may reveal better outcomes and implications for this important aspect of language learning and teaching. Similarly, more empirical studies are needed to support, develop, and verify the development of vocabulary knowledge with English language learners' speaking skills.

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