

# Conference Programme

## Wednesday 4 March 2015

16:00-18:00	Conference registration
18:00-18:45	WELCOME COCKTAIL

## Thursday 5 March 2015

7:00-9:00	BREAKFAST					
8:00-9:00 11:00-12:00	Conference registration					
9:00-9:15 LYKIA Room A	<p>Opening statements:</p> <ul style="list-style-type: none"> <li>• Assoc. Prof. Dr. Cem Can, Çukurova Univeristy, Turkey</li> <li>• Rector – Prof. Dr. Mustafa Kibar, Çukurova University, Turkey</li> <li>• Prof. Dr. Hatice Sofu, Çukurova University, Turkey</li> </ul> <p>Assist. Prof. Dr. Abdurrahman Kilimci, Çukurova University, Turkey Dr. Katarzyna Papaja, University of Silesia, Poland</p>					
PLENARY SESSIONS 9:15-10:45	<p>Chair: Rebecca Oxford Keynote: Rod Ellis, Prof. Dr., University of Auckland, New Zealand and Shanghai International Studies University, China <b>Grammar Teaching as Consciousness-Raising</b> Keynote: Vivian James Cook, Prof. Dr., New Castle University, UK <b>The Advantages of L2 Users Through the Looking-Glass</b></p>					
10:45-11:00	COFFEE BREAK					
<b>SESSIONS: PRESENTATIONS</b>						
	<b>ELT Methodology and classroom applications</b>	<b>Corpus Linguistics and Learner Corpora</b>	<b>SLA / ELT focused theories and research</b>	<b>Psychological and Psycholinguistic perspectives in SLA/ELT</b>	<b>Discourse Studies</b>	<b>CLIL &amp; Bilingual Education SYMPOSIUM</b>
	<b>ÜRGÜP 1 (Room B)</b> Chair: Miroslaw Pawlak	<b>ÜRGÜP 2 (Room C)</b> Chair: Erkan Karabacak	<b>AVANOS 1 (Room D)</b> Chair: Taghreed Al-Saraj	<b>AVANOS 2 (Room E)</b> Chair: Jeanine Treffers-Daller	<b>ZELVE (Room F)</b> Chair: Marek Derenowski	<b>IHLARA (Room G)</b> Chair: Yolanda Ruiz de Zarobe
11:00-11:30	Jerome C. Bush <i>The Effectiveness of Classroom Games for the Acquisition of Second</i>	Jane Dunphy <i>Teaching writing across academic cultures: What theory can offer writing</i>	Hatice Asvaroğlu and Ülker Vancı Osam <i>Non-native English Language Teacher</i>	Ashleigh Pipes, Hae In Park, Yuka Akiyama and Alison Mackey <i>The Role of Cognitive</i>	Ewa Guz and Malgorzata Tetiurka <i>Investigating learner (dis)engagement in early</i>	Olga Vavelyuk <i>Subject – Language Integration in ESP Teaching</i>

	<i>Language Grammar</i>	<i>instructors in the internationalized university</i>	<i>Cognition in Teaching English Language Argumentative Essay Writing</i>	<i>Creativity in L2 Production Processes</i>	<i>foreign language instruction</i>	
<b>11:30-12:00</b>	Cherie Brown and Rachael Ruegg <i>From Woe to Go: Using commercial textbooks more effectively for vocabulary acquisition and retention</i>	Artur Świątek <i>The meaning of 'although' and 'however' based on corpus analysis of L2 learners' English</i>	Hatice Özata, Belma Haznedar and Nalan Babür <i>Reading Acquisition and Early Bilingualism: A cross-sectional study on Reading Skills of Turkish-English Successive Bilingual Children</i>	Regina Maria Freire and Manoela Piccirilli <i>School failure in the discourse of teachers</i>	Aysel Şahin Kızıl <i>On the Use of Discourse Markers in Learner English: A corpus Driven Comparative Study</i>	Astrid Weißenburg <i>Plurilingual Practices in Space(s)</i>
<b>12:00-12:30</b>	Christoph Haase <i>Phonological and morphological constraints in L2 word recognition</i>	Alfonso Sonny B. Mediana <i>A Corpus Based Study on the Uses of Considering, Granted, and Given among the Inner Circle and Outer Circle Speakers (ICE-HK, ICE-IND, ICE-JAM, ICE-PHI, ICE-SIN, ICE-US, ICE-CAN, ICE-GB, ICE-IRE, and ICE-NZ)</i>	Abdul Wahed Qasem Al Zumor <i>A Metacognitive Social Strategy to Improve Lecture Comprehension: A Case of Saudi EFL Students at King Khalid University</i>	Iwona Osmańska-Lipka <i>Emotional experience in idiom processing and comprehension in a foreign language</i>	Muna Balfaqqeh <i>It's all about you...: The discourse of banking in the UAE</i>	Julia Reckermann <i>Using Real English Picture Books for Language Teaching in a Primary CLIL Context</i>
<b>12:30-13:00</b>	Emilie Kasazian and Ursula Wingate <i>Modern Foreign Language teachers' beliefs and practices in relation to Communicative Language Teaching</i>	Maria N. Melissourgou and Katerina T. Frantzi <i>Investigating genre-specific qualities in the Writing part of popular EFL exams. The need for a specialised corpus</i>	Ylva Falk and Christina Lindqvist <i>The proficiency level effect: the case of English L2 in L3 learning</i>	Xiaohui Sun and Shaoqian Luo <i>CSL Elementary &amp; Intermediate Learners' Reading Cognitive Processes and Characteristics: Six Cases Studies</i>	Çağla Nikbay and Sumru Akcan <i>The Exploratory Study of Progressive '-ing' in a Turkish Academic Context from the ELF Perspective</i>	Katarzyna Papaja <i>What kind of a CLIL teacher am I? The importance of reflection in a CLIL teacher's life</i>
<b>13:00-14:00</b>	<b>LUNCH</b>					
<b>LYKIA Room A PLENARY</b>	Chair: Lydia White Keynote: Susan Gass, Prof. Dr., Michigan State University, USA <b>From Classroom and Theory and Back Again: A look at the role of captions</b>					

<b>SESSION</b> <b>14:00-14:45</b>						
<b>14:45-15.00</b>	<b>COFFEE BREAK</b>					
<b>SESSIONS: PRESENTATIONS</b>						
	<b>ELT Methodology and classroom applications</b>	<b>Corpus Linguistics and Learner Corpora</b>	<b>SLA / ELT focused theories and research</b>	<b>Psychological and Psycholinguistic perspectives in SLA/ELT</b>	<b>Teacher Education, Professional Development, Education Policy</b>	<b>CLIL &amp; Bilingual Education SYMPOSIUM</b>
	<b>ÜRĞÜP 1 (Room B)</b> <b>Chair: Ewa Guz</b>	<b>ÜRĞÜP 2 (Room C)</b> <b>Chair: Artur Świątek</b>	<b>AVANOS 1 (Room D)</b> <b>Chair: Ülker Vancı Osam</b>	<b>AVANOS 2 (Room E)</b> <b>Chair: Hatice Sofu</b>	<b>ZELVE (Room F)</b> <b>Chair: Amy S. Thompson</b>	<b>IHLARA (Room G)</b> <b>Chair: Astrid Weibenburg</b>
<b>15:00-15:30</b>	Mirosław Pawlak and Anna Mystkowska-Wiertelak  <i>Applying a micro-perspective to the investigation of classroom WTC: The impact of contextual factors</i>	H. Gülru Yüksel and Suzan Kavanoz  <i>A corpus-based investigation into metadiscourse in student essays</i>	Taghreed M. Al-Saraj and Jean-Marc Dewaele  <i>Inter-individual variation in Arab's Foreign Language Anxiety while learning English: The effect of sociobiographical, linguistic and psychological variables</i>	Jeanine Treffers-Daller  <i>Formulaic sequences in spontaneous speech of Turkish-German bilinguals</i>	Serkan Uygun and Enisa Mede  <i>Teacher Job Stress at Turkish Preparatory Schools</i>	Yolanda Ruiz de Zarobe and Victoria Zenotz  <i>Metacognitive Strategy Training in a CLIL Context: Effects on Reading and Listening Skills</i>
<b>15:30-16:00</b>	Cheyne Kirkpatrick  <i>Writing Tasks Required in Graduate Business Courses</i>	M. Pinar Babanoğlu  <i>A learner corpus study on the use of adjective types in academic vocabulary</i>	Alexia Guerra Rivera, Manuela Pinto, Peter Coopman and Sergio Baauw  <i>On the L2 acquisition of Spanish articles by L1 Dutch speakers</i>	Michael Daller and Zehra Ongun  <i>Bilingualism, Language and Cognition: Turkish children growing up in an English speaking environment</i>	Marek Derenowski  <i>Paradise rediscovered Investigating foreign language teachers' intercultural competence</i>	Amy S. Thompson and Liss Kerstin Sylven  <i>Motivational implications of a CLIL curriculum</i>
<b>16:00-16:30</b>	Mehran Memari and Bitas Asadi  <i>On the Constructive effects of critical thinking and collaborative learning on EFL learners' level of knowledge: The case of passives</i>	Jingjing Qin and Erkan Karabacak  <i>Does Better Academic Writing Mean More Use of Lexical Bundles? A Corpus-based Study on American, Chinese, and Turkish University Writers</i>	Larysa Grzegorzewska  <i>Exploring the relationship between intelligence and the choice of vocabulary learning strategies</i>	Anna Koziół  <i>Perception of reading as a gender oriented activity and its effect on foreign language reading skills</i>	Merve Selçuk and Ece Genç  <i>The impact of practicum on student teachers' decision of entry into the teaching profession</i>	Jill Surmont, Esli Struys and Piet Van de Craen  <i>CLIL and the language of math</i>
<b>16:30-17.00</b>	Shehdeh Fareh	Reyhan Ağçam and	Monika Wołoszyn-	Martin J. Endley	Sıla Ay and Tarık Uzun	Aleksandra Maryniak

	<i>Integrating Literature into teaching Language Arts</i>	Adem Bulut <i>A Corpus-based Study on Turkish Spoken Productions of Bilingual Adults</i>	Domagala <i>Smuggling grammar into PSL coursebooks to raise linguistic competence of PHS</i>	<i>Academic Reading Strategies Employed by Undergraduates Studying in Selected Colleges of UAEU</i>	<i>Unintentional Chaos in Vocabulary and Spelling: British English and American English Preferences of English Language Teachers</i>	<i>Students' attitudes towards learning through English - a questionnaire study</i>
<b>17:00-17:15</b>	<b>COFFEE BREAK</b>					
<b>WORKSHOPS</b>						
<b>17:15-18:00</b>	Greg Grimaldi  <i>Encouraging accurate, independent, development of a productive vocabulary</i>  <b>ÜRGÜP 1 (Room B)</b>	Okan Bölükbaş  <i>Treasure Hunt Using QR Codes</i>  <b>ÜRGÜP 2 (Room C)</b>	Rosanna Islas  <i>Using Dropbox and WikiSpaces to Share Instructional Resources and Enhance Communication</i>  <b>AVANOS 1 (Room D)</b>	Angela Hanson-Huff  <i>Teaching English to Adults with Limited or Interrupted Education</i>  <b>ZELVE (Room F)</b>	Erina Brown and Cherie Brown  <i>Building a collaborative culture in the EL classroom through project-based learning and team-teaching</i>  <b>IHLARA (Room G)</b>	
<b>19:00 -</b>	<b>DINNER</b>					

## Friday 6 March 2015

7:00-9:00	<b>BREAKFAST</b>					
8:00-9:00	<b>Conference registration</b>					
11:00-12:00						
<b>LYKIA Room A</b>	Chair: Rod Ellis Keynote: Lydia White, McGill Professor of Linguistics and a Fellow of the Royal Society of Canada, Canada <b>Implications of Linguistic Theory and Generative L2 Research for Language Pedagogy: overview and assesment</b>					
<b>PLENARY SESSIONS 9:15-10:45</b>	Keynote: Rebecca L. Oxford, Ph.D., Professor Emerita, University of Maryland (USA) <b>Positive Psychology and Language Learning</b>					
10:45-11:00	<b>COFFEE BREAK</b>					
<b>SESSIONS: PRESENTATIONS</b>						
	<b>ELT Methodology and classroom applications</b>	<b>Psychological and Psycholinguistic perspectives in SLA/ELT</b>	<b>SLA / Discourse theories and research</b>	<b>Modern Technology and Language Education</b>	<b>Multilingual Education</b>	<b>CLILiG SYMPOSIUM</b>
	<b>ÜRGÜP 1 (Room B) Chair: Anna Mystkowska-Wiertelak</b>	<b>ÜRGÜP 2 (Room C) Chair: Michael Daller</b>	<b>AVANOS 1 (Room D) Chair: Monika Domagala-Woloszyn</b>	<b>AVANOS 2 (Room E) Chair: Shaoqian Luo</b>	<b>ZELVE (Room F) Chair: Olga Vavelyuk</b>	<b>IHLARA (Room G) Chair: Cordula Hunold</b>
<b>11:00-11:30</b>	Elena Kuzhevskaya and Irina Lebedeva <i>Strategies of Politeness in Business Communication (in the English Language)</i>	Taghreed M. Al-Saraj <i>Revisiting the Foreign Language Classroom Anxiety Scale (FLCAS): The Anxiety of Female English Language Learners in Saudi Arabia</i>	Erkan Karabacak and Seden Can <i>Structure of Moves in Research Article Abstracts in English for Specific Purposes Journal</i>	Peggy Hartwick and Nuket Savaskan Nowlan <i>“What's going on?”: Learning academic English synchronously in 3D virtual environment</i>	Amy S. Thompson <i>Are your participants multilingual? The role of self-assessment in SLA research</i>	Bernd Schneider <i>CLILiG und das Goethe-Institut</i>
<b>11:30-12:00</b>	Suzan Kavanoz and H. Gülru Yüksel <i>Development of a Scholarly Writing Strategies Scale</i>	Ellen De Bruyne and Martin Valcke <i>When the teaching language is not your mother tongue in higher education: The potential of reading strategy instruction to cope with L2 challenges</i>	Yi-hui Chiu <i>Analyzing Rhetorical Structures of Business and Management Research Articles</i>	Ahmet Erdost Yastubaş <i>Internet-aided Instruction in English Language Teaching</i>	Varavejbhis Yossiri <i>Exploring Pre-service Teachers' Awareness of Teaching English in Multicultural Education</i>	Arnold Schlachter and Christa Ganterer <i>„Ein Labor für Physik und Sprache” – CLIL im MINT-Fach Physik in Rumänien</i>
<b>12:00-12:30</b>	Zeynep Aysan, Seda Akbaş, Müslüme Demir, and Cendel Kahraman	Hande Karakaplan and Ayşe Gürel <i>The effects of priming in</i>	Zeynep Çolakoğlu Saburlu <i>Critical Discourse Analysis of the News</i>	Violeta Jurkovič and Darja Mertelj <i>“We should talk about</i>	Vera Zirka and Natalia Zinukova <i>Multilingual Society:</i>	Christina Brüning and Jörg Löschmann <i>Where does CLIL belong? -</i>

	<i>Perceptions of Preparatory School Students Regarding the Effectiveness of Peer Interaction in Speaking Activities in EFL Classes</i>	<i>the production of L2 morphology</i>	<i>“Soma Disaster” from Three Turkish National Newspapers; Star, Cumhuriyet and Milliyet</i>	<i>this more often”: Use of authentic video in the LSP classroom, the four skills, and vocabulary</i>	<i>Competence Development in Interpreters’ and Translators’ Training</i>	<i>In-Service Teacher Training for CLILiG in Poland and Russia</i>
<b>12:30-13:00</b>	Dedy Listiani Herlina and Erna Yulianti <i>An Investigation on Pronunciation of Language Learners of English in Sundanese Background (One of Indonesian Ethnic Groups)</i>	Ahmed Masrai <i>Word difficulty and learning among native Arabic learners of EFL: Implications for language teachers</i>	King Tat Daniel Fung <i>On developing a computer programme to tap into listening comprehension strategy use during ESL classroom interaction</i>	Magdalena Phillips <i>The architecture of website-hosted multimedia materials for the assured inclusivity of primary languages learning</i>	Machili Ifigeneia <i>Official and unofficial use of languages in workplace communication</i>	Rosemarie Buhlmann <i>Vocational CLILiG</i>
<b>13:00-14:00</b>	<b>LUNCH</b>					
<b>LYKIA Room A</b>  <b>PLENARY SESSION</b> <b>14:00-14:45</b>	Chair: Susan Gass Keynote: Ayşe Akyel, Prof. Dr., Yeditepe University. Faculty of Education. Department of Foreign Language Education, İstanbul, Turkey <b>Research engagement in the EFL preservice practicum</b>					
<b>14:45-15:00</b>	<b>COFFEE BREAK</b>					
<b>SESSIONS: PRESENTATIONS</b>						
	<b>ELT Methodology and classroom applications</b>  <b>ÜRGÜP 1 (Room B)</b> <b>Chair: Sumie Akutsu</b>	<b>SLA / ELT focused theories and research</b>  <b>ÜRGÜP 2 (Room C)</b> <b>Chair: Abdul Wahed Quasem Al Zumor</b>	<b>Psychological and Psycholinguistic perspectives in SLA/ELT</b>  <b>AVANOS 1 (Room D)</b> <b>Chair: Tim Marchand</b>	<b>Modern Technology, Translation, Language Education</b>  <b>AVANOS 2 (Room E)</b> <b>Chair: Christina Lindqvist</b>	<b>Learner perspectives and Transfer Issues</b>  <b>ZELVE (Room F)</b> <b>Chair: Christoph Haase</b>	<b>CLILiG SYMPOSIUM</b>  <b>IHLARA (Room G)</b> <b>Chair: Bernd Schneider</b>
<b>15:00-15:30</b>	Dawood Ahmed Mahdi <i>Enhancing EFL Students’ Oral Communication Strategies through LEP Activities at King Khalid University</i>	David Frear <i>The effect of focused and unfocused indirect written corrective feedback on learners’ written accuracy</i>	Filiz Rızaoğlu and Ayşe Gürel <i>The mental lexicon in the L2: The case of L1 Turkish learners of English</i>	Artur Świątek <i>Polish administrative terms and their English counterparts. A problem of ‘untranslatability’</i>	Danuta Główka <i>Social differences in educational outcomes: a study of Polish high school students learning English as a foreign language</i>	Cordula Hunold and Bettina Deutsch <i>Irena Sendler and Sophie School – two women who resisted the Nazi regime. CLILiG in schools of the PASCH-network in Central Eastern Europe</i>

<b>15:30-16:00</b>	Volkan İnceçay and Jerome C. Bush  <i>Exploring the unexplored: Prep year students' expectations of an undergraduate English language teacher education program</i>	Mahmut Özkan and Reyhan Ağçam  <i>Integrating Game Elements into Online Language Education</i>	Keiko Asano  <i>L2 learner's Word Retrieval Process analyzed by Clustering and Switching Components of Verbal Fluency Test</i>	Margarida Marques Pereira  <i>Exploring how EFL teachers use mobile technologies to promote innovative forms of learning and teaching</i>	Anood Alshibli  <i>The role of L1 in the acquisition of English articles by foundation students at Higher College of Technology</i>	Beate Lindemann  <i>All beginnings are difficult - CLILiG projects as an alternative for L3 beginner students of German</i>
<b>16:00-16:30</b>	Rosemary Wildsmith-Cromarty and Naailah Duymun-Demirtaş  <i>English Language Textbooks for Teenagers: a critical perspective</i>	Alfonso Sonny B. Mediana  <i>The Functions of Hedging Devices in Filipino-authored Linguistic Articles</i>	Bruna de Souza Diógenes, Regina Maria Freire and Sofia Lieber Nery  <i>Capturing a Deaf Baby by Symbolic: A Case Study</i>	Azadeh Adibi and Shahededdin Moitahedzadeh Sarjami  <i>Autonomous Vocabulary Learners: Employing Rolling Responsibilities and Blogging</i>	Mahani Stapa and Ryan Steve Johnson  <i>The Use of First Language In Second Language Writing</i>	Elisabeth Lazarou  <i>Mechanical Engineering through German in Higher Education. A CLIL-Approach</i>
<b>16:30-17:00</b>	Julia Renner  <i>Language-related episodes in Chinese - German eTandems</i>	Maha Hassan  <i>Hot Teaching Spots</i>	Vahid Asadi, Leila Zarei and Maryam Hafez  <i>The Efficacy of Explicit Feedback in Group, Pair, and Individual on EFL Intensive Task of Writing Assessment</i>	Serpil Meri  <i>Scaffolding Enhancing Learning Strategies in E-learning Environments</i>	Dhini Afiatanti  <i>Indonesian Language Learning Difficulties: Study case of Japanese native learners in Japan-Indonesia Friendship Association Kyoto Prefecture, Japan</i>	Beata Menzlová  <i>Erfahrungen und Pläne für die Zukunft mit CLIL in der Slowakei</i>
<b>17:00-17.30</b>	Volkan İnceçay and Görsev İnceçay  <i>Evaluation of pre-service and in-service foreign language teachers' ideals of effective language teaching</i>	Ainura Aitibaeva  <i>The Significance of Soviet Language Policy in the Development and Formation of Present Kyrgyz Language and Identity</i>	Hatice Asvaroğlu  <i>English Language Teachers' Intercultural Awareness</i>	Nuray Grove, Aylin Graves and Dan Roberts  <i>A Moment in Time: An integrated approach to teaching English using a radio program</i>	Arzu Soysal Altugan  <i>The Effect of Cultural Identity on Second Language Learning</i>	
<b>17:30-17:45</b>	<b>COFFEE BREAK</b>					
<b>POSTERS</b>						
<b>17:45-18:30</b>	<ul style="list-style-type: none"> <li>• <b>Tim Marchand and Sumie Akutsu:</b> <i>Assigning proficiency levels to computer-mediated communication of Japanese university students' online writing</i></li> <li>• <b>Yuichiro Kobayashi:</b> <i>A Corpus-Based Contrastive Analysis of L2 Metadiscourse</i></li> </ul>					

- **Patrick Foss:** *A Vocabulary Course for College Students: Principles vs. Practice*
- **Sarah Lister:** *Exploring the changing face of CLIL*
- **Audrey De Smet, Fanny Meunier, Laurence Mettwie, Benoit Galand, and Luk Van Mensel:** *The role of socio-affective factors in French-speaking CLIL and non-CLIL learners*
- **Isa Hendriks, Kristel van Goethem, Philippe Hiligsmann, and Luk van Mensel:** *Acquisition of intensifying constructions in Dutch and English by French-speaking CLIL and non-CLIL learners*
- **Kayoko Mayumi:** *Professional Development for Language Teachers - What do transborder teachers bring back to the classroom?*
- **Reem Alsager:** *Measuring the vocabulary knowledge and growth of monolingual, bilingual and second language learners of English at a primary age level using the XK\_Lex vocabulary test and quantifying the CALP knowledge among L2 learners*
- **Yumei Zhang and Shaoqian Luo:** *Do Teachers' Beliefs in Task-based Language Teaching Matter in Teaching Chinese as a Second Language?*
- **Julie Renner and Yasmin El-Hariri:** *FAME - Fostering learner autonomy and learner motivation through eTandems*

19:30 -

CONFERENCE DINNER



## Saturday 7 March 2015

7:00-9:00	<b>BREAKFAST</b>					
<b>LYKIA Room A</b>  <b>PLENARY SESSION</b> <b>9:15-10:00</b>	Chair: Ayşe Akyel, Keynote: Simon Borg, ELT Consultant, UK <b>Critical Issues in Professional Learning</b>					
10:00-10:15	<b>COFFEE BREAK</b>					
<b>SESSIONS: PRESENTATIONS</b>						
	<b>ELT Methodology and classroom applications</b>	<b>Psychological and Psycholinguistic perspectives in SLA/ELT</b>	<b>Teacher Training</b>	<b>Learner Corpora / Academic Reading and Writing</b>	<b>SLA / ELT focused theories and research</b>	<b>Foreign Language Classroom</b>
	<b>ÜRGÜP 1 (Room B)</b> Chair: Patrick Foss	<b>ÜRGÜP 2 (Room C)</b> Chair: Magdalena Phillips	<b>AVANOS 1 (Room D)</b> Chair: Cherie Brown	<b>AVANOS 2 (Room E)</b> Chair: M. Pınar Babanoğlu	<b>ZELVE (Room F)</b> Chair: Erina Brown	<b>IHLARA (Room G)</b> Chair: Jane Dunphy
<b>10:15-10:45</b>	Ana Milena Rinçon Vasquez  <i>Learning to Read Critically: A Tool to Undress Meaning in Academic Texts</i>	Xiaohui Sun and Shaoqian Luo  <i>CSL Elementary Learners' Lived Experience of Reading Acquisition: A Case Study from the Phenomenological Research Perspective</i>	Jacob Neal Minniear  <i>Contextualizing the Training of English Language Assistants</i>	Fatih Ünal Bozdağ  <i>The use of vertically prepositions in argumentative essay of Turkish EFL Learners</i>	Hatice Özata, Talip Gülle, and Yasemin Bayyurt  <i>English-medium teaching in Turkish higher education: Policies, practices and perceptions</i>	Fatma Gamze Sökücü  <i>A Study on Investigating the Effects of Peer Feedback in ESL Writing Classes</i>
<b>10:45-11:15</b>	Yasmin El-Hariri  <i>Overcoming distance: The potential of eTandem Language Learning for German as a foreign language in Colombia</i>	Wouter Gorissen  <i>Illiterate or unfair? Linguicism in Belgian adult education</i>	Müslüme Demir and Betil Eröz-Tuğa  <i>Designing a Teacher Training Module for Professional Communication Skills Course Based on the Needs of Students and Teachers: A case study</i>	Nebahat Badem  <i>The Usage of Phrasal Modals by Turkish EFL Learners and Native Speakers</i>	Atef Alsarayreh  <i>Constraints on have-cliticisation and Universal Grammar Accessibility in Foreign Language Learning</i>	Nuray Grove  <i>Can Community-based learning and Service-learning be applied to EFL contexts?</i>
<b>11:15-11:45</b>	Vahid Asadi and Saeedeh Kashkuli  <i>An investigation into the</i>	Reyhan Ağçam and Mahmut Özkan  <i>Second Language Writing</i>	Arzu Soysal Altugan  <i>A Study on the Awareness of the</i>	Hanadi Khadawardi  <i>A study of the use of L2 academic reading</i>	Bitas Asadi and Mehran Memari  <i>Investigating the</i>	Constance McCoy  <i>Engendering Vibrant Participation from English</i>

	<i>use of meta-cognitive reading strategies within advanced Iranian EFL learners</i>	<i>Development of English Elementary Students</i>	<i>Reflective Teaching among Secondary School Teachers in North Cyprus</i>	<i>strategies by postgraduate students (on-screen based reading strategies versus print-based reading strategies)</i>	<i>Distribution of Gambits in Private Institutes and Shahid Chamran University of Ahvaz, Iran</i>	<i>Learners</i>
<b>11:45-12:15</b>	Subhashinie Punchihetti <i>Is the Communicative Method always practical in teaching foreign languages?</i>	Gamze Almacioğlu <i>Politeness in Young Children's Speech in Turkish</i>	Rachael Ruegg <i>Are raters able to accurately assess lexis in writing?</i>	Fahrettin Şanal <i>Modifying Adjectives in TICLE</i>	Al Tiyb Al Khaiyali <i>Fundamentals of effective comprehension instruction in language learning classrooms</i>	Tyler Wertsch <i>Exploring Rhetorical Devices with Music in the Classroom</i>
<b>12:30-13:00</b>	<b>CLOSING REMARKS AND FAREWELL</b>					