1ST INTERNATIONAL CONGRESS OF INNOVATION THROUGH ACADEMIC WRITING

December 09-10, 2022 Kırıkkale, Türkiye

PROCEEDINGS BOOK



EDITORS

Assoc. Prof. Dr. Elif Tokdemir Demirel

Agit Ferhat Özel

Gamze Turun

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By
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CONGRESS ID

CONGRESS TITLE

1ST INTERNATIONAL CONGRESS OF INNOVATION THROUGH ACADEMIC WRITING

DATE and PLACE

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NUMBER of REJECTED PAPERS-10
TOTAL NUMBER OF PAPERS FROM TURKEY-20
TOTAL NUMBER OF INTERNATIONAL PARTICIPANTS-24

PARTICIPATING COUNTRIES
Türkiye (20), Jordan, Spain, Russia, Canada, Georgia, Iran (4), Taiwan, Algeria (2), Pakistan (2), Philippines, Saudi Arabia(2), Japan, Sri Lanka, Benin, India(3), Nigeria

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1st INTERNATIONAL CONGRESS OF INNOVATION THROUGH ACADEMIC WRITING

December 09-10, 2022 / Kırıkkale, Türkiye

Participant Countries: Türkiye (20), Jordan, Spain, Russia, Canada, Georgia, Iran (4), Taiwan, Algeria (2), Pakistan (2), Philippines, Saudi Arabia(2), Japan, Sri Lanka, Benin, India(3), Nigeria

CONGRESS PROGRAM

Meeting ID: 943 3178 0006

Passcode: 091011

https://zoom.us/j/94331780006?pwd=VnJiQ0ITZ2pmYnhTQkhueXRERUs3Zz09

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Hall-1, Elif TOKDEMİR DEMİREL

OPENING SPEECHES

09.12.2022
10:00-11:45

Zoom Meeting ID: 943 3178 0006
Zoom Passcode: 091011
https://zoom.us/j/94331780006?pwd=VnJiQ0ITZ2pmYnhTQkhueXRERUs3Zz09

Moderator: Assist. Prof. Dr. Tuğba ŞİMŞEK RACKELMANN

- Opening Speech by **Assoc. Prof. Dr. Elif TOKDEMİR DEMİREL**,
  Chair – English Translation and Interpretation, Western Languages and Literatures Department, Kırıkkale University, Türkiye
  Chair of Congress, Executive Board Member of EWCA - European Writing Centers Association
- **Assoc. Prof. Dr. Ziya TOK**
  Head of Department Western Languages and Literatures, Kırıkkale University, Türkiye
- **Prof. Dr. Aydan Ersöz**
  Chair – INGED - English Language Teachers' Association in Türkiye, Emeritus Professor, English Language Teaching Department, Gazi University, Türkiye
- **Prof. Dr. Arif SARIÇOBAN**
  Chair – İNÖED - Association of English Teacher Educators, Head of Department, Department of English Language and Literature Selçuk University, Türkiye
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  Founding Leader & President of LET-IN R&D, Director of Center for Teaching & Learning, Atılım University, Türkiye
- **Assoc. Prof. Frolian MOBO**
  Chairman of IKSAD Institute Philippines, Philippines Merchant Marine Academy, Philippines

PLENARY SPEECHES

Zoom Meeting ID: 943 3178 0006
Zoom Passcode: 091011

09.12.2022
12:00-13:00
Moderator: Assoc. Prof. Dr. Elif TOKDEMİR DEMİREL, Presenter: Doğa Armağan DEMİREL

- **Lawrence CLEARY**
  Chair EWCA - European Writing Centers Association Regional Writing Centre (RWC), University of Limerick, Ireland
  Title: The situated nature of writing and its consequences for writing pedagogy in third level education
- **Assist. Prof. Dr. Dimitar Angelov**
  Centre for Academic Writing, Institute for Global Education, Coventry University, UK
  Title: The Writing Centre as a site of pedagogical innovation and an institutional force for change

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09.12.2022
16:30-17:00
Moderator: Assoc. Prof. Dr. Elif TOKDEMİR DEMİREL, Presenter: Nisa Sıla KANDIRMIŞ

- **Prof. Dr. Hacer Hande UYSAL**
  English Language Teaching Department, Hacettepe University, Türkiye
  Title: Cross-cultural and Critical Approaches to Writing Research

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10.12.2022
10:00-10:30
Moderator: Assoc. Prof. Dr. Elif TOKDEMİR DEMİREL, Presenter: Nisa Sıla KANDIRMIŞ

- **Prof. Dr. Theodore S. Rodgers**
  University of Hawaii at Manoa, USA
  Title: Teaching Academic Writing to Twelve Year Olds

10.12.2022
16:00-17:00
Moderator: Assoc. Prof. Dr. Elif TOKDEMİR DEMİREL, Presenter: Doğa Armağan DEMİREL

- **Prof. Dr. Nuray ALAGÖZLÜ**
  Head of Department, English Language Teaching Department, Hacettepe University, Türkiye
  Title: Corpus Research and Academic writing

- **Prof. Dr. Josef SCHMIED**
  Emeritus,English Language & Linguistics, Chemnitz University of Technology, Germany
  Title: Comparing academic writing empirically in Germany, Italy and the Czech Republic over the last 30 years

PANEL 1

Zoom Meeting ID: 943 3178 0006
Zoom Passcode: 091011

Date: **09.12. 2022**
Time: **13:00-15:00**
Name of Panel 1#: *Writing Centres as Sites of Innovation and Change in Turkey*

Panel Moderator: **Assoc. Prof. Dr. Elif TOKDEMİR DEMİREL**, Kırıkkale University, Türkiye
Panel Moderator Assistant: **Doğa Armağan DEMİREL**, MA Candidate, Johann Wolfgang Goethe University, Frankfurt, Germany

- **Prof. Dr. Hacer Hande UYSAL**
  English Language Teaching Department, Hacettepe University, Türkiye
  Title: "Issues in Policy, Planning, and Development of Turkish Writing Centers"
- **Instructor, Zeynep ÜNLÜER**
  Coordinator and Tutor, METU Writing Center, Middle East Technical University, Türkiye
  Title: "Meeting the current needs: Innovative Practices at METU Academic Writing Center"
- **Instructor Dr. Simon MUMFORD**
  Coordinator, School of Foreign Languages, Writing Center Coordinator, İzmir Economy University, Türkiye
  Title: A Journey Writing Centre Advisor to Academic
- **Instructor Dr. Ömer Mahir SARIGÜL**
  Writing Center Consultant, Özyeğin University, Türkiye
  Title: "Meeting the Challenges of Past and Present"
- **Assist. Prof. Dr. Hakan ŞENTÜRK**
  Writing Center Coordinator, Yeditepe University, Türkiye
  Title: "Yeditepe University Writing Center: Past and Present Challenges and Experiences"
- **Instructor, Ebru YALÇIN**
  Writing & Learning Center Coordinator, Bilgi University, Türkiye
  Title: "What we do in the BWLC (Bilgi Writing and learning Center) by Wearing Different Hats"

PANEL 2

Zoom Meeting ID: 943 3178 0006
Zoom Passcode: 091011

Date: **09.12. 2022**
Time: **17:00-19:00**
Name of Panel 2#: *Writing and Art: Creative Intersection*

Panel Moderator: **Assoc. Prof. Dr. Hüda SAYIN YÜCEL**, Kırıkkale University, Faculty of Fine Arts, Department of Painting, Türkiye
Panel Moderator Assistant: MA Candidate, Konstantina Tsoleridou, Johann Wolfgang Goethe University, Frankfurt, Germany

- **Assoc. Prof. Dr. Hüda SAYIN YÜCEL**
  Kırıkkale University, Faculty of Fine Arts, Department of Painting, Türkiye
  Title: "Writing as a Concept in Art"
- **Assoc. Prof. Dr. Arzu AKKAYA**
  Kırıkkale University, Faculty of Fine Arts, Department of Cartoon and Animation, Türkiye.
  Title: "Sources Academic Art Literature in Turkey is Based on and Nourished"
- **Assoc. Prof. Dr. Ali Ertuğrul KÜPELİ**
  Gazi University, Gazi Faculty of Education, Department of Fine Arts Education, Department of Painting Education, Türkiye
  Title: "Writing as a Plastic Element in Contemporary Turkish Painting Art"
- **Assoc. Prof. Dr. Aytaç ÖZMUTLU**
  Ordu University, Faculty of Fine Arts, Department of Graphic Design, Türkiye
  Title: "Writing as a Design Element" Ordu University"

PANEL 3

Zoom Meeting ID: 943 3178 0006
Zoom Passcode: 091011

Date: **10.12. 2022**
Time: **13:00-15:00**
Name of Panel 3#: *Academic Writing in a Second Language: Challenges and Solutions*

Panel Moderator: **Prof. Dr. Hüsnü ENGİNARLAR,** Emeritus Professor, English Language Teaching, Department, Middle East Technical University, Türkiye
Panel Moderator Assistant: **Assoc. Prof. Dr. Elif TOKDEMİR DEMİREL,** Department of Western Languages and Literatures, English Translation and Interpretation Department, Kırıkkale University, Türkiye

- **Assist. Prof. Dr. Tijen AKŞİT**
  FAE Program Director, Bilkent University, Türkiye
  Title: "Developing write's voice: From Opinion to Argumentation"
- **Prof. Dr. Hüsnü ENGİNARLAR**
  Emeritus Professor, English Language Teaching, Department, Middle East Technical University, Türkiye.
  Title: "My Experiences as a Student and Teacher of Writing"
- **Prof. Dr. Nuray ALAGÖZLÜ**
  Head of Department, English Language Teaching, Department, Hacettepe University, Türkiye
  Title: "Academic writing and Learner Corpora"
- **Prof. Dr. Sabri KOÇ**
  Department of English Translation and Interpretation, Başkent University, Türkiye
  Title: "To write or not to write: From curiosity to creativity "

PANEL 4

Zoom Meeting ID: 943 3178 0006
Zoom Passcode: 091011

Date: **10.12. 2022**
Time: **17:00-19:00**
Name of Panel 4#: *Writing Centers in the World as Sites of Innovation and Change*

Panel Moderator: **Assoc. Prof. Dr. Elif TOKDEMİR DEMİREL,** Kırıkkale University, Türkiye
Panel Moderator Assistant: **MA Candidate, Konstantina Tsoleridou, Johann Wolfgang Goethe University, Frankfurt, Germany**

- **Assoc. Prof. Dr. Amy Alice ZENGER**
  Director, Writing Center and Writing in the Disciplines, American University of Beirut, Lebanon
  Title: Connectivity, porosity, vulnerability: Imagining the writing center as a sponsor of innovation and change
- **Sona KHACHATRYAN**
  Writing Consultant, Office of Student Affairs, American University of Armenia (AUA), Yerevan
  Title: Writing Center's Role in the First-Year Students' Transition to University: The Case of American University of Armenia

DATE • 10.12.2022

TIME • 10:30-13:00

HALL • HALL-1

SESSION CHAIR: Prof. Dr. Semin Kazazoğlu

Sharif ALGHAZO	University of Sharjah	ENGAGEMENT STRATEGIES IN ENGLISH AND ARABIC NEWSPAPER EDITORIALS
Muhammet Yaşar YUZLU	Zonguldak Bülent Ecevit University	PREDICTIVE ROLE OF L2 INTEGRATED WRITING SELF-EFFICACY SCALE ACROSS LEVELS FOR SUMMARIZATION
Hakan CANGIR Ömer Faruk KAYA Kutay UZUN Taner CAN	Ankara University Trakya University Trakya University TED University	USE OF LEARNER CORPUS AND NATURAL LANGUAGE PROCESSING IN DETECTING L2 WRITING PERFORMANCE
Maria Vilanova CIFRE	University of the Balearic Islands	STUDY OF ENGLISH AS AN ADDITIONAL LANGUAGE IN STUDENTS WITH DYSLEXIA
Suant Jane SEZGIN Merve YILDIRIM	Sakarya University Sabanci University	PERCEIVED PROFESSIONAL DEVELOPMENT NEEDS OF ENGLISH AS A FOREIGN LANGUAGE TEACHERS
Geoffrey MILLER	Meiji Gakuin University	THE EFFECT OF REPETITIVE TASK-BASED WRITING ON STUDENT WRITING PERFORMANCE
Behice Ceyda CENGIZ	Zonguldak Bülent Ecevit University	UTILIZING AUTOMATED WRITTEN CORRECTIVE FEEDBACK IN L2 ACADEMIC WRITING CONTEXTS
Işıl Günseli KACAR	Middle East Technical University	EFL PRE-SERVICE TEACHERS' DEVELOPMENT OF WRITTEN FEEDBACK LITERACY: A CASE STUDY ON AN INTERNATIONAL E-MENTORING PROJECT
Nuray ALAGÖZLÜ Ebru KIZILARSLAN Hale Nur SÖYLER	Hacettepe University	HOLISTIC AND ANALYTIC SCORING IN ACADEMIC WRITING ASSESSMENT

DATE • 10.12.2022

TIME • 10:30-13:00

HALL • HALL-2

SESSION CHAIR: Assist Prof. Dr. Özgür ŞEN BARTAN		
Neha GARG	Banaras Hindu University	EMOJIS: THE EVOLUTION OF SOCIAL WRITING
Ceren ÇINAR ÖNEREN	Hacettepe University	USE OF BOOSTERS IN THE DISCUSSION PARTS OF ELT MA THESES: A COMPARATIVE STUDY
Ekaterina REDKOZUBOVA	Southern Federal University	FROM EFFECTIVE WRITING TO SUCCESSFUL PUBLISHİNG
H. Kübra ER Büşra DAĞDEMİR	Erzurum Technical University Erzurum Technical University	ALTERNATIVE ASSESSMENTS AS PORTFOLIOS AND LEARNING DIARIES IN AN EFL WRITING IN THE CONTEXT OF HIGHER EDUCATION
Elif TOKDEMİR DEMİREL	Kırıkkale University	METAPHORS OF ACADEMIC WRITING: NON-NATIVE WRITERS' PERSPECTIVE
Meryem Bihter BİNGÜL BULUT Öner DEMİREL	Kırıkkale University Kırıkkale University	ACADEMIC WRITING PROCESS IN FOREIGN LANGUAGE (ENGLISH) IN LANDSCAPE ARCHITECTURE DISCIPLINE
Elif TOKDEMİR DEMİREL	Kırıkkale University	THE FORMULATION OF A UNIVERSAL MISSION AND ROLE FOR WRITING CENTERS: DOES ONE SIZE FIT ALL?
Farnoosh RASHED Seyyed-Abdolhamid MIRHOSSEINI Mohsen SHIRAZIZADEH	Alzahra University The University of Hong Kong Alzahra University	IRANIAN POLICY EXPERTS' PERSPECTIVES ON POLICIES OF ACADEMIC WRITING AND PUBLISHING IN ENGLISH
Seemant TIWARI	Southern Taiwan University of Science and Technology	ACADEMIC WRITING ETHICS

DATE
• 10.12.2022

TIME
• 10:30-13:00

HALL
• HALL-3

SESSION CHAIR: ASSIST. PROF. DR. Mehtap ARAL

Hilal YILDIZ Safiye İpek KURU GÖNEN	Ankara University Anadolu University	DIGITALIZED FEEDBACK IN L2 WRITING SKILLS: TEACHERS' PERCEPTIONS ON AN AUTOMATED WRITING EVALUATION SYSTEM
Ahmet Erdost YASTIBAŞ	Gazi University	A SYSTEMATIC REVIEW OF THE STUDIES CARRIED OUT ON THE USE OF GRAMMARLY IN FOREIGN LANGUAGE TEACHING
Mehmet KAHRAMAN Gonca SUBAŞI	Anadolu University	WHAT SORT OF COLLOCATIONAL ERRORS ARE MADE BY TURKISH ELT STUDENTS IN ARGUMENTATIVE ESSAYS? THE CASE OF "MAKE" AND "DO"
Zeynep BILKI	TED University	IMPROVING ACADEMIC WRITING THROUGH CRITICAL PEDAGOGY: A COURSE MODEL FOR PRE-SERVICE ELT TEACHERS
Defne AKINCI MİDAS	Middle East Technical University	THE REDESIGN OF THE INTEGRATED WRITING TASK: THE REDESIGN PROCESS AND RESULTS OF THE PILOT TEST
Suzan DENİZ Pınar CANKAYA	Tekirdağ Namık Kemal University Tekirdağ Namık Kemal University	A REFLECTION OF THE PERFORMATIVE THROUGH ACADEMIC WRITING
ELOUALI Fatima Zohra	University of Ain Temouchent	'ETHICAL WRITING' ESSENTIAL GUIDELINES FOR WRITERS TO AVOID PLAGIARISM
Kaveh JALILZADEH Alireza SABZEHPARVAR Behzad NEZAKATGOO	İstanbul University Cerrahpaşa İstanbul University Cerrahpaşa Aööameh Tabataba'i University	DEMYSTIFYING SOURCES OF DEMOTIVATION AMONG TURKISH EFL LEARNERS OF PREPARATORY LANGUAGE SCHOOL)
Azra TAJHIZI Kaveh JALILZADEH Amir FARJAMI	University of Maragheh University of Maragheh İstanbul University Cerrahpasa	MEDIATION OF POSITIVE EMOTIONS SHIFTING TO POWERFUL TECHNOLOGICAL ONLINE CLASS

DATE • 10.12.2022

TIME • 10:30-13:00

HALL • HALL-4

SESSION CHAIR: Zohaib Hassan SAIN

Sadaf ZAMAN Reem Mansor Muhammed AL AMRI	University of Bisha University of Bisha	AN INVESTIGATION STUDY ON THE DIFFICULTIES ENCOUNTERED BY ARAB INTERPRETERS DURING CONFERENCES ORGANIZED IN LIGHT OF SAUDI VISION 2030
Fr. Baiju THOMAS	Ramakrishna Mission Vivekananda Educational and Research Institute	THE ROLE OF SMART EDUCATIONAL TECHNOLOGY AUGMENTS TEACHING-LEARNING STRATEGIES FOR STUDENTS WITH LEARNING DISABILITIES IN THE 21ST CENTURY DIGITAL ERA
Zohaib Hassan SAIN	Superior University	STUDENTS ASSESSMENT OF ONLINE EDUCATION DURING THE COVID-19 EPIDEMIC
Shahzadi Hina SAIN Zohaib Hassan SAIN	Beaconhouse School System Superior University	EFFECT OF PROJECT BASED LEARNING ON THE READING SKILLS OF THE YEAR 3 STUDENTS
AGBAKA Sourou Arsène SEGUEDEME Alexis Hergie	University of Abomey-Calavi	LEXICOLOGY AND TERMINOLOGIES
Christian K. CHIKWE Felicia KING-AGBOTO Daniel ORIFAMAH	Ignatius Ajuru University of Education Imo State University Imo State University	USE OF CREATIVE AND INNOVATIVE TECHNIQUES IN STUDENTS' ASSESSMENT IN SECONDARY SCHOOL
Amina BOUMEDIENE	Belhadj Bouchaib University	USING SELF-REGULATED STRATEGY IN EFL CLASSROOMS TO PROMOTE EFFECTIVE WRITING
Harshita SINGH	Banasthali University	DISCIPLINE IN THE HIGHER EDUCATION CLASSROOM: A STUDY OF ITS INTRINSIC INFLUENCE ON PROFESSIONAL ATTRIBUTES, LEARNING AND SAFETY

DATE
• 10.12.2022

TIME
• 10:30-13:00

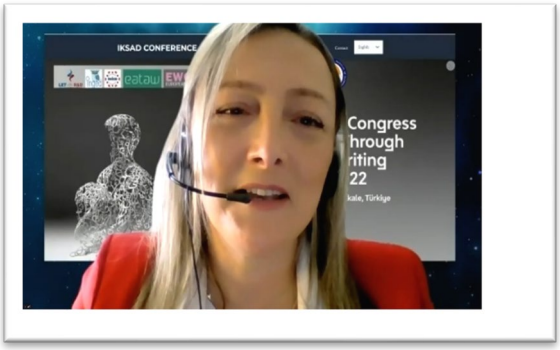
HALL
• HALL-5

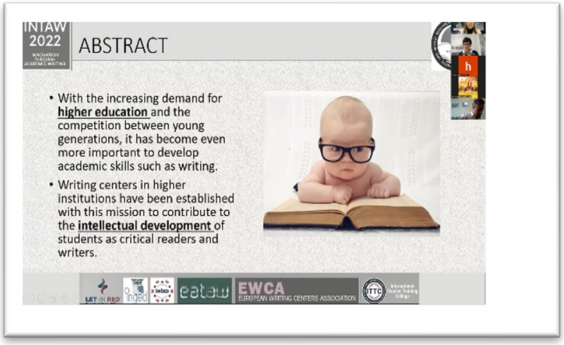
SESSION CHAIR: Lect. Müge Güneş AKSU

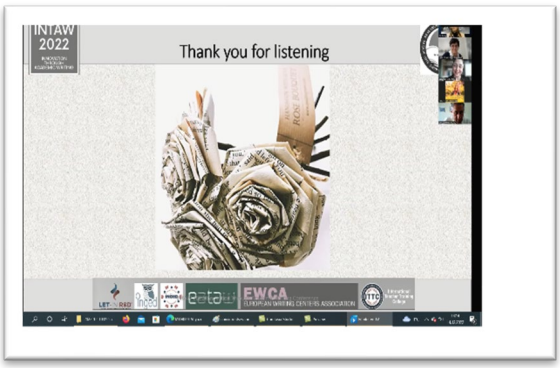
U.K. Thalgaspitiya	University of Sri Jayewardenepura	IMPACT OF BIG FIVE PERSONALITY TRAITS ON ACADEMIC ACHIEVEMENT
Virginia D. NATIVIDAD-FRANCO Maria Pretty Lay T. ABDALA Welsie S. VERGARA	Bulacan State University Bulacan State University Bulacan State University	ASSESSING THE ONLINE PRACTICUM OF LIBRARY AND INFORMATION SCIENCE STUDENTS: BASIS FOR BLENDED INTERNSHIP
Rakhshinda JABEEN Najmus SARIFA	King Khalid University King Khalid University	CHALLENGES FACED BY AN EFL INSTRUCTOR INSIDE A UNIVERSITY CLASSROOM-A DIAGNOSTIC APPROACH
Katie FRY	University of Toronto	USING CORPUS LINGUISTICS TO BRIDGE THE DISCIPLINARY DIVIDE IN A MULTI-DISCIPLINARY ACADEMIC WRITING CLASS
Nino GULIASHVILI	Ilia State University	USE OF LANGUAGE CORPORA IN ACADEMIC WRITING
Zennure Elgün GÜNDÜZ	Ardahan University	PROMOTING ACADEMIC WRITING SKILLS OF EFL LEARNERS THROUGH H5P
Mehmet Deniz DEMIRCIOĞLU	Bursa Uludağ University	PERCEPTION OF ACADEMIC WRITING USING THE DICTOGLOSS METHOD IN EFL CERTAIN CLASSES
Fatemeh GHANBARBEHESHTI	Islamic Azad University	EPISTEMOLOGICAL BELIEFS, LEARNING, AND TEACHING: A LITERATURE REVIEW
Soheila Alsadat SALIMI Mohammad HASHAMDAR	Islamic Azad University Islamic Azad University	AN INVESTIGATION OF THE RELATIONSHIP BETWEEN EFL TEACHERS' PROFESSIONALISM AND COMMITMENT

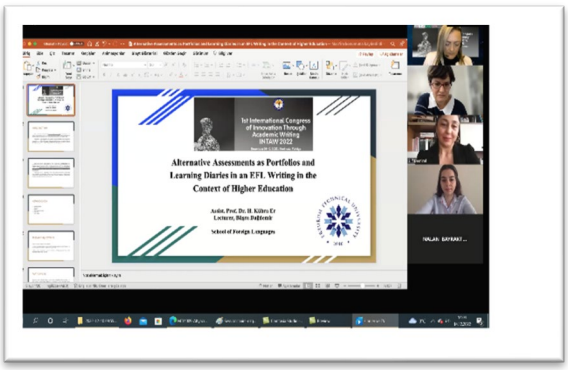
PHOTO GALLERY

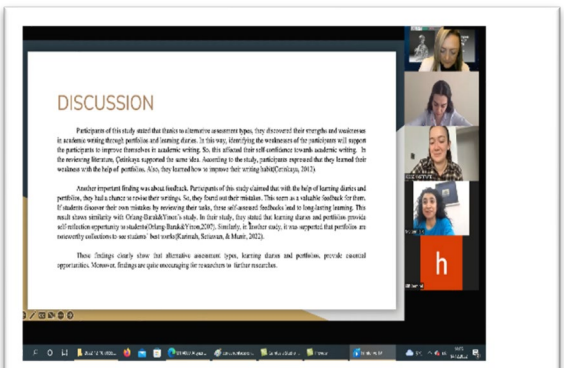
1ST INTERNATIONAL CONGRESS OF INNOVATION THROUGH ACADEMIC WRITING
December 09-10, 2022 Kırıkkale, TÜRKİYE

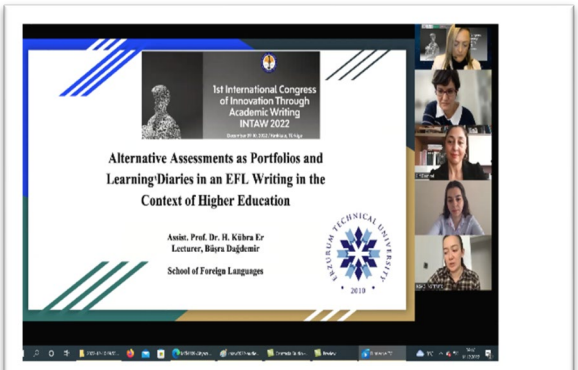


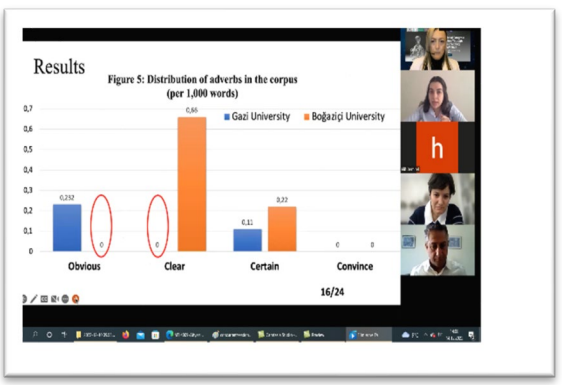


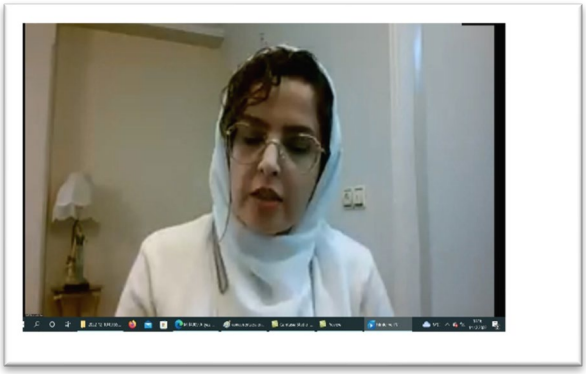












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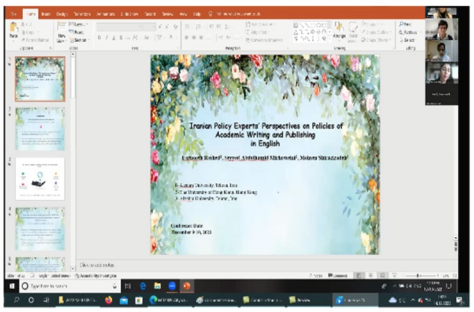

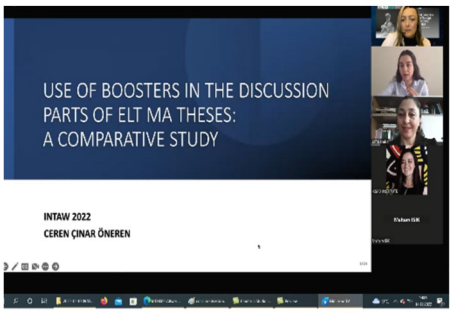







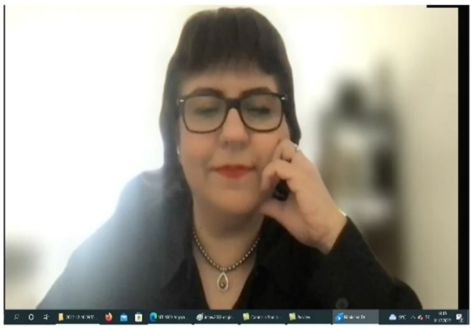





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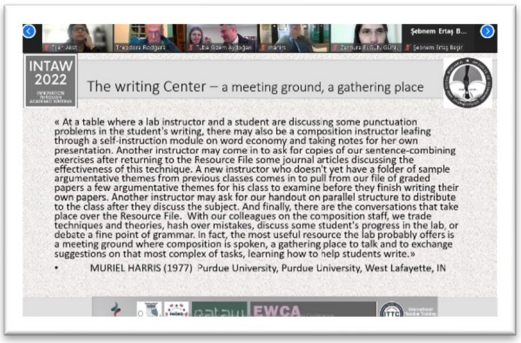

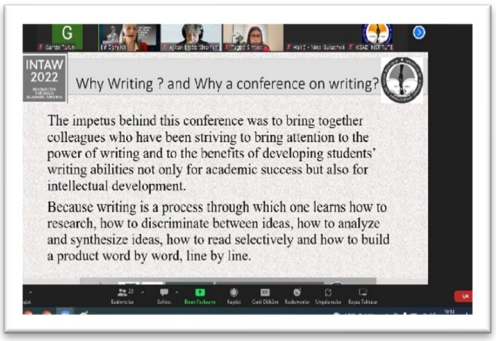



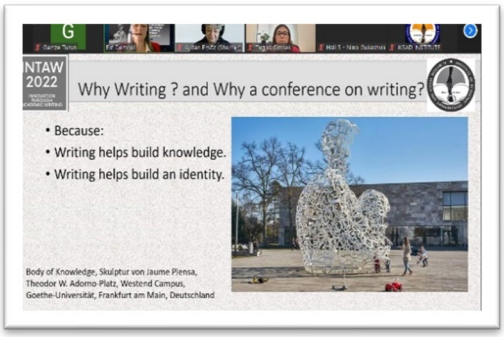

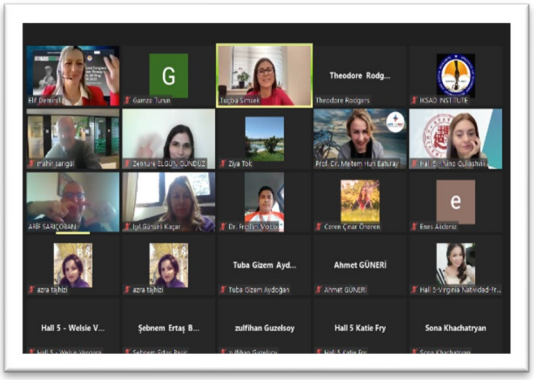

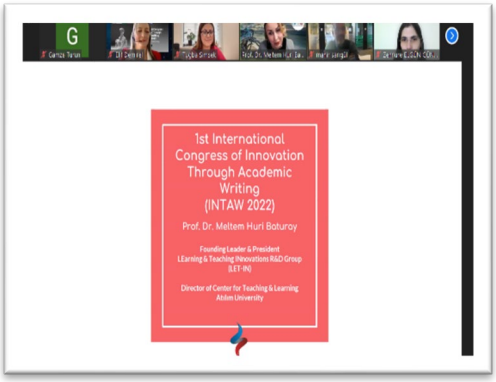



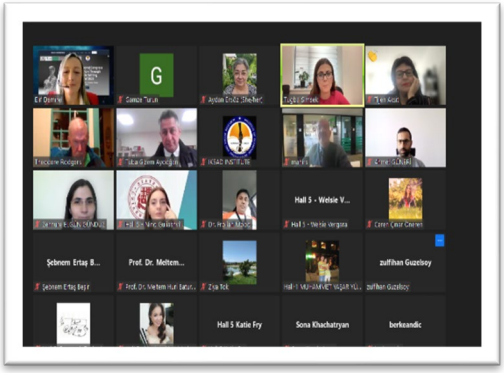

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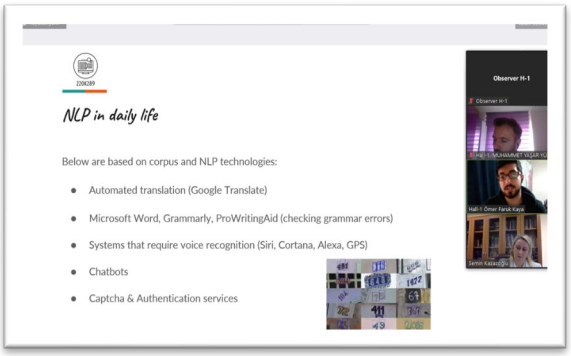

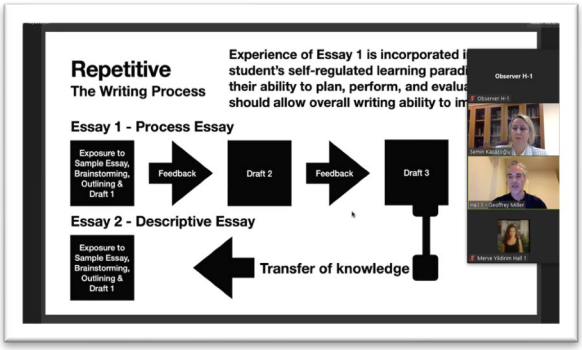

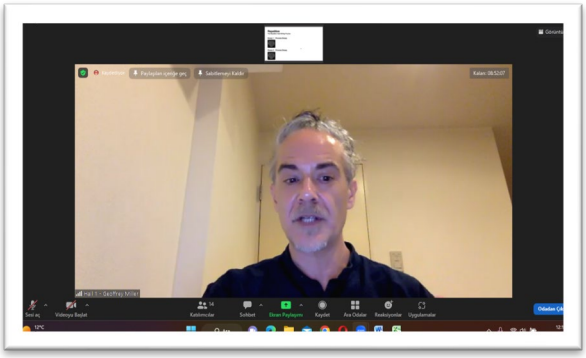

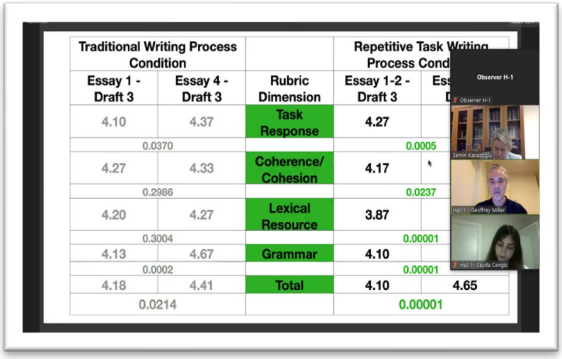

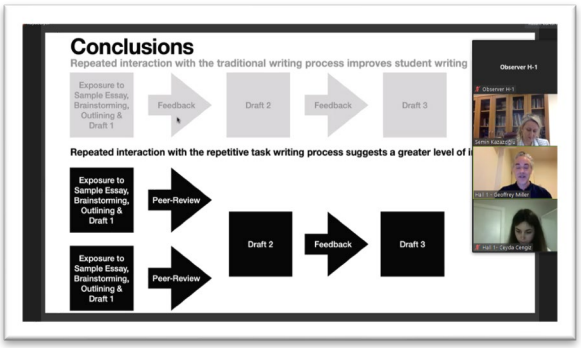

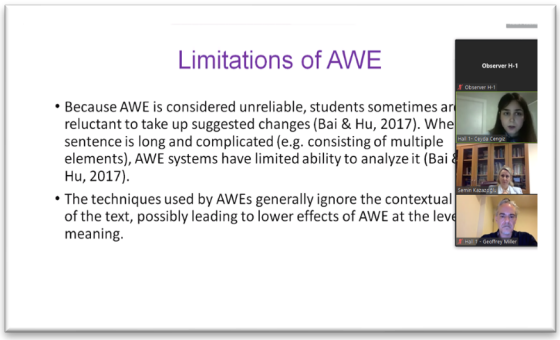

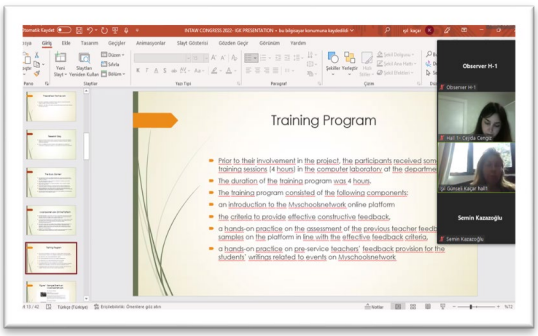

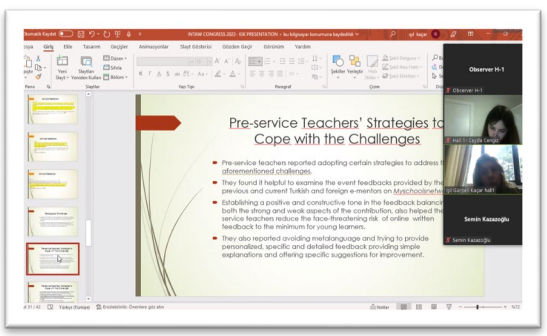

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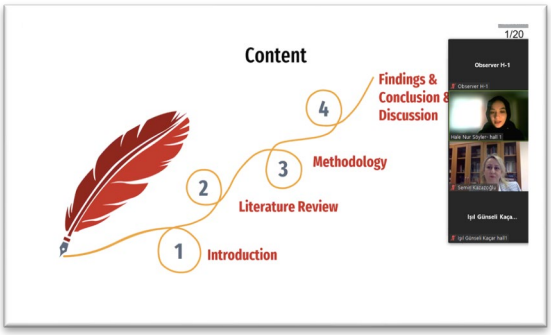

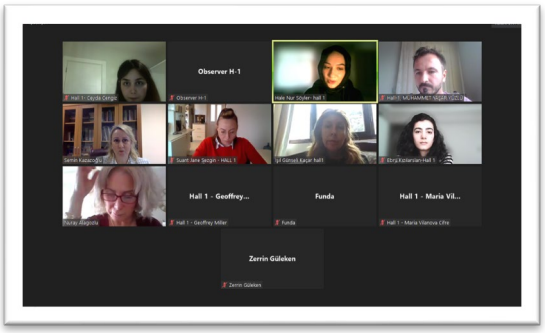

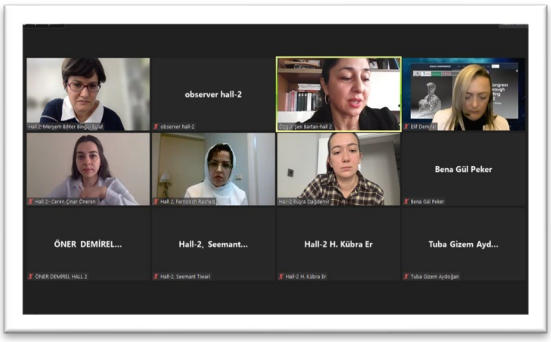



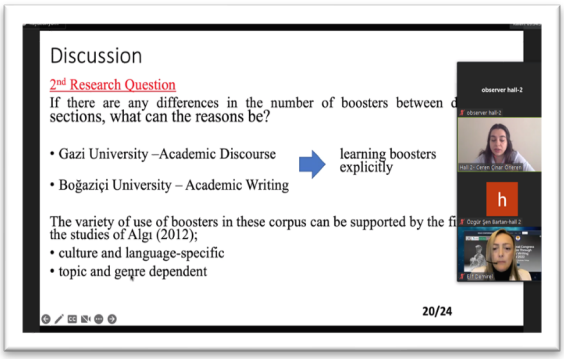

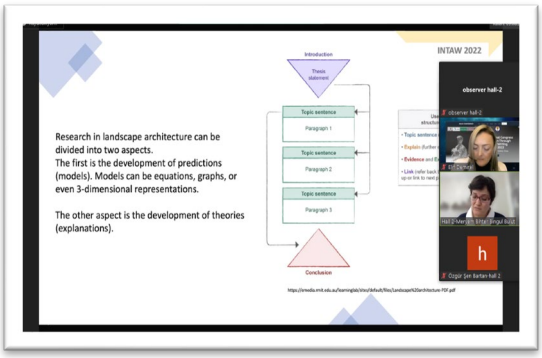

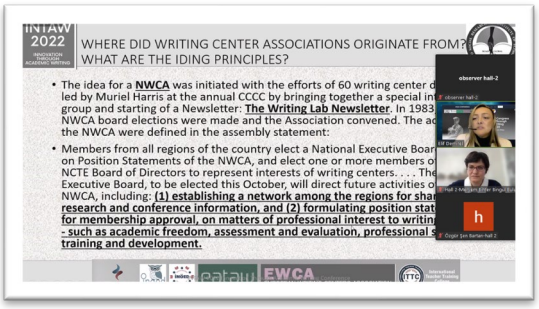

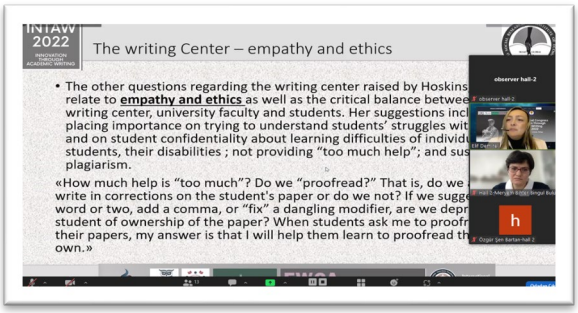

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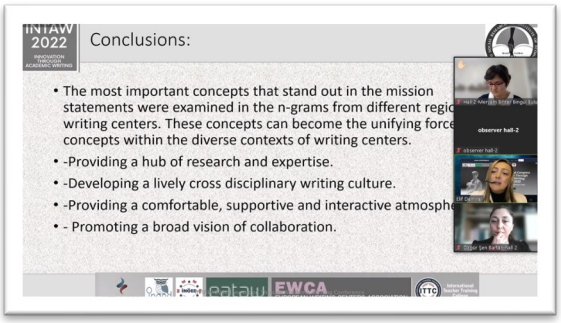

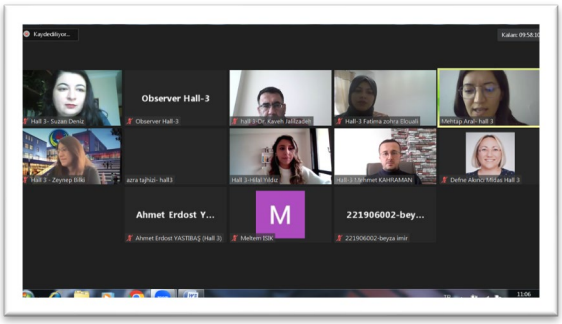

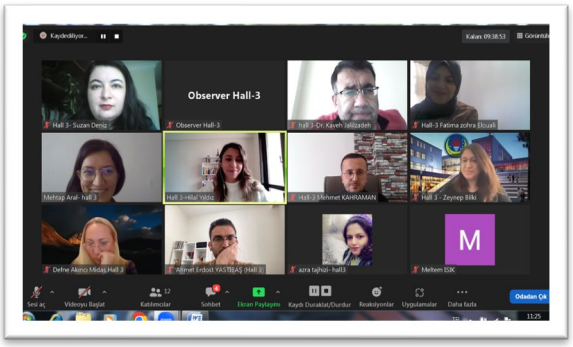

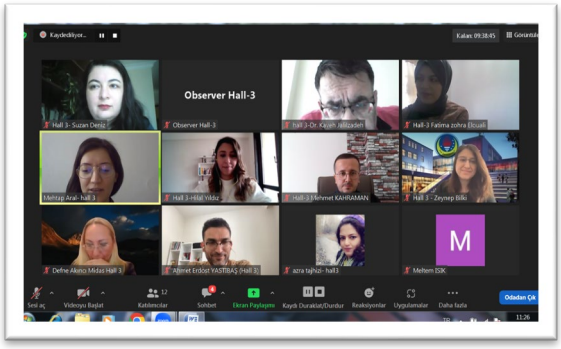

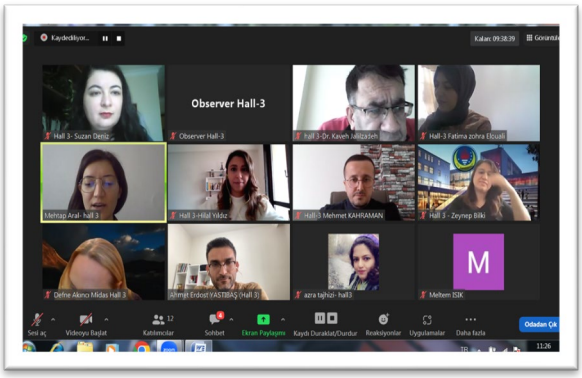



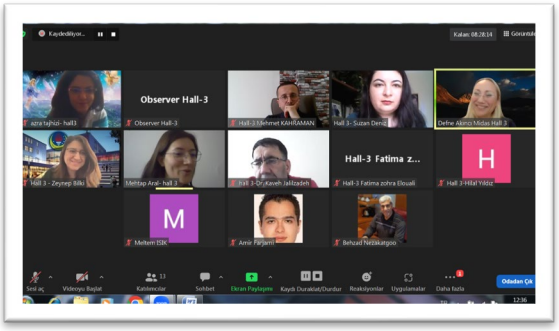

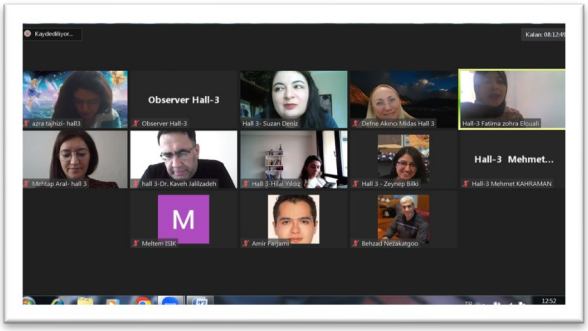

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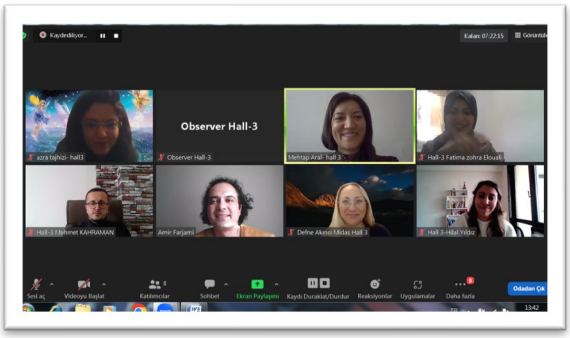

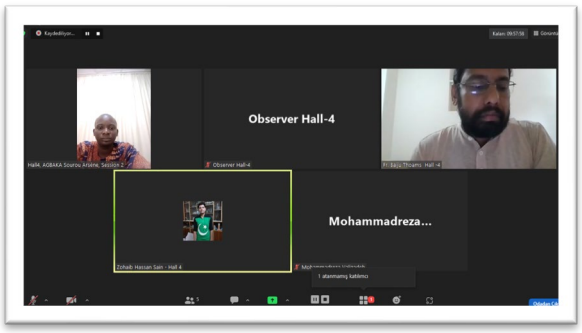

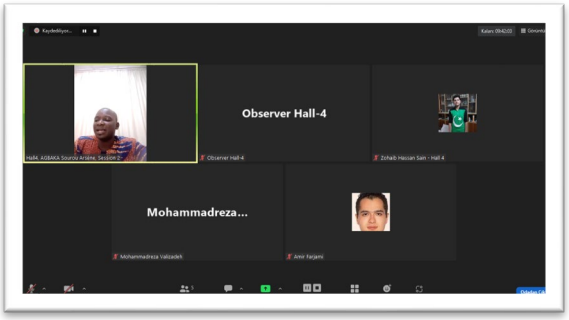

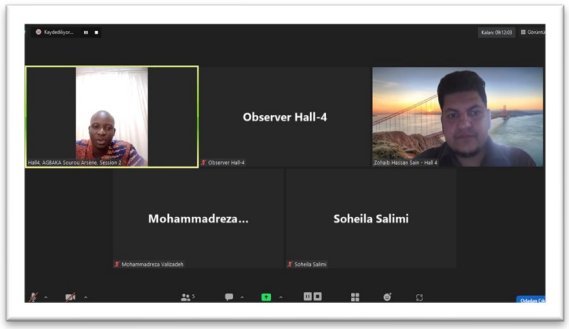

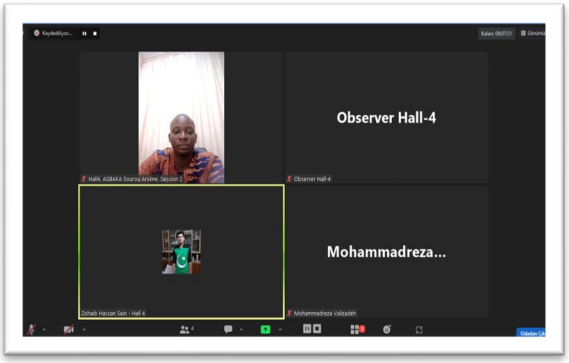

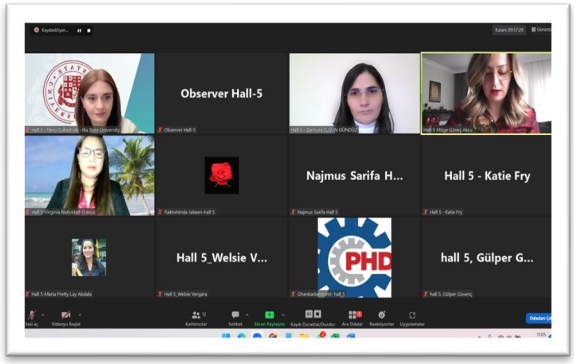

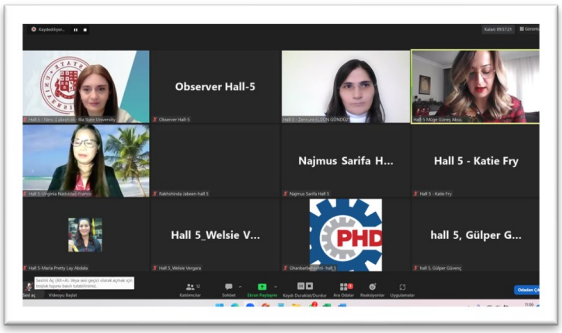

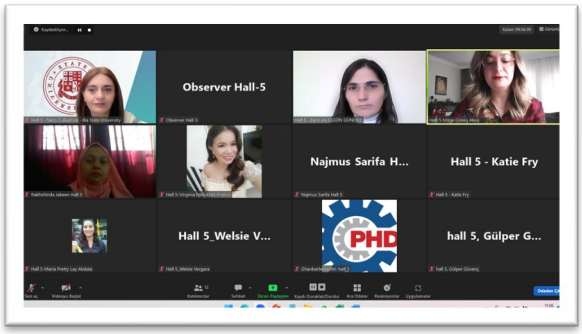

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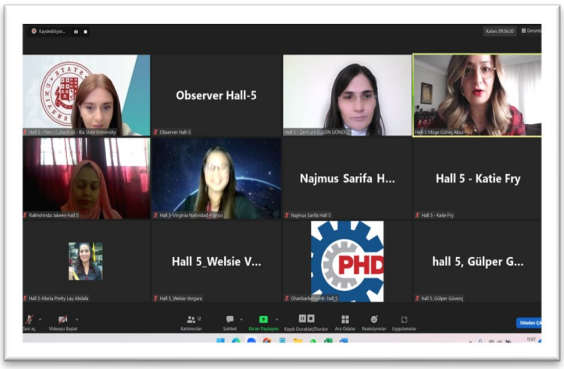

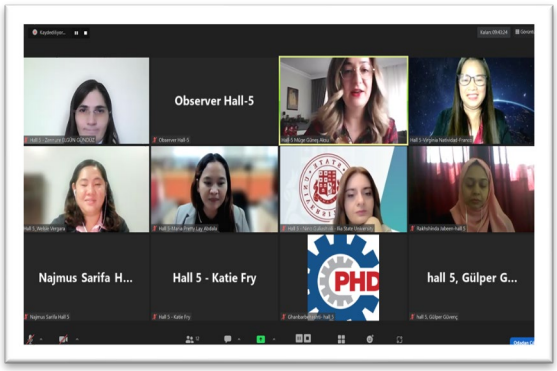

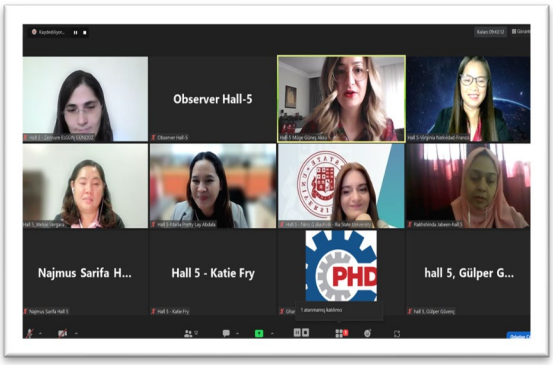

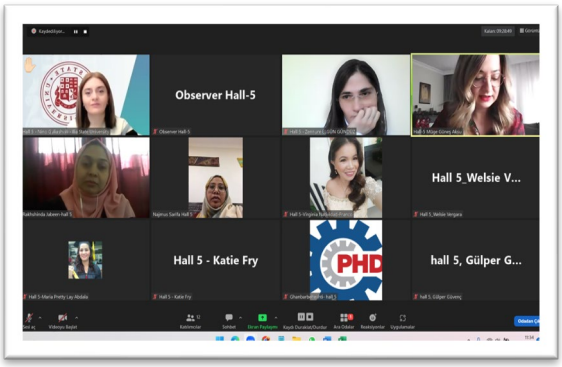

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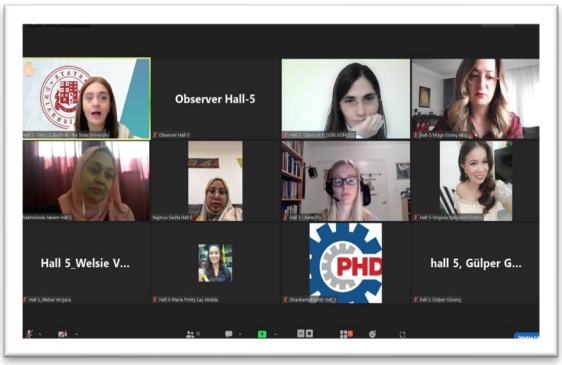

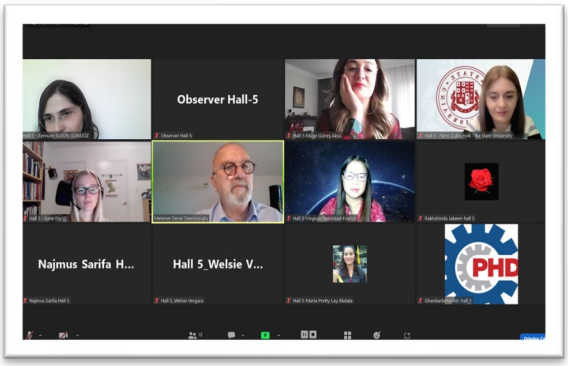

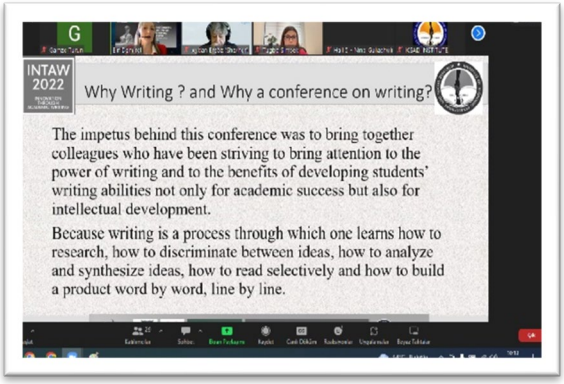

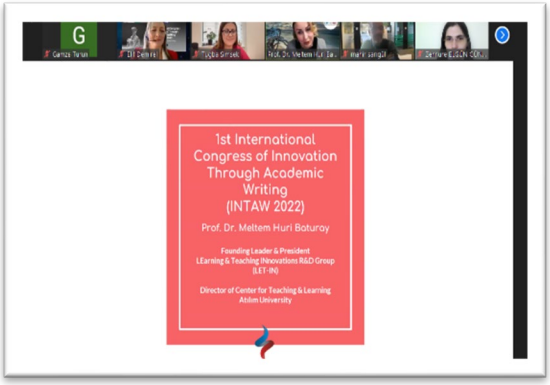

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ENGAGEMENT STRATEGIES IN ENGLISH AND ARABIC NEWSPAPER EDITORIALS

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ABSTRACT

This study explores the use and functions of engagement strategies in English and Arabic newspaper editorials. To this end, the study analyses 80 editorials collected from two popular newspapers (40 from each): The Guardian which publishes in English and appears in the UK and Addustour which publishes in Arabic and appears in Jordan. Following Paltridge's (2020) taxonomy, the study utilises a mixed-method approach to analyse the data. That is, the study assesses whether differences in the use of engagement strategies between the two corpora are statistically significant. It also conducts a qualitative analysis of the functions of the strategies used in the two sets of data to provide deeper insights into the way engagement is achieved by editorialists in the two languages. The findings show that there are statistically significant differences between the two languages in the use of some engagement strategies. In particular, Arabic editorials included more reader pronouns and less personal asides than did the English ones. In addition, although questioning as an engagement strategy was absent in the Arabic corpus, it was used in the English one to transmit information and circulate knowledge. The findings enrich our understanding of how the editorial genre is constructed, and how editorialists engage with their readers in the two languages.

Keywords: Newspaper editorials; engagement strategies; English; Arabic

PREDICTIVE ROLE OF L2 INTEGRATED WRITING SELF-EFFICACY SCALE ACROSS LEVELS FOR SUMMARIZATION

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ABSTRACT

The application of integrated writing tasks which have been more demanding for pupils (Ruiz-Furies, 1999) has gained ground, and research on these tasks tends to augment. However, the role of self-efficacy in pupils' performance is under-researched. Thus, the current study purports to investigate the predictive role of L2 writing self-efficacy via a recently-developed L2 writing self-efficacy scale (Zhang, Fan, & Jia, 2022) in the summary writing performance and strategies utilized by EFL learners at different levels in a reading-to-write task. The participants of this study are 60 high school pupils. While half of them are emergent bilingual with A2 level proficiency according to CEFR, the other half are competent bilingual with B2 level proficiency according to CEFR. Both groups conduct an integrated writing task and complete questionnaires measuring L2 reading-to-write self-efficacy including writing conventions self-efficacy and self-regulation efficacy beliefs as well as summary writing strategy use. The findings are expected to reveal that each component of L2 reading-to-write self-efficacy – i.e. writing conventions beliefs and self-regulatory beliefs - is to predict summary writing performance and strategies by rendering the role of proficiency and self-efficacy clear. In addition, this study targets to add evidence from the Turkish context to the generalizability of the L2 reading-to-write self-efficacy scale and its applicability to assess summarization. Possible pedagogical implications of this study are discussed to guide practitioners in EFL contexts to tailor their writing instruction accordingly.

Keywords: L2 integrated self-efficacy scale, summarization, EFL learners.

USE OF LEARNER CORPUS AND NATURAL LANGUAGE PROCESSING IN DETECTING L2 WRITING PERFORMANCE

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ABSTRACT

Recent technological developments enable (semi) automatic and more reliable annotation of learner corpora, and these corpora have the potential to guide material designers, language instructors and assessors. Current trends in learner corpus research show that its integration with natural language processing techniques can yield more powerful and pedagogically more convenient results. Following this trend, this study (a) introduces the intersection of learner corpora and natural language processing, (b) elaborates on the related tools used to detect L2 writing performance, (c) reports preliminary the results of a study investigating the relationship between lexical sophistication and overall writing performance by incorporating learner corpus and NLP techniques. The initial findings show that word count, delta-p score (indicating lexical association strength), concreteness ratings, frequency profiles, grammar errors and overall vocabulary knowledge of the participants can predict the overall writing performance of L2 English users (N = 350) to a certain extent (R2 = .45). To be more precise, longer texts, stronger delta-p, better overall vocabulary knowledge are associated with higher writing scores. On the other hand, higher academic lexical frequency, higher concreteness ratings, and higher error counts are associated with lower writing scores. The findings are discussed in light of the related literature in the field of second language writing and some suggestions are provided considering the future potential of combining NLP and corpus techniques to illuminate second language acquisition research and enhance language teaching and assessment practices (e.g., automated grading), particularly in an environment where online or distance education has become the norm.

Keywords: Corpora, learner corpus, NLP, writing performance

STUDY OF ENGLISH AS AN ADDITIONAL LANGUAGE IN STUDENTS WITH DYSLEXIA

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ABSTRACT

This paper examines the difficulties dyslexic students encounter while learning the writing English system as a foreign language. The theme of second language acquisition with diagnosis of reading difficulties, especially, dyslexia has been broadly studied by linguists internationally. This tendency of clinical linguistic studies emerged due to the fact that a great amount of the population worldwide suffers from a reading disorder, which hinders the proper acquisition of a foreign language, apart from their native language. For this reason, it is not only about stating that dyslexic students have problems when learning a foreign and opaque language as English, but also about finding out where the difficulties rely on. According to some researchers, English spelling is an "opaque" language that causes difficulties due to its consonant clusters and its complex syllabic structures. The main aim of this essay is to discover the difficulties Catalan speakers encounter when learning this language. This goal has never been published before as the Catalan language has not been studied in depth from this point of view. Consequently, it is essential to have it done as it will provide a lot of information regarding this language in addition to the effects of bilingualism (Catalan and Spanish) within the possible results. Hence, although the principal focus of this project is addressed towards the English language, the Catalan language is also present and examined. Throughout this paper, there is an identification of the main characteristics of Catalan dyslexic students within English learning. This experimental proposal is aimed at analysing the effects of this reading disorder when learning a foreign language with the methodology of participants taking two tests. The first test is in English while the second test is in Catalan. Each test contains four different activities: a line rhyming exercise, choosing the right option which is a word correctly spelled, fill in the gap with one or two letters as well as the final activity, which was the most difficult, a dictation task. By doing this, it seeks to demonstrate the most complicated groups of consonants syllabic for dyslexic students.

Keywords: Clusters, consonants, dyslexia, English, L2

UTILIZING AUTOMATED WRITTEN CORRECTIVE FEEDBACK IN L2 ACADEMIC WRITING CONTEXTS

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ABSTRACT

Automated Writing Evaluation (AWE) is increasingly utilized as a support for L2 writing instruction and individual writing due to its affordances such as providing L2 learners with automated linguistic feedback and individualized learning opportunities (Strobl et al., 2019). There have been earlier reviews of AWE research; however, AWE research has not been examined specifically in academic writing contexts. To fill in the vacuum, this study aims to review current research on this topic published between 2012 and 2022. To this end, a search was done on Google Scholar with the use of related keywords, which yielded 69 articles. With the application of certain inclusion criteria, 11 articles appearing in SSCI journals were included in the review. The articles were scrutinized in terms of their target language and genre, technological tool, instructional practice integrating AWE into L2 academic writing lessons, research focus and main findings. The findings showed that English was the target language in all studies and Grammarly was the most frequently used AWE tool. The AWE tools preferred by researchers generally provided feedback on linguistic accuracy rather than rhetorical structure of writings and utilized for self-directed learning purposes. Essays were the most commonly addressed genre in these studies. The effect of employing AWE tools on the development of writing accuracy and other constructs related to L2 writing such as self-regulated learning, writing self-efficacy and learner noticing of feedback has been the main topics of investigation. The results overall suggested that engaging in AWE supported writing activities improved the writing accuracy of L2 learners while there were other influential factors affecting their academic writing performance. The implications of the selected studies were the importance of cultivating learners' sense of autonomy, monitoring them as they work on AWE feedback and making necessary adjustments in pedagogy depending on their engagement levels.

Keywords: Automated written corrective feedback, L2 writing, academic writing, EFL, AWE

EFL PRE-SERVICE TEACHERS' DEVELOPMENT OF WRITTEN FEEDBACK LITERACY: A CASE STUDY ON AN INTERNATIONAL E-MENTORING PROJECT

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ABSTRACT

In initial teacher education programs, there tends to be a lack of emphasis on the development of pre-service teachers' online written feedback literacy. With e-learning practices becoming an integral part of the mainstream education following the COVID-19 pandemic, there is a call for research on the investigation of the online written feedback provision practices of English as a Foreign Language (EFL) pre-service teachers in the Turkish higher education context. Hence, the aim of this current eight-week qualitative exploratory case study is to explore the impact of the pre-service teachers' engagement in an e-mentoring project on the development of their written feedback provision practices on a safe educational platform called Myschoolnetwork (https://www.myschoolnetwork.com). The participants were provided with a four-hour written feedback provision training prior to their study engagement. The findings shed light into pre-service teachers' written feedback types, the affordances and challenges they encountered in the online written feedback provision process, and the contribution of their project engagement to their professional development. It was integrated into the English Language Teaching (ELT) practicum course that was offered in the final year of a pre-service teacher education program. The data were collected via pre-service teachers' reflective journals, a questionnaire with open-ended items and focus group interviews. The data were analyzed via thematic content analysis. The study revealed that the pre-service teachers tended to focus on the task and process level feedback but in different degrees of depth. The pre-service teachers reported enhancing their teacher agency through their involvement in the written feedback provision process directed towards young EFL learners with different linguacultural backgrounds. The project engagement was also found conducive to the pre-service teachers' identity development as well. The experiential learning opportunity provided by the e-mentoring project empowered the pre-service teachers professionally, giving them an opportunity to bridge their theoretical knowledge with the procedural one.

Key words: EFL pre-service teachers, online written feedback, e-mentoring, professional development

HOLISTIC AND ANALYTIC SCORING IN ACADEMIC WRITING ASSESSMENT

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ABSTRACT

Types of scoring systems are one of the effective aspects to testing writing problem. The distinction between *holistic and analytic* scoring scales is highlighted most. This project aims to compare holistic and analytic scales to explore their strengths and weaknesses. 42 opinion led essays obtained from intermediate EFL students at a foundation university were scored by two different raters according to two holistic and two analytic scales: (1) Holistic scale of Hughes (1989), (2) ACTFL (American Council of the Teaching of Foreign Languages), (3) Analytic scale of Anderson (1968), (4) Analytic scale of Jacobs et al. (1981). Blind marking procedure was conducted, and final scores given by each rater were compared. The agreement was sought with a %16 discrepancy level. The percentage of agreement was found %69 for holistic scale of Hughes (1989), %0 for ACTFL, %80 for analytic scale of Anderson (1968), %76 for analytic scale of Jacobs et al. (1981). The highest agreement was obtained with analytic scale which belongs to Anderson (1968). The lowest agreement was observed in ACTFL holistic scale. This finding shows that the consistency of scorings is higher in analytic scales whereas holistic scales are unable to offer that kind of consistency. The agreement level of each scale shows that analytic scales are more objective than holistic scales. General expressions of descriptors in holistic scales cause some problems to draw conclusions and understand the properties of the specific level in spite of their practicality. On the other hand, analytic scales' descriptors are clear, relevant, and to-the-point and they have a potential to navigate raters assign the writing papers to the correct level.

Keywords: Holistic, analytic, scoring system, testing writing

EMOJIS: THE EVOLUTION OF SOCIAL WRITING

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ABSTRACT
Humans are born with the ability to acquire and learn, and writing is a part of their language development and with the evolution and time change we are now in the digitalized world. This the time of social media. This paper will discuss the changes in the socimewriting (Social media writing) pattern. We use emoticons now-a-day to make our conversation fun and make it challenging for others so that's why we are moving towards the pictographic representation, as our ancestors developed writing. There are lots of varieties of Emojis and you can talk via Emojis. Writing has aided individuals in informing, collaborating, and alerting one another for hundreds of years, while civilizations have benefited from written history, culture, and knowledge and it developed with time. And now we are noticing a major change in writing pattern which is becoming a part of our social life and fun activities in this digital era. This paper will discuss the changes of socimewriting system over time and current evolving pattern of Socimewriting. It will discuss the journey of pictogram to logogram and to emoticons. It will assess the writing pattern, meaning and ideology behind the pictorial use instead of words and its emergence in the social life. As a human we are living in the world filled with social entities and people follow it for maintaining their social structure.
Keywords: Pictogram, Evolution, Socimewriting, Digitalization, Animal and Human communication, Emoticons etc.

USE OF BOOSTERS IN THE DISCUSSION PARTS OF ELT MA THESES: A COMPARATIVE STUDY

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ABSTRACT

In academic texts, using hedges and boosters is essential for writers to express themselves as effectively as they intend. In addition, the competence of meta-discourse devices is crucial to a fluent academic writing style. It is known that writers can write with confidence when using boosters (Hyland 2005:179). Similarly, *boosters* are defined as a means of emphasizing certainty about a proposition or confidence in an assertion (Abdi et al., 2010). Algı's (2012: 4) study found that the types, frequencies, and meanings of hedges and boosters are culture and language-specific as well as topic and genre dependent. While presenting the results of scientific studies, the author is expected to share the results in a confident and original way. Thus, the present study aims to investigate the form and pragmatic function of boosters in ELT MA theses prepared at two different institutions: Gazi University and Boğaziçi University. Besides, this study aims to show how MA students modify their arguments by using boosters in the discussion parts of their thesis. The study is based on Hyland's model (2005) for hedges and boosters. In this study, discussion parts of 10 ELT MA theses written by Turkish students in 2014-2015 were analyzed. The concordance program AntConc 3.5.7.0 was used to analyze the texts. Moreover, the data were analyzed manually to select those that have meta-discourse functions of boosters and classified into an appropriate word group. The results of the study show that the overall distribution of boosters is different in both corpora. Besides, the distribution of modal verbs, adverbs, verbs, and nouns shows different preferences.

Keywords: academic writing, ELT, boosters

FROM EFFECTIVE WRITING TO SUCCESSFUL PUBLISHING

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ABSTRACT

In the procedure of writing a scientific article, the following stages are distinguished: formulation of the idea and drawing up the plan of the article; selection and preparation of materials; grouping of materials; study of the manuscript; checking the correctness of the design, literary editing. Obvious and hidden difficulties an author faces at each stage are described, and strategies to avoid or minimize them are proposed. The most general tips are the following. Make a detailed plan for the construction of the article. Find all the necessary information (monographs, articles, speeches, books, patents, etc.) and analyze it. Write an introduction in which the need for this article and its main directions can be seen. Work on the title of the article. In the main part of the article, state its content. Draw one or several conclusions. Make a list of references. Write an abstract. Try to carry out author's editing. Reduce everything that does not carry useful information, delete unnecessary words, incomprehensible terms, ambiguities. Send the article to the editor.

Keywords: academic writing strategies, scientific article

IRANIAN POLICY EXPERTS' PERSPECTIVES ON POLICIES OF ACADEMIC WRITING AND PUBLISHING IN ENGLISH

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ABSTRACT

To achieve a strong professional position in academia, scholars in all disciplines need to publish internationally, predominantly in English as the uncontested language of academic writing and publishing. The present study is aimed at exploring the viewpoints of nine Iranian higher education policy experts about policies and regulations on writing and publishing in English in Iran reflected in national official documents and university bylaws. In semi-structured interviews, the participants were asked about the role English plays in Iranian academia, the reasons behind the current regulations of writing and publishing, the probable challenges faculty members encounter, and possible solutions in this regard. Various types of coding were applied to analyze the interview data. The findings reveal that although policy experts feel the necessity of preserving Persian and local languages in Iran, almost all policy lines they have defined seem to be pushing scholars towards writing and publishing in English. As mentioned by the participants, the main justification behind these regulations is gaining international reputation. Moreover, they already know that overemphasizing English academic writing and publishing leads to neglecting real research concerns in all fields. They also proposed some practical alternatives which help policy makers and scholars consider the sociocultural functioning of English and its dominance in academia more seriously. The findings of this study can raise stakeholders' awareness of the justifications behind policies of writing and publishing in English by speakers of other languages and the importance of seeking effective solutions for overcoming the challenges. Besides highlighting the significance of critical language awareness, it can inform academics and researchers of the challenges the dominance of English can create for the status of national languages and cultures.

Keywords: higher education policy, publishing in English, dominance of English, academic writing, academic publishing

ACADEMIC WRITING ETHICS

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ABSTRACT
Educators utilize scientific research writings to present their study findings and thoughts. Overseas students frequently seek assistance from a variety of sources, including composition centers instructors, colleagues, professional experience, internet translation services like Translation Software, proofreading and editing organizations, and many others. Although accepting assistance from such organizations is acceptable and perhaps anticipated, the type and quantity of assistance that is suitable or ethical do not always evident. While researchers write in an academic setting, individuals engage and communicate with other researchers interested in a similar topic. Individuals are devoted to cooperatively growing knowledge something about the issue as people expand on someone's efforts. Although academic writing might appear to be thought up of stodgy language and restrictions, researchers consider it as a dynamic, ethical method of communicating to gather information and exchange it with other people for society's advantage. According to the studies, students, significantly far beyond teachers, lacked confidence and consensus on whether particular assistance they might just get is ethical. The two groups' perspectives on translation software and the usage of for-pay operators also differed. Professors seemed to have the fewest acceptance of the usage of translation software and paid proofreading services for sentence- and discourse-level assistance, expressing that individual situation and teacher expectations must be taken into account. We assert that constructing and conversing strict guidelines for writing assistance must be the portion of whatever academic honesty strategy, and we reveal an ethicality indicator to help extend discussions as every organization, scheme, or teaching staff creates the limits of ethical writing assistance in a particular context. This study demonstrates how scientific debate is created and practiced throughout disciplines and areas of investigation in the writing process.
Keywords: Academic honesty, Plagiarism, Assistance with writing, language composition

A SYSTEMATIC REVIEW OF THE STUDIES CARRIED OUT ON THE USE OF GRAMMARLY IN FOREIGN LANGUAGE TEACHING

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ABSTRACT
Technology is used commonly in foreign language teaching, including teaching writing. It can be used in different steps of writing such as brainstorming, feedback, and publishing through different programs like Mentimeter for brainstorming, Grammarly for feedback, and wikis for publishing. Grammarly automatically gives feedback to foreign language students' writing in different aspects of writing, including grammar, punctuation, and spelling, so it has become a topic which has been searched by different studies. The aim of the present study is to review the studies that have been conducted on the use of Grammarly in foreign language teaching and are indexed in ERIC which has been chosen for this study because of the time constraint. It will be designed as a systematic review study. Its findings can help foreign language teachers who want to use Grammarly in their language classes understand its effect(s) on foreign language students. The findings of the present study will be discussed, and its pedagogical applications will be shared.
Keywords: Systematic review, Grammarly, automated feedback, foreign language teaching

WHAT SORT OF COLLOCATIONAL ERRORS ARE MADE BY TURKISH ELT STUDENTS IN ARGUMENTATIVE ESSAYS? THE CASE OF "MAKE" AND "DO"

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ABSTRACT

High-frequency verbs in word combinations can be tricky for the learners, and they can lead to quite a lot of errors though they are "seemingly" easy pieces of the language. The present study is an attempt to illustrate how Turkish learners of English use two high-frequency verbs- *make* and *do*- in verb+noun combinations. To this end, a collection of argumentative essays of learners, who were the first-grade students enrolled in the ELT Department of Faculty of Education at a state university, were compared to a compatible native corpus, LOCNESS, as the reference data. Several factors were taken into consideration such as the similarity of the essay topics and corpora sizes to achieve the optimum representativeness of the corpora intended for the present study due to the fact that it was designed as a contrastive corpus analysis. The errors in the learner corpus were detected and analysed via AntConc concordancer program. The analysis was conducted under three sections: error spots, error types and strategies. The findings revealed that although the learners were of B1-B2 on CEFR scale, they still had problems with *make* and *do* verb+noun combinations at varying degrees and these problems were observable mostly in these verbs rather than nouns, determiners, or modifiers of combinations. Moreover, the students seemed to be misguided by their L1 very frequently. Thus, a special care should be given to high-frequency verbs and their collocational uses rather than underestimating them. Specifically, they should be explicitly taught in academic writing courses. Using textbooks with corpus-based collocations teaching to raise learners' awareness could be a very effective teaching technique.

Keywords: Word combinations, collocations, high-frequency verbs, error analysis, corpus

IMPROVING ACADEMIC WRITING THROUGH CRITICAL PEDAGOGY: A COURSE MODEL FOR PRE-SERVICE ELT TEACHERS

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ABSTRACT

In the field of English Language Teaching (ELT), in addition to helping second language (L2) learners acquire effective literacy in English, one of the skills ELT teachers need to focus on developing is to nurture students' reasoning and critical thinking skills (De Costa & Norton, 2017), which is supported by critical reading and writing. L2 writing and its development process are especially essential in turning L2 writers into critical individuals and enhancing their awareness and potential for critical reflection (Britton & Leonard, 2020). However, many L2 writers including pre-service ELT teachers are not aware of what critical writing entails, nor do they know how to approach their academic texts in an efficient manner critically (Wingate, 2011). This study as part of a wider project examining critical reflection of ELT teachers on their academic writing development presents a course model developed to improve ELT teachers' critical writing skills in English within the Framework of Critical Pedagogy (CP). The practical implementation of the course has implications for providing a pedagogical framework to foster critical writing skills through more closely guided and informed critical reflections.

Keywords: Academic writing, Critical writing, Critical pedagogy.

DEMYSTIFYING SOURCES OF DEMOTIVATION AMONG TURKISH EFL LEARNERS OF PREPARATORY LANGUAGE SCHOOL

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ABSTRACT
The present study explored the demotivation sources in L2 writing and demotivation-reducing strategies used by Turkish EFL learners. For a comprehensive comprehension of the data, phenomenology was used as a qualitative approach in this research. The basic objective of phenomenology is to build a composite description of the essence of a phenomenon based on participants' actual experiences. Since the goal of the current research was to investigate the experiences of Turkish EFL learners, the phenomenological technique was deemed acceptable. In terms of demotivation sources, 'writing about repeated topic' (F = 10) was found to account for the most demotivating factor of all the existing 13 categories while 'writing in a group' (F = 9) is the most frequent demotivation-reducing strategy employed by Turkish EFL Learners in L2 writing. The overall findings indicated that students' experiences of writing skill were more general-oriented since "topic" of the task seems to be their both concern and strategy. In the light of these findings, this study may add a new conceptualization of demotivating sources in the literature and highlights the inclusion of training courses on demotivation-reducing strategies in the professional development programs.
Keywords: L2 Writing, Demotivation Sources, Demotivation-reducing Strategies, EFL

MEDIATION OF POSITIVE EMOTIONS SHIFTING TO POWERFUL TECHNOLOGICAL ONLINE CLASS

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Amir Farjami

ABSTRACT

Mediation of positive emotions shifting to powerful technological online class conte Understanding emotions in technology-based learning environments (TBLEs) has become a powerful goal across different research projects, but nowadays, they are implemented in isolation. This study stemmed from a growing level of teachers' well-being using social media for fostering positive emotions among students' online learning outcomes. It examined how college teachers in Turkey use social media to enhance their mental well-being. To this end, the study employing a mixed-methods research design combined data from two questionnaires of Academic Emotions Questionnaire (AEQ) and Technology Acceptance Model Questionnaire (TAM) administered to 240 teachers with information outputs from 17 in-depth framed narrative interviews. The qualitative findings revealed that social media helped these instructors to foster positive emotions during their online teaching which, in turn, was dependent on the participants' emotions. The findings also suggested that social media played a significant role for university instructors by providing them with students' positive reflections and assisting them to cope with stress which eventually contributed to online classroom connectedness. However, a significant number of participants reported self-narrative and deliberately positive emotions themselves in an effort to protect their class atmosphere from unwelcoming stress, online anxiety, and negativity in the classroom. The quantitative results indicated that university instructors mostly use social media for sharing information followed by emotional support within which positive mood was used more than negative mood by teachers. Although the findings imply that levels of positive emotions differ across TBLEs, their functional relations with learning are equivalent across environments. Implications for informing further research and designing emotionally sound TBLEs to understand the use of social media for overall well-being are presented.

Keywords: TBLEs; social media; positive emotion meditation; academic emotion

AN INVESTIGATION STUDY ON THE DIFFICULTIES ENCOUNTERED BY ARAB INTERPRETERS DURING CONFERENCES ORGANIZED IN LIGHT OF SAUDI VISION 2030

Sadaf Zaman
Reem Mansor Muhammed Al Amri

ABSTRACT

The purpose of this research is to examine the obstacles conference interpreters have while carrying out their responsibilities. The research conducts a questionnaire with 17 elements to accomplish this goal. The majority of the time, conference interpreters face these issues. These complications were constructed by analyzing previous stuff and references, and they were approved following discussions with knowledgeable lecturers and interpreters. Twelve Arab interpreters who attend conferences held in support of Saudi Vision 2030, the Kingdom of Saudi Arabia, make up the sample of the study. The survey was created online and sent to the participants using the Twitter and WhatsApp applications. Frequencies, percentages, and means—the most suitable statistical treatments for the questionnaire—were used to analyze the data using the SPSS program. The study's findings indicate that the majority of the interpreters who took part in the study occasionally encounter the majority of the problems identified in the questionnaire. The participants in this study reported that quick speech, ESP terminology used by speakers, freshly developed idiomatic expressions, and unanticipated terms presented the greatest difficulty. According to the study's findings, conference interpreters should take basic and advanced training programs in conference interpreting in a variety of professions to help them overcome their interpreting issues.

Keywords: obstacles, Conference, Interpreters, conference interpreting.

STUDENTS ASSESSMENT OF ONLINE EDUCATION DURING THE COVID-19 EPIDEMIC

Zohaib Hassan Sain

ABSTRACT

The purpose of this study was to assess the online instruction given to students during the COVID-19 epidemic. At the four universities of Lahore city that were the center of the study, 650 students pursuing undergraduate, graduate, and doctoral degrees participated. A mixed method was used to design the research using both qualitative and quantitative components. An online survey was employed during the quantitative phase. Online in-depth interviews using a semi-structured interview form were carried out during the qualitative phase. Local Lahore, Pakistan, inhabitants were among the responses. The content analysis led to the identification of 21 categories and three major themes. The following themes were accomplished: "It could have been better!" for their suggestions, "Face-to-face education is better!" for the bad parts of the student's experiences, and "Better than nothing!" for the positive aspects of their experiences. It has been decided that a technology approach should be employed to further expand the distance education curriculum in the four universities that have been selected.

Keywords: Covid-19, Distance Education, Online Education, University Students.

EFFECT OF PROJECT BASED LEARNING ON THE READING SKILLS OF THE YEAR 3 STUDENTS

Shahzadi Hina Sain
Zohaib Hassan Sain

ABSTRACT

The topic was selected to probe the effectiveness of project-based learning on the reading skills of the students. In this case study, the prime objective was to determine the impact of PBL on the year 3 students in the TNS, DHA branch, Lahore, Pakistan. Moreover, understanding students' progress in various ways and become autonomous learners to improve their reading skills. A literature review conducts a meticulous investigation of the research in the same area.

The data was collected through census sampling which enabled the researcher to have authentic data, and details in a short time. The researcher practiced triangulation by comparing a variety of sources which are: running records, reading logs, observations and students' artefacts (reflective journals and writing journals). The study was held for two months in each term. The results prove that project-based learning not only improved their literacy skills but also made them inquisitive and independent learners. Therefore, many surveys and studies conducted before on the secondary level, have proven the findings of this study similar to the one conducted now at the primary level highlighting the scope of the study.

Keywords: Autonomous learners, independent learners, Literacy skills, Project Based Learning, Case study.

VEXILLOLOGY AND TERMINOLOGIES

Agbaka Sourou Arsène
Seguedeme Alexis Hergie

ABSTRACT
Vexillology is the scientific study of the history, symbolism and usage of flags or, by extension, any interest in flags in general. The word is a synthesis of the Latin word *vexillum* ("flag") and the Greek suffix *-logia* ("study.") The constitution of the International Federation of Vexillological Associations formally defines vexillology as "the creation and development of a body of knowledge about flags of all types, their forms and functions, and of scientific theories and principles based on that knowledge. The study of flags, or vexillology, was formalized by the U.S. scholar and student of flags Whitney Smith in 1957. Vexillology is the scholarly study of flags. It is not nearly as well-known as numismatics, Philately or the many other 'ologies, such as Biology (the study of life), Zoology (the study of animals) or Palaeontology (the study of fossil animals). However, Vexillology is exiting, motivating but demanding. There exist many types of flags in UK and around the world. Their categorisation, their typology and their studies are worth mentioning for a better understanding of vexillophiles.
Keywords: Vexillology; Numismatics ; Philately ; FIAV, Vexillophiles.

USING SELF-REGULATED STRATEGY IN EFL CLASSROOMS TO PROMOTE EFFECTIVE WRITING

Amina Boumediene

ABSTRACT

The writing skill is a prerequisite to an effective language learning in general and foreign language in particular. Accordingly, meticulous efforts need to be employed for the sake of developing this skill. Among these efforts, self-regulated strategy has proved its effectiveness in many instances as a good way to develop EFL students' writing competences. This consideration provides the impetus and point of departure for the present investigation. Accordingly, the motive driving the present research work is to check the efficiency of this strategy in the Algerian context mainly at the level of second year EFL students at Ain Temouchent University. The work initially started with highlighting writing difficulties encountered by EFL students, then, applying the self-regulated strategy in writing classes through an intervention that lasted for one month. The results yielded reveal that the students' main difficulties in writing are related to grammar, vocabulary and coherence. Moreover, the intervention which the students receive shows a significant progress in students' writing outcomes. Therefore, the researcher strongly recommends the consideration of self-regulated strategy in the writing classroom.

Keywords: the writing skill, self-regulated strategy, EFL context.

DISCIPLINE IN THE HIGHER EDUCATION CLASSROOM: A STUDY OF ITS INTRINSIC INFLUENCE ON PROFESSIONAL ATTRIBUTES, LEARNING AND SAFETY

Harshita Singh

ABSTRACT

Discipline in the higher education classroom is a widely debated phenomenon, especially since it is defined interchangeably with classroom management, which is pertinent to schooling in non-adult institutions. This research aimed to apply the principles of discipline in a higher education context to study the impact of attitude and behaviour on learning conditions while embracing partnered approaches with adult learners to maintain its relevance. The consequences of misbehaviour under the key concepts of disruption and safety in the classroom were examined. This study was conducted within a healthcare professional programme in the UK where theoretical learning is partnered with practical settings to inform evidence-based practice. Within the practical context, the frequency of claims highlighting the impact of undisciplined behaviour persists, while the educational approaches of partners to address this are vague. Thus, the overarching aim of this study was to identify whether discipline in the classroom can act as a behavioural strategy to influence attributes outside the classroom. Using a qualitative methodology, the study compares the perceptions of students at varying levels under a critical realist theoretical framework. The data were collected by means of an online open-ended questionnaire as the first step of action (participatory) research, intended to be a platform to guide reflection, action, and further research. Participant responses clearly associate the action of discipline to an intrinsic value and allow the prediction of its influence on behaviour outside the context of the classroom. The findings further substantiate the intrinsic approach of discipline in predisposing attitudes, which are evidenced as plausible influences on the safety felt within the classroom.

Keywords: Discipline, Professional attributes, healthcare values, incivility, behavioural conditioning, theory and practice, educational strategies, psychological safety, psychology, transformation

IMPACT OF BIG FIVE PERSONALITY TRAITS ON ACADEMIC ACHIEVEMENT

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ABSTRACT

Personality refers to individual differences in how we feel, think, and behave. Thus, this study is aimed to discuss the impact of the big five personality traits on academic achievements among graduates at the University of Sri Jayewardenepura, Sri Lanka. The population was all graduates of the University of Sri Jayewardenepua who belong to the 2016/2017 academic year, and 300 graduates were randomly selected as the sample. A structured questionnaire was used to collect the data, and univariate and bivariate analyses were used to analyse the data. According to the findings, it is clear that personality traits impact graduates' academic achievements and conscientiousness can be used as the main predictor in the academic achievement of graduates based on their Personality. Extraversion, openness to experience, and agreeableness are common personality traits seems among the graduates. A lack of neuroticism can be identified as a personality issue among graduates, decreasing academic achievement levels and the highest-class holders. This study reveals that the students could not reach their academic attainment due to personality-related issues. So, it is important to change the learning system which always supports the student to be him or herself as well as which help to improve the personality development corresponding to the enhancement of knowledge.

Keywords: *Academic achievement, Big five personality traits, Graduates*

ASSESSING THE ONLINE PRACTICUM OF LIBRARY AND INFORMATION SCIENCE STUDENTS: BASIS FOR BLENDED INTERNSHIP

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ABSTRACT

Internships provide students in higher education institutions with a way to get real-world experience and business skills relevant to their field of study. The internship has caught the attention of higher education programs as a significant component of contemporary pedagogy because it is an experiential learning activity. The study aimed to assess the online practicum of library and information science students to serve as a basis for offering a blended internship. The study utilized a concurrent mixed methods type of research which provided an integrated, thorough grasp of the topic under inquiry by using the strengths of both qualitative and quantitative approaches while addressing their flaws. The study's respondents are the 138 Library and Information Science (LIS) students from 2020-2021 to 2021-2022. It adopted a validated instrument that measures the effectiveness of the internship program. The results of the quantitative data showed that the internship program inspired them regarding personal indicators (4.41), interpersonal-social (4.49), academic (4.40), employment-job specific (4.18), and civic (4.20). It indicates that the student-interns found the online internship compelling. However, the qualitative data results came up with the following themes: (1) poor internet connection, for their most challenging experienced while doing their online internship. (2) patience and time management for the best solution to their problem. (3) constantly listening and focusing was the best advice they gave future interns. Furthermore, most respondents approved and recommended the offering of blending learning. Thus, the researchers crafted a revised internship program for the Library and Information Science students.

Keywords: Blended Internship, Library and Information Science, Online Practicum

USING CORPUS LINGUISTICS TO BRIDGE THE DISCIPLINARY DIVIDE IN A MULTI-DISCIPLINARY ACADEMIC WRITING CLASS

Katie Fry

ABSTRACT

This presentation will discuss how some basic techniques of corpus linguistics can be integrated into a graduate course on academic writing for L2 students from a variety of disciplines. While there are numerous corpora of academic texts readily available, this presentation will focus on the benefits of compiling a specially made corpus that caters to the disciplinary expectations pertaining to the students in the course. It will outline how concordance software can be utilized to create a corpus containing academic articles in the relevant fields selected and submitted by students. Once the corpus has been created, it can be searched in class to reveal transdisciplinary patterns and characteristics of academic discourse, as well as significant differences in the way language is used within discrete disciplines. This personalized approach to analysing linguistic data supports a range of learning objectives specific to L2 academic writing, including increasing awareness of how verb tense, discourse markers, and formulaic language are used in academic writing, as well as building vocabulary by studying how word use varies across contexts. The process of creating a class corpus also models how corpus linguistics can serve as a useful tool during the writing process, thereby empowering students to take control of their writing and become less reliant on teacher feedback.

Keywords: academic writing, second language writing, writing across disciplines, corpus linguistics

PERCEPTION OF ACADEMIC WRITING USING THE DICTOGLOSS METHOD IN EFL CERTAIN CLASSES

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ABSRACT

This paper indicates the importance of four-step-Dictogloss method in conducting an academic writing for EFL learners in Turkey. Communities that do not like reading will inevitably have difficulty writing a newsletter, a composition, an essay, a story or an article. Unless you construct receptive competence, it is not possible for you to reach productive competence. Writing is the creative power of reading, It is important for students to know what academic writing is and be able to write in this style.

Academic writing is the formal format used at colleges and universities. It's what students are supposed to produce for classrooms and what professors and academic researchers use to write scholarly papers. High schools sometimes require an academic writing style in some classes. Writing academic work in English is not as easy as we think. Nevertheless, this is not impossible. We can learn to use our words when writing a composition or essay. The use of dictogloss may help us learn how to shape sentences and conjunctions to construct a sentence or sentences. Four stages of dictogloss methods will attenuate the negative sense of "I cannot do this". Knowing how to write a great hook is a significant skill that any writer should have. The world is covered with an ocean of words. There are essays, novels, blogs, screenplays, new ones, poetry, speeches, and more. With words vibrating day after day in the atmosphere, how can you ever make anything that would appeal to any number of the billions of people in the world? The reply is simple. Start with an awesome hook. By practising dictogloss and teaching extreme adjectives, we can teach learners how to write essays. Controlled dictation and four-stage techniques may help learners see where they are weak and where they are good enough.

Keywords: Dictogloss, four stages of dictogloss, extreme adjectives, hook, EFL.

PERCEPTIONS OF ENGLISH LANGUAGE TEACHERS ON PROFESSIONAL DEVELOPMENT

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ABSTRACT

In this study, the perceived professional development (PD) needs of English as foreign language (EFL) instructors were investigated. The sample group consisted of 34 EFL instructors. They completed the Online Survey of Professional Development Needs of Foreign Language Teachers, which is a standard test to investigate such needs. The results demonstrate that the instructors are likely to have a personal need for professional development in foreign language teaching at a moderate level. However, the greatest need for professional development has been found to be related with teaching students with special needs, online teaching and online assessment. Additionally, the EFL instructors involved in PD activities tend to be content with the efficiency of these activities. The results also revealed that incentives and administrative support with respect to PD are helpful for engaging EFL instructors in PD activities.

Keywords: Professional development, EFL, needs assessment, teacher attitudes, teacher perceptions

INTRODUCTION

Changes in the field of education have brought with it the necessity of reconsidering not only the content of the education programs, but also the latest teaching methods and the roles of teachers which is of great importance. Although having experience in their field is important for teachers to carry out their profession effectively, it is not sufficient on its own; that's why, it is expected that teachers are accountable for their own professional growth (Saiti &Saitis, 2016).

The significance of professional development is in its ability to ensure that teachers remain up to date on developments in extensive student achievement specifications, learn new content-area teaching techniques, and understand how to best utilize emerging instructional technologies for effective teaching. It also helps teachers adjust their instructions to changing learning environments (Lawless & Pellegrino, 2007). However, it is well known that the sole efforts of teachers who want to improve themselves are not always sufficient to provide professional development. In addition to their efforts, the institutions to which they are affiliated are also expected to be helpful and supportive in contributing to the professional development of teachers (Arıbaş et al., 2012).

Professional development activities such as workshops, courses, seminars, etc. are considered to contribute significantly to English language teachers' both professional and personal development as teachers can improve themselves in their profession by reflecting on their own teaching styles, observing peers, having discussions with colleagues, working together with other teachers in projects, etc (While & Boyle, 2004). Nonetheless, Richard and Farrel (2005) argues that teachers should do more than self-reflection or observation tasks as knowledge of pedagogy, the subject and curriculum and materials can be difficult to achieve without expert guidance. Regarding the needs of teachers, different PD strategies can be helpful to boost teachers' capacity in the classroom. As Özkurt (2019) stated, the professional development facilities should be developed in a way to broaden teachers' perspectives, encourage them to be involved in professional development programs. For this, the training is required to be oriented to the needs of the teachers.

However, a number of studies carried out to determine the effectiveness of PD activities and the needs of EFL teachers have revealed that gaining a better and deeper insight regarding the needs of teachers is of great importance while designing PD programs. In a study conducted by Khong and Saito (2014) traditional professional development processes were strongly criticized because the methods used do not address the requirements for actual teaching and learning environment and only last a few days and are one-time events, which have little to no impact on language teachers' ideas and pedagogical approaches. Moreover, Korkmazgil and Seferoğlu (2013) found out that the professional development activities which are predominantly in the form of seminars and workshops regarding a particular topic decided by executives instead of teachers didn't correspond with the perceived needs of EFL teachers. They also reported that most common needs were

related with classroom management, integration of technology, national standards and constructing knowledge of the target culture. Besides, in another study conducted by Ekşi (2010) to find out about the professional development needs of EFL instructors working for a state university in Turkey, ''New theories and practices of Language teaching'' was stated to be the area where the majority of the instructors needed the most assistance.

In addition, it is important to understand the difficulties that EFL teachers might encounter in their profession with regard to the years of experience they have in order to provide better-quality PD processes. Orgoványi - Gajdos (2016) has defined the challenges of novice and experienced teachers in great depth and suggests that the major challenges novice teachers experience is related to teacher's identity and comprehension of one's own role as a teacher. Another difficulty for novice teachers mentioned in her book is related to discipline. To explain, inexperienced teachers might stick to their plans more and be less flexible because they have inadequate practical knowledge. Unlike novice teachers, experienced teachers see functional fixedness as a major issue in their profession. They tend to stick to their routines and have a schematic thinking style, which prevents them from examining things in different ways.

Among the many research investigating professional development programs, there are a few trying to explore the effectiveness of the programs regarding age and experience. Nazari et al. (2019) conducted a study to evaluate the technological pedagogical content knowledge of novice and experienced EFL teachers and found out that preferences of participants regarding professional development programs differed substantially as experienced teachers scored significantly higher on pedagogical expertise and pedagogical content knowledge while novice teachers had much higher results regarding their technological pedagogical expertise, technical content knowledge, and technological understanding. In addition, Duzan (2006) investigated the PD needs of instructors who were new to the institutions they worked at and concluded that subjects like instructional methodology, classroom management, skill teaching, use of resources are the areas where those instructors needed training in. She also reported that the instructors with experience didn't state that they needed to participate in any PD related training.

Significance of the Study

Professional development of teachers has gained greater significance in the past few decades owing to the developments in the field of foreign language (FL) education. According to Anderson (2008), thanks to opportunities provided by professional development programs, FL teachers could use strategies that engage every one of their learners in the classroom via various methods of teaching and instruction. Additionally, increase in the standards in the field has led to a need for gaining higher qualifications to be a more qualified teacher. Craft (2000) points out that early attitude towards professional development is not relevant today. Before the mid-20th century, continuing professional development (CPD) practices were adopted only voluntarily as an individual endeavor. However, today, the qualification standards of FL teachers have been changing all around the world. Not only private institutions, but also governments have higher demands for increased standards for an effective teaching - learning environment. For example, a very recent change in the regulations of the Council of Higher Education has made it impossible for FL teachers to work full-time at universities without an MA degree in the field (Yükseköğretim Kanunu İle Bazı Kanunlarda Değişiklik Yapılmasına Dair Kanun, 2020, madde:3). Concisely, today, teachers are encouraged to participate in CPD activities both as an individual desire and as an obligation by authorities.

Therefore, it is of utmost importance to understand the perceptions of English language instructors with regard to professional development. There are a good number of studies about the PD needs of FL teachers in Turkey (Babanoğlu & Yardimci, 2017; Cosgun & Savaş, 2019; Korkmazgil & Seferoğlu, 2015; Ortaçtepe & Akyel, 2015; Ünlü & Öz, 2019). Nevertheless, there is still room for descriptive studies that demonstrate what instructional skills are perceived as PD needs by university instructors of English as a foreign language (EFL).

Purpose of the Study

Recently, more and more institutions have begun to emphasize the significance of in-service professional development programs which aim at instructors' specific needs and encourage them to continue to improve their teaching skills. However, the efficiency of these programs can be determined by having a deeper insight in the perceptions of English language instructors. Therefore, the current research aims to study the professional development needs, interests and practices of English language instructors by taking experience into consideration.

Research questions:

1. What are the perceived needs of English language instructors in terms of PD? Do they show any difference regarding experience?
2. What type of professional development practices do English language instructors prefer to participate in? Do they show any difference regarding experience?
3. To what extent are professional development activities stated to be effective considering foreign language teachers' instructional skills?
4. To what extent do instructors feel supported by their administrators regarding professional development? What types of incentives for pursuing professional development do they perceive to be helpful?

METHOD

Research Model

The study aims to examine the perceived PD needs, interests and practices of EFL instructors working at different universities in Turkey. An additional interest was the perceived level of support by administrates in the pursuit of PD opportunities. In this study, a quantitative approach was chosen in order to understand the universal value out of a sample regarding the perceived needs, interests and practices of EFL instructors. Rather than a causal-comparative research design, a descriptive design was employed.

Study Group

The study consists of 34 English language instructors employed at different universities in Turkey. Due to practicality concerns and its accuracy in representing a larger population, random sampling was chosen as a method of selecting participants. Data was collected via a Google forms survey, which included a consent agreement in the beginning. In order to maintain confidentiality, all responses were collected anonymously.

Demographic information was collected from participants in the first part of the survey. The information included gender, age, experience. As can be seen in Table 1, the total number of participants is 34, 73.5% of whom are female, and 26.5% is male. Majority of the participants with 67.6% are aged between 30-39 while the percentage of their younger counterparts is 17.6 and for the latter age groups, it is 8.8% and 5.9% respectively. Regarding experience, 44.1% have been working for 1 to 10 years, and 55.9% of the participants have more than 11 years of teaching experience.

Table 1

Demographic characteristics of the study group

Demographics		n	%	Total
Gender	Female	25	73.5	34
	Male	9	26.5	
Age	20-29	6	17.6	
	30-39	23	67.6	
	40-49	3	8.8	
	50 +	2	5.9	
Experience	1-10	15	44.1	
	11+	19	55.9	

Data Collection

In order to examine the perceived professional development needs, interests and practices of EFL instructors at Turkish universities, the Survey of Professional Development Needs of Second Language Teachers was adapted from Anderson (2008) and Kohl (2005) considering the Turkish context. The questions regarding the implementations specific to the USA context, such as financial aid for professional development from local districts were taken out from the survey. Additionally, the format was adapted in order to make it available online to reach people in different cities, and to make it anonymous and more practical.

The survey consisted of three parts. The first part included five questions seeking demographic information aiming to provide information about the profile of the personal and professional background of the instructors.

Part two and three consisted of questions about the perceived needs, interests, practices and perceptions of support from administration of EFL instructors at universities in Turkey.

Different scales were used in the Survey of Professional Development Needs of Second Language Teachers. Considering the distinct nature of questions, 5-likert scale, nominal scale and ordinal scales are used in the survey. Likert scale was used to seek an answer to "to what extent" questions, while ordinal scales show how much importance the participants give to distinct survey items. Nominal scales were used for yes/no questions and for category questions. Some open-ended answers were also provided for certain survey items, which were later analyzed in Microsoft office tools.

Apart from the pilot test conducted by Kohl (2005), the adapted version of the Survey of Professional Development Needs of Second Language Teachers was tested by an expert in the field for face validity, readability, usability and context relevance. In regard to the reliability of the adapted survey, Cronbach's alpha test was applied before the analyses. As demonstrated in Table 2, the Cronbach's alpha coefficient was 0.873 for the adapted survey.

Table 2

Reliability statistics for items regarding the perceived PD needs and interests of EFL instructors

	Cronbach's Alpha	N of Items
PD needs of EFL instructors	.873	13
PD interests of EFL instructors	.813	11

Data Analysis

SPSS software was used to analyze the data collected from online surveys. All the data were withdrawn to Excel spreadsheet, and later transmitted to SPSS, version 21.0 for Windows. SPSS is an all-inclusive program integrating different functions while enabling researchers to operate, analyze and show data (Gall et al., 2007). The data were analyzed by means of descriptive statistics. Frequency distributions and percentages were used to demonstrate the analyses of categorical items, whereas means were calculated for numerical items. In addition, independent samples T-test was used to explore the relationship between experience and perceived professional needs of EFL instructors.

FINDINGS

The research results were analyzed and presented in tabular and chart form in this section. The analyses of participants' responses were presented separately for each question.

The first research question aimed to demonstrate the perceived professional development needs of EFL instructors at various universities in Turkey, and if the needs change regarding experience. The participants were first asked to rate their need for PD activities in the field of foreign language teaching.



Figure 1. EFL instructors' personal need for PD activities

According to the results displayed in Figure 1, the majority of the instructors felt that their need for PD activities is at a moderate level ($\bar{x}$=2.96, SD=.67). The number of instructors who indicated to have a high and very high level of need for PD activities is 8 and 3 respectively. However, some instructors reported to have a low level of need for professional development activities (N = 9).

EFL instructors' perceived need for PD activities is also asked to be rated based on instructional skills. A 5-likert scale is used for ratings: one indicating the lowest and five indicating the highest. Instructors' responses are summarized in Figure 2 based on mean scores. According to Figure 2, EFL instructors felt the greatest need for PD regarding teaching students with special needs ($\bar{x}$ =4.08). Moreover, an overall gaze over the responses for instructional skill questions show that there is some PD need for all instructional skills provided in the survey with mean scores of the lowest $\bar{x}$ = 2.32.

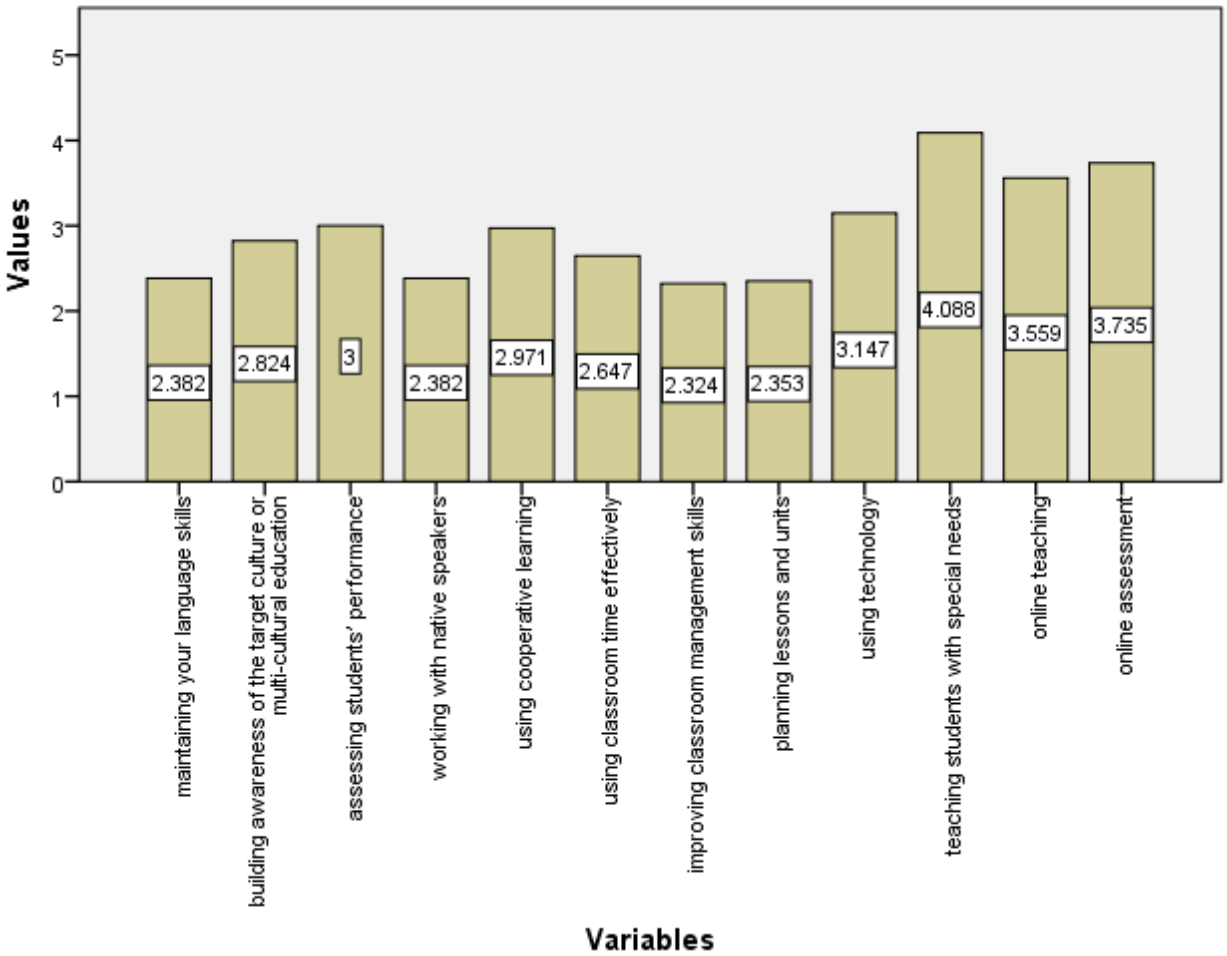

Figure 2. Mean ratings of perceived need for professional development by instructional skills.

In addition to the frequency analysis regarding perceived PD needs of EFL instructors, independent samples T-test was carried out in order to explore whether there is statistically meaningful difference between experience and PD needs for instructional skills. According to the results of Levene's Test, the homogeneity of the variances was confirmed with p>0.05. Independent samples T-test results displayed that there is no statistically significant relationship between experience and PD need.

Table 3

Independent samples T- test for experience and PD needs

Experience	N	$\bar{x}$	SD	t	df	p	%95 CI
1-10 years	15	3.01	.49	.33	32	.08	-.40 / .55
10 + years	19	2.93	.79				

The second research question aims to examine the types of PD practices participated by EFL instructors and whether there is a meaningful relationship between experience and PD involvement. Participants were asked to rate general professional development activities in terms of their interest in them. EFL instructors who attended a PD activity reported to have participated in various PD activities, such as taking MA courses, attending online webinars, reading research articles, and participating in training. Figure 3 displays that EFL instructors having participated in PD activities were highly content with the activities given the fact that all activities are ranked over 4 except for curriculum development training, in-house PD activity and collaborative PD activities, which were rated 3,1 and 3 respectively. Additionally, independent samples T-test was conducted to explore if experience affects the PD involvement. According to the results, PD involvement didn't show any statistically significant difference regarding experience (p=-.203)

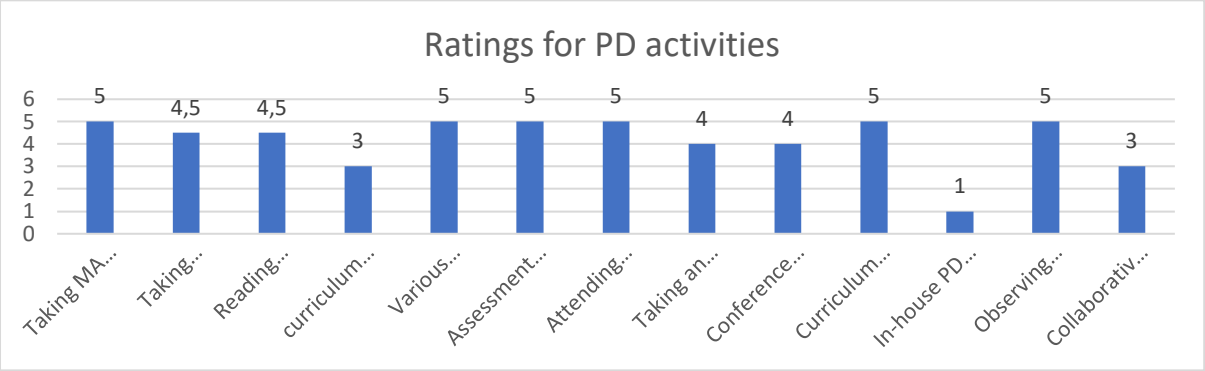

Figure 3. Ratings for PD activities that EFL instructors involved in

Research question 3 aimed to examine the teachers' perspectives of effectiveness of these PD activities. Based on the descriptive analysis displayed in Table 7, participants found the general PD activities at least somewhat effective ($\bar{x}$ = 3.10, SD=.17). Table 8 indicates that 20 out of 34 people who participated in general PD activities believed that these activities were at least somewhat helpful, whereas only five of them ranked these activities as not much helpful. Subsequently, participants were asked whether they had been involved in any PD activities in the last 12 months. 21 instructors, which is 61.8% of the whole group, stated that they participated in PD activities in the last 12 months. As for the participated PD activities, some of the commonly stated ones are ELT/TESOL conferences, institutional observations, in-house workshops and webinars. In addition, participants stated to be highly content with the PD activities on online teaching tools, curriculum and syllabus design and institutional observations.

Table 7
Rankings of General PD activities

	$\bar{x}$	SD	Min.	Max.
General PD activities	3.10	.17	2.00	4.00

Table 8
Rankings on effectiveness of General PD activities

	N	%
Not helped much	5	25
Somewhat helped	8	40
Greatly helped	7	35
Total	21	100

The fourth research question analyzed EFL instructors' perceptions regarding the administrative support for their involvement in professional development. Table 9 indicates that participants were content with the

support they received from their administrators ($\bar{x}$ =2.47, SD=.61) as the majority stated that administration was at least somewhat supportive, whereas only 2 participants reported it not being very supportive.

Table 9
Administrative Support for PD involvement

$\bar{x}$	SD	Min.	Max.		N	%
2.47	.61	1.00	3.00	No, not very supportive	2	5.9
				Yes, somewhat supportive	14	47.1
				Yes, completely supportive	18	52.9

Table 10 displays the types of incentives and how supportive they are believed to be. According to the mean scores, all types of incentives would be helpful at least at a moderate level with regard to the lowest mean score for release time ($\bar{x}$=3.67). The most helpful incentive was calculated to be financial support ($\bar{x}$=4.02). Participants were also asked to state the incentives they receive from their institutions. Financial support, release time, in-school workshops and access to resources were the most reported incentives that instructors are provided by their institutions.

Table 10
Supportiveness of incentives

	$\bar{x}$	SD	Min.	Max.
Release time	3.67	1.03	2.00	5.00
Financial support	4.02	1.11	1.00	5.00
Advancement on the pay scale	3.79	1.02	1.00	5.00
Access to resources	3.88	.84	2.00	5.00
In school workshops	3.76	.85	2.00	5.00

CONCLUSION

This study aims to examine EFL instructors' perceived needs of professional development at universities in Turkey, together with the practices they are involved in, PD interests and their perceptions of administrative support. The findings revealed that the majority of the participants feel the need for PD activities related with foreign language teaching at a moderate-to-high level. The number of teachers who feel the need for PD activities at a low level is 9 out of 34, whereas no participant reported that they did not feel any need for PD activities related to the field. Furthermore, the highest needs for PD activities are with regard to teaching students with special needs, online assessment and online teaching. Moreover, the results show that there is at least some need for PD related activities to all the categories. Regarding experience, results reveal that an instructor's need for developing classroom management skills is related to their experience. In the light of the research findings, it can be concluded that the more experienced an EFL teacher is, the less need s/he feels for improving classroom management skills.

Considering the types of PD activities that the EFL instructors are involved in, less than 60% of the participants attended PD activities in the last 12 months. The types of activities that the teachers engaged in vary from online webinars to conferences and in-house workshops. Additionally, the perceived effectiveness of the PD activities participated was very high. Instructors having participated in PD activities tended to rate these activities as helpful or very helpful. Nevertheless, there was no meaningful relationship between types of PD activities and experience, which is different from similar studies.

As for PD interests of EFL instructors at universities in Turkey, collaboration and peer-observation are the most favorable PD activities. The least preferred ones are taking online classes and being active in organizations. Nevertheless, instructors are still interested in these activities at a moderate level. Additionally, experience of the EFL instructors was not related with their interest levels. Regardless of experience, instructors showed interest in PD activities at least at a moderate level.

This study also aims to explore how helpful administrative support was as it is perceived by the EFL instructors. Research findings indicate that the majority of the instructors tend to believe that support from the administration is helpful. The most effective support has been reported to be financial, while all types of incentives are revealed to be helpful at a moderate-to-high level. Further analysis also show that the perceived effectiveness of administrative support and experience are not dependent on each other.

With respect to the findings of the study, EFL instructors at various universities in Turkey are interested in different PD activities. Additionally, the need for PD activities are high especially in the areas of teaching to students with special needs, online teaching and online assessment. Nonetheless, the engagement in PD activities is comparatively low. According to the research results, receiving incentives and support from administration has a great influence on the professional development practices of EFL instructors.

As for suggestions for further research, a qualitative study could be conducted to receive detailed insight regarding the challenges EFL instructors experience and to find out further motives that could increase the involvement in PD practices.

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THE EFFECT OF REPETITIVE TASK-BASED WRITING ON STUDENT WRITING PERFORMANCE

Geoffrey Miller

ABSTRACT

The stages of pre-writing, writing, and revision found within the traditional writing process organically echo those found within self-regulated learning, i.e., planning, performance, and evaluation with regard to both their chronological orientation and the functionality, cognitive processes, and learning expectations associated with each step within the whole. Another belief shared by both the traditional writing process and self-regulated learning is that student performance is positively influenced by behaviors that increase the degree to which student cognition is strategically engaged with their own learning. Knowing that motivation is positively correlated to student engagement levels and that intrinsic motivation within the writing classroom can be improved via the introduction of greater student autonomy, this research investigated the effects of the introduction of a repetitive task-based writing curriculum on student writing performance. The results from this 15-week study indicated that the participants exposed to the repetitive task-based condition demonstrated significant improvement regarding the sophistication of their task response and their application of lexical elements.

Keywords: Self-Regulated Learning, Repetitive Task-Based Learning, Writing

INTRODUCTION

Self-regulated learning

Self-regulated learning can be defined as a cycle where a student organizes a task, executes it, assesses their performance, and then comments on the results. The process then resumes as the student makes adjustments and is ready for the subsequent challenge using the reflection (Zimmerman, 2002). Simply put, self-regulated learning is a process of planning, performance, and evaluation that is repeated by a student in order to allow past learning experiences to positively influence future learning opportunities (Zimmerman, 2000). However, this simplicity appears to lessen when attempting to determine the nature or primacy of the factors influencing the cognitive processes underpinning this theory (Clearly & Zimmerman, 2012). Fortunately, work by Puustinen and Pulkkinen found that "In sum, the differences in the definitions become blurred and when one examines the (self-regulated learning) models in more detail, suggesting that it is the relative weight given to the component parts, more than the components themselves, that varies from one model to another" (p. 280).

This understanding was of particular importance for this study as it allowed the experimental design to focus on two of the elements found to be most influential regarding increasing the positive learning effects of a student engaged with self-reflected learning; motivation and task repetition (Clearly & Zimmerman, 2012).

Motivation

Doing something just for its own sake, without consideration for a reward, grade, or other short-term or long-term advantages, is the most straightforward definition of intrinsic motivation (Miller, 2006). Self-direction, self-goal setting, and other similar activities have been shown to have a positive relationship with a student's intrinsic motivation level (Deci & Ryan, 1985). While there are numerous minor opportunities within the traditional writing process for an individual student to make choices related to the creation of a text, the majority of these, beyond actual topic selection, are minor, i.e., word choice or sentence structure. Therefore, the experimental design of this study will attempt to understand the effect of introducing more significant elements of choice into the writing process in order to positively influence a student's intrinsic motivation with the goal of improving a student's operational interaction with the stages of self-regulated learning.

Repetitive tasks

In order to understand task repetition, it is essential to note that it is not simply engaging in a mechanical duplication of a sequence of actions but rather is an enterprise that introduces variables of change that are navigated through via repeated engagement with a consistent foundation (Bygate & Samuda, 2005). The positive benefits of this type of task design on student learning have been well-documented in the literature (Song, 2017); however, for the purposes of this study, the concept of a repetitive task structure must be

thought of as one that functions under the influence of the theoretical framework laid out by self-regulated learning. This 'multi-layering' of concepts is essential due to the fact that when given time to prepare or complete a task, students frequently focus more on organizing the concepts they will use than on creating linguistic forms (Ellis, 2005).

Taken together, this can be thought of as evidence supporting the idea that an increase in a student's intrinsic motivation while they engage with materials that focus their repetitive aspects on the planning stage of a process should positively influence a student's ability to self-regulate their learning and thus increase their level of performance over time. Therefore, this study aimed to understand the effects of a repetitive task-based writing curriculum on student writing ability by redesigning the traditional writing process in order to present students with more sincere choices regarding their writing and increase their exposure to the outlining, drafting, and evaluation/editing process through the implementation of a repetitive task-based writing paradigm.

METHODS

Participants

Thirty students, comprising two sections of a compulsory first-year English Composition course, served as the participants in this research. The participants 'ages ranged from eighteen to twenty, with sixty-four percent women and forty-six percent men. The students in both courses were assigned to their respective sections based on elements of their university entrance test scores, IELTS band 4-5. The two course sections that participated in this study were both streamed into the same level of study at the university and were then randomly assigned to different course sections within their level.

Design

The participants within the control group, fifteen students all from the same course section, wrote four different essays during the course of a fifteen-week semester: process, cause, effect, and argumentative. In the pre-writing stage, these students deconstructed representative sample essays, engaged in brainstorming activities to generate topic ideas, and completed a detailed outline. Following the completion of the first draft of an essay, these students received written facilitative feedback that focused primarily on essay content before moving on to draft two. Draft two essays received indirect corrective feedback that concentrated on writing mechanics, which students used to complete an error log before they completed and submitted their third draft. Draft three essays were assessed using a standardized course rubric consisting of four bands, task response, cohesion and coherence, lexical resource, and grammar, each of which was divided into six bands ranging from zero to five. Students submitted all drafts and received all feedback electronically via the university's CMS. This process was repeated verbatim for the other three essay types presented by the course.

The participants within the experimental group, fifteen students all from the same course section, wrote two different essays during the course of a fifteen-week semester: process and argumentative. The pre-writing stage for these students mirrored the conditions present for the control group; however, once they completed draft one of their first process essay, this group repeated the steps of the pre-writing stage and produced another draft one based on an entirely new topic. Following this, students engaged in two peer-review exercises, one for each process essay draft one which focused exclusively on the main structural elements of this essay type. Upon reviewing the completed peer-reviews they received, each student on their own had to choose which one of their two essays they wanted to use moving forward. After submitting draft two, students within this condition received a mixture of written facilitative feedback and indirect corrective feedback. Each of these feedback types mimicked the local/global conditions present for the control group; however, the overall quantity of feedback provided to an individual essay within the experimental group was less due to the fact that, on average, there were fewer errors present in the essays. After engaging with their feedback and completing an error log, students submitted draft three, which was assessed using the same rubric used for the control group essays. Students submitted all drafts and received all feedback electronically via the university's CMS. This process was repeated verbatim for the second essay, argumentative, presented by the course.

RESULTS

A comparison of the mean and standard deviation scores for each of the course rubric's four dimensions and total scores for essay one and essay four from the control group is shown below in figure 1.

Control Group				
	Mean - Essay 1	Mean - Essay 4	Standard Deviation - Essay 1	Standard Deviation - Essay 4
Task Achievement	4.10	4.37	0.47	0.30
Coherence and Cohesion	4.27	4.33	0.37	0.31
Lexical Resource	4.20	4.27	0.37	0.32
Grammar	4.13	4.67	0.40	0.31
Total	4.18	4.41	0.35	0.25

Figure 1

These results showed that students raw scores increased for all four bands of the rubric, but the improvement was only statistically significant for task achievement (p=0.0369), grammar (p=0.0001), and total rubric scores (p=0.021419). This increase in raw scores for all rubric bands was also found when comparing the results of the experimental group's first and second essay three scores, shown in figure two; however, within this group, the improvement proved to be statistically significant for all four bands, task achievement (p= 0.0004), coherence and cohesion (p= 0.0237), lexical resource (p=0.00001), grammar (p=0.00001), and total rubric score (p=0.00001).

Experimental Group				
	Mean - Essay 1	Mean - Essay 2	Standard Deviation - Essay 1	Standard Deviation - Essay 2
Task Achievement	4.27	4.73	0.37	0.32
Coherence and Cohesion	4.17	4.53	0.36	0.58
Lexical Resource	3.87	4.60	0.30	0.28
Grammar	4.10	4.73	0.34	0.32
Total	4.10	4.65	0.23	0.28

Figure 2

While the previous comparisons highlighted the positive achievements obtained within the two different groups participating in this study when the final results produced by them are compared with each other, the degree of improvement within the experimental group was found to be statistically significant for task achievement (p=0.0015), lexical resource (p=0.0026), and total rubric score (p=0.0088) as shown in figure three.

Control Group - Experimental Group Final Essay Scores			
	Control Group Mean - Essay 4	Experimental Group Mean - Essay 2	P-Value

Control Group - Experimental Group Final Essay Scores			
Task Achievement	4.37	4.73	0.0015
Coherence and Cohesion	4.33	4.53	0.1246
Lexical Resource	4.27	4.60	0.0026
Grammar	4.67	4.73	0.2830
Total	4.41	4.65	0.0088

Figure 3

DISCUSSION

The rubric-based results obtained via this experiment showed a statistically significant improvement in student task achievement, lexical resource, and total rubric score for those participants studying within the experimental condition.

The inclusion of task achievement here can be seen as an expected result due to the fact that when compared to the traditional writing process utilized by the control group, those participating within the experimental group had twice as much exposure to a particular essay type during the pre-writing stage and completed two structurally focused peer-review exercises. This increased exposure to the target essay type resulting in an improved task achievement score is in line with the principles of self-regulated learning and intrinsic motivation, which influenced the design conditions within the experimental group.

Similarly, the statistically significant improvement produced by the experimental group regarding their lexical resource score was also an expected outcome due to the fact that the repetitive task-based design provided those participants with twice as much exposure to essay-type specific vocabulary items and structural elements as well as created multiple production and evaluation opportunities.

After realizing these two outcomes, discovering that the overall rubric-based score of the experimental condition demonstrated a significant improvement over those obtained by the control group seemed, if not natural, then at least expected. However, the lack of a significant difference between the coherence and cohesion scores for the final essay for the two groups did come as a surprise, as it was predicted that the independent variables present within the experimental group, particularly their increased interaction with the planning and outlining stages, would positively influence this element of their writing.

CONCLUSION

While the final results of this research do indeed provide evidence in support of the proposed reorganizing of the writing process, due to the small sample size, these results require further investigation before any generalizations can be attempted. Furthermore, regarding the initial writing level of the participants within this study, IELTS band 4-5, it is unknown whether the application of the experimental group's conditions upon students of either a significantly higher or lower writing level would produce results similar to those found here. However, these limitations should not be seen as barriers but instead taken as opportunities for future study due to the positive results achieved under the experimental conditions presented within this research.

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ALTERNATIVE ASSESSMENTS AS PORTFOLIOS AND LEARNING DIARIES IN AN EFL WRITING IN THE CONTEXT OF HIGHER EDUCATION

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ABSTRACT

Teaching has many different aspects. One of the most critical aspects of education is assessment. Policymakers and educators have different perspectives on the implementation of assessment strategies. Traditional assessment methods are thought to be more effective by some, while alternative assessment tools are considered to be superior by others. Alternative assessments measure higher-order thinking skills and require students to reflect on their overall learning to determine what knowledge and skills they apply in real-world tasks. This study aims to explore the effects of Alternative Assessments as Portfolios and Learning Diaries in EFL Writing in the Context of Higher Education and L2 learners' attitudes toward using Alternative Assessments as Portfolios and Learning Diaries. Participants are (N:30) students at the School of Foreign Languages (Preparatory School) with a level of B2. In the current study, there are two groups: Experimental and Comparison. The current study is a mixed-method design. Data tools are Writing Tasks: Compare Contrast Essay, Cause, and Effect Writing Scores: both groups for compare/contrast and cause and effect written in the classroom within fifty minutes limit each, and finally, semi-structured interview. Quantitative data is analyzed through the Independent Sample T-test, and Qualitative data is analyzed via Content Analysis by creating themes and codes.

Keywords: Alternative Assessment, EFL Writing, Portfolio Assessment

INTRODUCTION

Over the last decade, movements towards learner-centered language teaching have gained importance in the education world. The activities and tasks that include student interaction, computer-based learning programs, and independent learning tasks have been focused on during the student-centered teaching process (Bachman, 2000). Furthermore, educators have been supported to take a holistic approach to learners' education. In this approach, students are supposed to have authority over their own learning process both in the classroom and outside the classroom (Ekbatani, 2000). In addition, the impact of authenticity, interactive pedagogy, and language assessments have been taken into consideration. Assessment is known as one of the most important aspects in education because it helps educators to make correct decisions about learners' learning process.

Learner-centered language teaching methods have created a growing interest in modern assessment types. Different assessment types have been developed according to new developments in language teaching programs. In terminology, assessment is known as a process and in this process, different tools are used to grade the knowledge that is adopted by learners. In learner-centered classrooms, teachers prefer alternative assessment types, and which are also known as authentic assessments. Authentic assessment means to facilitate learners to focus on the problems that are also seen in real life. This assessment type gives the opportunity to students to take a part in real-world activities to improve their critical thinking ability and writing abilities. There are several alternative assessment types for different ages and levels. In this paper, portfolios and learning diaries will be focused on in detail. Quantitative and qualitative analysis results will be shared and discussed after the literature review.

LITERATURE REVIEW

Alternative Assessment Types for Writing Course

Alternative assessment types have many advantages both for teachers and students. These advantages are listed as:

- Diminishing the pressure on learners
- Facilitating learners' different skills at the same time

- Presenting students' learning outcomes
- Encouraging students to find the information on their own
- Encouraging learners to discover their abilities
- Improving learners' self-expression abilities
- Improving learners' self-confidence
- Creating a more communicative classroom atmosphere (Tay, 2017).

The differences between Traditional Assessment and Alternative Assessment are given in the table below.

Table 1. Traditional and Alternative Assessment (Brown, 2004)

Traditional Assessment	Alternative Assessment
Multiple-choice questions	Continuous assessment
Decontextualized tasks	Contextualized tasks
Summative	Formative
Non-interactive tasks	Interactive tasks
Product-oriented	Process-oriented
Facilitates extrinsic Motivation	Facilitates intrinsic motivation
Importance of "correct" answer	Creative answers are important
Scores are feedback.	Washback, individual feedback

Learning Diaries

Learning diaries are also known as learning journals. Learning diaries are basically defined as journals that include chronological and dated records of events, problems, and opinions (Stevens & Cooper, 2009). It was stated that learning diaries show students' ideas and mental habits. There are accepted as a good opportunity for learners to practice without feeling stress, or limitations by authority. So, they are thought of as more informal and less frightening for students in the classroom (Grennan,1989). Writing diaries give the opportunity to students to explain themselves which means self-representation (Pavlenko,2002). Learning diaries facilitate students to write self-reflections about their learning development. So, it is clear that learning diaries provide positive effects on students' critical thinking skills (Orlang-Barak&Yinon,2007).

Teachers who work with adult groups prefer using learning diaries because this method offers to help learners' growth, synthesis, and self-reflection when they learn something new. Problem-serving is another important aspect of learning diaries. This technique offers solutions to problems. During the writing process, students show their imagination, and they show their personal reflections and opinions about real-life tasks (Hiemstra, 2001).

According to a study that was conducted with pre-service English language teachers indicates that diaries encourage teacher candidates to improve their reflective thinking. Furthermore, this technique helps teachers to adjust their materials, methods, and activities according to their students' reflections. Teachers also have a chance to figure out demotivated learners and help them. Teachers' and students' communication and information exchange are seen as another outcome of learning diaries (Kır, 2012).

Portfolios

This assessment type is defined as specific, including examples of learners' writings. Portfolios are kind of collections that show students' performance during the writing process, but these collections must be chosen carefully by the teacher otherwise there may be many unnecessary writings or doodles of students. Students have different proficiency levels in a classroom. So, applying only one test is not enough to make a decision about students' learning process (Baturay, 2015). The portfolio assessment is a better opportunity for teachers who have students with different proficiency levels. Portfolios help students to see themselves. They give them the opportunity to take responsibility for their learning process. While preparing a portfolio, learners have a chance to apply metalanguage to talk about their language ability. Through portfolios, learners also show their originality and creativity. In today's education system, generative measurement type is supposed to be conducted. The portfolio assessment type offers this measurement system to teachers. Another important role of portfolio assessment is integrating teaching and assessment processes simultaneously (Barabouti, 2012).

Portfolios are used for different ages and levels. They are adjusted according to learners' needs as it is a student-centred method like learner diaries. Portfolio assessment is not dependent on multiple-choice techniques. Nowadays, teachers who are giving writing courses use this assessment type because in this method learners choose their subjects and find the correct writing style for their essays (Fahim & Jalili, 2013). According to a study that was conducted on a group of students to see their opinion about portfolio assessment, this assessment type has many benefits for students. In this study, participants stated that portfolio assessment provides them ideas about their learning process, and language development and helps them to learn their strengths and weaknesses. Students also stated that their portfolios give an opportunity to develop a writing habit and lower their negative feelings about the writing course (Çetinkaya, 2012).

Portfolio collections must have a meaningful purpose and certain criteria for evaluation. This method covers a time period. During this period, teachers have a chance to observe students' success, efforts, and performance. Teachers who prefer the portfolio assessment type should organize the process carefully. At first, they should decide the main goal of the portfolio. Then, the evidence included in the portfolio should be decided. Lastly, educators should decide on assessment criteria.

A purposeful portfolio has some important characteristics.

•It should be conducted according to teachers, students, parents, and school administrations' opinions about the learning process.

• Its purpose should be understood clearly by students and parents.

• It should include real-life tasks related to students' own life.

• Portfolio tasks should be collected systematically.

• Portfolio tasks should be seen as a part of students' learning process. It shouldn't be seen only recording and grading process.

• Students can reach and control their portfolios easily. So, they can see their mistakes and adjust.

• After teachers collect portfolios, they should give effective feedback to their students (Baki & Birgin, 2005).

Assessment of Portfolio

There are many different methods for the assessment of portfolios. Educators apply them according to the type and aim of the portfolio. If the main goal of the portfolio is to develop students' learning and identify their learning needs, teachers are the determiners of the portfolio. Learners are given feedback by their teachers or friends. Teachers apply these feedback types to develop students' learning. If the main aim of using a portfolio is to evaluate students and to show evidence for grades, then the portfolio includes standard tasks for every student, and tasks are chosen by students. This portfolio contains students' best works. These works are evaluated and graded by teachers. When a teacher grades a student's portfolio, it shows the balance between students' products and processes.

Furthermore, learners' development in the learning process is as essential as their products that include standard rubric-like criteria. Thus, grading portfolio shows not only the learning process but also the quality of products. To sum up, portfolios are evaluated holistically and each task in a portfolio includes learners' best works to prove students' improvement (Karimah, Setiawan, & Munir, 2022). Teachers should apply suitable rubrics to grade portfolios objectively and effectively.

Portfolio Types

When a teacher decides to use portfolio assessment, s/he should decide the type of portfolio according to the primary purpose of the assessment and students' level, interests, and age. Teachers also have a chance to combine suitable portfolios (Melograno, 2000).

- *Personal Portfolio:* It gives holistic information. It shows students' interests, hobbies, abilities etc. It provides self-reflection to students.
- *Working Portfolio:* It is the systematic collection of students' tasks.
- *Record-keeping Portfolio:* Teachers generally keep this portfolio. Written exams, observation notes, scales, and proficiency exam papers are included in this portfolio.
- *Group Porfolio:* This is the demonstration of group members' works. Each student's contribution is important for this type.
- *Thematic Portfolio:* This portfolio is created for a specific theme. Thus, it does not take long time.
- *Integrated Portfolio:* It is the way of observing students holistically. Several subjects and tasks are provided in these portfolios.
- *Showcase Portfolio:* Selected works are shown in showcase portfolios, especially students' best works.
- *Electronic Portfolio:* With the development of technology, electronic portfolios are preferred by both students and teachers. It is both economical and practical way of keeping portfolios.
- *Multiyear Portfolio:* It is a collection of students' works from different years. It shows improvement of students over a long time period.

METHODOLOGY

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

Research Questions

There are two research questions in the current study.

1) What are the effects of Alternative Assessments as Portfolios and Learning Diaries in EFL Writing in the Context of Higher Education Erzurum Technical University students?

2) What are students' attitudes towards Alternative Assessments as Portfolios and Learning Diaries in EFL Writing in the Context of Higher Education?

Participants and Context

The participants are the (N:30) students at Erzurum Technical University School of Foreign Languages studying in the English Preparatory Program. Participants' English level of proficiency is B1, and their department is Computer Engineering. There are two groups in the study; Experimental (N:15) and Comparison (N:15) groups.

Procedure

Data collection procedures followed a mixed-method design which lasts for 8 weeks. While the experimental group received a treatment which consists of a Portfolio Assessment and Learning Diaries, the comparison group went to a routine writing procedure with sole feedback on their writing. 'Portfolio Assessment' included various types of feedback as well as enable students to re-edit and revise their writing with the help of multiple drafts of Compare / Contrast and Cause / Effect Essays. Regarding 'Learning Diaries' learners were asked to write learning diaries at the end of every week in order to present their ideas, attitudes and self-reflections about the procedure of the course, the effectiveness of the feedback, and portfolio assessment in their writing class.

Data Tools

There are two types of data in the current study which are Writing Scores for Compare / Contrast Essay, and Cause / Effect Essay of both groups written in the classroom within fifty minutes time limit each and Semi-Structured Interview:

Data Analysis

As for the quantitative data independent Sample T-test was used in order to determine the efficiency of Portfolio Assessment and Learning Diaries on learners' writing performance regarding; Compare / Contrast and Cause and Effect Essays. Regarding qualitative data, the interviews are analyzed through Content Analysis, by creating themes and codes.

FINDINGS AND DISCUSSION

Findings for RQ1:

Tables below show the group statistic T-test and Independent Samples Test both for experimental and control groups for the two writing tests respectively; Compare / Contrast and Cause and Effect Essay.

Table 2: Group Statistics T-TEST

Essay Type	Groups	N	Mean	Std. Deviation	Std. Error Mean
COMPCONT	EXP	15	82,67	7,761	2,004
	CONT	15	57,67	8,633	2,229
CAUSEFF	EXP	15	90,00	6,268	1,618
	CONT	15	53,33	9,194	2,374

Table 3: Independent Sample T-Test

		t-test for Equality of Means				
		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
COMPCONT	Equal variances assumed	8,341	28	,000	25,000	2,997
	Equal variances not assumed	8,341	27,689	,000	25,000	2,997
CAUSEFF	Equal variances assumed	12,763	28	,000	36,667	2,873
	Equal variances not assumed	12,763	24,702	,000	36,667	2,873

As can be seen from table 1 and table 2, there is a significant difference between the means of control and experimental groups. It means that the experimental group has significantly outperformed the control group.

Findings for RQ2:

As the findings of the study suggest participants had mainly positive comments regarding Portfolio Assessment and Learning Diaries as well as their learning specifically in writing skills. Here are the excerpts from the Semi-Structured Interviews.

Excerpt 1:

Participant 2: *"I had a chance of revising my writing thanks to valuable feedback that my teacher provided constantly. This was an ongoing process which was very helpful and effective in my writing.*

Excerpt 2:

Participant 5: *"I was aware of what I was doing and responsible for my own teaching. Not only portfolio helped me in my learning process but also learning diaries were efficient since I was becoming aware of my weaknesses as well as my strengths."*

Excerpt 3:

Participant 7: *"I have never had an opportunity to evaluate and assess my own teaching which boosted my self confidence in writing. I mean if I compare this with my previous learning process. This makes me really happy."*

Excerpt 4:

Participant 9: *"Our teacher provided us with multiple draft of writing which enabled my writing skills to improve and get better. I learn from my mistakes and what I learnt was permanent."*

DISCUSSION

The findings in current study shows that learning diaries and portfolios have positive effects both on students' personal development and their academic writing performance. Participants of this study stated that thanks to alternative assessment types, they discovered their strengths and weaknesses in academic writing through portfolios and learning diaries. In this way, identifying the weaknesses of the participants will support the participants to improve themselves in academic writing. So, this affected their self-confidence towards academic writing. In the reviewing literature, Çetinkaya supported the same idea. According to the study, participants expressed that they learned their weakness with the help of portfolios. Also, they learned how to improve their writing habit (Çetinkaya, 2012).

Another important finding was about feedback. Participants of this study claimed that with the help of learning diaries and portfolios, they had a chance to revise their writings. So, they found out their mistakes. This seems as a valuable feedback for them. If students discover their own mistakes by reviewing their tasks, these self-assessed feedbacks lead to long-lasting learning. This result shows similarity with Orlang-Barak&Yinon's study. In their study, they stated that learning diaries and portfolios provide self-reflection opportunity to students (Orlang-Barak&Yinon,2007). Similarly, in another study, it was supported that portfolios are noteworthy collections to see students' best works (Karimah, Setiawan, & Munir, 2022).

These findings clearly show that alternative assessment types, learning diaries and portfolios, provide essential opportunities. Moreover, findings are quite encouraging for researchers to further research.

CONCLUSION

The findings of the study suggest participants had mainly positive comments regarding Portfolio Assessment and Learning Diaries as well as their learning specifically in writing skills. In addition to this, as the findings of the quantitative data; the scores of Comparative / Superlative and Cause / Effect Essays suggest the experimental group have significantly outperformed the control group. The reason for this is that the experimental group had gone through the treatment process of 'Portfolio Assessment and Learning Diaries in which learners had a chance to re-edit and re-organize their work thanks to portfolio assessment and regular feedback they have received. Besides, learning diaries that students completed every week regarding the efficiency of the course and self-reflection upon their learning also had a great impact on their writing skills.

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DIGITALIZED FEEDBACK IN L2 WRITING SKILLS: TEACHERS' PERCEPTIONS ON AN AUTOMATED WRITING EVALUATION SYSTEM

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ABSTRACT

It is vital that students receive adequate training and feedback in writing skills in the EFL context, especially in higher education, as writing skills in English serve as a gateway to academic success and career opportunities. However, providing individual corrective feedback is labour-intensive and time-consuming for instructors despite its importance in improving learners' performance. To mitigate these challenges in L2 writing, language teaching pedagogy is increasingly combining conventional and technological pedagogy and incorporating technology into instruction and self-regulated learning. One way to assist students in combating challenges associated with L2 writing instruction and assessment is Automated Writing Evaluation (AWE) tools which provide corrective feedback on grammar, vocabulary, spelling, punctuation, and other common error types along with giving scores to written products based on their overall quality. The present study aims at exploring how EFL instructors view the use of AWE tools in L2 writing classes. To achieve this aim, an AWE tool was introduced to seven instructors at a private university in Turkish EFL context and they were trained on the features and capabilities of the AWE tool via various tutorials. The teachers provided regular and traditional feedback to students' essays and scored them, and the same essays were also evaluated by the AWE tool. The teachers explored AWE features and compared AWE feedback and AWE scores with their own feedback and scores. Following this, semi-structured interviews were conducted with the instructors. Qualitative analysis revealed that instructors are open to using AWE feedback outside the classroom in a complementary manner. In addition, they stated they would consider using AWE feedback at multiple stages of the writing process to reduce their workload, albeit the minor limitations expressed. This study proposes insight into L2 writing skills in the digital world and had certain implications for teachers, teacher educators, and language practitioners.

Keywords: L2 writing skills in the digital world, Automated Writing Evaluation systems in EFL contexts, L2 writing assessment, Teacher feedback in L2 writing improvement.

INTRODUCTION

Academic success relies heavily on students' ability to write, especially since content knowledge is generally measured through writing, particularly in higher education (Cai, 2013; French, 2020; Vyncke, 2012). Despite the importance of writing skills in education, mastering writing skills in an EFL context is much more challenging than mastering writing skills in an L1 context (Silva, 1993). Among the challenges learners face during the writing process are language interference, writing anxiety, lack of motivation, and limited knowledge of English grammar and mechanics (Ata & Tıkız, 2019; Chen, 2006; Yalçın, 2010). These challenges are often ascribed to students' inexperience in writing in either their first language or the target language throughout their education (Leki, 2001).

Despite these challenges, an EFL student is expected to produce well-organized, coherent, and cohesive written texts, and the approaches teachers use in classroom writing instruction to guide students toward improving their writing skills have a great influence on the performance of EFL writers. Therefore, the ways of implementing effective writing pedagogy, especially in higher education, lie at the heart of the research. Since input alone does not guarantee that learners will be able to reach the level of accuracy and proficiency they desire in L2 (Swain,1985), one way of implementing effective writing pedagogy is through abundant writing practice which is crucial for triggering learners to pay attention to their use of language. This may promote noticing the gap between what is produced and what should be produced. To help L2 learners notice their strengths and weaknesses, assessment is utilized as a crucial component of the teaching and learning process. Hence, especially in settings where the process approach to writing is adopted, students' awareness is promoted in the classroom through activities, and teachers intervene in the writing process to offer feedback or comment as awareness and intervention are key components of the process approach to L2 writing (Susser,

1994). Even though individual and immediate feedback are considered ideal forms of feedback, providing such feedback is time-consuming and requires expertise (Lee, 2014; Wilson & Czik, 2016). To surmount the aforementioned problems, the automated writing evaluation (AWE) which is a computer technology that provides immediate feedback and scores for written compositions has been suggested (Shermis & Burstein, 2013; Warschauer & Ware, 2006; Weigle, 2013). Thus, studies revealing teachers' reflection on the use of AWE tools for classroom assessment and scoring is of great importance to inform pedagogical decisions made by teachers and institutions.

LITERATURE REVIEW

Assessment of Writing in EFL context

Assessment can be interpreted as any activity students and teachers do in the classroom that results in reflection and decision-making. In English language teaching, formative and summative assessments are used commonly. Summative assessment is the process of making a judgment based on the evidence relating to performance or achievement (Taras, 2005). It provides evidence of achievement to the students themselves, their parents, or their institutions (Earl & Katz, 2006). In contrast, formative assessment uses the information provided by the assessment to design and adapt future learning activities (Black, Harrison & Lee, 2004). In other words, while summative assessment focuses on utilizing scores and grades as indicators of students' learning and comprehension, formative assessment is utilized in order to improve students' learning by assessing their performance.

The use of formative assessment in the classroom allows teachers to provide oral or written feedback to students that will provide insight into their strengths and weaknesses. Formative assessment in the classroom occurs when students use feedback from teachers and peers to monitor their own learning progress as well as to bridge the gap between their current level and their learning goals. Formative assessment and feedback are important components of student learning since a lack of feedback would lead to unproductive action or performance (Hattie & Timperley, 2007; Joughin, 2009; Laurillard, 2013). It is therefore essential for students to receive quality, consistent, and timely feedback.

Formative assessment can involve providing feedback on a single aspect of composition or several aspects, such as content, organization, style, and language usage (Hyland, 2009). The majority of teachers in real L2 writing classrooms focus on all errors or many aspects at once. It is, however, argued that providing feedback in this way is less practical and time-consuming (Long, 2013; Warschauer & Ware, 2006). Thus, improving the quality, practicality, and appropriateness of feedback in L2 writing contexts with the implementation of recent advancements in technology has received attention recently.

The use of AWE tools in the assessment of L2 writing skills

It is believed that AWE technologies are developed by bringing together a wide variety of disciplines, including computer science, cognitive science, educational testing, and linguistics since all these disciplines reflect the processes that writers go through when writing (Cotos, 2014). In addition, AWE generates scores using machine learning, natural language processing (NLP), and artificial intelligence (AI). By utilizing NLP techniques, AWE tools can provide diagnostic feedback on specific categories such as content and development, organization, grammar, mechanics, language use, style and focus, and meaning (Schultz, 2013). In the 1970s, AWE systems were mainly used for scoring and research purposes. Yet, researchers have been able to sophisticate the AWE tools as technology has advanced in information, communication, and artificial intelligence. By providing individualized feedback on multiple drafts as well as scoring compositions, AWE assists teachers as well as learners in improving their writing performance. The advantageous characteristics of AWE, such as its ability to provide instantaneous feedback on content as well as form (Attali & Burstein, 2006; Elliott, 2003), have made it attractive to testing companies, schools, educators, and researchers. It is still relatively new to use AWE as a teaching tool in classroom settings. For this reason, the impact and use of AWE feedback need to be further examined (Ware, 2011).

Regarding the use of AWE for summative assessment, numerous studies have investigated the validity of AWE scores and the agreement between human raters and AWE scoring systems to validate these systems' scores. There has been a significant positive correlation between human raters and automated raters found in most of these studies (Attali & Burstein, 2006; Burstein & Chodorow, 1999; Powers, Burstein, Chodorow, Fowles & Kukich; Ramineni, Trapani, Williamson, Davey & Bridgeman, 2012; Shermis, Koch, Page, Keith & Harrington, 2002). Thus, these studies suggest that AWE has a positive and significant correlation with

human raters and may be used to replace human raters in testing and grading high-stakes essays. Moreover, certain quantitative studies have examined whether AWE feedback improves students' writing skills, acknowledging that it can positively affect the revision process. Research has shown that AWE corrective feedback improves writing quality across a variety of aspects, particularly grammar and mechanics (Li, Link & Hegelheimer, 2015; Ranalli, Link & Chukharev-Hudilainen, 2017). In Turkish EFL context, a study conducted by Bulut (2019) found that both conventional and AWE assessments led to enhanced writing achievement. Furthermore, Mohsen and Abdulaziz (2019) argue that AWE feedback can be combined with teacher feedback to achieve significantly better results. Considering these findings, the researchers conclude that AWE feedback can enhance L2 writing instruction.

According to the findings of research on students' perceptions of AWE's use in L2 writing, students who revised their writing using AWE tools and received AWE feedback were satisfied with the automated feedback, particularly for grammar and mechanics (El Ebyary & Windeatt, 2010). As well as promoting autonomous learning, some learners stated that AWE saved them time (Li, Link, Ma, Yang & Hegelheimer, 2014; Warschauer & Grimes, 2008). Further, studies have shown that students are more likely to receive feedback when they receive AWE feedback (Wilson & Czik, 2016; Gençer, 2019). There are relatively few studies examining teachers' perceptions of AWE compared to those examining students' perceptions. AWE tools in general are effective in detecting grammatical and mechanical errors giving instructors more time to concentrate on content-related and organizational issues (Li, Link & Hegelheimer, 2015; Link, Dursun, Karakaya & Hegelheimer, 2014). Since teachers' perceptions regarding the use of AWE in L2 writing is still an uncharted area, and to the researchers' best knowledge there are no studies examining teachers' perceptions of AWE in the Turkish EFL context, more studies need to be conducted in this area. Thus, to shed light on this issue, the following research question was posed:

1) How do higher education EFL instructors in a Turkish EFL context view the use of AWE in L2 writing?

METHOD

Due to the exploratory nature of the study, a qualitative methodology was adopted in the present study. Based on the interpretation of the data collected through semi-structured interviews, participants' views on the use of AWE for formative assessment were presented.

Setting and Participants

The study was conducted in the school of foreign languages department at a private university in Tu present rkey. The participants were seven (n=7) English instructors teaching English to higher education students. Participants in this study were selected by convenience sampling since they were easily accessible and willing to take part in the study (Dörnyei, 2007). Participants signed informed consent forms prior to the study, and they were informed that the data they provide would be used solely for research purposes.

All the instructors were experienced non-native English language instructors who had no prior experience with AWE technology. The majority of the teachers (n=5) graduated from English Language Teaching (ELT) departments with a BA or MA. The professional development unit of the school provided a one-year intensive training program to all instructors. A few other educational practices were also taught in this program, such as lesson planning, classroom instruction, formative assessment, and summative assessment. Additionally, instructors attend standardization sessions before each writing test. It is therefore constantly assured by the testing unit that there is little to no discrepancy between instructor scores. Table 3.1 below provides detailed demographic information about instructors.

Table 3.1. *Demographic information of the instructors*

Instructors	Highest degree of education	Graduation	Teaching Experience	Prior Experience with AWE
Instructor 1	MA	ELT	4 years	None
Instructor 2	MA	ELT	3 years	None
Instructor 3	Bachelor's Degree	Non-ELT	3 years	None
Instructor 4	MA	ELT	8 years	None
Instructor 5	MA	ELT	7 years	None
Instructor 6	MA	Non-ELT	5 years	None
Instructor 7	Bachelor's Degree	ELT	4 years	None

3.2. Data Collection Instruments

The main data collection instruments utilized in this study were the AWE tool, essays written by students, and semi-structured interviews. The AWE tool used in this study was Criterion ™. Developed by ETS in 2002, Criterion™ is a web-based AWE program (https://criterion.ets.org). Comments are given using natural language processing (NLP), and overall quality is measured using an e-rater scoring application. The system scores essays based on their organization, style, grammar, mechanics, usage, vocabulary usage, and lexical complexity; and it provides corrective feedback for errors that fall under these categories and more including formation errors, punctuation errors, agreement errors, wrong words, and spelling errors. Figure 3.1 illustrates how the system provides feedback and how it warns users of errors.

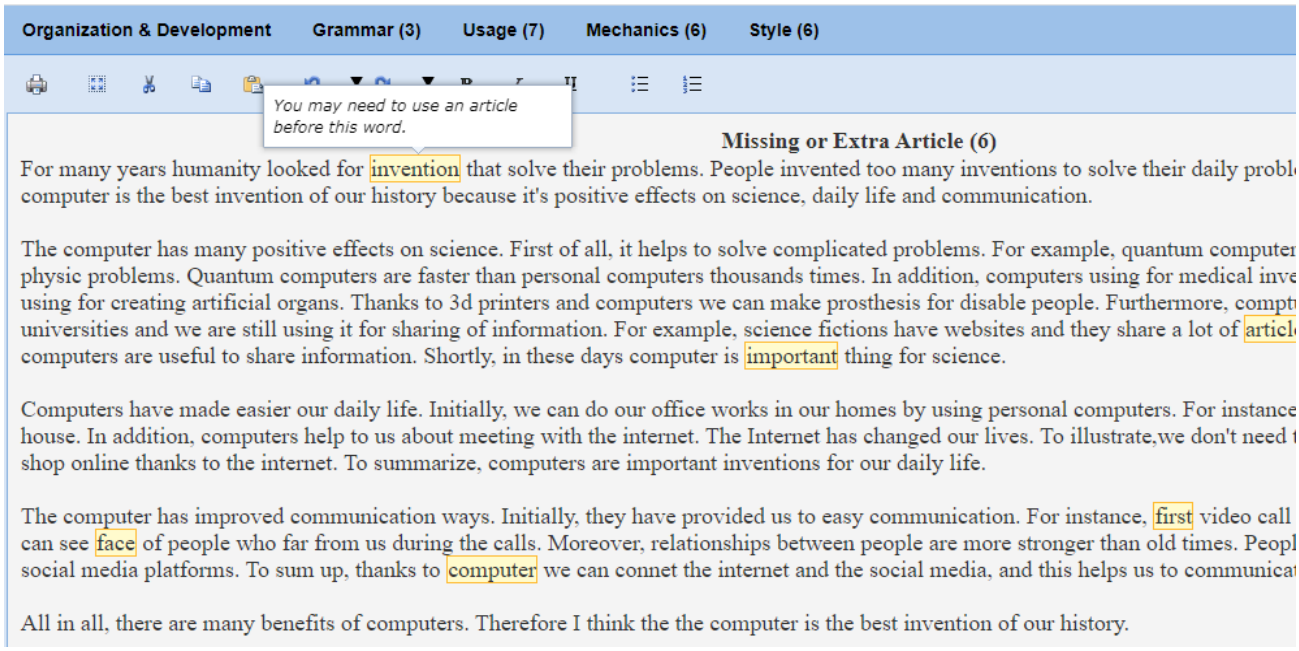

Figure 3.1. *Sample feedback given on the AWE system*

For the instructors to view the features of AWE, five assessed essays from each instructor's classroom were selected by random sampling to be uploaded to the AWE program. In this way, instructors could compare their assessments with automated assessment. Additionally, semi-structured interviews with instructors were conducted to better understand how AWE might be used in formative assessment and evaluation of EFL writing. Semi-structured interviews were the main data collection tool for the purpose of the study as they are

helpful to gain an in-depth understanding of participants' views and to let them share their personal experiences (Merriam & Tisdell, 2015). Several experts in ELT and L2 writing assessment reviewed interview questions and the questions were finalized based on expert opinions. The interview questions were mainly focused on the role that AWE can play in formative assessment, the similarities and differences between AWE feedback and teacher feedback, the advantages and disadvantages of AWE feedback, the challenges and limitations, how to use AWE feedback, and suggestions for future use.

Data Collection Procedure

During the three-week training period, instructors received training on the features and use of AWE which allowed them to explore AWE's features before conducting semi-structured interviews. It was requested that the instructors take reflective notes regarding their views during this period. In this training process, teachers explored the features of AWE, the types of feedback it provided, and compared it to their own feedback and scores for the same essays. Furthermore, the instructors were allowed to use the software for a period of three weeks. Further assistance was also provided to the instructors when necessary. At the end of the training process, semi-structured interviews were conducted with each English instructor to reveal their opinions about the system.

Data Analysis

In order to interpret emerging categories based on participant statements (Charmaz, 2008), the Constant Comparison Method was utilized. Accordingly, the data were first sorted into codes representing emotions and opinions expressed by participants. To form emerging subcategories, the codes were compared and contrasted constantly within and between data sets. Core categories were established by grouping emerging subcategories together. Data analysis was conducted by two experienced raters to decrease subjectivity. The inter-rater reliability agreement level was calculated using the point-by-point agreement formula suggested by Tawney and Gast (1984) [(the number of agreements)/ (the number of agreements + the number of disagreements) x 100]. The inter-rater reliability between both raters was found .91 which indicated a high level of reliability.

RESULTS AND DISCUSSION

As a result of qualitative data analysis, 503 codes were identified under five main categories. The main categories emerging from the codes were the *challenges faced by teachers in teaching writing* (85 codes), *advantages of using the AWE tool* (177 codes), *disadvantages of the AWE tool* (63 codes), *comparison of AWE assessment and teachers' assessment* (95 codes) and *implementing AWE in EFL writing* (83 codes). The main categories are displayed in Table 4.1 below.

Table 4.1. *The main categories on the use of AWE in L2 writing*

Main categories	**N***
The challenges faced by teachers in teaching writing	85
Advantages of using the AWE tool	17
Disadvantages of the AWE tool	63
Comparison of AWE assessment and teachers' assessment	95
Implementing AWE in EFL writing	83
Total	**50**

N*= Number of the codes

The first main category, the main challenges teachers face in teaching writing (n=85), comprises two subcategories: challenges in the practice stage (n=27) and challenges in the feedback stage (n=58). Teachers agreed that practicing and providing feedback were the most challenging aspects of teaching L2 writing. Table 4.2 shows the subcategories of challenges faced by teachers.

Table 4.2. *The subcategories related to the challenges faced by teachers in teaching L2 writing*

The challenges faced by teachers in teaching L2 writing	**Explanatory statements**	**N***
There were challenges faced by teachers during the…		
practice stage	*Due to time constraints, we can't make students practice writing sufficiently in class*	27
feedback stage	*Because of our other responsibilities and workload, we can't give feedback often*	58
Total		**85**

N*: number of codes

Regarding the practice stage, many teachers stated that the time allocation for writing practice is limited due to time constraints. As a result, they were having difficulty allocating enough time for practice and encouraging students to complete their essays in class. A sample of the challenges faced during the practice phase can be found in the following excerpt:

> T2*: "We need to give writing instruction, make them practice writing, give feedback and make the students write again and we have only four lesson hours to do that. It's hard to make students write even two drafts."*

As shown in Table 4.2, the reported challenges are mostly related to feedback stages (n=58) of writing in L2. Since instructors focused on all errors in students' writings and provided feedback accordingly, they pointed out this was difficult and tedious. The following excerpts exemplify this issue:

> T6: *"Initially, I read everything to understand the content. Then, I reread to find the errors Then, for example, if the student didn't use transitional things, I read them again to mark or highlight them, so it takes a lot of time for me to assess a paper. Depending on the essay and how tired I feel, assessing a single essay can go up to 30 minutes."*

> T2: "*There are at least 15 to 20 people in a class that when we can give feedback to students, it takes a lot of time, really."*

When teachers had a chance to use the AWE tool, they noticed several advantages of the system regarding mainly the challenges they reported above. Table 4.3 below shows the subcategories concerning the advantages of using AWE.

Table 4.3. *The subcategories related to the advantages of using the AWE tool*

Advantages of using the AWE tool	**Explanatory statements**	**N***
The advantages of using the AWE tool are… quality of feedback	*The feedback is guiding and explanatory*	32
quantity of feedback	*The system found the errors I couldn't notice*	44
technical advantages	*Since the feedback is automated is fast and practical*	26
being appealing to learners' preferences	*Writing on a computer, or receiving feedback on phones can be preferred by the new generations*	12
lessening teachers' burden	*It would save a lot of time for us to focus on other matters*	28
helping students to gain autonomy	*It allows students to practice and receive feedback outside the classroom*	35
Total		**177**

N*: number of codes

Among the emerging subcategories of the AWE tool's advantages, the quality of feedback (n=32) was expressed mostly. As far as the quality of feedback is concerned, the teachers noted that the errors were clearly displayed on the system and that the explanations for the errors were clear as well. Furthermore, the system provided indirect feedback instead of automatically correcting errors, which was considered favourable and useful. The following extract shows how teachers perceived using the AWE tool for the quality of feedback it provides:

> T2: "*I especially liked the feedback because it gave the category of each error one by one. Students click on the categories to find errors, and they see them individually, so it is better for students to focus on the errors. As the errors are highlighted and explained in detail, the feedback is clear.*"

The quantity of AWE feedback was revealed as another sub-category (n=44). Despite the majority of instructors stating that the amount of AWE feedback provided on errors was exceedingly sufficient, two instructors expressed concerns about the amount of feedback. The teachers in general preferred to give unfocused feedback and wanted students to see all their errors in writing. Furthermore, almost all the teachers mentioned that they observed some errors that they had overlooked before they used the AWE tool and realized that they missed some points in students' essays. It was noted by the teachers that many factors affected their performance while giving feedback; thus, some errors might have been missed. The following excerpts illustrate how teachers feel about this issue:

> T1: "*The system can give detailed feedback on so many things, especially it showed all the mechanical ones, and even some things I missed myself. It looks like the system did not miss what I missed, mechanically, grammatically, and, in terms of usage.*"

> T4: "*Due to fatigue, we can overlook some mechanical errors or some errors such as the use of 'a / an / the', or spelling mistakes. I think it's helpful to see them, so it's nice that the feedback provided by the system is abundant*."

From the excerpts above, it was revealed that some of the errors in essays might go unnoticed by the instructors. EFL learners are reported to prefer their teachers to correct all of their errors and inform them about different aspects of their writing performance (Amrhein & Nassaji, 2010; Üstünbaş & Çimen, 2016).

When they were asked what they thought about AWE system's error detection, the teachers added positive remarks that detection of as many errors as possible by the system was advantageous since providing corrective feedback would affect students' improvement positively. The following excerpt illustrates one of the instructor's opinions on the subject:

> T2: "*It actually makes a difference because for example the 'am / is / are' use or 'a / an / the' use are actually important issues because students have difficulties using these at any level, and we always complain about it. Maybe, we overlook functional words because we do not pay much attention to them, ignore them, and we do not correct them, but it can cause confusion in some sentences. Hence, it is important to prevent this problem by providing feedback*."

Along with expressing their views on the quality and quantity of AWE feedback, the instructors also stated that the AWE system possessed several technical advantages (n=26). Some of the technical advantages highlighted by the instructors were the user-friendly interface, the practicality of using such a tool, and the availability of the system. The excerpt below exemplifies the views regarding the technological advantages of using the AWE tool in L2 writing:

> T5: "*As the tool we viewed is a technological system, and the new generation can adapt better to technological systems, it becomes a very practical method to practice writing. They can use it in every sphere of life. For example, it can even be used while on the bus. It can actually be used everywhere. Then they won't have issues they experience when they write on paper, so in my opinion, it's a practical tool*."

There was also a subcategory emerging from instructors' statements that the AWE tool appealed to learners' preferences (n= 12). Considering the generation gap between teachers and learners, learners' preferences might differ from those of their teachers or previous generations. Additionally, learners' preferences may vary within a group of students, and technological tools such as AWE might help to acknowledge individual differences. An example of the instructors' views on this issue can be seen in the following excerpt:

> T4: "*Students would want to use this type of tool individually and instead of handwriting because they are not as used to handwriting as we do because they are a different generation. Such a platform might be more beneficial for some of them*."

Instructors also indicated that tools similar to the AWE tool could ease teachers' workload (n=28). It was a recurrent issue brought to researchers' attention throughout the semi-structured interviews that instructors faced various challenges during writing assessment. Teachers suggested that AWE tools might ease their burden regarding the challenges they face when teaching writing. The following excerpts are some examples:

> T1: "*I think using such systems can reduce teachers' burden.*"
> T2: "*I think it could be a very good system to ease the burden on the teacher.*"
> T3: "*Using the system can actually speed up the feedback process.*"

The final benefit associated with using the AWE tool was allowing students to gain autonomy (n=35). The instructors noted that the system can be useful for students to gain autonomy since it allows them to practice more frequently and with fewer limitations. In fact, to reduce teachers' burden, some AWE programs which are designed for classroom use are currently offered to students free of charge in some countries (Lee, 2008; Matsumoto & Akahori, 2008; Palermo & Thomson, 2019). Li et al. (2015) reported that the implementation of AWE changed the way the teachers responded to papers positively. The AWE tool was also reported to motivate students to practice more often, and to increase their learning effort for improving their writing abilities, as the type of feedback provided by the system might make students more motivated to learn. As exemplified in the following excerpt, the instructors stated:

T2: "*As students are provided with 10 rights to correct their errors, they can be actually more responsible for their own progress, and since the system does not give direct feedback, students need to think, study and find their errors in every chance they receive feedback.*"

T5: "*I think it would be a great resource for a student who does not take a course in any school, and for the students who do not have the opportunity to work with a teacher.*"

The qualitative data analysis revealed that along with the advantages of using the AWE tool, there were some disadvantages as well (n=63). Table 4.4 shows the subcategories related to the disadvantages of the AWE tool reported by the teachers.

Table 4.4. *The sub-categories related to disadvantages of the AWE tool*

Disadvantages of the AWE tool	**Explanatory statements**	**N***
The disadvantages of the AWE feedback are		
feedback-related issues	*It would be better if it provided more personalized feedback on organization*	42
system-related issues	*Students may not understand some words on the system*	21
Total		**63**

N*: number of codes

For the first subcategory, feedback-related issues (n=42) were noted by the instructors. That is, teachers mentioned that AWE did not provide feedback on tense errors and singular/plural noun errors. It was also pointed out that the feedback provided for certain aspects of writing might be insufficient. It was viewed by many interviewees as a disadvantage not to provide corrective feedback on these types of errors. Additionally, the AWE feedback provided for organizing and developing writing was found inadequate and too general. The instructors also reported that the AWE tool did not provide feedback on content. Likewise, the teachers in the study conducted by Li et al. (2015) pointed out that AWE feedback needs to be improved in terms of its response to content and organization. Furthermore, the teachers emphasized the importance of providing feedback on content and that it should be regarded as equally important as providing corrective feedback on writing accuracy. The following excerpt illustrates their views:

T1: "*I think the feedback given for other categories is enough, it has explained the problems very well, but the system is also weak in terms of providing feedback on content, but I don't think it can do that since it is a machine. Human intelligence is needed to do that.*"

Additionally, instructors reported some system-related issues (n=21) that should be improved or adapted so that they are more suitable for EFL learners besides a lack of feedback in certain areas. Regarding the system-related issues, the instructors stated that students with low proficiency might have difficulty understanding the language used by the system due to unfamiliar words. In the excerpt below, instructors discuss system-related issues as follows:

T6: "*There are some terminological words. Thus, the student using the system must be at the minimum intermediate level.*"

Two sub-categories were identified based on the comparison of AWE assessment and teachers' assessment of writing in L2. Table 4.5 shows the subcategories regarding teachers' comparison of their feedback with that of the AWE tool.

Table 4.5. *The sub-categories related to comparison of AWE and teachers' feedback*

Comparison of AWE and teachers' feedback	**Explanatory statements**	**N***
When the AWE and teachers' feedback are compared there are…		
similarities	*It doesn't correct the errors but identifies them just like we do*	51
differences	*There are more subcategories on the system for the error types*	44
Total		**95**

N*: number of codes

According to the instructors, the similarities between their assessment of L2 writing and the AWE assessment of writing (n=51) were mainly attributed to feedback and scores obtained by the AWE system and by the instructors. In contrast, Li et al. (2014) found that instructors agreed with the low grades given by AWE but disagreed with the high grades stating that AWE scored some papers higher than they would. It is possible that this occurred since Li et al. (2014) used an analytical rubric in their study. In addition to the similarities between scores given by them and the system, instructors noted that the system's explanations resembled to those attached to intervals on their holistic rubric.

> T2: "*I think we found the same errors and gave similar feedback. For example, I also show students' word level or grammatical errors in the text and write comments to their ideas or other things separately above. I saw similar comments on the system apart from the corrective feedback.*"

Regarding the differences between the AWE assessment and instructors' assessment of writing (n=44), some of the differences mentioned by the teachers were that the AWE system specified more error types within categories. As a result, some categories received more specific feedback. In addition, it was stated by the teachers that there was a difference in feedback types. Some teachers stated that AWE feedback seems more like corrective feedback but teachers provide further explanations in addition to corrective feedback. Likewise, Zhang and Hyland (2018) pointed out that AWE feedback lacks some characteristics of teacher feedback such as motivational comments and recommendations for further practice. Exemplifying the instructors' views on differences are the following excerpts:

> T1: "*The system gave more feedback and found more grammar and mechanics errors. This was nice for me to see. As I said in terms of content, there are differences. There are differences in terms of punctuation because I did not pay too much attention to punctuation, and I did not give specific feedback. On the other hand, the system gave so much feedback on punctuation*."

> T7: "*There is a difference with the feedback we give because we give a lot of motivational feedback. We write motivational comments, and sentences to encourage the student for the better.*"

Based on instructors' viewpoints, the final main category was teachers' views on implementing AWE in EFL writing (n=83). Two sub-categories were identified regarding how the AWE tool could be implemented in L2 writing. Table 4.6. shows the subcategories related to implementing AWE in EFL writing.

Table 4.6. *The subcategories related to implementing AWE in EFL writing*

Implementing AWE in EFL writing	**Explanatory statements**	**N***
The AWE feedback can be used…		
in the classroom	*AWE can focus on errors and we can focus on content*	54
outside the classroom	*We can assign homework to be submitted on AWE*	29
Total		**83**

N*: number of codes

In terms of implementing the AWE tool in L2 writing, teachers pointed out that the tool could be used during various stages of process writing, such as pre-writing, drafting, and revision. As far as using AWE to provide feedback and revision, the instructors noted that the students would receive more effective feedback, and the feedback process would be speeded up. Hence, it was agreed among the instructors that a mixed-use of two types of feedback, combining the AWE corrective feedback with teacher feedback on certain aspects of writing, would benefit the students. The following excerpt from the interviews emphasizes this:

> T4: "*The teacher can only be expected to give feedback on the organization and ideas after the system finds errors. For example, I could have a general look at the first draft, and if there is not a major problem with ideas, I would wait for the students to correct errors using the system, and then I could give feedback about the organization if there is a situation that I deem necessary.*"

Regarding the use of AWE outside the classroom (n=29), the instructors stated that AWE could be used independently by students who wanted to gain autonomy outside of the classroom. Additionally, teachers reported that students could be given more homework through the AWE system and be given more opportunities to practice outside the classroom. Below is an example of how instructors might use AWE feedback outside of class:

> T3: "I would definitely like to read a paper from the students, but if we had such a system, students would have more chances to write, and more writing could be assigned."

In conclusion, the research revealed that teachers encountered many problems and limitations when teaching writing. EFL teachers described the advantages and disadvantages of AWE in L2 process writing process. AWE and teachers' assessments were also compared based on teacher observations in terms of assessment, and similarities and differences were revealed. Finally, teachers indicated that they were willing to use AWE and that they thought it would be helpful when used in a supportive way, although not alone, during the process writing stage.

CONCLUSION AND IMPLICATIONS

The findings of the current study indicate that though AWE feedback may not replace teacher feedback entirely, it can complement it in a way that enables teachers to focus on content and organization as global writing issues. Moreover, while AWE feedback is utilized to provide feedback on errors, teachers can save time by giving feedback in a more efficient manner. It was also found that in addition to classroom-based assessment, AWE feedback can be used to support learners' self-assessment outside the classroom. Based on

the findings of this study, some pedagogical implications are that teachers may benefit from the integration of assistive technology such as AWE tools into summative and formative assessments of L2 writing. In this way, teachers can reduce their workload significantly. Additionally, AWE tools can provide teachers with a trait feedback analysis that allows them to identify each student's strengths and weaknesses and adapt their approach accordingly. As students are limited to practicing and revising in the classroom due to crowded classrooms and curriculum intensity, teachers can assign writing tasks to encourage students to use AWE outside the classroom. Moreover, curriculum designers should recognize the potential of using AWE tools in transforming educational practices while designing syllabi and curricula for in-service teachers.

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THE REDESIGN OF THE INTEGRATED WRITING TASK: THE REDESIGN PROCESS AND RESULTS OF THE PILOT TEST

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ABSTRACT

This paper aims to present (a) the process of iterative and participatory design of the modified integrated writing task recently included in the English Proficiency Exam (EPE) designed and administered at METU, and (b) the findings from the pilot test results as well as the questionnaires to elicit test-taker and instructor perceptions towards the task. The previous integrated writing task type which was used in the pre-pandemic period in the EPE up to the year 2020 had to be modified into a more compact version in the times followed by the effects of the pandemic in the new normal lifestyle of the year 2022. Thus, the aim of modifying the task was to obtain a more student-friendly yet meaningful academic writing task in the EPE. The decision-making process for this transformation was iterative in nature and inclusive of the parties involved, i.e., students, teachers, item writers, research and development unit members, and members of the academic as well as the administrative bodies. The new integrated writing task that emerged as a result of the process was piloted with both students and instructors in the institution. As a result of the decision-making cycles, the responses of the instructors seem positive as they take ownership of the outcome. The analyses of the questionnaire regarding the task showed that the lecture was easy to follow, the task was easy to understand, and the instructions were clear, but the timing allocated to write was not sufficient for all, which was adjusted accordingly. The research into the new form is still ongoing.

Keywords: integrated writing task, English Proficiency Exam, pilot test, iterative design, inclusive decision-making

INTRODUCTION

In many higher education institutions where English is the medium of instruction, students who are admitted to programs are required to provide proof of English competency as an indicator of having sufficient English skills and knowledge to fulfill the course requirements. As such an institution, Middle East Technical University (METU) administers an English Proficiency Exam (EPE), an in-house produced language test, which is the end-product of intricate and multi-layered work.

The EPE is a high-stakes exam, meaning that the result of the exam has significant consequences for the test-takers. Failure to pass the exam implies that the students need to delay commencing their departmental studies by up to two years to learn English (Higher Education Council Legislation 21475, Item 8/c), or transfer to a higher education institution that does not require English competence. From another vein, the format and content of the items and tasks in the EPE have an impact on the programs of the language preparatory courses because the students need to take this exam upon completion of these courses successfully. The content of the exam also affects the compulsory academic language support courses offered particularly in the freshman year.

This may remind us of what is referred to as the *washback* effect in language assessment literature. The notion of *washback* or *backwash* effect is defined by Wall (2000) as "the effect of tests on teaching and learning" (p. 501), which can bring about a slew of undesirable along with desirable effects that we hope to bring into the teaching and learning processes, and the parties involved, who are, the teachers, students, item-writers, administrators, material writers, syllabus designers, and publishers, to count a few.

An innovation that is envisaged on such a high-stakes exam that has an impact on the courses and programs that serve a large number of students requires that it be planned with extreme caution. As such, the design and development of the EPE involve much research and development work, followed by meticulous preparation and administration of the exam. Understandably, the entire process requires a lot of decision-making on the part of the members of the administration, who work closely with the researchers and experts in the field in doing so. This may entail that the decisions are mainly made through *top-down* leadership, which is made by the leaders at the upper management level. This often places the responsibility and accountability on their shoulders, and highly rightfully so, yet it also places them in a defensive position

during the implementation of the changes, due to the variety of responses to the change that come from those who implement it.

Wall (2020) refers to innovation studies when advising about introducing change in high-stakes language tests. Two of these are the following:

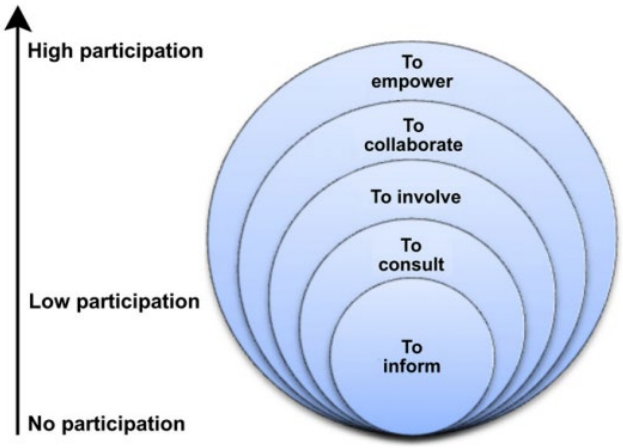
… The process of innovation is long and complex, consisting of many stages, and innovators should ask different sorts of questions at every stage to make sure that the innovation is going the way they want it to.

… There are many participants involved in the process of innovation, each with its own needs and limitations. There must be good coordination and communication amongst all the participants if the innovation is not to founder. (Wall, 2000, p.503)

Therefore, for a higher level of acceptance of change in education, such as the changes in exams, all involved must have a say in the decision-making, which is a *participatory* decision-making process (Disterheft et al., 2012). In presenting how the stakeholders' views were incorporated as input towards the development of a new large-scale exam, So (2014) stated "it is important to enhance awareness on the part of test developers about the importance and usefulness of stakeholder feedback in the development of language tests" (p. 284). So (2014) further argues that their involvement in pre, while and post-development work can assure better acceptance of the test and may be counted as part of the validity argument of the test constructs.

Regarding the modifications to be made to the EPE in the post-lockdown period of the new normal era, the administration opted for the *participatory* leadership style to ensure that the parties who would be affected by the change were informed and took ownership of the final form used in the exam. In this way, they were not merely *informed* about the change. They were informed that there would be a change, *consulted* about it, *involved* in the modification work, *and collaborated*, which would ultimately *empower* them over the change. The relationship between the degree of participation and the roles shared can be seen in the adapted model as presented in the paper of Disterheft et al. (2012, p. 82) in Figure 1.

Figure 1. Degree of participation and the shared roles



Source: Disterheft et al. (2012) (p. 82) as adapted from International Association for Public Participation (2007)

The decisions related to the language proficiency exams are usually discussed within the institutions and rarely openly discussed outside the institutions with others. We intend to share our experiences of embarking on a change in the language proficiency exam with other English medium universities, thus hoping to start a conversation on the method to bring about change to such a high-stakes test as the language proficiency exams in EMI universities. In this paper, the modifications that were made to the integrated writing task in the EPE will be detailed.

The rest of the paper will dwell on the need for change in the EPE during and after the lockdown period and the procedures followed to ensure participatory leadership and decision-making. Then, the method of pilot testing the modified EPE with a particular focus on the integrated writing task will be presented. The results of the analyses will then be summarized, and the findings will be discussed.

Changes to the EPE from Pre-Pandemic to Post-Lockdown Period

Up to the time when the COVID-19 pandemic hit Türkiye in the spring of 2020 ("Coronavirus live updates: Turkey announces its first case of coronavirus – Turkish national recently returned from Europe goes into quarantine with his family", March 11, 2020), the EPE version that was in use included six sections administered in two sessions. The morning session included listening, reading, and vocabulary sections. After a break of about an hour, the afternoon session was administered, which had three tasks: integrated writing, independent writing, and search reading. Thus, the exam was highly comprehensive. The integrated skills task involved listening to a lecture of about 10 minutes and taking notes from it. This was followed by reading a text or portions of texts on a similar topic. The students were required to integrate the information from the two sources by stating the nature of the relationship between the two and summarizing and paraphrasing the information from the sources in about 300 words. The completion of this task took about an hour (METU-SFL EPE Booklet, 2018).

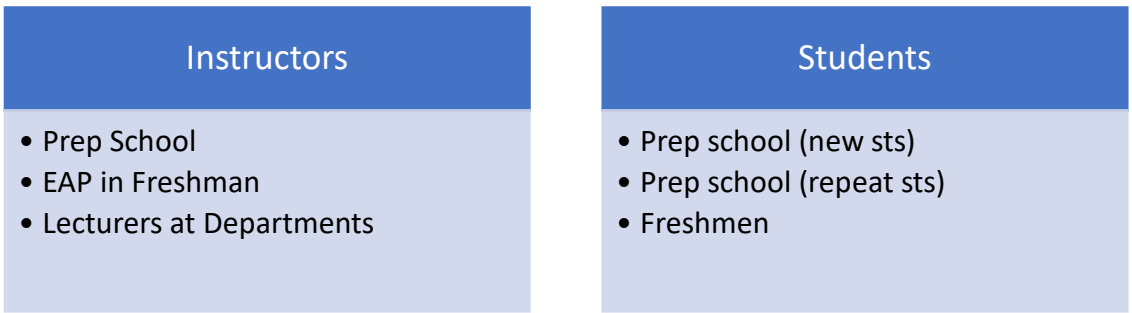
During the lockdowns, the EPE was administered online with only three of the sections, which were reading, vocabulary, and independent writing, because these sections were deemed to provide a stable and secure environment (METU-SFL EPE Booklet, 2021). During this time, the SFL directorate found it necessary to start planning on the future form of the EPE when we all turned to the *new normal* conditions, which could not be the same as the conditions before the pandemic because it required high numbers of participants to sit in enclosed places for a long time. This was found too risky in terms of safety from infection and the spread of the virus. Before making any new decisions, it was thought to be necessary to collect data regarding the degree to which the EPE versions that were administered before and during the pandemic affected the courses and the student performances.

Step 1. Collect perceptions towards EPE versions

As the first step in deciding on the nature of the future forms of EPE, we collected information from the groups of people who (a) sat one or both versions of the EPE, and (b) observed the effects of one or both versions of the EPE on the programs and students' performance. Thus, we wanted to learn from the experiences, observations, and feelings of the groups of people affected by the exam. To collect their views, we prepared and sent online questionnaires with Likert-style items asking about the degree of agreement with statements and open-ended questions asking for comments.

The groups of different populations at METU who were asked about their perceptions related to the face-to-face and online versions of the EPE can be seen in Figure 2. The instructor category included the teaching staff at the language preparatory school, the instructors delivering the compulsory English courses, and the lecturers at the departments at METU. The student category included the students who were learning English at the preparatory school, those who had been in the preparatory school for two years, and the students who had passed on their departments.

Figure 2. Groups of stakeholders affected by the EPE



The main commonalities of the perceptions of these groups emerged to be the following (Akıncı Midas, Student and Instructor Perception Study Reports, 2022):

- Note-taking while listening to a lecture is an important academic skill, so it should be part of the exam.

However, the previously used integrated task:

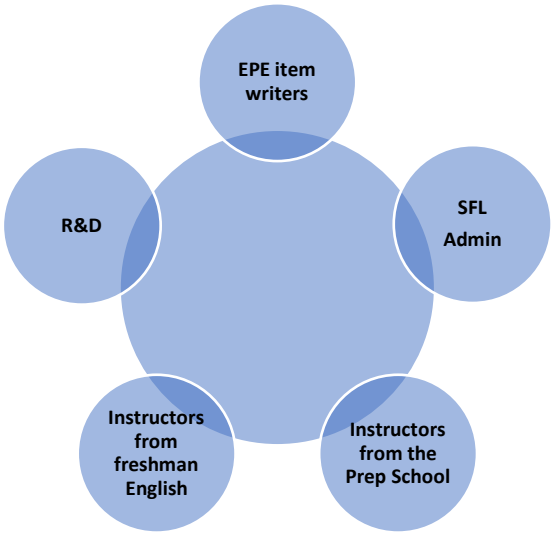
- was too long and demanding.
- was difficult to rate.
- negatively affected the programs of the preparatory school and compulsory English classes offered in the freshman year.

The findings were used as one of the bases of the work toward modifying the EPE.

Step 2. Form a core group representative of the main bodies

The director of the School of Foreign Languages called on the Research and Development Unit Coordinator, who is the author of this paper, to help organize a core group of instructors who would be representative of the instructors in their groups and do research into the literature and studies in the proficiency exams. Such a group would be responsible for meeting weekly for over a semester, discussing issues, conducting research, collecting information from colleagues, and suggesting solutions. The parties that the instructors in the core group represented can be seen in Figure 3.

Figure 3. The formation of the core group



We can see that the core group consisted of the members of the School of Foreign Languages administration, members of the EPE item writer group, instructors at the preparatory school, instructors teaching freshman English, and the research and development unit coordinator. It was established that the decisions would not be made by voting and counting the majority over the minority, but through reaching a consensus or unanimity. This meant that when there was a disagreement on a topic, we approached the issue from a different angle and discussed it once more until we reached a common agreement. This also meant that there was no winning or losing an argument or getting one's idea to be accepted by others. We focused on the most beneficial, effective, and efficient means and methods that needed to be embraced.

Before diving into discussions, we established the basic framework to guide our decisions. A few of these are that the EPE should ("EPE Framework Document", 2022):

- be an inclusive exam, which means that it should lend itself to students with disabilities;
- be compact in such a way that the students need only stay in the morning session.
- cover the skills deemed to be necessary by the stakeholders.
- be sustainable over a long time; and
- should not require a high level of familiarization or training for the tasks.

The core group held meetings and worked on the tasks in the new EPE. The decision about the integrated writing task was to eliminate the previous version because it was a lengthy section in the exam. An examination of the student needs as reported in program evaluation studies (Akşit & Akıncı Midas, 2013; Özdemir Çağatay, 2019) revealed that taking notes during lectures and then reconstructing the notes was found to be difficult for the students in freshman year. Our questionnaire findings also pointed out that the

students did not have much difficulty while listening to lectures; however, there were issues related to taking effective notes and rearranging them in writing effectively. A recurring suggestion among the surveys was to use writing from notes from a lecture (Akıncı Midas, 2022a). Consideration of the findings led the core group to opt for a shorter version of an integrated writing task to be developed and used along with the independent writing task in the EPE. The benefits of such a task would be to give the test-takers a second writing task to display their English and writing skills, to get each test-taker to be assessed and rated by four different raters, and to assess the test-taker's basic academic skills. The new task was envisaged to have the following aspects ("Unpublished Meeting Minutes", 2022):

- listen to a lecture of about five minutes.
- take notes on the lecture.
- provide the outline to the test-taker clearly.
- ask the test-takers to reproduce the key ideas and details in the lecture in about 150 words: and
- allocate 15 minutes for writing from notes.

The task was prepared by the item writers and pilot tested by the core members to see if the task worked as intended. The first draft of the task was ready.

Step 3. Inform and consult the instructors

Once the initial shape was given to the task, the instructors were familiarized with the task to obtain their reactions and feedback on it. A meeting was held on an online platform. Following a detailed presentation, the instructors' oral and written feedback was elicited. The results showed that the instructors were positive about the change in the integrated task. They suggested that (Akıncı Midas, 2022b):

- the new task be pilot tested on all the groups of students; and
- alternative prompts be tested on the same task.

This feedback was discussed in the meetings of the core group. The pilot test was planned to be administered to all the target populations that might take the exam. The alternative prompt styles were tried and tested in the core group. However, they were found to be suitable for classroom materials for teaching or tasks for achievement exams, but not suitable for such large-scale summative exams as EPE. The suggested styles were deemed to be unfit for the EPE because they required much training before the test, which is not an option nor a requirement in the EPE. Three out of the five editions of the EPE that are administered throughout the academic year are taken by test-taking populations who have not attended any courses offered toward preparation ("Meeting Minutes", 2022).

Step 4. Consult experts of relevant units and centers

Once the initial format was at hand, three units were consulted about the suitability of the task. These units were the Disability Support Office at METU, Information Technology experts, and the item writer group. Members of these offices and units examined in detail the main requirements of the sample task and provided us with an affirmative response regarding the feasibility of the task, which moved us toward the next step.

Pilot Testing the Modified Integrated Writing Task of the EPE

At this stage, the task needed to be tested on the target groups of test-takers. The first draft copy of the entire EPE was tested under very similar conditions. This paper focuses on the pilot test results of the integrated skills task.

Research questions

Our research questions that guided our study regarding the integrated writing task were the following:

1. Can the participants complete the task in the given time (15 minutes)?
2. Do the instructions of the task guide the test-takers sufficiently to fulfill the task as planned?
3. Does the task distinguish between students with low, medium, and high competence in English?
4. Is there an association between note-taking scores and independent writing scores and listening scores?

AND

5. What are the opinions of the test-takers in the pilot exam about their experiences of working on the integrated writing task?

METHODOLOGY

The pilot study put the new task to the test to obtain an idea about the validity of the task and reliability of the scores in distinguishing the test-takers with different levels of competence. The study was an experimental study. The researcher collected both quantitative and qualitative data. With no prior training, the participants sat the pilot form of the EPE in the exam conditions. Then they filled out a questionnaire about their perceptions of the tasks.

The quantitative data consisted of the students' written products and the scores on the integrated writing task, their scores on the listening section (multiple choice) and the independent writing task (about 200 words written product), and responses to the questionnaire on their perceptions. The qualitative data comprised the participants' comments on the open-ended questions.

Participants

We decided that participation in the test would be voluntary. We sent invitation letters through the mailing lists and online bulletin boards at METU. The full description and conditions were explained in the announcements. Invitations were also sent to the department chairs at the university. We asked students at the preparatory school, the freshman and senior students to take part in the study. They were asked to send an email to the R&D email account, after which they were notified of the specific details of the exam, e.g. exam halls, duration of the exam, and the required documents. They were also informed that this test was not the same as the one currently administered and that the scores would not be announced because some items and tasks were still in the design process.

We regrouped these levels according to their scores on the multiple-choice sections and independent writing section as *low* (Groups in the Pre-Intermediate levels, CEFR Level – up to / around B1.1), *medium* (Groups in the Intermediate levels, up to / around B2.1) and *high* levels (Groups in the Advanced levels, and those in Freshman and Senior years, CEFR Level above B2.1). The number of students who sat and completed the integrated writing task in the pilot exam according to these groups can be seen in Table 1.

	N	%
Low level	41	32.5
Medium level	49	38.9
High level	36	28.6
Total	126	100

Table 1. Demographics of the test-takers in the pilot test (N=126)

We can see that the proportions of the different level groups among the total test-takers are somewhat different. The proportion of the test-takers in the medium level was the highest, followed by the low level and the high levels. This may be due to the possibility that those in the high and low levels may not have been interested in taking the pilot test.

Instruments

The exam task on paper and the optical form where the participants were asked to write their responses were used to collect the data on the participants' performance on the integrated writing task.

The test-takers' perceptions were also examined through a questionnaire with two types of items: 5-point Likert-style items asking the degree of agreement (1-totally disagree, 5- completely agree). There was an open-ended question asking the participants to write their opinions or suggestions about the integrated skills task. These items were:

Item 1. The organization of the listening text is easy to follow as we take notes.
Item 2. The question that followed the note-taking part was clear.
Item 3. The time given to transform the notes into writing is sufficient.
Item 4. Please write your views about the note-taking and writing section below.

The participants were directed to the questionnaire through a link on Google Forms and a barcode printed on the exam sheet. They were asked to respond to the items after they finished working on the tasks in the pilot EPE before they left the exam hall or building so that they would enter their opinions when their impressions were fresh in their memories.

The permission to collect and analyze the participants' exam performances and responses to the questionnaire was obtained from the Human Subjects Ethics Committee at METU during the design of the study. The

participants were provided with information about the aims of the study and the methods of data collection and analysis before collecting the data.

Data analysis methods

The participants' papers were examined to count the number of those who fully completed the written part of the integrated writing task and those who failed to do so. The nature of incompleteness was examined by two raters independently. These were tallied by hand and proportions were calculated.

The papers were rated using the rubrics developed specifically to rate this task by two blind raters. The scores were averaged to obtain the final score, as would be done in the actual EPE exam. The frequency, proportion and mean scores were calculated, and minimum, maximum scores and score distributions were examined. The differences in the proportions of the scores obtained by the low, medium, and high levels were compared through the Chi Squared test of Independence using SPSS version 27. The relationships of the scores on the independent writing test with those from the listening section, and with those from the writing section were computed through Spearman Rho correlation estimate using SPSS version 27.

Regarding the responses to the items in the questionnaire, the frequency and proportions were calculated. The comments to the open-ended item were pulled from Microsoft Excel form to a Word Document. They were examined by the researcher to find common points around themes and then they were grouped under categories.

FINDINGS

This section is organized according to the research questions. The quantitative and qualitative data analyses will be presented in order of the research questions.

Research Question 1. Can the participants complete the task in the given time (15 minutes)?

We encountered many different types of incompleteness. We wanted to make sure that the incompleteness was due to lack of time, so we narrowed the cases down to those who left the sentences in the middle and those who wrote on the paper that they could not finish because the time was up. When we reduced the numbers this way, we found that about 30 papers (23.8%) failed to complete the task. Some of the cases we excluded may have been incomplete due to the strict time constraints. Thus, this was seen as an issue to be checked in the other data.

When we checked item 3 in the questionnaire, which was related to the time allocated to the reconstruction of the ideas in the lecture, we found that the mean scores ranged between 3.00 (SD=1.28) and 4.18 (SD=.75), from the low and high levels, respectively. We understand that the time was found to be sufficient for some of the test-takers while not so fully sufficient for some.

When we checked the qualitative data about this topic, we found that the students found the time insufficient and that 5 more minutes would solve the issue (*f*= 16).

Research Question 2. Do the instructions of the task guide the test-takers sufficiently to fulfill the task as planned?

We read all of the papers. Of all the papers, we found only one whose paper was not related to the listening text. This student wrote a text about the topic mentioned, but the content was not from the listening text. This was made clear in the instructions.

Item 2 was related to the prompt or question that described the task to the test-takers (The question that followed the note-taking part was clear.). The mean scores ranged between 3.27 (SD=1.24) and 4.58 (SD=.90). We understand that for some students in the low-level group, the question was not fully clear.

The comments about this topic were around one main theme: the participants wanted to know more about the format of the writing: a paragraph or an essay. When we examined the papers, we found that some students wrote in an essay format with separate paragraphs, some students wrote a text of what looks like one full paragraph, and some included a summary paragraph, while some others thought of separating the text into two. All of these are acceptable in the EPE.

Research Question 3. Does the task distinguish between students with low, medium, and high competence in English?

The descriptive data of the scores awarded to the participants in the three groups in the pilot test are presented in Table 2. The papers were rated out of a score of “10”. We can see that the mean scores increased by two

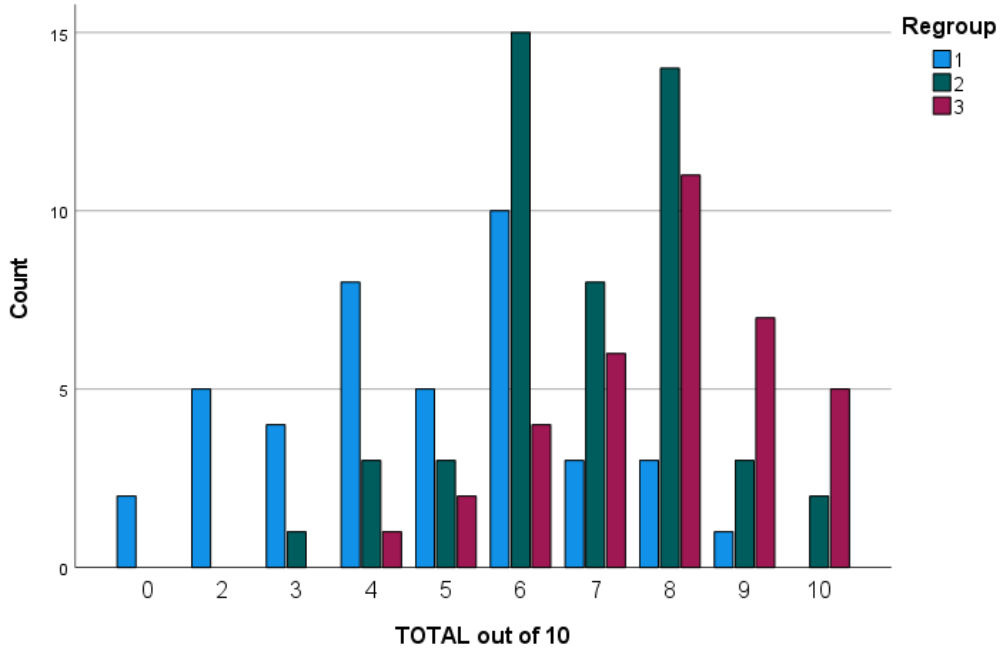
points from the low group to the medium group, and then again increased by one score from the medium to the high group.

	N	Mean	SD	Minimum	Maximum
Low level	41	4.71	2.12	0	9
Medium level	49	6.84	1.53	3	10
High level	36	7.81	1.53	4	10
Total	126	6.42	2.14	0	10

Table 2. *Means, Standard Deviations, Minimum and Maximum Scores Obtained by the Three Groups*

We wanted to understand if the score differences were significant, in other words, if these groups were independent. We ran the Chi Squared test of independence and selected the Likelihood Ratio model because some cells had less than 5 items. The result showed that the score distributions in the groups were significantly different (X^2 (18, 126) = 56.902, $p < .001$). See the distributions of the scores of each group in Figure 4. We can understand that the scores of this task distinguished between the three groups.

Figure 4. *Score Distributions of the Three Groups*



Legend: 1=Low level group, 2=Medium level group, 3=High level group

Research Question 4. Is there an association between note-taking scores and independent writing scores and listening scores?

Between the scores on the integrated writing task and those of the independent writing section, the Spearman Rho correlation estimate was found to be $\rho = .432$ ($p < .001$), which is moderate. We understand that 19% of the scores on the integrated writing task were explained by the scores on the listening scores. This is expected, as both of the tasks require the test-taker to use English to write the ideas in a limited time. The fact that the association is not higher is also expected and desirable. We want to make sure that we are testing a different aspect of writing through the independent writing task.

Between the scores on the integrated writing task and those of the Listening Section, the Spearman Rho correlation estimate was computed to be $\rho = .552$ ($p < .001$), which is moderate. We understand that about 30% of the scores in the integrated writing task were explained by the scores of the writing scores. This is also expected. Here, too, both the tasks in the listening section and the note-taking part require the test-takers to listen to English and comprehend it. The fact that the level of association was not higher here again tells us that what we are testing in the two sections is different in nature.

Research Question 5. What are the opinions of the test-takers in the pilot exam about their experiences of working on the integrated writing task?

Item 1 in the questionnaire was about the degree to which the test-takers could follow the lecture as they took notes. Their opinions ranged between the means of 3.00 (SD=1.28) and 4.18 (SD=1.35). Among the low levels, there may have been some who had difficulty following the lecture and taking notes. The high mean score among the high levels indicates that the lecture was easy to follow to take notes.

When we examined the student comments, we found that there were negative and positive. The negative ones tended to come from the low-level groups. A few of them found the lecture a bit "fast" and "hard to take notes from". The ones in the medium and high groups, on the other hand, found the text "easy to follow and take notes" and "very clear".

The test-taker comments on items 2, 3, and 4 have been included below the respective questions. Here, students' general comments will be presented about the integrated writing task in the EPE. The students' points were the following:

- Time was insufficient.
- The instructions about the type of text expected to need to be clearer.
- The text and the task were part good, clear, comprehensible, and easy to follow.

DISCUSSION

The task designed for the pilot test was found to be suitable and effective in distinguishing between low, medium, and high levels. The instructions needed further clarity so that no student had difficulty with the format in which they are expected to produce their text.

Timing emerged to be the most important issue that emerged from the pilot study. This issue was taken to the Core Group which worked on the decision-making stages of the exam. They decided that the timing be adjusted to 20 minutes instead of 15 minutes following the suggestions that came from the students.

Step 5. Further confirmation and consulting from the stakeholders

The pilot test was further tested by three other bodies to collect information about the improvement in the instructions and the question, task layout, and timing issues that came out from the pilot study on the test-takers. For this, the instructors at the preparatory school and those of the freshman courses, the instructors at the Northern Cyprus Campus, and the academic coordinators at the Departments of basic English and Modern Languages were asked to sit the exam in the role of the test-takers and provide their views on the issues raised on the instructions and timing.

These three bodies agreed that the previous timing was short and that more time would help the students complete their text. They also confirmed that the instructions were not very clear as to the type of text and they suggested ways to improve it.

The instructors added a further suggestion, however. They thought that the prompt, that is the question, should be asked differently, not because the one used in the pilot test did not work, but because they thought that a task previously used the old EPE versions in the early 2000s would be a good idea.

Step 6. Final Decision-making

The core group who worked on the modifications of the EPE met once more and discussed the findings from the pilot tests and feedback obtained from the instructors. The suggestion to change the task was seriously considered once again, however, it was found that the previous versions used in the EPE in the early 2000s later ceased to be used due to difficulty in reliable and consistent scoring by the raters. For this reason, the suggestion was not accepted.

Step 7. Inform and announce

The final form was given to the new EPE, which was then announced in various modes so that future test-takers were informed about the various features of the exam. An explanatory booklet was prepared and shared, a sample exam was prepared and shared with the answer keys and sample papers with the scores and explanations. These can be seen at http://epe.metu.edu.tr. Further informative videos both for the instructors and the students are being prepared as are new questionnaires and interview protocols to collect further data about the experience of taking the exam.

SUMMARY AND CONCLUSIONS

Making changes in the EPE requires a lot of responsibility. The decision-making process that was adopted for the final changes in the EPE, especially for the modifications on the integrated writing task, was highly iterative and cyclical, aiming to involve the stakeholders' views and experiences. We are expecting that the instructors as well as the item writers and the administration will take ownership of the EPE as it is administered in the coming months. The integrated writing task, as with the other tasks in the new form of the exam, is more robust as it went through scrutiny from different groups of stakeholders. Considering their feedback, interpreting and addressing them was not an easy process, but it was well worth the effort.

This study is part of a larger project that has been underway for more than a year now. Data collection will continue to enlighten us about whether and how the exam tasks are functioning in the way that they were designed to do so.

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A REFLECTION OF THE PERFORMATIVE THROUGH ACADEMIC WRITING

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ABSTRACT

Chomskian performativity expresses the use of language in actuality. The competent knowledge of the structural side of language is most commonly embodied by grammar, which is traditionally seen as the backbone of language that symbolically erects the body of language. Nevertheless, construction of matrixes of semiotics and pragmatics transgresses the peculiarity of a certain language, and use of one's culturally specific items shapes the performative skill of the learner. Thus, a performative activity such as writing becomes an idiosyncratic vector that enhances experience in that language. The aim of this study is to make a qualitative study of this performance process and to exemplify the contribution of the inclusion of the learner's own cultural experience through writing.

As the methodology of the study, we have determined 7 student papers out of a total number of 57 works, which were written for the in-class writing task of the prep year portfolio content. The selected papers include examples from the students' personal experiences to support the main argument of a given topic. The purpose of the demand of personal examples is to encourage the students to build a personal connection to the academic writing process and to express their opinions openly. To fulfil these purposes, 7 in-class essays of students will be analysed through content analysis. Based on the findings, practical implications to enhance writing performance of L2 learners will be displayed through idiosyncratic exemplification in language.

Keywords: Performative, performance in writing, culturally specific examples, idiosyncrasy

INTRODUCTION

Noam Chomsky, with his studies in the realm of linguistics during the 1960s and 70s, contributed to the understanding of the working mechanisms of language. Through his studies on the acquisition and pra
a rigid system of grammar and the actual use of the linguistic components either through utterance or written manifestation, naming them respectively competence and performance.

While these concepts are in line with Ferdinand de Saussure's concepts *langue* and *parole*, he chooses to make a distinction particularly between langue, which somewhat coincides with competence, stating that Saussure's *langue* perceives language as a phenomenon. On the other hand, Chomsky chooses to see the linguistic competence rather in terms of grammatical knowledge. Also, he "[makes] a fundamental distinction between *competence* (the speaker-hearer's knowledge of his language) and *performance* (the actual use of language in concrete situations)." (Chomsky, 1985, p. 4) While performing the language, the individual utilizes it through speaking and writing, thereby making these two skills performative skills. Ideally, these performatives supposedly reflect the idealized knowledge of language which is internalized in the individual's mind; however, performative skills tend to include erroneous usages as a result of many distractions such as daily concerns, slips of tongue, to name a few. Indeed, "[performance] obviously could not directly reflect competence." (Chomsky, 1985, p. 4) Nevertheless, performative skills also contribute for speakers to create syntactic possibilities even if the individual has not utilized them elsewhere before. "By investigating sentences and their structural descriptions, speech signals and the percepts to which they give rise, we can arrive at detailed conclusions regarding the generative grammar that is one fundamental element in linguistic performance" (Chomsky, 2006, p. 151). Therefore, arriving at the concept of the "Generative Grammar", Chomsky, in a way, breaks the rigidness of grammar stating that "the normal use of language is, in this sense, a creative activity. This creative aspect of normal language use is one fundamental factor that distinguishes human language from any known system of animal communication." (Chomsky, 2006, p. 88) The ability of creating infinite possibilities with finite elements reflect the generativity: "through introspection, a person may accumulate various kinds of evidence about the sound-meaning relation determined by the rules of the

language that he has mastered" (Chomsky, 2006, p.91). "Knowledge of a language, then, makes it possible to understand and produce new sentences." (Fromkin, Rodman, & Hyams, 2011, 289)

Performative skills are usually perceived as speaking and writing. In the case of the mother tongue, the development of phonological and morphological skills develop during the childhood, when the child is performing his skills in a particular cultural environment. The writing skills, based on the time he starts to write, may develop in the following years. However, in the case of learning or adapting a foreign language – in this case English – the performative skills may take longer time to master. Even if the individual is quite competent on the grammatical structures of the target language, actual production may prove as a challenge. Competence, or generative grammar in the target language, is "one of the qualities that all languages have in common is their "creative" aspect. Thus an essential property of language is that it provides the means for expressing indefinitely many thoughts and for reacting appropriately in an indefinite range of new situations" (Chomsky, 1985, p. 6). The individual attempts in the same way as he tries to perform in his mother language; thus, it can be said that generative grammar is still valid in the case of the target language. The individual uses "performance models that incorporate generative grammars of specific kinds" (Chomsky, 1985, p. 10).

Correct use of generated sentences and the grammatical elements may be erroneous at times; however, for the sake of maintaining the interaction between the speaker and listener, Chomsky (1985) proposes the acceptability concept "that belong[s] to the study of performance, whereas grammaticalness belongs to the study of competence" (Chomsky, 1985, p. 11). As long as the mutual intelligibility is provided between individuals, he asserts that "the study of performance could profitably begin with an investigation of the acceptability of the simplest formal structures in grammatical sentences" (p. 12).

Reflecting the competence through performance requires a certain degree of autonomy and self-regulation. Çubukçu (2009) states that "researchers argue that the capacity to self-regulate is central to our assumptions about learning, decision making, problem solving, and resource management in education" (p. 559). Learner utilizes the competent knowledge on language and performs it. However, a certain degree of knowledge in the target culture is also significant in the effectiveness of the performative. Should the learner aims to elevate his speaking and writing skills on the academic level "without an awareness of the target culture, it is difficult to communicate effectively in that target language" (Tural & Çubukçu, 2021, 20). The performative reflection relies on the utilization of that cultural knowledge and create the necessary semantic and pragmatic contexts. Approach, intake, and production of the cultural items is a highly idiosyncratic process. The learner, in order to be understood, adds cultural data in his competent knowledge, as well. Therefore, it can be asserted that cultural knowledge in the target culture and in one's own culture are also components of competence, and these can be reflected through performative skills. Moreover, as cultural aspects change from generation to the other, cultural data, we assert, also becomes varied and is added to both competent and performative inventory.

The nature of the current study is to evaluate particularly the writing performative skill in terms of the learner's employment of cultural and generational-specific knowledge, and observe how s/he manages to integrate these pragmatic matrixes in the written performative.

METHODOLOGY

The qualitative data in this study was reached through student in-class writing papers and analyzed by the researchers through content analysis by following the guidelines by Creswell (2013). Taking trustworthiness criteria into consideration (Lincoln & Guba, 1985), the researchers also tried to overcome reliability and validity threats within the current paper by providing a thick description of the context, revisiting the data several times, among others.

The students whose papers were included in this study are English Language and Literature department prep year students. The requirements of the prep year is decided on the requirements coming from the department itself. Therefore, the design of the prep year is made to include not only introductory subjects of English language, but components of literature are also included in the program. Within this framework, particularly the content of the writing skills class is designed to make a fast-paced introduction into essay-writing, and introducing the use of literary devices, character analysis, and textual analysis studies. As one of the most frequently used essay types, comparison and contrast essays are widely worked on. Also, as a part of this study, students were tasked with choosing a written literary work and compare it to a film or a TV series adaptation based on the chosen work. Students were only given the comparison points and later asked to come

up with specific examples that are visual adaptations from written literary works. Students were also encouraged to make references to works in which they were individually interested since the ability of finding the comparable points and developing them into paragraphs of discussion partly relied on personal interest. While part of the students chose literary works written in their mother tongue which is Turkish, some students preffered to work with literary texts that cover different genres including English novels, American novels, and Japanese mangas, all of which somehow adopted a visual text.

We have chosen 7 student papers out of 57 papers that were written for the process writing which is part of the prep year portfolio work based on pre-determined criteria such as inclusiveness, criticality, detailed, exemplification, to name a few. The chosen papers included comparisons between the novel version of the work and the film/TV series version based on the previous one. Having decided about the papers, the researchers re-read the papers several times to reach a full understanding of the participants' point of views and arguments. During this process, the researchers noted any recurring phrases or similar concepts, ideas, thoughts, etc. (Strauss, 1987). In order to demonstrate the connectedness among the opinions of participants, similar ideas were grouped and categorized which generated the most common emergent themes. The main discussion and conclusions drawn from the qualitative data was demonstrated through the following Table 1.

FINDINGS AND DISCUSSION

The following tables are prepared to show the main results of the study. In the first table, the main categories and the themes are demonstrated while in the second table how these categories of comparison are elaborated by students in their papers.

Table 1 The categories and main themes identified in in-class writing papers (N=7)

No	Categories of Comparison	Main themes
1	Focus	1.Focus on characters 2.Focus on events
2	Content	1.Description of events-characters 2.Limitation 3.Adaptation
3	Language	1.Detailed and standard 2.Daily language
4	Criticality	1.Racism 2.Taboo 3.Popularity 4.Loyalty 5.Imagination

As can be seen in the Table 1, we have concluded that the students came up with four categories of comparison which are named as " *Focus, Content, Language and Criticality".* Each of these categories of comparison are exemplified through certain themes which mostly focus on the characters, events and details of the comparison between the books and the films.

In this sense, Table 2 below shows how these themes and categories are elaborated by students and their examples for each comparison point.

Table 2 The analyses of student papers with regards to the main themes

Student	**Examined book or film**	**Categories of Comparison**		**Opinions for Book**	**Opinions for Film Adaptation**
1	Aşk-ı Memnu	Focus		Focus on characters	Focus on events
		Content	Description of events / characters	Easy to give many details	Difficult to ensure each detail
		Language		Perfect language	Not a perfect language
		Criticality	Popularity	No need	Effort to make it popular through chaos-tragedy
			Imagination	Room for imagination	No room for imagination
2	Lord of the Rings				
		Content	Limitation	Not limited in terms of word	Limited
		Criticality	Popularity	No need	Placing famous artists in films
			Loyalty		No loyal to the original story
Student	**Examined book or film**	**Categories of Comparison**		**Opinions for Book**	**Opinions for Film Adaptation**
3	Dead Poets Society Ghost in The Shell How to train your Dragon				
		Content	Description of events-characters	Two friends	A group of friends
			Adaptation	Time and place in the original story	Adapted version via technology and digital crimes accordingly
			Limitation	No limit for word or time	Limited in terms of time, person because of rare physical qualities like blue eyes-brown hair just like in the original story
		Criticality	1.Taboo	Flirting in original story	Not placed in the film

			2.Racism	Asian woman character	American actress-Hollywood effect
4	Marslı Mutluluk	Criticality	Imagination	Room for imagination	No room for imagination
5	Harry Potter	Content	Description of events-characters	Original story	Visual benefits
			Limitation	More information and details	Limited (time, word capacity)
		Criticality	Imagination	Room for imagination	Not enough room for imagination (already planned)
6	Chaos Walking	Content	Description of events-characters	Thin-unarmed child	Changing of events and flow of the story (well-built, armed child)
		Criticality	Popularity	No need	Hollywood effect Economic concerns
7	Maze Runner	Content	Description of events-characters	Original story	Changing of content, characters, plot for economic reasons
			Limitation	No	Limited

As demonstrated in Table 2 above, only Student 1 has touched upon all four of the comparison points while the rest of the students either have mentioned one or two comparison points. When examined in detail, the most frequent categories mentioned in the papers were found as "Content" (6 out of 7 students) and "Criticality" (6 out of 7 students) which amounts to about 86 %. It can be observed that performance of writing is reflected through content and criticality by students. Within "Criticality" category, the popularity (50%) and imagination (50%) themes were the ones mostly debated by students. However, what is noteworthy to mention is that taboo and racism themes were highlighted by only one student as part of criticality.

We have found out that students found it more comfortable and fertile if they are let to choose their own examples, especially if they are encouraged to choose generational-specific items. Their generation is more prone to digitalized works; nonetheless, reading the written literary texts has not lost its importance even for such a technologically-competent generation. This is visible through the abundance of categories of comparison and how the examples are given in detail. Student 7, for instance, compares the James Dashner (2009) novel *The Maze Runner* and and its film adaptation, which is considered a representative of the contempory young-adult dystopian fiction. On the other hand, Student 2 chooses to work on J. R. R. Tolkien's (1954-55) *The Lord of the Rings* novels, which were made into contemporary visual representations in the last dacade.

It was also found out that allowing students to make references to their own cultural items, even though these works – written and visual – are in Turkish, did not hinder them from using English as the medium for writing, nor did it constitute a hindrance for the academic writing skills. On the contrary, when they picked a text and its adaptation in Turkish language, students were better at discussing the comparison points and display their writing skills. As they were more competent on the details, introducing examples and discussion for these took place in an equally competent way as with the foreign ones. Thus, though choosing a work out of Turkish literature has made it easier for students to reflect their competence of language and perform the writing skill

in a more competent manner. Student 1, for instance, chose to work with an Ottoman Era novel by Halit Ziya Uşaklıgil (1899), titled as *Aşk-ı Memnu*, which was adapted into TV series between 2008-2010.
As part of the nature of process writing, correcting and encouraging students to enhance their skill on using correct grammar, reviewers also mark grammar misusages. It was observed that a strict sense of grammaticality is sometimes missing from the essays, but is later corrected in the following drafts. On the contrary, the discussion in writing is more related to acceptability, which is an aspect of the performative.

CONCLUSION

In this study, it was attempted to observe the writing performative skills of ELL prep students based on the idea of Chomskian performativity. By doing so, to make a qualitative study of this performance process and to exemplify the contribution of the inclusion of the learner's own cultural experience through writing is achieved. Construction of matrixes of semiotics and pragmatics which are predominantly reflected through "content" and "criticality" in student papers shows the peculiarity of a certain language; and use of one's culturally specific items shapes the performative skill of the learner. Therefore, it is essential to provide ELL prep students with necessary strategies to enhance their discussion skills for evaluating the written and visual texts. More importantly, the content of the writing skills class as designed to make a fast-paced introduction into essay-writing, and introducing the use of literary devices, character analysis, and textual analysis studies facilitated writing process and enhanced writing performance. Encouraging students to make references to works in which they were individually interested since the ability of finding the comparable points and developing them into paragraphs of discussion partly relied on personal interest maximized idiosyncratic exemplification in language.

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'ETHICAL WRITING' PRINCIPAL GUIDELINES FOR WRITERS TO AVOID PLAGIARISM

Fatima Zohra Elouali

ABSTRACT

Broadly speaking, writing is considered as one of the most important communication resources; besides it is a crucial task in various fields and domains particularly in education. More to the point, academic writing is perceived as an effective tool that introduces sophisticated ideas and transmit them in an explicit, precise, and rational way. Simply, it has its roots in teaching and learning knowledge in several academic subjects. Being able to write is important at the same time challenging since writers should be honest and consider some ethical issues namely plagiarism. Therefore, the present research works is an attempt to shed light on effective academic writing and principles that help writers to be ethical. It emphasizes major guidelines that should be followed by writers when realizing their manuscripts. These guidelines include effective note-taking, quoting, summarizing, paraphrasing, etc. In order to guarantee efficiency and validity when writing, intellectuals should pay a careful attention to these indications.

Keywords: Academic Writing, Ethical Issues, Note-taking, Plagiarism, Writing Challenges.

INTRODUCTION

Academic writing is perceived as an integral part of educational circles. All researchers, educators, teachers, and learners need to write to report their achievements. Indeed, all educational institutions are supposed to teach students how to write academically which will benefit them in their learning journey and professional advancement.

In more concrete terms, academic writing reflects the type of formal writing that is mainly used to report scientific works. In fact, it is completely different from other types including creative and personal writings. The former includes creating stories, fictions, and novels. However, the latter represents writing personal blogs, letters, or emails for persons. These two types, actually, are informal and may include slangs, abbreviations, contractions, and incomplete sentences (Oshima and Hogue 2007). Conversely, formal writing is made to convey academic purposes. The ideas represented by academic writers should be thoroughly developed, well supported, rationally sequenced, formally reasoned, and tightly linked together.

In addition to the above-mentioned, formal writings is wide-ranging and more than one kind exist based on different purposes. It could be realized in various forms involving some reading purposes, book reviews, essays, reviews of literature, empirical research articles, research proposals, conference papers, and many other text types. Certainly, each type of the aforementioned has its own function, organizational structure, and linguistic components. Definitely, formal writing allows researchers and academics to produce, codify, transmit, renovate, teach, and learn knowledge and theory in academic disciplines. More to the point, an effective academic writing guarantees capital, power, and organization in knowledge construction, information classification, disciplinary practices, social positioning, and career advancement.

Accordingly, academic writing is a formal way of writing and may embrace less intricacy as it is based on reporting. Yet, that type is very challenging, and researchers must be careful at different levels. On this account, the present research paper tends to shed light on academic writing within foreign language learning, it tackles one of the outstanding courses 'Comprehension Written Expression' (henceforth CWE) which provides various principal guidelines that students should incorporate when accomplishing their writings.

METHOD

Algerian higher education institutions, like in many other countries, seek promoting scientific research through increasing the quality of education. Indeed, one of the strategies is incorporating academic writing as it is considered as one of scientific research pillars. More precisely, the field of foreign language learning contains one of the important courses which is 'Comprehension Written Expression'. Its major objective is facilitating the writing task for students. Actually, it is taught only in the cycle license (L1 & L2) including two main parts, the first one comprehension where they are introduced to writing through critical reading and it is mainly done in class. However, the second part includes written expression where they are taught how to write formally. Taking everything into consideration, the course allows students to 1) to conceptualize the aspect of

ethical writing, 2) to discuss some unethical lapses that mislead the scientific research and writing namely plagiarism, 3) to review basic guidelines that writers and researchers need to realize their scientific and academic writings, and 4) to help students to develop the critical thinking skill through critical reading.

LITERATURE REVIEW

Writing is a very important part of researchers' life; more specifically, university study because students will write answers ranging from one paragraph to several pages. In the same vein, Harmer (2007, p.112) argues that

There are many reasons for getting students to write, both in and outside class. Firstly, writing gives them more 'thinking time' than they get when they attempt spontaneous conversation. This allows them more opportunity for language processing – that is thinking about language- whether they are involved in study or activation.

Accordingly, academic writing is an indispensable part of the learning process, it starts with beginners as their writing is restricted to assignments, texts, and answers of exams. Then when dealing with advanced students, they engage in scientific research where they are required to report scientifically. In this regard, scientific writing can be a sophisticated and difficult process as it should include clarity at the same time conciseness (Roig, 2006). In clear terms, good academic and scientific writing should represent transparency, precision, authenticity, and integrity.

It must be mentioned that writing process is not an easy task, it is always related to time restrictions and deadlines. This undoubtedly may cause lapses in the authenticity of the reported matter. In realising a scientific writing, one of the commonly known lapses that may occur is 'plagiarism'. It is one of the serious issues that writers may face, be it intentional or unintentional, this problem is classified as scientific misconduct and all writers should be ethical when writing. This means that they must produce authentic and accurate reports and any form of writing that could be perceived as plagiarism should be avoided.

In order to accomplish an ethical formal writing, writers must consider many factors including the accurate reporting, ethics, and the community of reading. Surely, ethics and accuracy will make the reader certain of the author's ownership of the work. Similarly, Kolin (2002) asserts that "Ethical writing is clear, accurate, fair, and honest" (qtd. in ibid., p. 02). Hence, an ethical writer is supposed to be honest, decent, trustworthy, and authentic. In addition to that, original works should be provided with accreditation of the original source, and this makes the reader convinced with the writer's ethical behaviour and practices as well.

Due to the fact that writing is confined to human being, like many other human activities, this cannot be accomplished without errors. Some of these errors can be unintentional like ignoring evidence to support the idea, claiming originality of something that has already been introduced by someone else, or heavy borrowing from the same source (Roig, 2006, Onwuegbuzie, 2017; Corder, 1967; & Keshavraz, 1999). It must be mentioned that these errors break the writing task, mislead the reader, and discredit the scientific research and academic writing.

The above-mentioned errors, be it unintentional or intentional, may lead to plagiarism. This latter is considered as one of the most serious issues that destroy the authenticity of writers and confidence of their readers. In practical terms, plagiarism refers to the act of using other writers' words and ideas without accreditation and mention of the real source. Simply, it is stealing someone else ideas. In the same vein, Shahabuddin (2009) states "plagiarism is a misconduct considered to be unethical and immoral regardless of who commits it" (p.353). Moreover, plagiarism has two major types: plagiarism of ideas and plagiarism of text. The former denotes explanation of idea, concept, theory, and hypothesis with few modifications without accreditation. While the latter represents copying the whole part of text from a specific source without giving accredit to the original writer (Bahadori et al., 2012; Shahabuddin, 2009; Roig, 2006).

DISCUSSION

Ethics are considered as an integral part of academic writing. in order to be an academic writer, one must ethically generate writing and avoid any act that mislead the reader and misconduct the scientific research. Accordingly, following writing principal guidelines would facilitate the writing task

As mentioned earlier, Algerian EFL students are provided with CWE course that prepare them to be academic writers and ethical researchers as well. This course is designed for undergraduate students where they will be

introduced to critical thinking; at the same time, it allows them to improve their academic writing skills. Initially, they will contextualize various aspects about formal writing; then, they start learning how to write in foreign language 'English'. At that level, they start with writing a paragraph, then a short essay; after that, they can produce long essays, and this permits them to write assignments that may take pages.

The course is very important in students' academic journey, it allows them to differentiate between different writing types and set principles for the formal writing which is commonly used in scientific research. Thus, this course can be seen as the backbone of formal academic writing, but it must be highlighted that it is designed for the first two years, i.e., L1 and L2. When attaining advanced levels, the course will be replaced with research methodology. This latter prepares them to be future researchers at the same time it introduces the notion of ethics in formal scientific writing. From this part, they start linking what has been studied in CWE and use it to be effective academic writers.

The scientific production within Algerian educational system starts at the master's degree and PhD as well. Thus, the CWE course and research methodology should equip students with the necessary principles that help them to go forward in their research journey. The writing, at this level, is very challenging as they are required to write dissertations. Thus, they will observe, hypothesis, review the literature, make the theory, and report what has been found. Therefore, they should be authentic and avoid any error that may ruin their scientific production. Besides, specific aims should be attained like writing in a formal way and highly considering ethics when doing so. Thus, principal Guidelines that ensure research quality are introduced within the course

Consequently, by the end of the course students realize the importance of writing and fully understand that ethical writers must acknowledge other contributions and sources. The original quotation should manifest with quotation marks in order to avoid text plagiarism. Besides, all the sources should be accredited including paraphrasing, summarizing, or quotations. This, indeed, reduces the plagiarism of ideas, i.e., reporting someone else ideas using the writer's words should be accredited. Students must develop note taking, summarizing, and paraphrasing skills to overcome plagiarism, they are also required to have a full understanding before using their own words.

It must be mentioned that this course improves students' ethical behaviours and practices. Thus, by the end of this course students should be able to focus on formality (clear system of conventions is represented), consistency, deduction and abstraction, objectivity, meticulousness, and great organization. Consequently, they develop analysis skill through reviewing literature about the studied topic and then contextualize arguments along with the current knowledge of the discipline. In simple words, they learn how to synthesize, summarize, analyse, quote, source, and evaluate others' work. Moreover, other practices will be developed like defining, explaining, and illustrating concepts.

When realizing the scientific research, students should be able to describe, report processes, classify, codify, compare, and differentiate aspects. They must argue providing examples, displaying knowledge and explaining, acknowledging limitations and putting recommendations, expressing appreciation and making contradiction. Tightly linking sentences and connecting paragraphs.

CONCLUSION

Being an ethical writer is not an easy task, when writing academically writers as asked to show precision, clearness, and objective reports. They must write in a way that reflects their ethics authenticity and reliability at the same time they should avoid errors that mislead readers. In doing so, writer build a string relationship with the reading community based on accuracy and credibility.

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CHALLENGES FACED BY AN EFL INSTRUCTOR INSIDE A UNIVERSITY CLASSROOM-AN OBSERVATIONAL STUDY

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ABSTRACT

This article aims at exploring some challenges faced by EFL teachers while they are teaching English inside a University classroom in Arabic Speaking countries. These challenges are diverse and require a comprehensive set of strategies to enhance learning ability among the students. The purpose of this article is to highlight some issues faced by almost all EFL instructors and pose some solutions regarding each issue. First of all, some challenges are mentioned, and then the role of the teacher along with the solutions is discussed. Finally, it is suggested that the teacher's role is vital, and the diagnosing authority is the instructor only. The treatment of the problem also lies in the hands of the instructor. The instructor only needs to realize his/her role. This is observational research and the researchers have highlighted the issues based on their classroom observations. This article signifies that without addressing the problems and challenges faced by the instructors the teaching will be just a stressful affair not achieving any objectives. This article also encourages EFL teachers to stand firm in front of classroom challenges and act like a savior in managing and getting rid of these challenges.

Keywords: Challenges, EFL teaching, issues, role of EFL teachers

INTRODUCTION

The role of an EFL instructor becomes very crucial when the learners are diverse, having a variety of background knowledge, and pose complex behaviors towards a foreign language. The major challenge after entering an English Language classroom immediately noticed by the teacher, perceives a sense of detachment towards a foreign language. The instructor sometimes notices that the learners bear a hostile attitude towards the course contents. This type of attitude needs a careful attention. If there are certain students who are just from a different cultural background, they feel totally alien in an EFL classroom. So, the first challenge is related to the behaviors of the students. Secondly, their cultural boundaries don't allow them to feel comfortable in learning a language that is foreign to them. This thing further hinders the interest and motivation of the learners. An unmotivated classroom is just a bulk of hanging information, which is not immersed by the learners. Another mainstream challenge is curriculum related. If the curriculum contents are not formulated according to the aptitude and interest of the learners, the above factors start to appear. Absence of a relevant and comprehensive curriculum ultimately leads to poor learning outcomes. The instructor is left surprised as in spite of utter hard work and excellent teaching methodologies, the results appear totally baffling. These challenges need to be addressed inside and outside the classroom. Only instructor can't solve these issues, the administration of the University also needs to play an active role as far as the equipment and prescribed curriculum is concerned. Fragmentation of various language learning skills create problem in teaching. Many students believe that a language can better be learning as a number of assorted or disconnected skills. Whereas language learning is, ephemeral and it should be learning as a whole. This discreet approach of learning decreases the competency and the fluency of the learners. Another crisis is the insistence on rote learning, students' prime emphasis is to learn blindly and get highest grades. Their performance level reduces if the assessments involve any critical thinking or problem-solving questions. There is lack of significance on developing skills. Last but not least, exposure to English hinders learning and teaching, the students encounter the language only in the classroom. The teachers must involve students in some interactive activity or discussion. They must use English while interacting with friends and read newspaper or story books in English.

It is a well-accepted fact that a language instructor encounters with several problems while teaching EFL learners in Arab countries. Being an English language teacher, the researchers observed and experienced

variegated issues in the classroom. Based on their classroom observation the researchers highlighted some very common challenges in teaching EFL learners.

LITERATURE REVIEW

The researchers have explored the challenges faced by the EFL learners since the language classrooms have become the center of focus for attaining required learning outcomes. The challenges and the opinions of the researchers are discussed under the following headings:

Behavioral Challenge:

First of all, the behavior of the students towards a foreign language is very much noticeable. They are rude with the instructors as well as their peers. The reason is obvious, they don't understand a foreign language and they lack prerequisites of the course. The role of teacher here is to create a deeper understanding of a foreign language among the students. Aydin (1998) said: student's misbehaviors are the ones that hamper teaching and learning activities in class and influence it negatively.

Lack of Motivation:

If indifferent and detached behaviors towards the course continue, the motivation vanishes, the learners are only physically sitting in the classroom but mentally they are in some other world, thinking other things. Again, the motivating strategies come to rescue the instructors and they should employ recreational and interesting activities to make a language classroom lively and enjoyable.

By selecting materials and activities relevant to students' interests and needs, teachers can go a long way in shaping students' attitude towards L2 learning (Nicholson, 2013).

Diversity in culture:

In most universities, the learners are from various cultural backgrounds. They, upon gathering in an EFL classroom, behave differently, respond differently and learn differently. They have been exposed to different curriculum and set of instructions, so they are at a loss inside an EFL classroom. The instructors as well as the curriculum play an important role here to facilitate diverse learners.

Burnett (1999) further emphasizes the role of the teacher in this context**:** The good teachers of the culturally diverse students understand the differences of individuals and culture effectively and try to judge these differences in a positive way.

Curriculum related challenges:

What is the benefit of a curriculum if it doesn't meet the needs of a certain learning group and fails to gain the effective learning outcomes? The instructors as well as the department should understand the learning outcomes of a certain level of the students and modify the curriculum according to their aptitude and prerequisites. For years, I have convinced the teachers to improve and modify their curriculum and it's not difficult to do. (Linton, 2018)

Role of the Instructor:

How can an instructor brace these challenges and endeavor to find the solutions for a better learning environment and make his/her teaching productive? There have been many suggestions and plans outlined by the researchers in the past. The best way is to choose a balanced approach based on the eclectic methods to address the challenges effectively, inside an EFL classroom.

Following are some solutions which an instructor can adopt to make the teaching experience productive and stress free.

Solutions based on the above challenges:

Addressing the Individual Culture:

The instructors should respect every individual student's ethnicity and culture and devise classroom activities and assessments keeping in view their culture and academic background.

If a teacher provides these students confidence and treats them equally, they may prove themselves the best communicators inside and outside class. (Jabeen. 2019).

The teachers need to spread a sense of respect for individual cultures, as no one is inferior to others on the basis of culture and mother tongue. The best way is to provide equal opportunities to all the students, to stay aware of their needs, to be just in the assessments, to do fair analysis of the individual opinions and provide impartial feedback on the assessment tasks.

The teacher should encourage the students to speak freely and discuss their culture, ethnicity, and traditions with the teacher as well as the fellow students, to make others aware of their culture. (Friswell, Lowett, Reed, Turner, & Ponder, 2013).

Addressing the intrinsic behaviors effectively:

The complex attitudes of the learners towards a foreign language are often seen in an EFL classroom. The teacher should have patience to find out the reason of such attitudes and plan certain strategies to boost the confidence and interest of the learners. There are many reasons behind the incongruous behaviors of the learners. The individual personality issues based on psychological behaviors are also there. Another major reason is the unfamiliarity and incompetence towards a foreign language.

There may be personal or family problems, health problems adjustment issues, and academic difficulties, etc. In every campus the supportive services are available, and such students can be referred to the appropriate committees to solve these issues. (Jabeen.et al 2020, p.138)

Incorporating Eclectic Approach in Teaching:

Eclectic Approach is formulated by blending different teaching methods according to the needs of the students in a classroom. It is the instructor who decides to be a moderator and devises an Eclectic Approach. By implementing the Eclectic Method, a teacher becomes aware of which approach or Method is ideal for the learners and chooses the instrumental ones to benefit the learners. (Sarifa, 2020, p.108)

Adopting Humor and other stress relieving techniques in Teaching:

The instructor's role requires creativity and patience. There are certain strategies that help the instructors to overcome the challenges and unpleasant situations inside an EFL classroom. These strategies really help the instructor; just stay vigilant that at what stage which strategy will work. If planned properly, the class environment will be smooth and learning process will be active and effective. One of the techniques is the use of light humor along with introducing difficult topics.

Humor also works as a tool to establish professional relationships with students. It breaks the ice and reduces fear and tension. (Sultana, et al. 2019).

CONCLUSION

It is need of the hour that EFL teachers realize their role and follows certain strategies inside and outside the classroom to make their teaching effective and increase the learning output. For this purpose, they should consider a set of techniques, which fulfill the learning needs of the students. The role of the teacher is complex when he/she has to address the variegated challenges from the learner's domain. These challenges are diverse and the plan to overcome these challenges should be comprehensive also. The best thing is to remain vigilant and keep a record of the challenges encountered at different stages of EFL teach

Secondly, their cultural boundaries don't allow them to feel comfortable in learning a language that is foreign to them. This thing further hinders the interest and motivation of the learners. An unmotivated classroom is just a bulk of hanging information, which is not immersed by the learners. Another mainstream challenge is curriculum related. If the curriculum contents are not formulated according to the aptitude and interest of the learners, the above factors start to appear. Absence of a relevant and comprehensive curriculum ultimately leads to poor learning outcomes.

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USE OF LANGUAGE CORPORA IN ACADEMIC WRITING

Nino Guliashvili

ABSTRACT

Academic Writing requires specific language use, which constitutes a challenging task especially for non-native speakers of English. Constructing and organizing communicable ideas through texts, reporting, and evaluating credible sources, applying the "hedging" strategies, etc., is based on the appropriacy and relevance of the language choices. Language corpora can provide the examples of naturally occurring language which could serve a twofold function: 1. Language acquisition and 2. Incorporation of relevant lingual units in the process of a writing skill development. Corpus linguistics has a potential to revolutionize the attitudes towards language acquisition in the 21st century. The advancement of the computational and corpus linguistic applications in the modern research overtly dictate the trends, which could maximize the perception of *authentic language* across a variety of genres and registers. A language learner becomes a potential researcher scrutinizing the uses of lingual units in the target discourse by unraveling the complexities of meaning making through a variety of contextual collocates that are represented in the concordance lists. The present paper focuses on the application of English Corpora (Corpus of Contemporary American English and British National Corpus) (https://www.english-corpora.org/) to investigate the opportunities of English Language acquisition and Academic Writing Development through the authentic material. Therefore, it is an endeavor to show that corpus linguistics has an inherent capacity, which has been accumulated for several decades, to manifest how it may contribute to a learner-focused enhancement of language acquisition in relation to Academic English and Academic Writing in particular.

Keywords: Academic Writing, Corpus Linguistics, English Language Acquisition, Language corpora

INTRODUCTION

In the recent decades, corpus approaches to scrutinizing how language behaves in real discourses has promoted new challenges in the process of language acquisition. Authenticity of language data seems to enable students to discover rules that govern dynamic, transformation and formation of lingual units. Moreover, it is becoming an irrevocable endeavor to examine naturally occurring English language with the use of corpora and to identify emerging lexical or grammatical patterns. To this end, teachers can cater for the academic needs of the students in terms of providing hands-on activities based on the corpora, and the attempts to answer the queries regarding the language use, could enhance student-centeredness, independence and autonomy of a learner in the process of academic writing development.

Learners and teaching objectives define the choice of corpora. Therefore, for university students the preferable online corpora would be English Corpora which was created by Mark Davis, the professor at Brigham Young University (https://www.english-corpora.org/). This corpus encompasses a variety of subcorpora and genres (spoken, fiction, magazine, newspaper and academic): Corpus of Contemporary American English (COCA), Corpus of Historical American English (COHA), Coronavirus Corpus, Wikipedia Corpus, Global Web-Based English (GloWbE), iWeb: The Intelligent Web-based Corpus, News on the Web (NOW), British National Corpus (BNC) , TIME Magazine Corpus and many more.

All the corpora mentioned above represent the data which could be used for investigating different aspects of English language referred to as "data-driven learning" advocated by Johns (1991) and McEnery and Wilson (1997). By searching, for example, synonyms and collocates students can diversify and compare the use of lexical units, identify the widespread grammatical patterns, etc. One of the benefits of using corpora in the auditorium is the versatility of its usage ranging from investigating patterns of lexis, grammar, semantics, pragmatics to textual features (Sinclair 1991; McEnery and Wilson, 1996; Biber et al., 1998; Kennedy, 1998; Hunston, 2002; Stubbs, 2004). The basic principles of corpus-based language scrutiny are as follows (Gas, Behney, and Plonsky 2013; Ma et al. 2021): 1) Testing students' knowledge (detect lingual errors), 2) Corpus-driven searches of the lingual units in focus, 3) Students' inductive – discovery - based summary of the language use, 4) Pragmatic applications of the target language, e.g., in academic writing.

'Data-driven learning' (DDL) as an alternative and challenging way to language pedagogy emerged in the mid-1980s which focused on 'the use of …computer generated concordances to get students to explore the

regularities of patterning in the target language, and the development of activities and exercises based on concordance output' (Johns and King, 1991, iii). Johns (1994, p. 297) further contends that the characteristic feature of DDL is 'to *cut out the middleman* as far as possible and to give direct access to the data so that the learner can take part in building up his or her own profiles of meaning and uses'. What is more, data-driven approaches stimulate inductive learning strategies – that is the scientific attitude towards generating and testing hypothesis (ibid.) and by extension, the language learners become active researchers (Gavioli, 2001) observing, analyzing, interpreting, and representing the dominant language patterns. All these rely on word frequency lists, KWIC- keyword in context concordances, collocates etc.

The aim of the present paper is to promote the corpus data-driven approaches to English language enhancement as well as advocating its inclusion in the actual process of Academic Writing Skill development.

METHOD

The method of the present research is based on the investigation of the lingual units in the online corpus of English Language https://www.english-corpora.org/. To scrutinize the meaningful frequencies of the tokens which are supposed to be pertinent to academic English and are therefore used in the process of writing; the lingual units are compared across genres to reveal the most relevant choices that could be used in academic writing. The results are represented as the concordance lists in relation to vocabulary, collocations, prepositions, phrasal verbs vs single-word verbs.

Corpora for Vocabulary Studies

Vocabulary is the most essential linguistic-organizational construct that is aligned with corpus/data driven research or language scrutiny. That is to state that the aspects of language use and variation represent the relevant substrate for a language learner as well as a researcher.

Polysemy of Words is a linguistic phenomenon that could be well explained by means of corpus data. An individual word may hold several meanings (Carter, 2004, p.14), and the more frequently the word circulates in the discourses, the more meanings it may incorporate (MacCarthy et al., 2010, p.17). Both postulates apply to using corpora as a powerful tool for excavating the meanings of lingual units, as corpora are the collections that manifest natural language occurring in real-life situations.

The verbs could be opted for analyzing polysemy as they come across as "arguably most important lexical and syntactic category of a language […] providing the relational and semantic framework for [the] sentence (Fellbaum, 1990, p. 278). Fellbaum contends that verbs represent the most complex lexical-grammatical category, as speakers may hold a variety of syntactic and semantic information in their mental lexicons regarding this particular part of speech. Pickering and Frisson develop the same idea claiming that "in English, verbs are psychologically more complex and therefore more difficult to process than nouns (2001, p. 557). Verbs appear to be more flexible and versatile in terms of interpretations and therefore, are more central and valuable to the semantic cohesiveness of a particular sentence (Pickering and Frisson 2001, p. 557). As it seems, nouns are more stable regarding different meanings, no matter which verbs they collocate with, whereas verbs could be affected by co-occurring nouns. Thereby, using the authentic language corpora is the key to analyzing the polysemy of lingual units for the reasons listed below:

- Corpora is rich in authentic language representations – many examples of real language use make the corpus-driven research appealing.
- Corpora propose naturally occurring language data as opposed to experiment-induced examples which may include some biases.
- Corpora provide co-occurred data of many different kinds.
- Corpora allow us to conduct bottom-up identification of the different uses of lingual units.

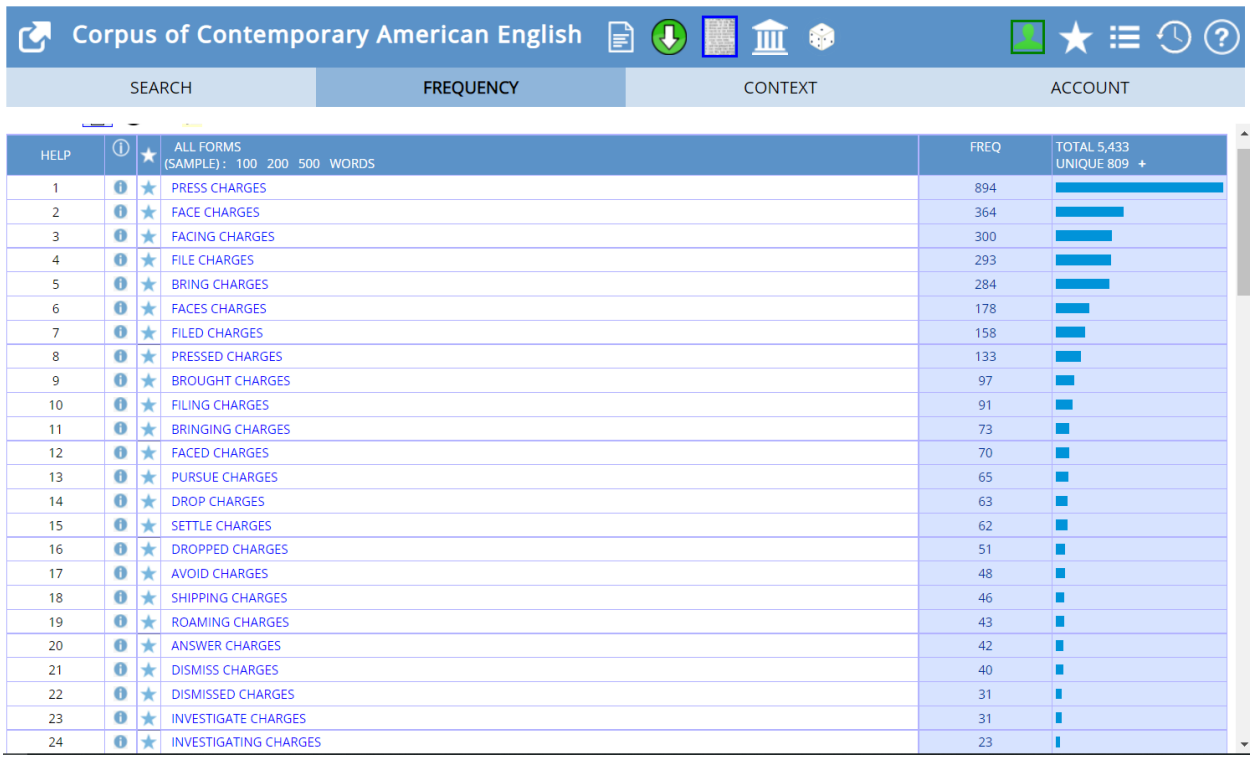
(Gries and Divjak 2009, 60).

Collocations

In an academic context students may use or need certain collocations which need to be investigated in the large corpora to check against the authentic occurrences. To demonstrate this the following word '*charges*' could be searched in COCA (genre – academic) to identify the verbs that collocate with the target lexical item ('Verb' must be opted for in a dropdown menu of POS, 'part of speech' menu). Which is more common "*to press charges*" or "*bring charges*" against someone? The search produces the output (Figure 1), which shows

that the most frequently used verbs with "*charges*" are ***press, face, file, bring, investigate, answer, dismiss, avoid,*** etc. The frequency of the collocations also shows that "press charges" is used more than "bring charges".

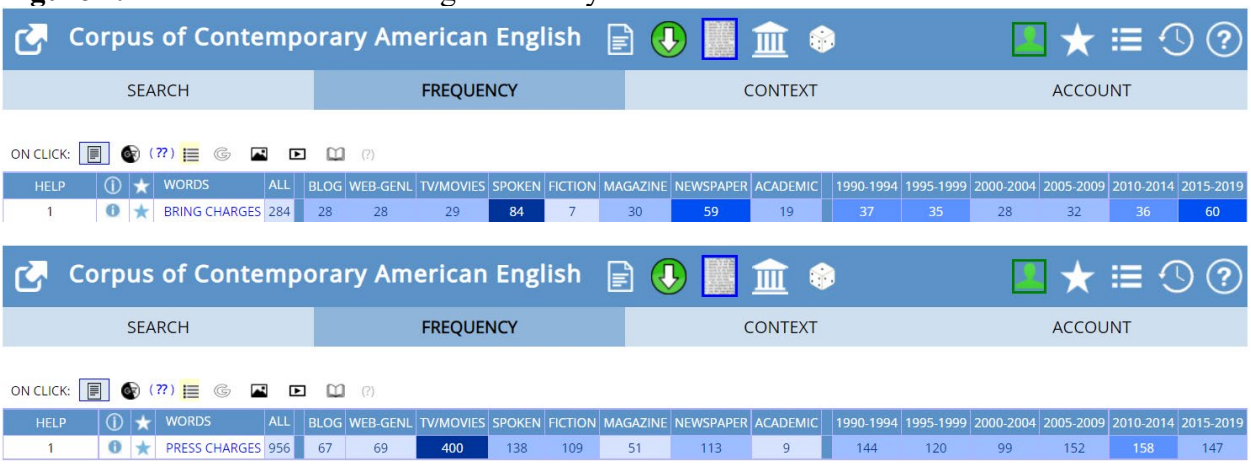
Figure 1. Frequently occurring verbs before the word c*harges*



HELP		ALL FORMS (SAMPLE): 100 200 500 WORDS	FREQ	TOTAL 5,433 UNIQUE 809 +
1		PRESS CHARGES	894	
2		FACE CHARGES	364	
3		FACING CHARGES	300	
4		FILE CHARGES	293	
5		BRING CHARGES	284	
6		FACES CHARGES	178	
7		FILED CHARGES	158	
8		PRESSED CHARGES	133	
9		BROUGHT CHARGES	97	
10		FILING CHARGES	91	
11		BRINGING CHARGES	73	
12		FACED CHARGES	70	
13		PURSUE CHARGES	65	
14		DROP CHARGES	63	
15		SETTLE CHARGES	62	
16		DROPPED CHARGES	51	
17		AVOID CHARGES	48	
18		SHIPPING CHARGES	46	
19		ROAMING CHARGES	43	
20		ANSWER CHARGES	42	
21		DISMISS CHARGES	40	
22		DISMISSED CHARGES	31	
23		INVESTIGATE CHARGES	31	
24		INVESTIGATING CHARGES	23	

According to Figure 2, the collocation "*press charges*" is primarily used in TV/Movies, while "*bring charges*" is associated with Spoken genre. As for an academic preference "*bring charges*" is used in an acadmic context more than the other collocation.

Figure 2. The collocations across genres and years



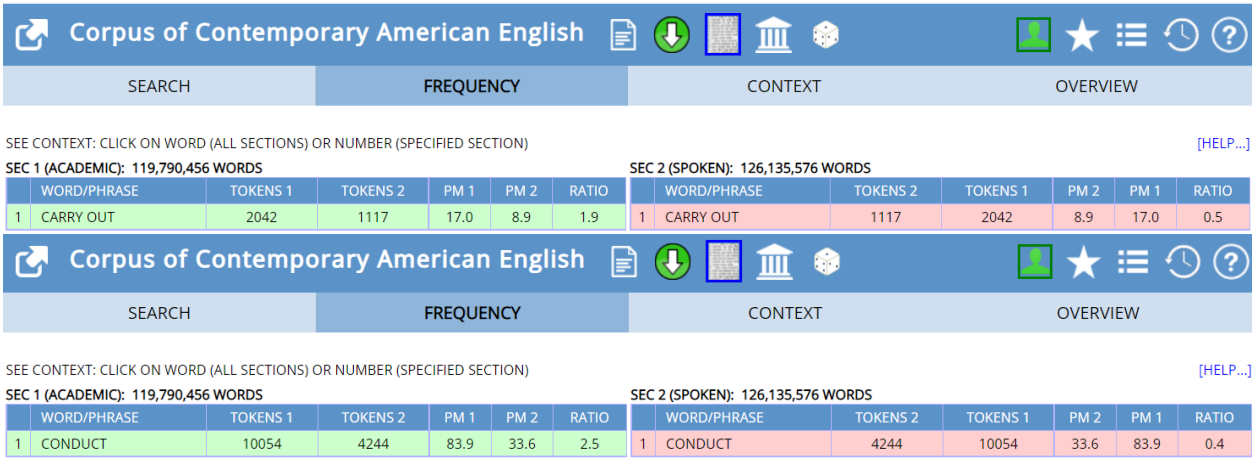
HELP		WORDS	ALL	BLOG	WEB-GENL	TV/MOVIES	SPOKEN	FICTION	MAGAZINE	NEWSPAPER	ACADEMIC	1990-1994	1995-1999	2000-2004	2005-2009	2010-2014	2015-2019
1		BRING CHARGES	284	28	28	29	84	7	30	59	19	37	35	28	32	36	60

HELP		WORDS	ALL	BLOG	WEB-GENL	TV/MOVIES	SPOKEN	FICTION	MAGAZINE	NEWSPAPER	ACADEMIC	1990-1994	1995-1999	2000-2004	2005-2009	2010-2014	2015-2019
1		PRESS CHARGES	956	67	69	400	138	109	51	113	9	144	120	99	152	158	147

Phrasal Verbs vs. Single-word Verbs

Phrasal verbs are an important feature of Spoken English. It is interesting to compare the use of phrasal verbs and their one-word equivalents in American and British spoken and written modes of discourse representation. Siyanova and Schmitt (2007) investigated the above-mentioned in the two English corpora: CANCODE /spoken (the Cambridge and Nottingham Corpus of Discourse in English) and BNC/ written data (the British National Corpus). The comparison of 26 phrasal verbs and their single-word equivalents showed that the single words were more frequently used both in the spoken and written language. As an example, the following phrasal verb "*carry out*" can be investigated in relation with its single-word equivalent "*conduct*".

Figure 3. The use of *conduct* vs. *carry out.*

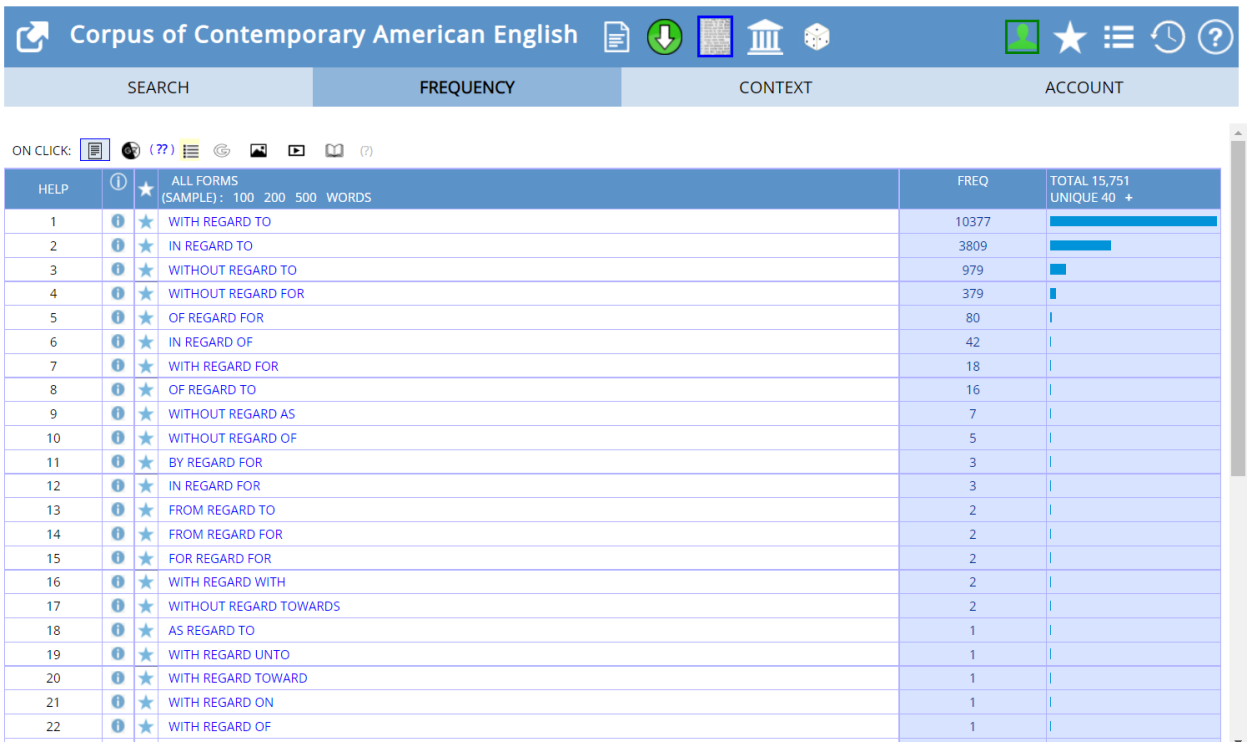


It could be contended that both lingual units are used more often in academic English than in the Spoken. Nevertheless, the frequency of "*conduct*" in an academic discourse is five times as much as the frequency of the phrasal verb.

Prepositions

The use of prepositions in an academic context is essential. Therefore, data-driven investigation can yield practical applications. As an example, the following lexical unit could be put under investigation – "*regard*". Figure 4 is an output showing that most frequently occurring prepositions are "*with regard to*", "*in regard to*".

Figure 4. Prepositions with the word "*regard*"



Nonetheless, in an academic context the most widespread phrase is supposed to be "*with regard to*", which certainly dictates the choice of the lingual units (Figure 5).

Figure 5. The use of "PREP + *regard* + PREP" in an academic context.

Corpus of Contemporary American English

SEARCH | FREQUENCY | CONTEXT | ACCOUNT

ON CLICK:

HELP	WORDS	ALL	BLOG	WEB-GENL	TV/MOVIES	SPOKEN	FICTION	MAGAZINE	NEWSPAPER	ACADEMIC	1990-1994	1995-1999	2000-2004	2005-2009	2010-2014	2015-2019
1	WITH REGARD TO	4491								4491	704	734	812	854	646	741
2	IN REGARD TO	1429								1429	308	258	235	226	171	231
3	WITHOUT REGARD TO	259								259	58	51	35	39	18	58
4	WITHOUT REGARD FOR	112								112	26	20	21	11	19	15
5	OF REGARD FOR	12								12	2	1		6	3	
6	WITH REGARD FOR	9								9	2		1		5	1
7	IN REGARD OF	6								6		1		1	2	2
8	FROM REGARD FOR	2								2			1			1
9	FOR REGARD FOR	2								2		1			1	
10	WITH REGARD WITH	1								1				1		
11	INCLUDING REGARD FOR	1								1			1			
12	RACE-WITH REGARD TO	1								1					1	
13	OUT REGARD FOR	1								1	1					
14	IN REGARD FOR	1								1				1		
	TOTAL	6327	0	0	0	0	0	0	0	6327	1101	1066	1106	1139	866	1049

Language/ Register Variation

Language corpora can assist a learner to investigate register or regional variations in English language. The use of the language in different contexts and settings gives way to a lexical variation of lingual units. The notion of *register* is a key factor to take into consideration as it depends on the communicative situation, the level of formality, the gender and age of the language users (Gardner 2013; McCarthy et al., 2010). Modern corpora make it possible to explore a wide variety of social and professional contexts and identify how the vocabulary usage varies in relation to speakers'/writers' purposes. Figure 6 and Figure 7 represent the dispersion of nouns in Academic and Spoken COCA. Clearly, the results are different which could be the case of investigation. To this end, the contextual uses are supposed to be manually investigated. (e.g., as we can see the words "*people*" and "*time*" are used more frequently in Spoken than in Academic English.

Figure 6. A list of the most frequent nouns in Academic COCA

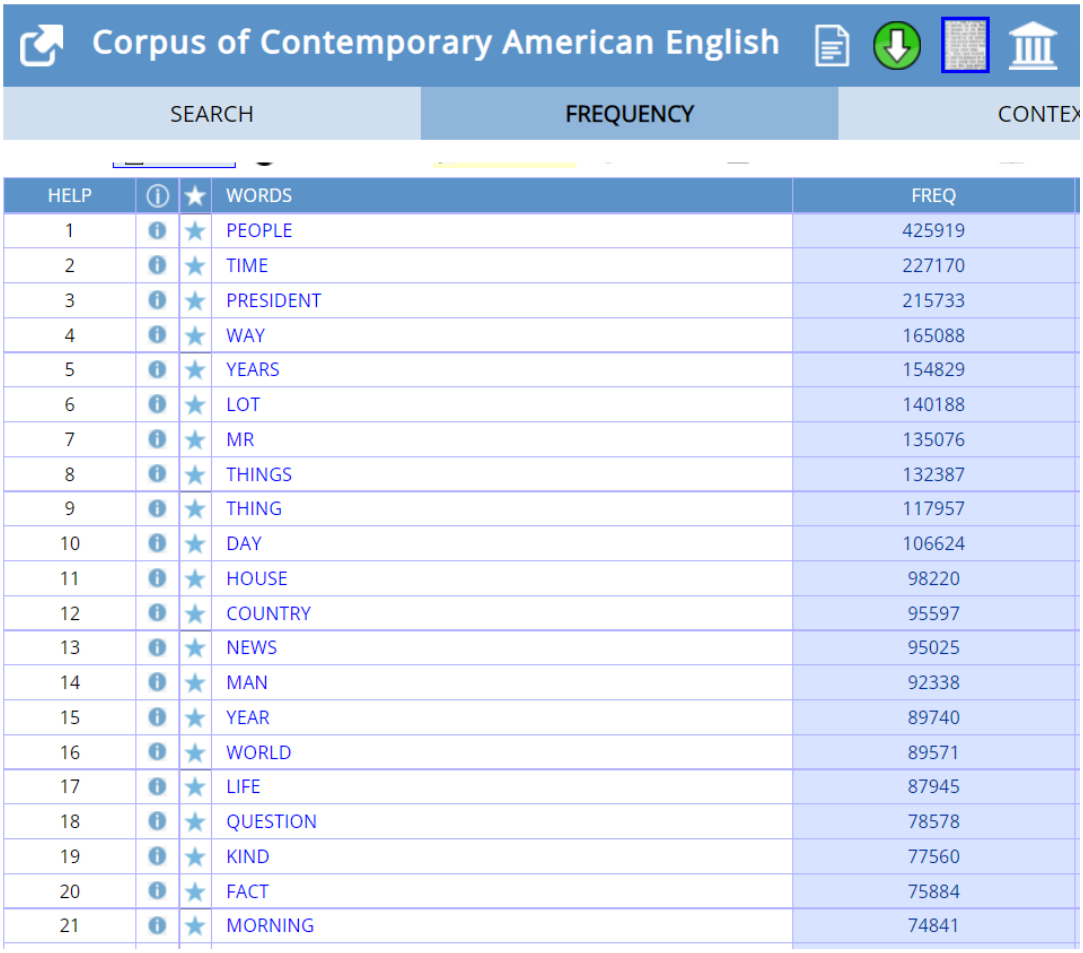
Corpus of Contemporary American English

SEARCH | FREQUENCY | CONTEX

ON CLICK: CONTEXT | TRANSLATE (??) | ENTIRE PAGE | GOOGLE | IMAGE | PRON/VIDEO | BOOK

HELP	WORDS	FREQ
1	STUDENTS	227779
2	TIME	145744
3	STUDY	126981
4	SCHOOL	123375
5	RESEARCH	114523
6	EDUCATION	114294
7	PEOPLE	107894
8	CHILDREN	101764
9	YEARS	97702
10	DATA	94686
11	WORLD	91623
12	STATE	90966
13	GROUP	85281
14	HEALTH	81451
15	WORK	79407
16	USE	79166
17	INFORMATION	78616
18	TEACHERS	77597
19	WOMEN	76708
20	SYSTEM	75763
21	DEVELOPMENT	75670

Figure 7. A list of the most frequent nouns in Spoken COCA



HELP	WORDS	FREQ
1	PEOPLE	425919
2	TIME	227170
3	PRESIDENT	215733
4	WAY	165088
5	YEARS	154829
6	LOT	140188
7	MR	135076
8	THINGS	132387
9	THING	117957
10	DAY	106624
11	HOUSE	98220
12	COUNTRY	95597
13	NEWS	95025
14	MAN	92338
15	YEAR	89740
16	WORLD	89571
17	LIFE	87945
18	QUESTION	78578
19	KIND	77560
20	FACT	75884
21	MORNING	74841

As for the regional variation of English vocabulary, the use of the following verbs could be considered: "*trigger*" and "*cause*". Corpus of Global Web-Based English (GloWbE) https://www.english-corpora.org/glowbe/ shows that the preference is given to the verb "*cause*" rather than "*trigger*", and moreover, "*cause*" is used more frequently in American English than in British or Canadian English.

WORDS	ALL	US	CA	GB
TRIGGER	26987	6391	2432	5592

WORDS	ALL	US	CA	GB
CAUSE	336831	72090	23892	60812

CONCLUSION

Corpus approaches propose a pragmatic view of English language enhancement from the learners' perspective. More precisely, it grants the learner with an opportunity to scrutinize the variation and the frequency of the lexical units as well as looking at the systematic verbal choices in the authentic discourses. This attitude lines up with the logical and realistic study and applications of a language. Therefore, its inclusion in the process of students' exposure to foreign language/s in a variety of contexts would bring beneficial outcomes especially in the discourse production with regard to academic writing

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PROMOTING ACADEMIC WRITING SKILLS OF EFL LEARNERS THROUGH H5P

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ABSTRACT

One of the most fundamental functions of a language is to convey ideas, and writing is a crucial way to articulate one's ideas. Therefore, writing instruction has been subject to numerous research studies in the field of foreign language teaching. Research studies addressing the question of how to improve writing skills of students learning English as a foreign language (EFL) have provided various suggestions such as integrating reading exercises into writing courses, implementing computer-based activities, providing feedback through various means such as videos or emails, and promoting collaboration between peers. The advances in technology have led to the production of digital tools that can be used for language teaching/learning purposes. H5P (HTML5 Package) is one of such tools designed on the basis of online social constructivism. H5P is an open-source framework, and it involves the design of interactive learning content such as mini discussions, demonstrations, open-ended questions, documentation tool, creating essays, dragging words, and sorting paragraphs etc. Therefore, the content types found in H5P can be used for promoting academic writing skills of EFL students. The current paper will present a research study conducted to explore EFL learners' affective reactions to the use of H5P content in academic writing courses. It will focus on the ways H5P can be used for improving academic writing skills of EFL students on the basis of online social constructivism.

Keywords: academic writing skills, H5P, digital writing, online social constructivism.

INTRODUCTION

Academic writing is one of the most important skills to be acquired by the learners of English as a Foreign Language (EFL) in order to be successful academically. Academic writing can be defined as "a specific type of writing used in academic goals by students and starting scholars who are in the process of developing their own style of science writing" (Chuikova, 2015, p. 974). Therefore, academic writing is of important roles for students in meeting the academic requirements of colleges or universities, such as writing papers, research reports, essays or theses (Aunurrahman, Hamied, & Emilia, 2017; Ariyanti, 2016; Sağlamel & Kayaoğlu, 2015).

In order to enable students to develop capacities for achieving tasks such as reading academic texts, and writing essays, research reports or preparing assignments involving the use of academic language, courses like English for Academic Purposes (EAP) and English for Specific Purposes (ESP) are offered. In these courses, students are required to achieve some academic tasks such as reading and writing in certain types of academic genres and becoming familiar with discourse norms (Bruce, 2006). Therefore, the students need to develop their discourse competence in order to be able to read and write academic texts (Januin & Stephen, 2015).

As there exist differences between the ways how academic texts are composed in students' native language (L1) and how they are produced in the target language (L2), it is often considered to be challenging to develop discourse competence for EFL students (Bruce, 2008). Besides being confronted with the fact that academic discourse involves some specific rules in terms of the language used and text organization even in their native language, EFL students have to deal with developing their discourse competence in their L2, as well.

Development of discourse competence is at the core of developing academic writing skills of language learners. In order to have a broader view of academic writing, the concept of discourse competence needs to be touched upon briefly. Basically, discourse competence is closely related to communicative competence proposed by Hymes (1972). According to Hymes, communicative competence involves possessing knowledge of language and using that knowledge appropriately in context (1972).

Based on the view of communicative competence, Canale & Swain (1980) proposed a framework of communicative competence consisting of three components: "grammatical competence, sociolinguistic competence, strategic competence" Canale (1983, p.23). Within this framework, Canale (1983, p.9) proposes that sociolinguistic competence involves discourse competence, which is defined as "mastery of combining grammatical forms and meanings to achieve a unified spoken or written text in different genres."

As discourse competence is crucial in developing academic writing capacity of students, it has been conceptualized by many scholars. In relation to discourse competence, Bhatia (2004) presents the term discursive competence. According to Bhatia (2004), discursive competence consists of three levels:

Textual competence (the ability to master the linguistic code and textual, contextual and pragmatic knowledge to construct and interpret contextually appropriate texts.

Generic competence (the ability to respond to recurrent and rhetorical situations by constructing, interpreting, using and often exploiting generic conventions embedded in specific disciplinary cultures and practices to achieve professional ends.

Social competence (the ability to use language more widely to participate effectively in a variety of social and institutional contexts to give expression to one's social identity, in the context of constraining social structures and processes) (Bhatia, 2004, p. 144).

It can be understood from Bhatia's (2004) point of view that textual competence level emphasizes linguistic accuracy; generic competence level refers to academic skills such as "using academic conventions, quoting and paraphrasing, summarizing, planning, drafting and editing, improving text organization." Therefore, a student with adequate textual competence level cannot be said to be proficient enough in academic writing as discursive competence consists of multiple levels (Tso & Ho, 2017, p.3).

Discourse competence is characterized by not only knowledge of linguistic competence but also using that "linguistic knowledge within contextual, social and cultural contexts" (Januin & Stephen, 2015). Therefore, it can be concluded that the process of academic writing is a complex one in which students need to improve themselves in terms of their knowledge of language, use of academic writing conventions and also appropriate use language in certain social contexts. As a result, it is often put forward that students are faced with challenges in academic writing regarding various capabilities such as producing ideas, paraphrasing, organizing the texts, writing with an academic style, referencing, and giving citations are just a few of them (Bian & Wang, 2016).

In order to help the students to cope with the challenges of academic writing and improve their academic writing skills, a variety of methods and techniques have been proposed, applied and researched, such as integrating reading activities in academic writing courses (Carson & Leki, 1993; Grabe & Kaplan, 1996; Grabe, 2003), using computer-mediated writing (Warschauer, 2007), and writing through web-based word processing (Kessler, Bikowski & Boggs et al., 2012). Through the advances in technology, new technological tools which can be used for teaching and learning a foreign language are produced. The facilities provided by those tools can also be applied in specific domains of language teaching. One of such tools is H5P (HTML 5 Package). In the following section, basic features of H5P and how it can be integrated into writing courses will be outlined.

H5P (HTML 5 Package) for academic writing development

H5P plug-in is an open-source framework which was released in 2013. It can be preferred for designing interactive learning content (UNSW, 2022). It is defined as "an innovative, free, practical, and easy- to-use tech software that English teachers and students can use when engaged in the teaching and learning English" (Sartor, 2018). It is integrated into some systems such as MOOC, Moodle or WordPress (H5P, 2022).

There are many content types on the H5P plug-in and H5P users can design activities via those content types following the tutorials provided (H5P, 2022). The content types provided by H5P can be classified under the following 8 titles as suggested by Monash University, Faculty of Arts (2022):

1. Text based content types
1.1. Fill the blanks: creating a task with missing words in a text
1.2. Drag the word: creating text-based drag and drop tasks
1.3. Mark the words: creating a task where users highlight words
1.4. Essay: creating Essay with instant feedback
2. Question based content types
2.1. True-false question: creating True/False questions
2.2. Multiple choices: creating flexible multiple-choice questions
2.3. Single choice set: creating questions with one correct answer

2.4. Quiz: creating sequence of various question types
2.5. Personal quiz: creating personality quizzes
2.6. Summary: creating tasks with a list of statements.
3. Image based content types
3.1. Drag & drop creating drag & drop tasks with images
3.2. Find the hotspot: creating image hotspots for users to find
3.3. Find multiple hotspots: creating many hotspots for users to find
3.4. Image hotspot: creating an image with multiple image hotspots
3.5. Image sequencing: placing images in the correct order
3.6. Agamotto: creating a series of images and explanations
3.7. Collage: creating a collage of multiple images
3.8. Image slider: creating an image slider easily
3.9. Timeline: creating a timeline of events with multimedia
3.10. Image juxtaposition: creating interactive images
4. Game based content types
4.1. Memory game: crating the classic image pairing game
4.2. Dialog cards: creating text based tuning cards
4.3. Flashcards: creating stylish and modern flashcards
4.4. Guess the answer: create an image with a question and answer
5. Audio based content types
5.1. Audio: uploading an audio recording
5.2. Audio recorder: creating an audio recording
5.3. Speak the words: answering a question using your voice
5.4. Speak the words set: a series of questions answered by speech
6. Complex content type
6.1. Interactive video: creating videos with enriched interactions
6.2. Course presentations: creating a presentation with interactive slides
6.3. Column: column layout for H5P content
6.4. Documentation tool: creating a form wizard with export
7. Presentation content types
7.1. Iframe embedder: embedding from a URL or a set of files
7.2. Accordian: creating vertically stacked expandable items
7.3. Chart: generating bar and pie charts quickly
8. New content types
8.1. Branching scenario: creating dilemmas and self-paced learning
8.2. Virtual tour (360): creating 360 environments with interaction
8.3. Dictation: creating a dictation with instant feedback
8.4. Interactive book: (on process of building content type)

Foreign language teachers can choose among these content types and design activities based on those content types considering the characteristics and needs of their students. Within the framework of the current study, the instructor (who is the researcher, as well) preferred to use “Fill in the Blanks, Mark the Words, Drag the Words, Sort the Paragraphs, Essay” content types as they are found to be related to the academic writing skills more directly. The research study presented in this paper addressed the following research questions:

1. What are the EFL students’ affective reactions to the use of H5P tools for academic writing in an English preparatory classroom?
2. What are the EFL students’ perceptions of the use of H5P tools for academic writing in an English preparatory classroom?

METHOD

Participants

The participants of the current study consisted of 40 EFL students studying English in a preparatory class at a state university in Turkey. Their level of English proficiency was determined to be A2 on an English Proficiency Exam given at the beginning of the academic year. The study was conducted in the fall term of 2022-2023 academic year, and it lasted for four weeks.

Data collection procedures and analysis

The researcher applied participatory action research so that she could observe the classroom during the process of implementation (Cain, 2011). As semi-structured interviews can be considered to encourage the participants to give more relevant and meaningful answers related to their feelings and opinions (Adams, 2015), semi-structured interviews were conducted for qualitative research to understand students' affective reactions and perceptions. 20 randomly selected students were interviewed, and their answers were translated from their native language (Turkish) into English.

During the process of research, the researcher integrated H5P activities in academic writing courses. To illustrate the process, a writing course during the research can be described as following: Based on students' previous written texts, the instructor determined a target form (e.g., conjunctions) used often in academic texts. After providing the students with some basic information about the usage of that target form through examining some academic texts all together, the instructor opens a tool such as "drag the word" or "fill in the gaps" on H5P. The content of these tools was prepared by the instructor beforehand. Therefore, the students had an idea about how to practice a certain pattern or form through H5P platform. After the class, they were assigned to practice on similar H5P tools. H5P tools may provide an interactive learning environment, giving immediate feedback to the students' answers. Thus, the students may have a chance of having autonomy on their learning process (e.g., Gerhard, Hug, & Glahn,2004).

Another example about integrating H5P tools in writing classes was to use "essay" tool. The instructor determined an essay topic with the students. As the "essay" tool on H5P asked its users to determine some key words to be used in the essay, the instructor determined the key words and asked the students to write their essays using the "essay" tool on H5P. As they submitted their essays to the system, they were provided with immediate feedback on their essays in terms of whether they referred to the key words or not. In addition, "open questionnaire" tool was used for writing texts in order to enable students to receive immediate feedback on their use of mechanics and grammar.

As text organization is of vital role in academic writing, students were also encouraged to use "drag and leave paragraphs" tool on H5P. They were asked to put the randomly organized paragraphs or sentences into order in order to produce a well-organized text. Therefore, it may be expected that their generic competence was addressed through such tasks during the implementation process.

In order to investigate students' affective reactions and their perceptions regarding the use of H5P tools for academic writing in English, semi-interviews were conducted with 20 randomly selected students in Turkish and their answers were translated into English. The students were asked how they felt about using H5P tools for writing in English not only during the lesson but also after the lesson, and what they thought about the use of H5P tools for writing in English. Students' interviews were recorded, and they were transcribed. Their responses were coded based on the scheme presented in Brice (2005). Students' responses related to their affective reactions were coded as positive and negative while their responses regarding their thoughts were categorized as useful and useless. In order to ensure reliability of the coding process another expert from the field of English Language Teaching coded the data as well. Inter-coder reliability analysis indicated that the coding process was reliable and consistent as Kappa values were higher than 0.70 (Cohen, 1960).

FINDINGS AND DISCUSSION

Students' affective reactions to the use H5P

The data from the interviews put forward that 16 out of 20 students had positive attitudes to the use of H5P for the purposes of writing in English. They found the tasks offered by the H5P tools enjoyable, interesting and motivating. Some examples from the students' responses are as following:

The tasks on H5P platform are very enjoyable, I feel more motivated to share my opinions about the answers for the questions with my friends. (P6)
Instead of just sitting and trying to find something to write for my essay, I find the activities on H5P more engaging to work on my writing. (P8)
I enjoy the writing classes with H5P activities, and we always ask the teacher to use this tool in our classes. (P12)
Regarding the negative affective reactions, students mentioned about the problems related to the Internet connection. For example.
I feel frustrated when the screen freezes in the middle of an activity. (P5)
I get angry when the Internet is slow and when the Internet connection is cut while we are doing the tasks on H5P. (P7)
The classroom observations also support the findings from the interview data. When classroom observations are considered, it can be concluded that the use of H5P tools in writing classes motivated students to participate in the lessons and encouraged them to work on their writing more willingly. This finding is in line with the findings by Stockwell, Stockwell, Cennamo, & Jiang (2015) as they have indicated that use of H5P tools increased the motivation, engagement and interest of the students towards the courses.

Students' perceptions of the use of H5P

The data from the interviews put forward that 14 out of 20 students had positive perceptions of the use of H5P for the purposes of writing in English. They found the tasks offered by the H5P tools were useful and effective in improving their writing skills. Some examples from the students' responses are as following:
The tasks on the H5P enable me to focus on specific aspects of my writing, such as use of collocations, thus I can improve myself in terms of these aspects. (P4)
The interactive tasks on H5P help me to get feedback immediately. I like it very much. Because I can notice the gaps in my knowledge and work on them more consciously. (P5)
As I forget the way I think while writing, the feedback given by the teacher on my writing sometimes does not make sense for me when it is too late. Thus, I find the interactive nature of H5P tools very useful for me. (P17)
Classroom observations also yielded that student became more engaged in the tasks when they got immediate feedback; and it was often the case that students tended not to repeat the same mistakes they had made in previous activities. The findings related to students' perceptions of the use of H5P are parallel with other research studies (e.g., Bjork, Dunlosky, & Kornell, 2013) as they suggested that interactive tasks on H5P and immediate feedback feature of these tools helped the students to monitor their own output and increased learner autonomy.

CONCLUSION AND SUGGESTIONS FOR FURTHER RESEARCH

Developing academic writing skills is of great importance in order to be successful in academic studies besides being able to convey one's opinions and feelings to the others. However, it is considered that there are a variety of challenges in the process of learning how to write, those challenges may discourage students from writing. In order to motivate students to write in their foreign language a variety of methods or techniques can be implemented. Within this framework, integrating H5P tools in writing courses and encouraging students to use these tools even after the classes can be a way to improve writing skills of L2 learners. Therefore, the current study involves implications for language instructors. H5P tools may motivate students to pay attention to various dimensions of writing process, such as linguistic level, generic and social levels as suggested by Bhatia (2004) as they provide learners with many different tasks. Additionally, H5P tasks may encourage students to have self-autonomy on their writing development (Bjork et al., 2013). As they monitor their own writing with the help of the feedback provided by these tools, they can take the responsibility of their own learning.
Further research can be conducted to explore the possible effects of H5P tools on the development competences related to academic writing skill. These studies can be implemented through an

experimental design in order to compare the findings. Besides, further qualitative studies can be conducted to explore teachers' viewpoints as well.

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EPISTEMOLOGICAL BELIEFS AND LANGUAGE LEARNING AND TEACHING: A LITERATURE REVIEW

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ABSTRACT

Over the past two decades, there has been a growing interest in studies of epistemological beliefs, including their theoretical framework, dimensions, and relationship with meta-cognitive variables. This study investigates the nature and structure of epistemic beliefs by reviewing and synthesizing research findings. We compared and contrasted previously published studies on the basis of cultural values, methodology, and findings across different contexts. Then, in order to explain the many epistemological beliefs displayed in various contexts, a plausible structure of epistemological beliefs was presented. We also looked into the nature of epistemological beliefs to explore whether beliefs are discipline dependent or independent, and their relationship with learning methodologies and notions of teaching and learning with implications for future research directions.

Keywords: Epistemological beliefs, Approaches to Learning, Teaching, Structure

INTRODUCTION

In the literature on teacher education over the past few decades, the emphasis has shifted from teaching skills and material knowledge to teachers' thinking. The basic theory is that how a teacher perceives the nature of teaching and learning will affect how they teach, which in turn will affect how their students learn and the learning outcomes they are expected to attain (Watkins and Biggs, 2001; Watkins and Yeung, 2000). According to Calderhead (1988), the majority of a teacher's professional activity is cognitive in nature, and the majority of their classroom behavior is the product or accompaniment of their thinking (Lissmann, 2005). A line of many researchers, with a more specific focus on the relationship between teaching and learning, have also noted that teachers' perspectives and beliefs about the nature of knowledge and knowing (epistemological beliefs) are likely to influence their perceptions, intentions, and actions in the classroom, as well as how they organize and transmit information (Chan and Elliott, 2004; Watkins and Yeung, 2000; and Hammer, 1995).

3P Model

Establishing the links between instructional environments, student learning processes, and learning outcomes have been a focus of student learning research. The so-called presage-process-products model formalizes these linkages (Biggs, 1996). The 3P paradigm contributes to our understanding of teaching and learning for several reasons.

Prior to learning, presence factors exist, primarily individual qualities and the instructional setting. This includes the student's vision of learning, past information, talents, expectations, beliefs, preferred learning modalities, etc. This includes the structure established by the teacher and the institution, in this case, a school. On the teacher's side, the teacher's personality, beliefs, and ideas about teaching, pedagogies, etc. will come into play. According to the model, among the different predictive elements, teachers' beliefs about teaching and learning exhibit a direct impact and significant influence on students' views and learning strategies.

According to Biggs (1996), the 3P Model's various components are interrelated. Consequently, any change in one component can result in a change in the other components in order to maintain balance. Given that students perceive learning as the accumulation of facts and knowledge. However, as stated, Studies necessitates that students research the social issue from different angles and form their own worldview. Junior-level Studies teachers must consequently foster a learning environment that encourages pupils to take a more in-depth approach to their studies.

As stated previously, all components of the 3P Model exist in equilibrium, so any modification to the system would also affect the other components. According to numerous local studies, teachers are viewed as the most important source of knowledge intake in the classroom, particularly by junior high students; as a result, their perspective on learning and teaching will have an effect on them. Teachers are the first to be touched by the new educational blueprint, and they must execute the curriculum according to their own ideas and views. Therefore, an inquiry into the relationship between the epistemological ideas of teachers and their conceptions of teaching and learning would provide a great deal of insight into why Studies is taught differently.

Definition of Knowledge

Undoubtedly, students attend classrooms to acquire knowledge. This is an outdated understanding of what knowledge entails. According to numerous epistemological investigations, knowledge is complex, multidimensional, flawed, and dynamic (Perry, 1981; Schommer, 1990, and 1993). According to Alexander (2003:29), knowledge encompasses all human understandings, whether precise or imprecise, declarative or procedural, implicit or explicit. If learning and teaching involve acquiring information, then what do Studies instructors and their students understand by the term? Do teachers and students teach and learn differently if they define knowledge differently?

Conceptual Framework of Epistemological Beliefs in Literature

Regarding the study of epistemological beliefs, Schommer is a prominent researcher in this field. Four dimensions of epistemological beliefs have been defined by Schommer (1990 and 1993): fixed ability, rapid learning, simple knowledge, and certain knowledge. Pintrich (1999) added a fifth dimension by identifying the source of information. According to Pintrich (1999:39), the source of knowledge is the perceived location of information and the generation of knowledge. This dimension might be characterized as the endpoint of knowledge being perceived as given by authorities, such as the teacher, textbooks, or experts in the area, or as the endpoint of knowledge being something that an individual can develop and construct independently. Prior research on personal epistemology or epistemic cognition has mostly centered on how individuals form concepts of knowledge and knowing and apply them to their worldview formation. This comprises beliefs regarding the definition of knowledge, how knowledge is constructed and evaluated, where knowledge dwells, and how knowing occurs (Hofer, 2002:4). According to Pintrich (1999:38), the epistemological beliefs regarding the simplicity of knowledge, the certainty of knowledge, and the source of knowledge all pertain to the nature of knowledge and address the issues of where knowledge originates, how it is generated or constructed, and the evaluation criteria. Hofer (2002:13) also asserts that attitudes about knowledge and knowing have a significant impact on learning, and he notes that a deeper grasp of this process by teachers can improve instruction.

The Relationship between Teaching and Learning:

According to Biggs (1996), there are three levels of teaching and learning ideas. A qualitative perspective on education views learning as a collection of basic knowledge and skills that must be taught, assimilated, and tested without regard for learner diversity. For such instructors, teaching is the transmission of knowledge. The institutional perspective of learning likewise believes that learning is a process of being instructed, but such teachers are cognizant of student diversity. A qualitative perspective, however, sees learning as the development of meaning, comprehension, and a worldview. Therefore, according to these educators, the purpose of teaching is to enhance learning. Therefore, teachers with a qualitative perspective highlight the significance of student interaction. In other words, these teachers emphasize the students' active construction of meaning rather than the teacher's transmission (Biggs and Watkins, 1996). Many teachers have prioritized the direct transmission of knowledge, and to make this transmission effective, whole-class non-interactive and whole-class interactive activities are frequently employed to facilitate a comprehensive coverage of educational topics. According to some studies, in such classrooms, teachers taught ideas, followed by seatwork that prioritized completion over comprehension, and small-group activities consisted primarily of answering a few questions. These researchers contend that the expected consequence for students would be that they would likewise prioritized completing assignments, obtaining correct responses, and earning adequate grades. According to western researchers, some students display a great deal of passivity in the classroom. However, closer inspection has revealed that much more was occurring than initially appeared. For instance, many academics have claimed that the stereotype is inaccurate, stating that those students are adept at manipulating the deep approach and memorization to attain comprehension (Biggs, 1996; Chan, 2001).

The Relationship between Epistemological Beliefs and Teaching:

Regarding the investigation of epistemological beliefs in relation to teaching and learning, there have been two distinct groups of scholars. Regarding the former, the conceptualization of teaching and the nature of knowledge have been investigated from multiple angles and in a variety of circumstances. Between two sets of researchers, several generalizations have been formulated. According to one group of studies, such as Borko and Livingston (1989), the epistemological ideas of rookie and experienced teachers have no direct effect on their teaching. Byran and Atwater (2002), Levitt (2002), Schommer (1990), and Pajares (1992), however,

found that teachers' views influenced their interpretation of knowledge and subsequent teaching behavior. Similarly, Nespor (1987) found that teachers' attitudes about the nature of knowledge influenced the structure of their instructional materials and pedagogies (Tang, 1996). According to Oberg (2005), the constructions that teachers employ to comprehend and deal with their world view comprise all of their ideas about teaching, including their intentions to act in a particular manner and their evaluations of them. Specifically, Tang (1996) attempted to compare the beliefs of experienced and novice teachers in relation to their pedagogies. He discovered that novice teachers tended to take a quantitative view of teaching and placed a greater emphasis on the transmission and discrete nature of knowledge. In contrast, experienced teachers with a focus on quality tended to adopt a constructive approach to instruction. These instructors emphasized the significance of learning in terms of meaning interpretation and knowledge application. The preceding evidence suggests that such fundamental conceptual differences affected teachers' decisions about pedagogies and instructional content. Biggs (1992) suggested that a teaching strategy that focuses on the transmission of facts and details and the frequent use of examinations to motivate greater student effort will encourage students to adopt a superficial attitude to learning. Other scholars, such as Hofer and Pintrich (1999) and King and Kitchener (1994), have also suggested that the delay in adopting a constructive approach in education may impede the formation of constructivist epistemologies in young people. For scholars such as Steffe and Gale, who specialize in the relationship between epistemological beliefs and the issue of learning, a change in the nature of classroom instruction to incorporate constructivist views of learning has been proposed, as it is believed that such an environment would convince students that learning is not quick, simple, or certain (Buehl et al., 2002; Pintrich, 1999). Pintrich (1999) also asserts that a learning environment that encourages students to adopt a more constructivist perspective on learning will increase their propensity to participate in deeper cognitive processing and, ultimately, conceptual change regarding learning. Local researchers have made a similar request for a modification in instructor guidelines. Biggs (1993), for instance, has advocated for a multi-learning paradigm that activates inductive and experiential discovery as well as problem-based classroom methods so that students' inner resources based on prior experiences can be utilized.

The Relationship between Epistemological Beliefs of Students:

Regarding the investigation of epistemological views in relation to learning, this research is multifaceted. Dweck and Bempechat (1983) attempted to establish a connection between students' epistemological ideas and their capacity to learn. According to their research, pupils who believed that learning ability might be enhanced over time spent more time on difficult assignments and were more tenacious in the process. Schoenfeld (1983 and 1985) examined the epistemological beliefs of high school students with an emphasis on the source of knowledge in the context of studying mathematics. Students with poor problem-solving abilities tended to believe that mathematical information was transmitted by an authority, according to his research. Ryan's (1984) study seeks to demonstrate that students' epistemological views influenced the techniques they employed to complete a variety of academic tasks and that these strategies had a substantial impact on their academic achievement. Even further, Kardash and Scholes (1996:261) propose that an individual's epistemological views play a vital role in two specific learning skills: higher-order thinking and problem-solving. Regarding the research on students' epistemological views in relation to certain learning outcomes, Hofer (2000) and Schommer et al. (1992) noted that students' epistemological beliefs impact their comprehension and cognition for academic tasks. In their study, Nussbaum and Bendixen (2003) also attempted to determine the relationship between students' epistemological beliefs and their performance in argumentativeness, as they believed that students' beliefs in the certainty and simplicity of knowledge would be related to the components of their arguments, as they would not value argumentation and discussion as a means of determining what is true. They also feel that students who believe in the certainty of knowledge may be more confident in their opinions and therefore more eager to engage in debate. Their research has demonstrated the connection between epistemological views and argumentativity.

The Relationship between Epistemological Beliefs:

As previously said, teaching and learning do not occur in a vacuum because both teachers and students are involved in this process. They are both in the same production and interact with novelty. To research the impact of instructors' epistemological beliefs on learning, it is necessary to adopt a broader conception of epistemological beliefs, which is also the basis of this study. Regarding research into such subtle links, Pajares (1992) implied that teachers' epistemological ideas affected their instructional beliefs. In other words, teachers'

beliefs about what constitutes knowledge may influence how they create learning resources for their pupils. Winne (2016) suggested that teachers' epistemological ideas determine classroom expectations for students' self-directed learning (Schommer-Alkins, 2002, 106). Trigwell et al. (1999) also attempted to add the teachers' epistemological ideas to explain the students' learning styles in connection to their teachers' beliefs. According to their research, learners whose teachers took a student-centered approach were more likely to adopt an in-depth learning strategy, and vice versa (Schommer-Alkins, 2002). Students adopting problem-based curricula are more likely to adopt a deep approach to studying and less likely to adopt a surface approach, according to Richardson (2005:674). Tang (1996:199) has also stated that in order to encourage student collaboration, the teaching approach and learning activities must be tailored to foster a more student-centered learning environment. In other words, it is necessary to provide students with a high-level, detailed explanation as well as teaching or training in collaborative learning growth methodologies. In other words, every teacher has specific views about what is real and significant in relation to their students, learning, their own teaching, the content of the curriculum, and the immediate and distant settings in which things exist. According to Oberg (2005), instructors' intentions to act in particular ways for particular objectives are influenced by their beliefs. While numerous researchers have emphasized the significance of teachers' views on teaching and learning (Hogan and Maglienti,2001) research on instructors' epistemological beliefs is scarce (Tang, 1996). Even the investigation of teachers' epistemological ideas has been reported, with the majority of prior research focusing on prospective instructors. For instance, Ryan (1984) attempts to investigate the relationship between the student-teachers' epistemology and their instruction. While there is no documentation of the examination of the beliefs of in-service instructors, However, as noted by Kagan (1992), it is vital to have a deeper understanding of the epistemological views of in-service teachers because they are the heart of teaching and have a direct impact on pupils.

CONCLUSION

In their jobs, teachers are confronted with the acquisition of new abilities and concepts and must evaluate their usefulness and value. Similarly, students frequently meet new information, and their attitude toward the learning process depends on whether they regard knowledge as a collection of facts or an integrated set of constructs, and whether they view themselves as passive receivers or active creators of knowledge. We need a deeper grasp of personal epistemology and how it relates to learning as the quantity and accessibility of knowledge rise and as the instruments for accessing it change rapidly (Hofer, 2002).

According to numerous research studies, students' perceptions of the nature of knowledge and, subsequently, their learning processes change over the course of their schooling (Schommer, 1992 and 1993). In addition, Roth (1994:6) asserts that students' perspectives on learning are shaped by their classroom experiences and the cultural cues they observe. As a result, it is fair to imply that the manner in which the nature of knowledge is presented during a student's educational career is likely to influence their perception of what knowledge means to them and, consequently, their relationship with knowledge. According to Schommer-Aikins (2002, p. 110), the determination of the relationship between beliefs about learning and beliefs about knowledge, as well as the area of research interest, should be included in the definition of personal epistemology. According to Fitzgerald and Cunning (2002), classroom instruction is driven by an underlying epistemological perspective. Therefore, if a teacher has a particular theory of knowledge, he or she is likely to teach and evaluate in accordance with that perspective.

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AN INVESTIGATION OF THE RELATIONSHIP BETWEEN EFL TEACHERS' PROFESSIONALISM AND COMMITMENT

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ABSTRACT

This study aimed to find the possible correlation between professionalism and commitment in the context of second language teaching. To this end, 120 EFL language teachers participated in this study. They completed the professionalism questionnaire and commitment questionnaire. They were also interviewed to gain in-depth insights on how they viewed the relationship between professionalism and commitment. The semi-structured interview was also aimed at verifying the information gained through the questionnaire. Finally, the SPSS package was used to analyze the data. The statistical results showed that there is a positive correlation between professionalism and commitment. The findings of this study can have implications for EFL teachers and educational policy makers.

Keywords: Commitment, EFL Teachers, Professionalism, Professionalism Questionnaire

INTRODUCTION

Professionalism is a rather new concept in the context of language teaching. A review of the literature reveals that there have been controversies in recent decades over the notion of "professionalism" and its potential association with instruction and teaching profession. Indeed, the definitions given of this term are not few. Professionalism has been described as the behavior, demeanor, and values which drive a professional to act in a specific way. The terms "profession" and "professor" come from Latin language, which means being an expert in some skill or an area of knowledge (Baggini, 2005). Hoyle (cited in Demirkasumoglu, 2010) characterized professionalism as the strategies used by all people involved in an occupation with the aim of improving their position, payment, and working conditions. Also, Hoyle (2001) maintains that professionalism has to do with the enhancement of the quality of service rather than the promotion of one's status.

Researchers in the area of education have characterized professionalism in different ways, providing various features for professional behavior. As an example, Evetts (2009) made a comparison between organizational professionalism and occupational professionalism. The former has to do with the standardization using managerial skills and techniques, while the latter is concerned with people' self-regulation and expectations. Indeed, Evans (2011) describes professionalism as a multilayered construct which is composed of several dimensions, including behavioral, perceptional, and intellectual. The attitude and perception are associated with an instructor' attitude which determines behavioral patterns.

One of the teachers' characteristics that has proved to play an important role in teaching effectiveness is commitment (Altun, 2017). Indeed, as pointed out by Firestone and Pennell (1993), commitment to teaching has been found to be an essential contributor to the enhancement of teaching practice as it drives teachers to take on the responsibility of constantly reflecting on the novel ways of teaching. This approach would improve students' learning experiences. Indeed, committed teachers are able to provide students with innovative instructional strategies, which results in effective achievement. Literature shows that researchers have been interested in examining the relationship between professionalism and other teachers' variables, such as teaching effectiveness and teaching styles (Hotaman,2010; Oktan et al.,2020). A review of literature shows that there has been no study conducted on the relationship between professionalism and commitment. To address this gap, the current study is aimed at exploring this relationship.

REVIEW OF LITERATURE

Stronge (2002) gave a detailed description of the traits and features characterizing professionalism. He classified these characteristics into the qualities professional teachers should have as effective teachers. These features are as follows: having management and organization skills for controlling class, having the ability and skill to manage and implement instruction, and having the ability to monitor learner's progress and potential. According to Stronge, effective teachers are able to identify the complex nature of instruction, and

can engage in effective, clear communication. These teachers dedicate their time and resources to the instruction through providing conscious services.

In the same vein, Tichenor and Tichenor (2005) describe a continuum composed of two ends, namely, the basic level and the other end with the highest level. Basic professionalism has to do with payment and receiving reward in return for teaching, while as far as the advanced level of professionalism is concerned, the individual need to meet the demanding standards or expectations. In Hargreaves (2000)'s view, one can conceive of four stages when it comes to the concept of professionalism. In the first stage, which is called the pre-professional age; instructors are controlled through management techniques and technical skills. This is followed by the second stage which has come to be named the autonomous professional age. It is characterized by teachers gaining autonomy to make decisions about the details and features of curriculum plan. In the next stage, which is called the collegial professional age, the ample opportunities are provided for the formation of professional communities. In the last stage, which is called post-professional age, instructors muster the courage to ask critical questions. The last stage is what professionalism really involves.

As well as the complex nature of professionalism discussed in the literature, and what is deemed as professional teachers, and phases teachers need to go through, the literature has given a picture of other contributors, as well, which brings about increased complexities in the definition of professionalism. Some of these main factors are as follows: governmental measures, policy-related issues, the instruction profession, and cultural transformations (Goepel, 2012). Given the effects of these external factors, it can be said that teacher professionalism involves two main dimensions: The first one is concerned with the way in which professionals frame themselves in accordance with their own power and agency, while the other dimension has to do with the formation of impressions and attitudes dictated by external limitations (Gleeson & James, 2007). Indeed, political power can be described as external driving force that contributes to the formation of professionalism (Evans (2011).

To characterize professionalism, Johnson (Gleeson & James, 2007) claims that the classic perspective on professionalism puts emphasis on the common features and functions within each job, while the ideological perspective focuses on creating a monopoly of each profession. In the same vein, functionalist perspectives characterize a group of necessary skills, techniques, and codes of conduct as the requirements for professionalism, while ideological views focus on the professionals' self-interest to impose their occupational dominance.

When it comes to education, especially conditions for the effectiveness of teachers, several forces are involved. For example, Shulman (1987) has described seven kinds of essential knowledge, such as subject matter and educational ends, among others.

In relation to professionalism, standards have an essential role to play. In the same vein, the Australian Professional Standards for Teachers(2012) require instructors to have the following types of knowledge for being professional: possessing professional knowledge, having professional behaviors , and involvement in professional engagement; more specifically, the professional teachers are completely aware of learners' needs and the ways in which they learn; they are well-informed of the contents and how to convey them effectively to the learners; they are able to effectively plan and implement teaching practices; they can establish and retain positive and safe learning settings ; they are able to make effective assessment and offer good feedback and report on student's progress ; they can stimulate professional learning, and enter professional engagement with colleagues, students' families and the community .

Nearly, all standards can be used as guidelines and criteria which can be used by teacher trainers in teacher education programs. In the past, the teacher was bound by the dictated teaching method and there was not leeway for teachers in the classroom. Teachers were limited in how they could manage the class and make use of teacher-made materials. Yet, ever since the researchers' focus on teacher agency, teachers' contribution and voices have been highlighted. It is worth noting that very few studies have focused on how teacher sees the notion of professionalism. For example, an investigation conducted in England on this issue has shown that it is difficult to characterize the term and specify the components of professionalism given the complexities of some factors involved in this notion (Swann et al., 2010). Some of these complexities are as follows: teachers' beliefs, the extent to which they are dedicated, the extent to which they see themselves as effective, and the opinions they have about how the public recognize teachers.

Similarly, an investigation conducted in Romania showed that professional teachers are required to have advanced content knowledge, as well as professional freedom; moreover, they need to keep abreast of professional standards (Popa & Acedo, 2006). In another study in England, teachers stated that professional standards are developed by the governmental officials to bring under control instruction practices rather than teachers' knowledge (Evans, 2011). In the same vein, Torres-Rocha (2019) argue that professionalism should be seen from a democratic perspective, with conditions, standards, and any criteria viewed as indicators of professionalism. indeed, the characteristic traits and features of teachers should also be recognized and respected. The attention to both parts can mitigate the tensions. Along the same lines, beliefs have come to be considered as the one of the essential factors that influence instruction quality and professionalism, intermingling with teachers' convictions.

In another investigation conducted by Hung & Li, (2017), Taiwanese teachers' attitudes toward professional roles were examined. The results revealed that the teachers emphasized professional roles. They condoned the important values of autonomy, having effective knowledge, sticking to ethics and teaching competence during instruction. The notion of professionalism encouraged by organizations and any form of political groups seemed to draw no attention. As a result, an awareness of teachers' perspectives must be the preliminary stage when it comes to teacher professional development (Richards et al., 2001).

Professionalism and ELT

Literature shows that the development of teacher is one of the main long-term goals of decoding the nature of instruction. Indeed, teacher's grasp of teaching involves the following: the teacher's role, the materials and textbooks used, being aware of students'' needs and expectations, among others. It draws on teacher training through an in-depth professional knowledge associated with language teaching, considering the teacher as a person beside the general process of teaching as integrated procedures involved in teaching. Indeed, as pointed out by Johnson and Freeman (2001), teacher learning is seen as a continuously evolving process of growth and transformation, which involves teachers' expansion of their content as well as the expansion of their skills repertoire. It is expected that teacher development would occur through participation, collaboration and socialization; In fact, the process of internalization facilitates the co-construction and sharing of cumulative knowledge. According to Richards (2008), teacher development should be seen as a form of socialization into the professional thinking and practices of a community of practice' (160). This type of development which was once viewed merely as a cognitive activity and as converting knowledge and theories into practice, today is seen as 'constructing new knowledge and theory through taking part in specific social contexts and taking part in specific types of tasks and processes. Learning is viewed as a contextual development, taking place through engaging in interaction with other social partners including students and teachers.

The notion of "professionalism" and its potential association with the teaching profession have been controversial. in particular, these debates have been more controversial given the efforts made by policy makers and educational boards to give new concepts of professionalism. They are seeking to convince teachers of the advantages of these new conceptualizations of professionalism. However, literature shows that the way in which teachers themselves characterize professionalism in relation to their profession and job has not been adequately dealt with. An investigation frequently referenced by other researchers is the one conducted by Hargreaves, Cunningham, & Hansen, (2007). This study lasted four years to examine the effects of the policies and rules set by government on teachers' perceptions of their own professional position. To this end, two surveys were carried out in which more than seven thousand teachers participated. The results revealed that teachers' conceptualization of their professionalism mainly involved their thoughts and shared beliefs and commitments. They also claimed to have an intermediate repertoire of structured but controversial components of professionalism. Also, some disparate elements were found among teachers who took part in the study and these elements proved to be highly controversial (Swann, McIntyre, Pell, Hargreaves, &Cunningham, 2010)

Professionalism is one of the contributors to the teacher development. In-depth insights and knowledge of teacher professionalism can create professional space and circumstances for teachers to assume responsibility in their instruction. Sachs (2003) labels this movement from traditional to new models of professionalism as transformative professionalism. In recent years, description of "managerial" professionalism has been on the rise. Managerial professionalism views instructors as "absolute backers and executors of a competency-based, product-oriented pedagogy associated with the work fields" (Bourke, Ryan, & Lidstone, 2013).

As one of the most prolific authors in the area of professionalism, Snoek(2012) provides a list of triple forces which influence teacher professionalism: knowledge, skills, and attitudes. As for "knowledge" component, Snoek maintains that should teachers be highly professional, they need to be equipped with in-depth knowledge of multiple aspects about their profession (e.g., subject knowledge; pedagogical knowledge and knowledge about learning process; knowledge of the community and the society where they teach; and knowledge of the rules and policies governing their educational institutions).

Another contributor to teacher professionalism is "skills." As mentioned by Snoek (2012), professional requires that teachers be equipped with the necessary skills thereby they can engage in negotiations and discussions over educational issues with a wide range of educational stakeholders. They should also be held accountable for what they do in the classroom. One more skill discussed in the Snoek's framework was the ability to carry out research within the educational environment. Having the ability to make contribution to collaborative learning processes in professional learning community is another useful skill for teachers. The last but not least gaining skill associated with the important role of innovation in the classroom can be essential for professionalism. The studies conducted on the contribution of teacher background and practices to professionalism have shown that there is no relationship between teaching experience and professionalism. Indeed, an instructor who has limited teaching experience can be seen as professional as another instructor who enjoys more than twenty years of teaching experience. Also, no relationship was found between academic qualifications and professionalism; more specifically, teachers with more academic qualifications had a (perceived) higher degree of professionalism. The results revealed professional development (PD) as an important contributor.

An investigation conducted by Moradkhani (2017) showed that teacher educators and English teachers differ when it comes to how they see the components of pedagogical knowledge, more specifically, teachers claimed that the pedagogical knowledge need to be enhanced through practice-based modules, while teacher educators attached enormous importance to abstract theories and methodologies. In their qualitative study which used thematic analysis, Abedini, Bagheri, Sadighi and Yarmohammadi (2018) examined the personal angles of instructor professionalism. They came up with the following constituent elements of professionalism: pedagogical capability, ability to make decision, coping with intricate situations, the ability to engage in effective communication, the capability of establishing a positive atmosphere, the capability of collaborating with colleagues.

Commitment

From its first introduction, commitment has changed into one of the important management and behavior dimensions due to its impact on the individual's performance (Rajendran & Raduan, 2005). Allen and Mayer and Herscovitch (2001) define commitment as a kind of psychological state that enhances the employee's loyalty in their profession, decreasing the likelihood of quitting the organization.

In the past three decades, the notion of commitment has caught the attention of scholars in both academic and management fields. Initially, it was introduced in the early 1970s to measure employees' degree of affective attachment to their employer (Kaur & Sharma, 2015). Consequently, it has become popular in the business world. Furthermore, it has dealt with people' behavior within their organization (Clercq&Rius, 2007). Haim (2007) views commitment as employees' logical behavior aimed at preserving their job and employment assets such as income and benefits.

Literature has divided commitment into several types. some of which are presented below:

Professional Commitment

A review of literature shows that professional commitment has recently entered the research domain and it has to do with the specialization in the work setting. Some highly referenced definitions of professional commitment follow: Nasution and Östermark (2012) define professional commitment as an individual's attachment and loyalty in the profession; put it another way, PC refers to the emphasis placed by person on identifying with a profession. The professionally committed people are believed to have a firm belief in their professional goals; moreover, they are always willing to keep their belonging in their profession community, making serious efforts to enhance the profession. The studies conducted on the effects of professional commitment regarding different working variables show that this type of commitment has a negative correlation with giving up a job (Blau & Lunz, 1998; Smith & Hall, 2008). In contrast, PC has been found to have a positive relationship with job satisfaction (Cooper- Hakim & Viswesvaran, 2005), and the individual's

performance on ahis/her job (Tam et al., 2002). According to Meyer & Allen (1991), one can divide professional commitment into three distinct dimensions: affective, continuance and normative professional commitment.

Affective professional commitment has to do with the extent to which people desire to stick to their profession based on their emotional attachments (Shafer,Simmons & Yip, 2016).Such a type of commitment emerges when they seek to with their profession since they are wholeheartedly willing to do so (Cho & Huang, 2012). Becker (1960 as cited in Nascimento, Lopes, 2013) carried out early research on commitment in the 1960s. He described commitment as a construct that accounted for different types of behaviors which individuals believe to be an investment in his/her profession, constraining all their action and future. Other scholars have dealt with this issue, developing a construct. However, there is no agreed-on definition as mentioned by Nascimento, Lopes and Salgueiro (2008).

Continuance commitment has to do with staff's perceived costs of quitting the organization (Bryant et al, 2007). Becker (1960) notes that staff expend time, effort, health, money, etc. on in their organizations. These investments vigorously influence their decisions and/or intentions to quit or stay in their organizations.

In a same vein, Sharma and Sinha (2015) say that increased age of the staff and tenure within organizations accentuate their perceived cost of quitting it. Staff may also come to think about their pension, knowledge, job security, and unused vacations while weighting up the decision to quit their jobs (Sharma & Sinha, 2015).

Last, normative commitment is related with the moral element of obligation and duty. In the view of Meyer and Allen (1997), staff feel an obligation of responsibility to the organization, leading them to function competently but with no enthusiasm or commitment. Normative Commitment is indicative of staff obligation to remain in his/her organization (Bryant et al, 2007). Organizational atmosphere, culture, rewards, incentives, and employee autonomy have important role in determining the level of normative commitment (Chang, 2002; Haar& Spell, 2004, and Sharma & Sinha, 2015).

Organizational Commitment

Allen and Mayer (2000) describes organizational commitment as a Partisan or affective feeling of belonging to the goals and values of an organization for its own sake. It can also be characterized as a psychological state that enhances staff's sustainable relationship with the organization, decreasing the likelihood of his/her departure (Allen & Mayer, 2000). Haim (2007) views organizational commitment as a logical behavior on the part of employees, aimed at protecting their own occupational and employment assets with regards to salary and benefits, and as a function of tenure.

Li, Ahlstrom, and Ashkanasy (2010) assert that the essentiality of organizational commitment comes from its strong effect on organizational performance and hence, organizational success. Abidin et al. (2010) show that only thoroughly committed staff do their best and accomplish their obligations and job responsibilities in their organization. In the same context, organizations that have committed staff don't encounter the problems of absenteeism, turnover, intentions to quit and low performance levels (Kuruuzum et al, 2009).

Furthermore, as discussed by Chang (2002) and Mousa and Alas (2016), having knowledge of organizational commitment allows for an explanation of the notions such as staff' misuse of power, lack of responsibility, inefficiency and carelessness in their jobs. As one of its functions, organizational commitment deals with the relationship between staff and their organization (Dursun,.2015). Moreover, it often gives an interpretation of staff' modes of behavior at the time of organizational crisis (Chang, 2002).

As already mentioned, it seems no previous research has been conducted on the possible relationship between FEL teachers' professionalism and their commitment. To address this gap, the following three questions were raised in this study:

1-What is the level of Iranian EFL teachers' professionalism?

2-What is the level of Iranian EFL teachers' commitment?

3-Is there any significant relationship between Iranian EFL teachers' professionalism and commitment?

METHODOLOGY

Participants

The sample of this study was comprised of 120 EFL teachers at 5 language Institutes in Tehran. These teachers had at least 3 years of teaching experience and they were teaching different levels of English proficiency.

Instruments

The commitment questionnaire developed by Celep (2000) was used to elicit the level of teachers' organizational commitment. The items making up this questionnaire are grouped into four categories as follows:

The first set of items (items 1 to 9) are aimed at measuring teachers' commitment toward the institute where they work. The second set of items (items 10 to 16) were designed to gather information about teachers' commitment toward their teaching work. The third set of items (items 17 to 22) are aimed at measuring teachers' commitment toward their teaching occupation, and the last set (items 23 to 28) gather information about teachers' commitment toward their colleagues. This questionnaire was judged by three university TEFL lecturers and they confirmed its suitability for this study. Therefore, there was no need for pilot testing this instrument.

The professionalism questionnaire developed by Tichenor and Tichenor (2009) was chosen for this study. This instrument has been designed based on the theory of Sockett (1993)'s teacher professionalism. The questionnaire is composed of 51 items where each dimension is represented by 11 to 15 items which elicit the students' perceptions of Professionalism using a Likert scale ranging from "strongly disagrees" to "strongly agree". This questionnaire was piloted on a 25-memebr sample of teachers whose characteristics were the same as those of the main study. The statistical results, including Cronbach Alpha reveals that the questionnaire enjoys the acceptable reliability for this study.

Procedure

Initially, the administrators of five language institutes in Tehran were contacted and informed of the study objectives. Then, the teachers' consent was secured, and they were assured that all the information would be kept confidential. This was followed by the distribution of 140 professionalism questionnaires among the teachers. 120 questionnaires were completed and sent back. Also, to triangulate the responses provided through questionnaire, 50 teachers were randomly chosen to take part in the semi-structured interview (25 males and 25 females) which was aimed at identifying the participants' perceptions of the potential relationship between teachers' professionalism and commitment. After content analysis, the recurring themes of the answers were identified and subjected to frequency analysis and lastly tabulated. Then, the commitment questionnaire was distributed among the participants to elicit the level of their commitment. This questionnaire as described in the previous section gather information about different types of teachers' commitment to language teaching. Finally, to explore the relationship between the two variables of this study, namely, professionalism and commitment, a Pearson correlation test was run using SPSS Series package.

Data Analysis

This study used descriptive statistics to paint a general picture of the data, as well as Pearson correlation to explore the correlation between the two sets of data, namely, professionalism and commitment.

Results

Research Question One

To answer the first question (i.e., "What is the level of Iranian EFL teachers' professionalism?"), descriptive statistics were applied, the results of which are summarized in Table 1 below.

Table 1

Descriptive statistics for Iranian EFL teachers' professionalism

	N	Minimum	Maximum	Mean	Std. Deviation
Professionalism	120	2.75	4.90	3.530	.468
Valid N (listwise)	120				

As is shown in Table 1, 120 Iranian EFL teachers took part in the present study. As indicated in Table 1, the mean and standard deviation of EFL teachers' professionalism were 3.53 and 0.46, respectively. The ultimate score was computed in the possible range of 1 to 5 (Mean=2.5). Thus, the participants' level of professionalism was moderate to high. Moreover, the minimum score gained by the EFL teachers was 2.75 and the maximum score was 4.90. As stated earlier, the Teachers' Professionalism (TP) Questionnaire had four subcategories, whose descriptive statistics are summarized in Table 2 below.

Table 2

Descriptive statistics of the Teachers' Professionalism (TP) Questionnaire's subcategories

Factors	Items	N	Minimum	Maximum	Mean	Std. Deviation
Teachers' characters	15 items	120	2.27	5.00	3.511	.674
Commitment to change and continual improvement	11 items	120	1.64	5.00	3.572	.752
Subject and pedagogical knowledge	13 items	120	2.00	5.00	3.489	.680
Obligations and working relationships beyond the classroom	12 items	120	2.25	4.92	3.559	.753

As indicated in Table 2 above, the mean and standard deviation of the Teachers' Characters (15 items) were 3.51 and 0.67, respectively, while those of the Commitment to Change and Continual Improvement (11 items) were 3.57 and 0.75. Moreover, the mean and standard deviation of the Subject and Pedagogical Knowledge (13 items) were 3.48 and 0.68, respectively, while those of the Obligations and Working Relationships beyond the Classroom (12 items) were 3.55 and 0.75. The findings revealed that all the aforementioned subcategories enjoyed moderate to high means. The findings in this regard reveal that the respondents agreed or strongly agreed with most of the items. Based on the results, Commitment to change and continual improvement had the highest mean scores (M=3.57), while Subject and pedagogical knowledge had the lowest mean scores (M=3.48).

Research Question Two

To answer the second question (i.e., "What is the level of Iranian EFL teachers' commitment?"), descriptive statistics were applied, the results of which are summarized in Table 3 below.

Table 3

Descriptive statistics for Iranian EFL teachers' commitment

	N	Minimum	Maximum	Mean	Std. Deviation
Commitment	120	2.64	5.00	3.692	.450
Valid N (listwise)	120				

As is shown in Table 3, 120 Iranian EFL teachers took part in the present study. As indicated in Table 3, the mean and standard deviation of EFL teachers' commitment were 3.69 and 0.45, respectively. The ultimate score was computed in the possible range of 1 to 5 (Mean=2.5). Consequently, the participants' level of commitment was moderate to high. Moreover, the minimum score gained by the EFL teachers was 2.64 and the maximum score was 5. As stated earlier, the Organizational Commitment Questionnaire had four subcategories, whose descriptive statistics are summarized in Table 4 below.

Table 4

Descriptive statistics of the organizational commitment questionnaire's subcategories

Factors	Items	N	Minimum	Maximum	Mean	Std. Deviation
Commitment to School	9 items	120	2.22	5.00	3.648	.666
Commitment to Teaching Work	7 items	120	2.57	5.00	3.840	.565
Commitment to Teaching Occupation	6 items	120	1.17	5.00	3.822	.758
Commitment to Work Group (colleagues)	6 items	120	.83	5.00	3.454	.860

As indicated in Table 4 above, the mean and standard deviation of the Commitment to School (9 items) were 3.64 and 0.66, respectively, while those of the Commitment to Teaching Work (7 items) were 3.84 and 0.56. Moreover, the mean and standard deviation of the Commitment to Teaching Occupation (6 items) were 3.82

and 0.75, respectively, while those of the Commitment to Work Group (colleagues) (6 items) were 3.45 and 0.86. The findings revealed that all the aforementioned subcategories enjoyed moderate to high means. The findings in this regard reveal that the respondents highly or very highly agreed with most of the items. Based on the results, Commitment to Teaching Work had the highest mean scores (M=3.84), while Commitment to Work Group (colleagues) had the lowest mean scores (M=3.45).

Research Question Three

To explore the third question (i.e., "Is there any significant relationship between Iranian EFL teachers' professionalism and commitment?), a Pearson correlation was run whose results are summarized in Table 6. However, the descriptive statistics are first summarized in Table 5 below.

Table 5

Descriptive Statistics for EFL teachers' professionalism and commitment

	Mean	Std. Deviation	N
Commitment	3.692	.450	120
Professionalism	3.530	.468	120

As shown in Table 5, the mean and standard deviation of the EFL teachers' commitment were 3.69 and 0.45, respectively, whereas, those of the EFL teachers' professionalism were 3.53 and 0.46, respectively.

Table 6

The relationship between EFL teachers' professionalism and commitment

		Professionalism
Commitment	Pearson Correlation	.473**
	Sig. (2-tailed)	.000
	N	120

As is seen in Table 6, there was a statistically significant positive relationship between EFL teachers' professionalism and commitment (r=0.473, p=0.000, n=120).

As stated earlier, a semi-structured interview was also conducted with 50 (25 male and 25 female) EFL teachers to identify their perception of the potential relationship between teachers' professionalism and commitment. Moreover, after content analysis, the recurring themes of the answers were identified and subjected to frequency analysis and lastly tabulated (Table 7).

Table 7

EFL teachers' common patterns of answers to the interview question

No.	Pattern	Frequency	Percentage
1	Professionalism and commitment are related	50	100
2	Commitment is a part of professionalism	45	90
3	Professional teachers are committed to their teaching and are sensitive to learners' needs	40	80
4	Professional teachers are dedicated to instruction as a lifelong profession	35	70
5	Committed teachers actively are looking for professional development opportunities	30	60
6	Committed teachers engage in action research to enrich their private practice	25	50

As indicated in Table 7, all the respondents (100%) stated that 'professionalism and commitment are related'. Besides, 90% of them argued that 'commitment is a part of professionalism'. Also, 80% of the interviewees believed that 'professional teachers are committed to their teaching and are sensitive to learners' needs'. Likewise, 70% of the interviewees believed that 'professional teachers are dedicated to instruction as a lifelong profession'. Furthermore, more than half of them (60%) proposed that 'committed teachers actively are

looking for professional development opportunities. About half of them (50%) believed that 'committed teachers engage in action research to enrich their private practice'.

DISCUSSION

This study aimed to find the possible correlation between professionalism and commitment in the context of second language teaching. To this end, 120 EFL language teachers participated in this study. They completed professionalism questionnaire and commitment questionnaire. They were also interviewed to gain in-depth insights on how they viewed the relationship between professional and commitment. The semi-structured interview was also aimed at verifying the information gained through questionnaire. Finally, the SPSS package was used to analyze the data. The results showed that Iranian EFL teachers have moderate to high level of professionalism and commitment. Also, the statistical results showed that there is a positive correlation between professionalism and commitment. More specifically, those participants who followed professionalism in their job were found to be committed to their profession, as well. The interview data also corroborated these findings. That is, based on the transcribed interviews, those teachers who attached importance to professionalism were more motivated and committed in their job. They expressed eagerness for their job and had affective attachment to teaching, making their best to meet all students' needs and expectations. Indeed, the more professional the teacher were, the more committed they were toward their teaching duties and responsibilities. The results of this study are consistent with a study conducted by Moodie (2020) who showed that teacher professionalism leads to an increase in teachers' affective and normative commitment to their teaching job in South Korea. The results of this study are also corroborated Hung and Li (2017) who demonstrated that the teachers' professionalism is positively correlated with organizational commitment and ethics. This improved their teaching effectiveness. Similarly, the study conducted by Chen (2003) revealed the positive effect of professionalism on the performance mediated by increased commitment. The study showed that those participants who emphasize professionalism are more disciplined and motivated in their profession. These results can be explained in terms of the positive contribution professionalism make to the extent to which the individual attaches importance to commitment. This study showed that commitment can be seen as a part of broader concept of professionalism. Indeed, the professional teacher seeks to strictly follow the required standards of his/her job, one of which is commitment. This, in turn, can reinforce his professionalism. Thus, professionalism and commitment can be mutually reinforcing.

CONCLUSION

The committed teachers are more attentive to tier students' needs and expectations. They seek to pave the way for effective learning by following the standards of their profession. This study showed that commitment can be seen as a part of professionalism. Therefore, being professional requires being committed as well. Given the results of this study, teachers can invest time and resources in making their job more professional. They need to take part in the related workshops where they are trained on how to follow the norms and standards of professionalism. They also need to foster their commitment to their job by meeting the students' requirements and standards. Similarly, policymakers in the area of education should devote more resources and budgets for the organization of these workshops. Future studies can examine the relationship between professionalism and other teacher's variables, such as self-esteem and self-confidence.

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THE ROLE OF SMART EDUCATIONAL TECHNOLOGY AUGMENTS TEACHING-LEARNING STRATEGIES FOR STUDENTS WITH LEARNING DISABILITIES IN THE 21ST CENTURY DIGITAL ERA

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ABSTRACT

The present study fosters the role of smart educational technology (SET) to augment teaching-learning strategies for students with learning disabilities (SwLDs) in the 21st-century digital Era. Recent years have seen a surge in interest in the concept of "smart education," or learning in the digital age. In its most basic form, SET refers to the next generation of educational systems that use traditional pedagogy and technological advances to benefit students with LD in teaching-learning. Increasingly, there has been much talk about how to educate smartly in the Digital Era. This study defines "smart education" and explains the conceptual framework used to get at that concept. In a location-aware classroom, students with LD have quick access to online and offline resources. Students with LD in the modern day have access to a wealth of technical resources that enable them to tailor their teaching-learning environments to maximize efficiency, diversity, comfort, and productivity. Using their own mobile devices connected to a wireless network, students with LD participate in a learning experience that is both individualized to their own needs and seamlessly woven into their daily lives. Students with LD now have a better shot at academic achievement thanks to SET. Teachers can better satisfy the needs of their students as individuals while still creating a cohesive learning environment when they allow students to access the digital Era from their own mobile devices over a secured wireless network. This paper looks at the origins of smart education and SETs, focusing on the significance of involving the target audience in the brainstorming and development stages. This study adds to the growing body of works on creating pioneering pedagogical methods for today's high-tech address classrooms. To better prepare students with LD for the future of work, this study presents a variety of smart pedagogies environments. Teachers can better encourage their student's personal and academic growth by using various learning styles by integrating smart educational and technological resources for students with LD in the 21st-century digital Era.

Keywords: Role, Smart Educational Technology, Augmentation, Teaching-Learning Strategies, Students with Learning Disabilities, 21st Century, and Digital Era

INTRODUCTION

Recent technological advances have influenced our educational and training approaches, techniques, practices, and tools (Kaufmann, 2003; Pallof & Pratt, 2002; Shoikova et al., 2017; Zhu et al., 2016). Technology has a large impact on society. Furthermore, technological progress is accelerating at an alarming rate. Technological advancements have an impact on our children as well. Certain characteristics distinguish millennials from non-millennials. Teachers working with millennials should be aware of these characteristics. The SET environments must be redesigned to consider the strengths and weaknesses of students with LD. More suitable environments are required for current and future generations. Learning can become more self-paced, interactive, and personally tailored as information and communication technologies progress. We will transform from traditional schooling to SET as new information technology is used (Bajaj & Sharma, 2018; Zhu et al., 2016b). The SET vision should assist in meeting this requirement while also addressing the shortcomings of current educational methods and systems. To recognize the SET vision, innovative or enhanced teaching-learning techniques and a unified set of educational information and communication technologies must be developed. Smart learning adoption and execution necessarily require the use of SET frameworks. We created a SET framework in this paper. This framework consists of several layers. The first layer consists of new or improved teaching methods. Increased internet speed and storage capacity, combined with advances in cloud computing technologies, make information accessible anytime and from any location. Distance learning, mobile learning, learner autonomy, smart learning, flipped and blended learning, social, collaborative learning, game-based learning, and other new learning strategies are being phased out in favours

of traditional methods of training and education, such as the teacher explaining the topic in class and students doing the exercises at home (Erkollar & Oberer, 2016; Güzer & Caner, 2014; Knight & Wood, 2005; Lage et al., 2000). The foundations will differ from those found in traditional education. They will advance in lockstep with intelligent education. In the previous section, we briefly listed and discussed the character traits of the newer population or digital-age learners. The changing properties of other essential elements necessarily require extensive study. There are three types of educational information and communication technologies. These are all-powerful, enlightening, and innovative solutions. Students with LD who use SET are more likely to reflect on and adapt to their experiences. As per SET, changes in society and education influence the selection of learning theories and technologies. Intangible conceptual relationships connect learning theories and SET, as do information processing and knowledge accumulation. The SET framework's layers are made up of these classifications. The framework and its application to SET designs are described in the following sections. In addition, we present two examples of intelligent educational designs. We systematically reviewed SET applications and propositions to verify the framework. As per our outcome, the SET framework can describe all of the SET to augment teaching-learning strategies for students with LDs in the 21st-century digital Era.

The Meaning of Smart Educational Technology

The SET is a self-directed, adaptive, motivated, resource-free, and technology-enhanced education in Korea (Kim et al., 2013). Because SET heavily relies on information and communication technologies, standards are also needed for its development (Hoel & Mason, 2018). SET is "the efficient and coordinated use of information and communication technologies to achieve a learning outcome using a relevant teaching approach." As per Zhu (2012), "the essence of SET is to create intelligent environments through the use of smart technologies to facilitate smart pedagogies in order to provide personalized learning services and empower learners to develop wisdom talents that have better value orientation, higher thinking quality, and stronger conduct ability." SET is also made reference to as "the digital learning concept" (Zhu et al., 2016). SET aims to provide learning content anytime and from any location (Bajaj & Sharma, 2018). The students with LD in a SET should be self-directed, collaborative, and technologically proficient. Instructional design benefits both traditional and SET education. The teaching method is the most common today. Moreover, the educator's role as a facilitator in modern strategies is becoming increasingly important. Teachers contribute significantly to SET by providing technical help and support. Teachers should be able to provide students with technical assistance if needed. It is important to realize that teachers, like students, must be comfortable with technology. The network is a vital distinguishing feature of educational technology used to support education in a SET environment (Klopfer et al., 2002). As an outcome, customized learning has the potential to be more effective. In recent years, there has been a surge in interest in adaptive learning systems. According to the International Association of SET, a SET is "smart" when it employs adaptive technologies or is designed to include innovative features and capabilities that improve comprehension and performance. SET provides new opportunities for people with disabilities to indicate potential education and training (El Janati et al., 2018). SET has become an essential need for students with LD due to its convenience and adaptability. It has captivated people's interest by connecting various fields and disciplines of knowledge for educational purposes through communication. Learning modes, educational facility actions, educational initiatives, study, anywhere access, and related skill development are all covered by SET. As per Bajaj and Sharma (2018), SET is "all about providing tailored learning wherever and whenever it is required". They also claim that "SET is an activity that can be done anywhere and at any time, and it is about expanding learning beyond traditional classrooms." Jang defines SET as "an educational system that allows students to learn using technology and study with a variety of tools based on their aptitudes and intellectual levels" (Jang, 2014). This paper presents the structure of a SET classroom. SET aims to make learning environments available anytime and from any location. To make this a reality and freely accessible, the development of a software system for artificial intelligence-based learning style perseverance is proposed here. Learning content can be adapted, and different content can be delivered to students based on the discovered learning styles. So far, two artificial intelligence techniques and concepts from learning styles have been used to validate simulation models (Fleming ND, 2001). SET environments "represent a new wave of educational systems, involving an effective and efficient interaction of pedagogy, technology, and their fusion for the advancement of learning processes" (Shoikova

et al., 2017). It is critical to understand that SET is about more than just technology. It is also about innovative methods of teaching-learning for students with LD in the 21st-century digital Era.

Technological Developments in Smart Education

In the coming years, digitalization will change the face of learning. As technology advances, there will undoubtedly be a parallel shift in learning. The Internet of things augmented reality, artificial intelligence, smart contract, cloud platforms, internet technology, machine learning, deep learning, and other emerging technologies can significantly enhance the value proposition. These innovations are critical in the transition from traditional to smart education. Smart education is a critical component of the smart environment. One of the most significant changes in higher education is the use of technology. Technology is now playing a significant role in increasing the availability and accessibility of learning resources, especially for students with LD. Smart classrooms focus on providing solid reasons for students to use technology to learn. A smart classroom's goal is to improve teaching and learning. It is commonly filled with different visual materials. A smart classroom is "advanced technical execution for academic institutions that provides learning tools and subject matter." During the design process, smart classroom concepts such as educational setting and consensus are considered. Teachers and students in smart classrooms can choose how they want to teach and learn. Smart classrooms provide benefits such as pedagogy, flexibility, knowledge transfer, enhanced considerate skills, interplay, educational content sharing, and so on (Shruti Tiwari, 2017). SET is an activity that can be done at any time and in any location outside of traditional classrooms. Personal learning content such as text, images, or multimedia can be found on devices with internet access, whereas fitness trackers can listen to classroom lectures. Cloud computing has been proposed as a method of accomplishing this. The in-development software tool can be hosted in the cloud for improved global accessibility with no scalability limitations. The software under development can be hosted in the cloud for instant global access and extensibility. Sample learning content would be required to monitor student behaviours and determine available student attributes. A simulated classroom with a virtual teacher could be used instead of a classroom setting (Manning CD, Schütze H. F, 1999). SET uses cutting-edge technology to provide students with a comprehensive learning experience. The SET system combines pedagogy, curriculum, assessment, and the teacher to provide intelligent, tailored instruction. It incorporates human-centered social learning and adaptive learning in smart communication. SET concerns learners and content more than devices (D. Gwak, 2010). The SET educational paradigm integrates the benefits of social learning and systems and learner-centricity, and service orientation. SET encourages student independence in more openly connected and personally fostering environments. Technological advancements enable the creation of new approaches, methods, and tools for new or improved educational and training practices. Besides that, these technologies are facilitating a paradigm shift in education. We created a SET after researching various information technologies that support SET. The framework conceptually structures information technologies in a layered architecture. We also developed a SET design approach based on the structure for students with LD in the 21st-century digital Era.

Facilitating Information Technologies for Smart Education Technology

The usefulness of technological tools has fundamentally changed how people live. However, many people use technology consistently and just for fun. So was born the idea that society could illustrate the benefits of information technology (Orchard et al., 2015). Zhu and he (2012). Investigations reveal that the SET concept forms the theoretical basis. The three key elements of intelligent education are intelligent learners, intelligent conditions, and intelligent learning methods, which are the focus of this paradigm. Due to the way that SET portrays smart pedagogy and intelligent learning environments as technical problems, SET encourages educational objectives that benefit intelligent learners. SET should therefore be used instead of smart instruction. The understanding of populations can be dramatically influenced through innovative education. Through intelligent encounters and philosophical teaching, clever learners can be developed. The use of SET to create a new digitalized learning environment has, however, become a serious global issue. New challenges with the promotion of effective learning also emerge with the introduction of new technology. Technology has a large impact on society. Furthermore, technological progress is accelerating at an alarming rate. Technological advancements have an impact on our children as well. Teachers working with digital natives should be aware of these traits. The current learning environments must be modified to reflect these students' strengths and weaknesses. More appropriate learning environments are required for current and future

generations. The form of SET, in combination with advanced technological practices to procedures and techniques for the effective delivery of educational services, is referred to as SET (Gabriela et al., 2018). Many experts believe that "Smart Education" should be used to define a digital educational service system (Klichowski M, Bonanno P, Jaskulska S, Smaniotto Costa C, de Lange M and Klauser F R 2015). These intelligent technologies have the potential to transform teaching-learning practices and systems completely. Research to improve learning-teaching frameworks may be required in order to engage students who are digitally oriented in their daily lives (Chang et al., 2017). SET is an educational service system that uses digital technology to enhance educational service quality to raise educational standards (Tikhomirov V and Dneprovskaya N 2015). SET envisions a technique based on operator actions, encouraging interactive methods that require thought, intelligence, imagination, and creativity mechanisms. The active participation of a student with LDs in obtaining meaningful and useful information is the foundation of effective and long-term learning. Interactive methods and teaching tools that encourage the exchange of ideas, experiences, and knowledge have been used to promote teaching-learning and personal development since the beginning. The SET vision should aid in meeting this requirement while also addressing the flaws of current educational methods and systems. The value at which information technology is advancing is remarkable. New technologies, devices, applications, tools, and, most importantly, new ways of thinking are introduced daily. The curriculum substantially influences educational and training practices at all levels for students with LD in the 21st-century digital Era.

Smart Education in Teaching-Learning Procedures

Since it can autonomously spot system inconsistencies, make a choice, and take action to alter the environment, a SET system is essential to decision-making. It is also essential for non-programmed decision-making since it can make the procedures of finding, evaluating, deciding, and implementing those decisions easier (Zareie, Navimipour, 2016). Smart classrooms use the most advanced teaching-learning-learning modern educational techniques. It is a novel educational approach. The SET approach provides students of all ages with smart thinking tools and a technologically based educational environment. SET is a broad term for education in today's world. The SET program has been updated to more precisely and purely reflect awareness in form and higher education (S. Al Janabi, 2020). Through SET, students can learn science, technology, language teaching, math, and science. Traditional education method knowledge is sufficient for one's own life but not for integrating into the rest of the world. The majority of public schools and educational institutions are facing significant budget cuts, making threats to the quality of education (G. Kassymova, A. Akhmetova, M. Baibekova, A. Kalniyazova, B. Mazhinov, and S. Mussina, 2020). The SET concept is gaining popularity since it represents an entirely new educational approach. Smart schools and SET are new concepts that benefit both teachers and students. Teaching-learning methods also include the structured use of computers, the Internet, projectors, and whiteboards from primary disciplines. This demonstrates how students can quickly digitize their knowledge and skills using specialized methods. It can assist students in developing educational modes tailored to their specific requirements (M. Kwet and P. Prinsloo, 2020). A SET is essential to decision-making because it can independently identify system inconsistencies, make a judgment, and take action to change the environment. It is also crucial for non-programmed decision-making since it can facilitate the processes of locating, assessing, making, and carrying out such decisions (Zareie, Navimipour, 2016). The goal of successful training is considered and evaluated by SET (M. Abdel-Basset, G. Manogaran, M. Mohamed, and E. Rushdy, 2019). Success improves over time compared to individual learning needs (J. Chauhan, P. Goswami, and S. Patel, 2019). The goal of SET is to stay focused on an interactive model based on the connection and interaction of teaching-learning and assessment. A modern teacher cooperates with his students with learning disabilities to ensure successful learning. The teacher encourages students to participate in google and discovery activities, and students with LD actively and consciously participate in knowledge assimilation and personality formation. As an outcome, a cooperative process to provide the highest possible standard of education is being formed in the 21st-century digital Era.

Smart Educational Technology for Students with Learning Disabilities

An essential element of education is the teacher. Students are usually perceived as independent in settings where technology is used to promote learning. However, their ability to learn and develop skills still greatly relies on the guidance and stimulation of an experienced adviser (Zhu et al., 2016). It becomes exciting and

modern when teachers are constantly involved in the learning process. Continue to improve educational content and include students with learning disabilities. As an outcome, the role of the teacher in the twenty-first century has shifted. Since any information can be found on the Internet, a standard lecture written by dictation reduces motivation to study. As a result, teachers should provide students with learning disabilities with experiences that they will not be able to obtain elsewhere. Mentoring, dialogue, and discussion, among other things, should take the place of traditional instruction. Emerging technologies must be applied differently in light of the factors described in the technology adoption and usage model. Therefore, there is a higher likelihood that both educators and students will use cutting-edge teaching methods on digital platforms (Sahlin et al., 2017; Aliao et al., 2019). It is essential to look at new smart classroom strategies because teachers must either support teaching-learning processes or promote emerging technological tools to enhance academic achievement in students with LDs. Gwak (2010) defines SET as continues to follow: first, it focuses on students and content rather than devices; second, it is effective, intelligent, and tailored learning based on advanced information technology infrastructure. As an outcome, SET is an essential part of future education. SET is an education system that seeks to enhance students' ability to deal with problems of the twenty-first century by offering educational systems innovation solutions such as education, methods, and evaluation environments (Zhiting Z. 2014). SET is dependent on the availability of knowledge. As an outcome of the execution of SET, students with LD will be able to freely receive the necessary information and increase their level of use of innovative technologies, allowing them to meet the growing demands of students with LD to the greatest extent possible, create a stable motivation for gaining knowledge, and emphasize the importance of learning and further self-education for a successful future and progress. In the information age, SET is a vital option and a key progression in ongoing improvement. Through SET development, education alternatives that support lifelong learning and high-quality education can be made available to students with LD. It actively encourages ecologically responsible progress. The connection between the teacher and students with LD will depend on various elements, including the setting, the core curriculum, the student's language involvement, and preferences. An internal pedagogic discussion is a prominent interaction style in SET contexts that can lead to high-quality knowledge acquisition. The "teacher-student" approach utilizes an ongoing, active communication method. In SET classrooms, the interaction between teachers and students with LD is mostly possible in traditional ways. Modern communication technologies are on pace with and significantly enhance the educational opportunities offered to students with LD in the 21st-century digital Era.

CONCLUSION

Modern educational possibilities are made possible by the SET of today. All of these possibilities, some of which have been around for longer than others, have the potential to significantly alter the way that schools of higher learning operate in the not-too-distant future. With these tools, teachers can modify their classes to accommodate the learning styles of their students, boosting retention and comprehension for all students and levelling the playing field for those with learning disabilities. To help a student with academic challenges, teachers should employ strategies that place a high value on technology usage. Webcams, remote controls, and wireless gadgets are all accessible technology that can help students with LD become more involved in the classroom and find a better match for their unique learning methods. There will soon be a time of change in education that will affect both students and teachers. SET aims to equip students with LD with the technological skills they will need to succeed in today's fast-changing and competitive skilled world. The established hierarchy between the teacher and the student with LD will be maintained when these tactics are used in the classroom. Technology usage also allows for greater one-on-one contact between students and teachers. Using real-time and historical data, SET based on classroom analytics and social robots that can act as teaching assistants, instructors, and even peer students can better arrange classroom instruction. Hence, we advise using the SET approach. The study contains guidance for exploring surprising uses of current technologies. By engaging with a digital, three-dimensional world, the SET method has greatly increased students' capabilities in creative problem-solving and critical analysis. Given this, the SET method will one day supersede all others in the classroom. We plan to do additional study to determine the best approach to standardize the process of creating SET for students with LD in the 21st-century digital Era.

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METAPHORS OF ACADEMIC WRITING: NON-NATIVE WRITERS' PERSPECTIVE

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ABSTRACT

This study employs the use of theory of metaphor (Lakoff and Johnson, 1999) as a qualitative analysis method in order to reflect non-native writers' attitude and experiences about writing in English. Metaphors can be used to uncover individual or collective patterns of thought and action. They are a way of describing cognitive structures linguistically. Participants were asked to create metaphors for certain terms on writing and tasks of writing so as to act as a self-reflection tool. As research questions, the study investigated what the metaphors are produced by non-native students on writing in English and under which conceptual categories can the non-native students' metaphors about writing be classified in terms of their common characteristics and whether there are any differences between the metaphors created by graduate and undergraduate students. The responses of participants were analyzed qualitatively using content analysis method. The responses were classified according to the concepts expressed by the participants. The responses of undergraduate and graduate students were compared conceptually to see whether they approach writing differently. The results of the analyses are particularly useful for informing a pedagogy for academic writing since they contribute to our understanding of the patterns of thought that are characteristic of non-native writers of English.
Keywords: second language writing, non-native writers, metaphors

INTRODUCTION

Writing in a second language is a challenging task for non-native students, especially when it is in the form of academic writing at postgraduate level. Although it is a challenging task, writing development deserves attention especially in the higher education context. Writing is a higher order skill which contributes not only to language development but also intellectual development. It is not a simple task of transferring language onto written form but a "thinking process in its own right" (White, R., & Arndt, V. 1991, p.3). The role of writing in language classrooms traditionally was an aid to language learning, however it has also been acknowledged by earlier researchers of writing pedagogy that writing successfully requires not only producing correct sentences but also being able to communicate, to search and compile information, create relationships between ideas and develop arguments suitable for a particular context and audience and following a style that fits the genre (White, 1980; Hedge, 1991; Avery & Stott, 2001). In an attempt to create a hierarchy of writing outcomes listed from one that requires minimal fluency to full proficiency Grabe (2012) proposes the following hierarchy:

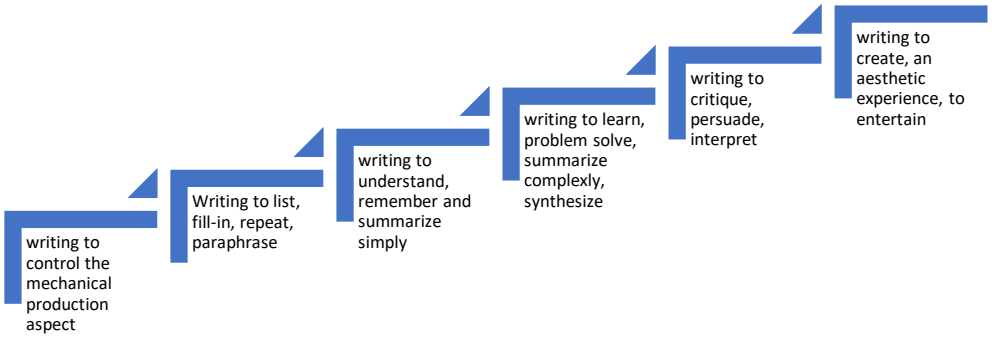

Figure 1. A purpose hierarchy for writing (adapted from Grabe, 2012)

Today with the emphasis on 21st century skills, and a move towards student centered learning geared towards increasing students' abilities of critical thinking and researching, writing in a second language and especially in English has become even more important. Particularly, in the western higher education context, writing plays several roles such as a tool for assessment, learning and a gateway into particular disciplinary communities with the increasing demands on higher education such as increasing number and diversity of students (Coffin et al., 2003). {Citation}

Another more practical driving force behind the need for improving writing skills in English is the internationalization of tertiary level education and the increased mobility of university students in the world. As a result, non-native university students face the challenge of improving their writing in a second language and especially in the English language which has become the global language of the academia. The difficulties faced by non-native students in writing in English has attracted researchers' attention and studies report difficulties in both areas of language use and genre specific issues related to the academic language (Akrei, 2021; AlMarwani, 2020; Hundarenko, 2019) as well as writing as a tool for integrating into or being alienated from the university context (Harklau, 1998; Losey, 1997).

Given the importance of developing second language writing skills in the higher educational context, it is necessary to fully understand the nature of students' experiences with writing skills. In the Turkish context, second language writing is usually carried out as an aid to language learning in the general sense and usually within the school of language or English language related departments. In universities where EMI (English Medium Instruction) is applied, second language writing is given more importance as a means of academic inquiry and reflects an approach of academic writing. Researchers have inquired about the experiences and perceptions of academic writing among Turkish students a non-native writers of English in order to gain a deeper understanding of the students' point of view (Aydin & Baysan, 2018; Saglam & Duman, 2020). Aydın and Baysan (2018) employed a metaphor analysis to examine the perceptions of graduate students on academic writing and their study revealed 9 metaphors mainly indicating academic writing as a process which requires effort and skill as well as a challenging one. The purpose of Sağlam and Duman (2020) was to set realistic goals for an English for Academic Purposes class, and they found that students reported positive perceptions towards integrated writing assessment. Their research indicates the importance of informing writing pedagogy with learner input.

This study employs the use of metaphor analysis as a way of gaining insights into the perceptions of students with second language writing and academic writing. Metaphor analysis is seen as a secondary qualitative data analysis (Beck, 2019). Lakoff & Johnson, 2003) put forward three types of metaphor: structural, orientational and ontological. Structural metaphors present a clear concept to structure another concept; orientational metaphors help organize a system of metaphor in relation to each another; and lastly ontological metaphors are based on individuals' experiences with physical objects. The purpose of the study is to examine metaphors created by Turkish higher education students in order to get a better understanding of their perceptions of second language writing and academic writing and to understand their possible challenges in the writing process.

METHODS

The study used mainly quantitative methods. Data for the study was obtained by using an online survey. The first part of the survey was aimed at collecting information about the participants such as their field of study, their university, self-rated English level, their level of education. In the second part of the questionnaire, the participants were asked to make associations for the terms 'writing" and 'academic writing'. The participants were asked to freely write all terms that are evoked in their mind when they heard the words 'writing' and 'academic writing'. The participants were also asked to complete sentences about 'writing' and 'academic writing' first with positive metaphors and second negative metaphors in the first part of the sentence and in the second part of the sentence they were asked to give their reasons for the certain metaphors.

The study investigated the following research questions:

What are the metaphors produced by non-native students on writing and academic writing in English?

Under which conceptual categories can the non-native students' metaphors about writing and academic writing be classified in terms of their common characteristics?

A total of 58 participants attended the online survey. The data from the survey were analyzed using content analysis method by classifying the responses under emerging categories. The responses were grouped under these emerging categories and frequencies of responses under different conceptual categories were compared. The categories were then used to interpret the individual answers conceptually.

RESULTS AND DISCUSSION

This section contains an overview of the results obtained from the survey starting from the characteristics of the participants and moving on to their responses and lastly the section includes a discussion of the results. The number of participants who responded the survey was 58. The participants were from 6 different public universities of Turkey located in the Middle Anatolia and Aegean Regions. The participants were also asked about their field of study at the University. According to their responses, we can see that all of the participants are studying in a field related to language. Namely department of linguistics, department of translation and interpretation and English language teaching. You can see the distribution of the participants into these English-related departments in Figure 2. Most of the participants are studying at the English Translation and Interpreting department, followed by English Language Teaching and English Linguistics.

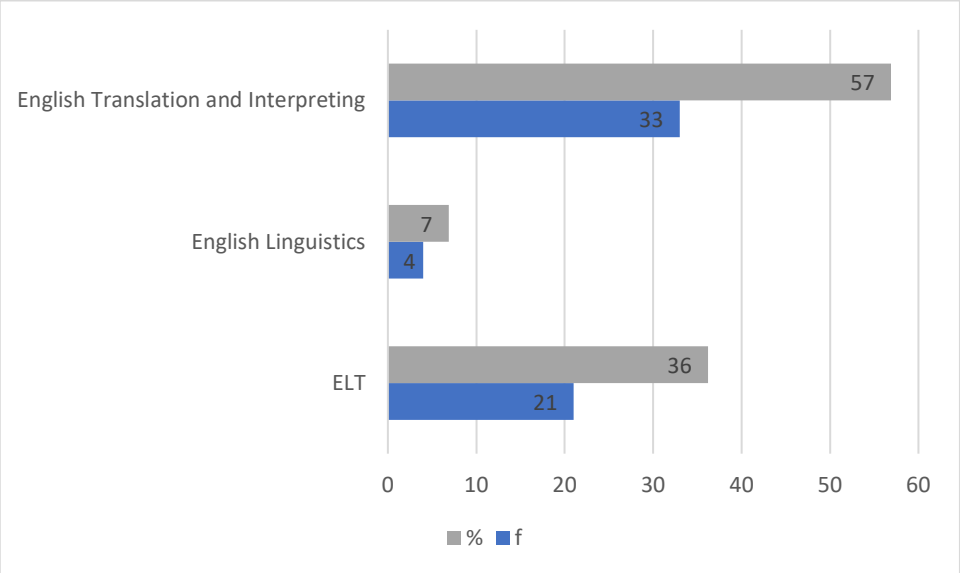

Figure 2. Participants'' Fields of Study at University

The self-rated English level of the students is presented in Figure 2 below. As we can see from Figure 2, most of the undergraduate students rated their English level as advanced with a minority of the students rating themselves as intermediate and native like. On the other hand, most of the graduate students rated themselves as advanced with a minority rating themselves as native like. However, none of the MA students rated themselves as intermediate. This indicates that the MA students are more confident about their proficiency in English.

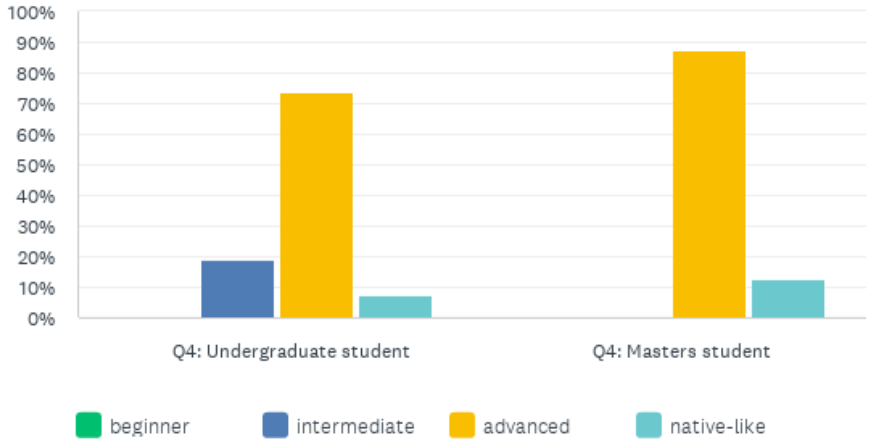

Figure 3. Self-rated English Level of Participants

While a majority of the students participating in the survey were undergraduate students, graduate students also took part in the survey. As shown on Figure 4, 72% of the participating students were undergraduate students and 28% of the students were graduate students.

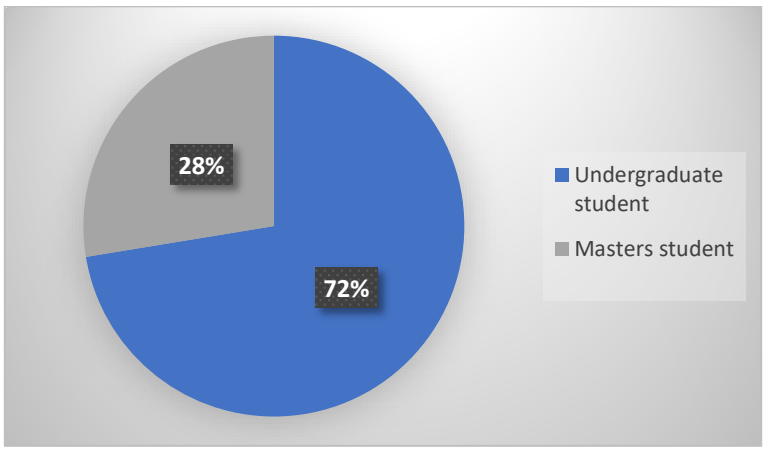

Figure 4. Level of Study of the Participants

After the background information about participants was gathered in the questionnaire in the first part, in the second part of the questionnaire, participants were asked about the images or metaphors evoked in their minds when they thought about 'writing' and 'academic writing' respectively. Their responses were subjected to content analysis by adding tags which acted as a common classifying concept based on the content of the responses. An examination of the responses revealed 5 categories of responses: namely, conceptual (34%), writing tools-traditional (30%), product (27%), linguistic (7%) and genre-specific (4%). Figure 5 shows the categories and their distribution.

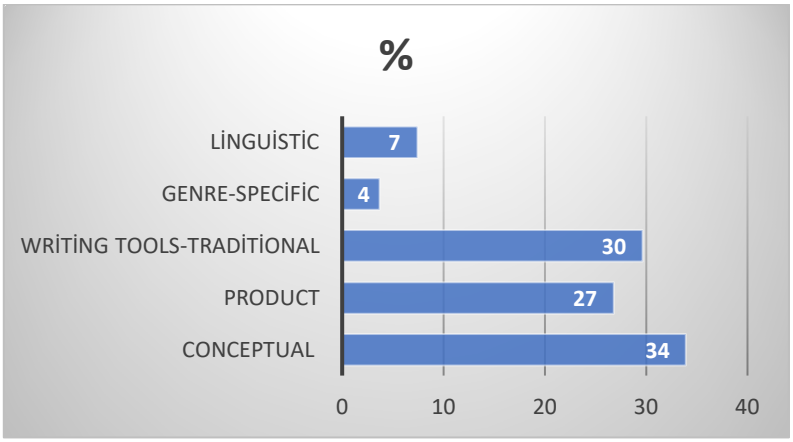

Figure 5: Categories of Metaphors for Writing

Conceptual metaphors on 'writing' expressed by the participants included concepts such as creativity, academic writing, a flowing river, an avalanche, a park, a storm, surveys, effort. Some sample responses are provided in Table 1 below. As seen in Table 1, most of the conceptual responses except for effort, challenging and storm all of the metaphors created are positive ones. The metaphors of flowing river, avalanche and walk in the park indicate that the students approach writing as a process. Another concept coming forward is creativity, and the responses indicate that when the term 'writing' is seen in isolation it reminds students mostly of creative writing which entails expressing emotions.

Table 1. Metaphors on 'writing' under the category of concept

Participant Code	**Response**
118181496176	Creativity
118181488257	Writing is one of the ways to express emotions.
118181452788	Ideas, context, fiction, genre, style etc...
118181328734	Academic writing
118180430361	A flowing river, an avalanche, a storm
118180249327	A walk in the park
118180234539	Expressing opinions
118179927709	Transition of ideas from brain to a paper
118179491568	Challenging, integration
118179122383	Mostly sophisticated authors and calm environments but at the same time academicians and surveys
118179084398	Expressing thoughts through written communication
118179075076	Writing is like a lamp. You are in dark until you find an idea to write about. Then, it is all light.
118179066361	It's whether academic or not
118179049389	Transferring the ideas
118179048293	Sitting down and expressing some ideas on paper.
118179046065	Effort, emotions, affection, melancholia
118179045634	Explaining or describing something

The second emerging category of metaphors about writing was that of product. When students saw the word writing, they were reminded of all different kinds of writing products from simple to complex such as e-mails, posts, paragraphs, essays, newspapers and journals as well as more creative products such as poems and novels.

Table 2. Metaphors on 'writing' under the category of product

Participant Code	Response
118181370875	Essay mostly
118183455386	Emails, Essays, paragraphs, posts
118182964144	Journal, celebration, greeting
118181475005	Poem
118181469272	Articles, texts, books, newspaper, journal, paragraphs
118181382945	Writing a novel
118181365607	Long essays
118181350576	Book, nature
118181329752	An article
118181328481	Newspaper, daily etc..
118180453883	Essay
118180314953	Essay writing
118180230771	I imagined that write essay.
118179156711	Novels

The third most frequently occurring category was that of writing tools; writing most frequently evoked the metaphors of traditional writing tools such as pen, pencil, paper and typewriter.

Table 3. Metaphors on 'writing' under the category of writing tools

Participant Code	Response
118183772492	Pencil
118182948090	Pencil and paper
118182139949	A pencil and paper
118181460404	A pen
118181414740	Pencil, book
118181374007	Pencil and Paper
118181347107	Paper-Pen
118180998292	Paper and pencil
118180312385	pen and paper
118180307953	paper, pen
118179098010	Typewriter
118179082376	Pen and paper
118179036814	Paper

When students were there asked to write metaphors about academic writing they came up with different metaphors compared to that of 'writing'. According to the responses, seven different categories were created. These categories were product as the most frequent category followed by genre, process conceptual, writing tools-technological, context, instructor and professional development. The results indicate that metaphors for 'writing' and 'academic writing' differ from each other according to the participants; for example, in the context of writing the tools, usually traditional writing tools were mentioned, whereas when it comes to academic writing, the tools mentioned were mainly computers, word processors, grammar checkers; that is, more technological writing tools.

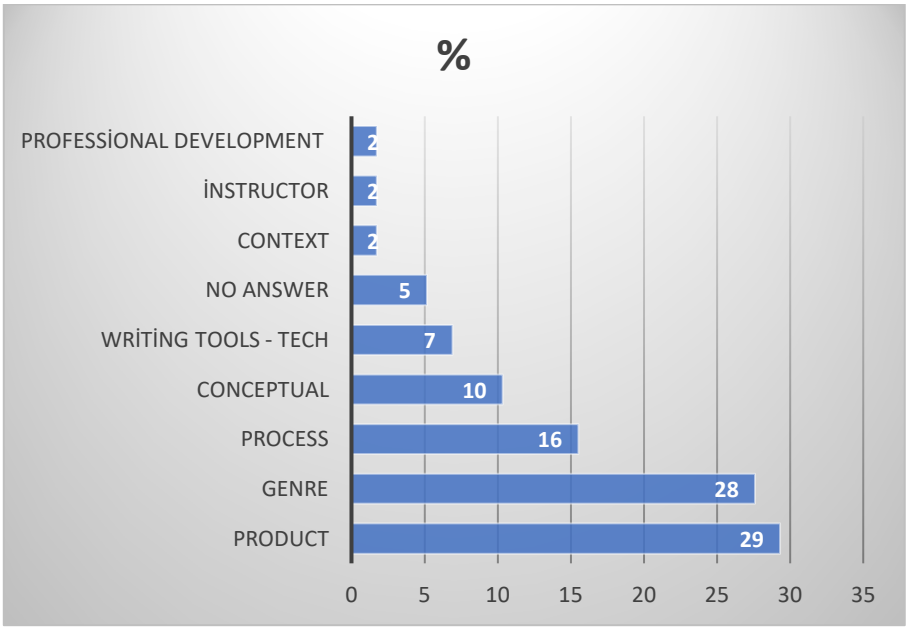

Figure 6: Categories of Metaphors for Academic Writing

As the most important category emerging, we can see the category of product. Under this category, different from writing for academic writing the texts mentioned were more formal types of writing articles, essays, journals, scientific articles as opposed to novels, poems, stories which were mentioned in relation to the term of writing. Sample responses sample responses under the category of product are listed in table 4 below.

Table 4. Metaphors on 'academic writing' under the category of product

Participant Code	**Response**
118184822384	Formal texts informing people about scientific subjects and studies
118183772492	article
118183455386	essays
118183200055	Flashbacks of the writing lecture, informative texts
118182964144	Thesis, essay
118181475005	Article
118181382945	Essays
118181370875	Essay again
118181328481	Article, journal etc..
118180453883	Articles
118180314953	Thesis and research writings
118180230771	write essay
118179156711	Scientific articles
118179082376	5 paragraph essay
118179036893	Paragraphs, topic sentences, attention grabbers
118179036814	Essays
118181350576	Paper, research

Another category emerging from responses was genre. To responses show that the participants are aware that academic writing as a genre requires certain conventions. For example, participants mentioned that academic writing is a more formal type of writing and that they have to pay more attention. In addition, they mentioned special structures and special terminology is needed or formal words are required. Sample responses are provided in Table 5.

Table 5. Metaphors on 'academic writing' under the category of genre

Participant Code	Response
118181488257	Academic writing is more formal writing. We must be care about how we write in academic writing.
118181483201	Academic writing is more formal writing so we must care about how we write.
118181469272	The particular rules about writing, formal language, articles in law, medicine, .etc. fields
118181365607	Formal writing
118181342908	Passive voice, long rarely used conjunctions, quotation marks
118181336056	Formal language, words and accent
118181328734	An aesthetic text written with academic rules. The opinions are clear. Paragraphs are coherent. There are linking words.
118180428621	Special structures, terminology
118180234539	Systematical considerations
118180173637	Formal language, specific terms, academic language, proof reading
118179491568	References, formal language, researchers
118179100949	Using formal words
118179098010	Reference
118179083996	Apa-7th edition's user manual.
118179080464	Reference lists, APA guidelines, passive language, grading
118179066361	A formal language and all the rules

The third most frequent category was process. The participants expressed that lots of research is required, and it requires a lot of effort to write in the academic domain. One of the metaphors which is interesting is "…sitting on a table with a mindful of complicated ideas". The responses indicate that participants approach academic writing as a process which is demanding. Some of the sample responses are provided in Table 6 below.

Table 6. Metaphors on 'academic writing' under the category of process

Participant Code	Response
118181496176	lots of research
118181452788	scientific research, thesis, master, formal writing etc...
118180998292	Lots of research
118180312385	rewriting a paper

118179927709	Sitting on a table with a mind full of complicated ideas
118179049389	Transferring the ideas in a proper way
118179045634	Explaining a specific Subject
118181414740	Articles, rules
118179122383	Thick books and a lot of effort

Lastly, the respondents created metaphors related to the tools for academic writing. These metaphors usually relate to technological tools such as digital programs keyboard, Google academy Bank, hello graphic pen computer and so on as opposed to pen and pencil mentioned in relation to writing in genera

Table 7. Metaphors on 'academic writing' under the category of writing tools- technological

Participant Code	**Response**
118182139949	Digital programs (computer) and keyboard
118181374007	Google Academic, Stylographic Pen
118180307953	computer, dictionary

In the next section of the survey, participants were asked to express their positive perceptions about writing in English. The most frequent responses were beneficial enjoyable and inspiring. It can be seen from the responses that participants are highly aware of the benefit of writing in English for their language development. The positive responses were categorized according to their content as presented in Figure 7 below.

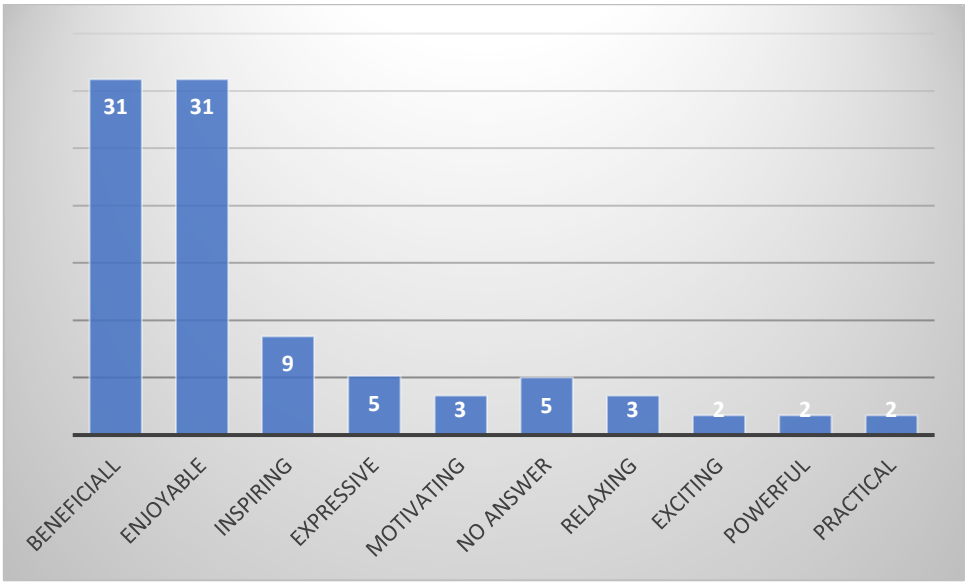

Figure 7. Positive perceptions of participants on 'writing in English'

The participants were provided the flowing sentence prompt and instructed to complete the sentence with a positive perception and a reason for it:
Write a sentence containing a positive adjective using the sentence structure below: Writing in English is ..... because .....
Sample responses are presented in Table 8. In terms of the responses categorized under beneficial, the participants indicated that they find writing beneficial because it helps them practice what they have learned, they can see their progress, it can help to learn new words and phrases, and most importantly they thought that it fosters their creativity and thinking. Another positive perception provided for writing was that it was easy.

The reasons indicated for this were that the rules of writing English are comprehensible and that there is an abundance of resources for English.

The participants also expressed that they found writing in English enjoyable because it was like solving a problem and they love English and also that they can play with words.

Table 8. Sample positive perception responses of participants

Participant Code	Category	Response
	beneficial	
118183455386		Writing in English is beneficial because you can practice what you have learnt.
118182964144		Writing in English is beneficial because we can make progress through time
118182139949		Writing in English is beneficial because it can help me learn new words and phrases.
118181483201		Writing English is instructive because when we write English, we can learn the sentence order easier.
118180234539		Writing in English is beneficial because it fosters creativity and thinking
118179179319		Useful because we are learning how we can write in appropriate style
	easy	
118184822384		Writing in English is easy because the syntactic rule of English Language is comprehensible.
118180312385		Writing in English is Easy because there is abundance of resources.
	enjoyable	
118183772492		Writing in English is enjoyable because it is like solving problem.
118181328734		Writing in English is fun because I love English ❤
118179927709		Writing English is funny because you can play with words.
	expressive	
118181488257		Writing English is a good way because it allows us to convey our emotions and feelings through writing.
118179046065		Writing in English is fulfilling because it lets me express my feelings more clearly
	inspiring	
118181460404		Writing in English is inspiring because my mind has to process a different language other than my mother tongue
118181382945		Writing in English is inspiring because it develops self-confidence
118180453883		Attention-catching/fascinating
	motivating	
118179491568		Encouraging because I feel better when I see I can write in another language
118179100949		Writing in English is great because I can tell my words in another language.
	powerful	

118179082376		Powerful because it provokes the mind to use words
	practical	
118183200055		Healthy and practical because it makes you keep your brain working and improves your creativity as well as general knowledge
	relaxing	
118181475005		Writing in English is relaxing because it is good for me
118179045634		Writing in English is relaxing because sometimes I feel like I can express myself better.

Finally in the survey, participants were asked to express their negative perceptions about writing in English. The negative perceptions included that writing in English was difficult, boring, annoying, overwhelming, painful, restrictive and time consuming. These responses are important because they show us the challenges that participants facing in writing in English. One of the difficulties mentioned was the language barrier; that is, being a non-native speaker and also the vocabulary limitations. In addition, the rules of English and writing were perceived as boring. A Total of 11 negative adjectives emerged from the responses. The participants were provided the flowing sentence prompt and instructed to complete the sentence with a positive perception and a reason for it:

Write a sentence containing a negative adjective using the sentence structure below: Writing in English is ..... because .....

The distribution of negative perceptions are shown in Figure 8.

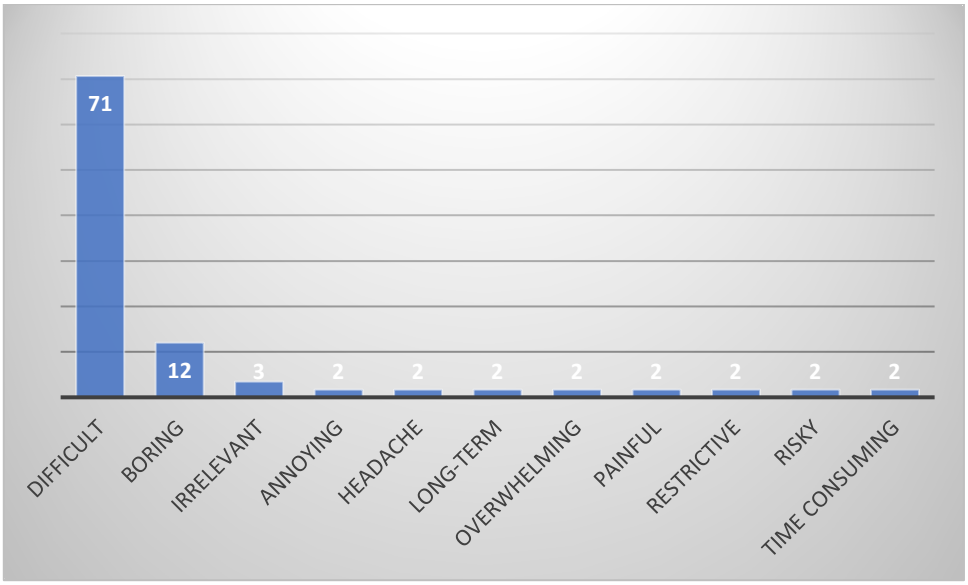

Figure 8. Negative perceptions of participants on 'writing in English'

Table 9. Sample negative perception responses of participants

Participant Code	Category	Response
	difficult	
118184822384		Writing in English is difficult because writing in a different language can be tough from time to time for non-native speakers and writers.
118183772492		Writing in English is hard because sometimes you can't remember the word you use.

1181834 55386		Writing in English is difficult because you need to care about a lot of things.
1181821 39949		Writing in English is sometimes hard because it's not my native language.
	boring	
1181813 74007		Writing in English is boring because there are so much rules.
1181829 64144		Writing in English is boring because of the writing rules.
	annoying	
1181790 80464		Annoying because repetition makes it so.
	long-term	
1181814 69272		a long-term activity/ It contains too many rules and is a mind-blowing activity.
	overwhelming	
1181832 00055		Sometimes Overwhelming because it May include some unmanageable methods or problems.
	painful	
1181790 82376		Painful because it provokes the mind to use words.
	restrictive	
1181800 69136		Writing in English is restrictive because the English language is not that literary.
	time-consuming	
1181813 65607		time consuming because it is hard to express feelings with a foreign language.

CONCLUSIONS

This study examined the responses to a survey about academic writing and writing in general in English. The purpose of the study was to find out the perceptions of non-native writers about writing in
English and academic writing specifically. The metaphors created served as a way to understand the perceptions of the participants, their ideas about writing and the challenges they are facing. An examination of the responses indicated the following points. The participants are reminded of creativity mainly when they hear about writing. But when it comes to academic writing they are reminded of a more formal way of and more formal text productions. Writing reminds participants of traditional writing tools such as pen and pencil, but academic writing reminds them of computers and word processors. The participants relate academic writing to technology does not pen and pencil. The responses indicate that the participants have a high awareness of academic writing as a concept.

The study has some implications for the teaching of academic writing, for example more technology can be integrated into academic writing to ease the burden of applying rules of academic writing, for example reference management programs such as Zotero or Endnote can be integrated into the teaching of academic writing. These programs make it easier for the writer to employ mechanical rules of academic writing such as making in-text citations or creating reference lists. In addition, existing resources created for academic writing online can be employed more so that students can see more samples of academic writing and they can reach current updated information. These online resources are provided in an accurate and dependable manner by the writing centers of major international as well as national universities and they are freely available for everybody.

One positive outcome of the study is that participants have a high level of awareness about the benefits of writing in English. When students are aware of the benefits of an activity, they are more willing to carry it out. In order to foster this positive perception, students in academic writing should be provided with meaningful tasks which would also support them in their academic performance and academic development. When students are engaged in meaningful tasks and then they are aware of the benefits and outcomes, they would be more willing to invest their time in academic writing activities. The study also has some limitations, for example all of the participants taking part in the survey were from English departments, however no participants were included from other fields of studies. In future studies, the perceptions of students studying in other disciplines could also be investigated.

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THE FORMULATION OF A UNIVERSAL MISSION AND ROLE FOR WRITING CENTERS: DOES ONE SIZE FIT ALL?

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ABSTRACT

Higher education institutions today have "ideally" adopted or moving towards adopting an approach which is more student centered and geared towards 21st century skills. These skills include critical thinking and abilities beyond the limited knowledge acquisition process. Today's higher education students have to learn how to read critically and how to express themselves in writing in order to position themselves and their identity in the educational sphere of the university. Within this context, the writing center occupies an important place in the knowledge-making process of higher institutions at both undergraduate and graduate levels (Liggett, Jordan, & Price, 2011). With the increasing demand for higher education and the competition between young generations, it has become even more important to develop academic skills such as writing. Writing centers in higher institutions have been established with this mission to contribute to the intellectual development of students as critical readers and writers. The writing centers in the world universities do not function in isolation today since there are many associations which try to promote the synergy between writing centers. With this study, I would like to provide a comprehensive overview of the development of writing centers in the world and explore their approaches and pillars on which their establishment principles are based. In addition, through this survey, I would like to find out the common principles that can create the synergy between writing venters in the world.

Keywords: *Writing, academic writing, writing centers*

INTRODUCTION

Early Writing Labs started in the 1970s in the US include those at University of Michigan (1971), Berkeley (1973), the Brooklyn College Writing Center (1973), and Purdue (1975). (Kinkead, 1996) The number then quickly increased bringing with it the need to collaborate and institutionalize. The CCCC (Conference on College Composition and Communication) was organized annually to provide a platform of discussion about writing in College Campuses. Kinkead (1996) presents the milestones in the institutionalization of writing center scholarship, how and why NWCA was established as the successor of CCCC to address growing numbers of writing centers their issues. (Harris, 1977) Hawkins and Brooks (1978) address the growing number of writing centers and the broadening of their roles and responsibilities:

Today's writing centers were not conceived in the most orderly and organized fashion. It has been a chaotic beginning the impetus for these early centers often was remedial instruction, there was a growing feeling that a writing center might serve the entire campus this way: "Today's writing centers were not conceived in the most orderly and organized fashion. It has been a chaotic beginning the impetus for these early centers often was remedial instruction, there was a growing feeling that a writing center might serve the entire campus community and even beyond.

The idea for a NWCA was initiated with the efforts of 60 writing center directors led by Muriel Harris at the annual CCCC by bringing together a special interest group and starting of a Newsletter: The Writing Lab Newsletter. In 1983, the NWCA board elections were made, and the Association convened. The activities of the NWCA were defined in the assembly statement:

Members from all regions of the country elect a National Executive Board, vote on Position Statements of the NWCA, and elect one or more members of the NCTE Board of Directors to represent interests of writing centers. . .. The Executive Board, to be elected this October, will direct future activities of the NWCA, including: (1) establishing a network among the regions for sharing of research and conference information, and (2) formulating position statements, for membership approval, on matters of professional interest to writing centers - such as academic freedom, assessment and evaluation, professional status, training and development.

Today there are many associations spread to many parts of the world which unite writing centers such as the IWCA: International Writing Centers Association, the EWCA: European Writing Centers Association,

NEWCA: Northeast Writing Centers Association, MAWCA: Mid-Atlantic Writing Centers Association, MENAWCA – Middle East North-Africa Writing Center Alliance, CWCA: Canadian Writing Centers Association, Online Writing Centers Association. While reviewing the literature for this study, I came across a short article by Muriel Harris published in College Composition and Communication as early as 1977 titled "Making the Writing Lab an Instructors' Resource Room". Harris (1977) provides an overview of the Purdue Writing Lab's baby steps and one can explore how the roles of the writing center emerged through communications with the faculty with questionnaires and observing reactions of both faculty and students. The questionnaires yielded questions from faculty such as: "Could the lab gather some successfully used theme assignments to look at for suggestions? Could the lab collect a file of sample graded papers to browse through?". Even the field testing was done on the go with students as Harris puts in "elbow-to-elbow" situations. The immediate reactions of students such as "puzzled stares" or even "inappropriate responses" led to discarding of confusing materials. Harris mentions several roles for the newly established writing center as resource room, a working library of writing scholarship, a site for supplementary teaching, individualized instruction, a gathering place and a meeting ground. The following quote describes the writing lab as a hub where various activities are going on at the same time:

At a table where a lab instructor and a student are discussing some punctuation problems in the student's writing, there may also be a composition instructor leafing through a self-instruction module on word economy and taking notes for her own presentation. Another instructor may come in to ask for copies of our sentence-combining exercises after returning to the Resource File some journal articles discussing the effectiveness of this technique. A new instructor who doesn't yet have a folder of sample argumentative themes from previous classes comes in to pull from our file of graded papers a few argumentative themes for his class to ex- amine before they finish writing their own papers. Another instructor may ask for our handout on parallel structure to distribute to the class after they discuss the subject. And finally, there are the conversations that take place over the Resource File. With our colleagues on the composition staff, we trade techniques and theories, hash over mistakes, discuss some student's progress in the lab, or debate a fine point of grammar. In fact, the most useful re- source the lab probably offers is a meeting ground where composition is spoken, a gathering place to talk and to exchange suggestions on that most complex of tasks, learning how to help students write. (Harris, 1977)

In 1990, the 37th Annual Conference of Midwest Writing Centers Association was held in Minnesota. Andrea A. Lunsford delivered a keynote address discussing the idea of a writing center focusing on the concepts of collaboration and control. Although Lunsford initially approached the idea of collaboration with caution and proposed control accompanying it, he gradually had a shift of opinion. The two initial ideas for a writing center: "The Center as Storehouse" and''The Center as Garret" Lunsford proposes are focused on individuality. They are described as follow:

1. ″The Center as Storehouse," holds to the earlier view of knowledge just described as exterior to us and as directly accessible. The Center as Storehouse operates as information stations or storehouses, prescribing and handing out skills and strategies to individual learners.
2. "The Center as Garret." Garret Centers is informed by a deep-seated belief in individual "genius," in the Romantic sense of the term. … These centers are also informed by a deep-seated attachment to the American brand of individualism, a term coined by Alexis de Toqueville as he sought to describe the defining characteristics of this Republic. (Lunsford, 1990)

The shift of opinion was as a result of deep research and observations on the value of collaboration and as a result, he argues that collaborative tasks are difficult to come by Storehouse or Garret model writing centers. The following quote by Lunsford (1990) sets out the framework of the collaborative environment that can be created in a writing center (Hoskins, 2007).

A collaborative environment must also be one in which goals are clearly defined and in which the jobs at hand engage everyone fairly equally, from the student clients to work-study students to peer tutors and professional staff. In other words, such an environment rejects traditional hierarchies. In addition, the kind of collaborative environment I want to encourage calls for careful and ongoing monitoring and evaluating of the collaboration or group process, again on the part of all involved. In practice, such monitoring calls on each person involved in the collaboration to build a theory, of collaboration, a theory of group dynamics. (Lunsford, 1990)

Hoskins, (2007) the founder of the "Writing Lab" at James Madison University in 1974, discusses the issues of empathy and ethics at the writing center. One central question in her discussion is centered around the question in the writing center specialist: Are we paper-centered or student-centered? She puts it this way:

We always look at the assignment, the paper or report, or the personal statement, but we are always thinking of the person behind the writing and wondering if a bad paper is the presenting problem of another issue. If we can discover that problem, we can go a long way to addressing the writing. If we ignore reading problems, for example, we cannot expect to help the student solve a writing problem. We are student-centered, not paper centered. (Hoskins, 2007)

The other questions regarding the writing center raised by Hoskins, (2007) relate to empathy and ethics as well as the critical balance between the writing center, university faculty and students. Her suggestions include placing importance on trying to understand students' struggles with writing and on student confidentiality about learning difficulties of individual students, their disabilities; not providing "too much help"; and suspected plagiarism.

How much help is "too much"? Do we "proofread?" That is, do we actually write in corrections on the student's paper or do we not? If we suggest a word or two, add a comma, or "fix" a dangling modifier, are we depriving the student of ownership of the paper? When students ask me to proofread their papers, my answer is that I will help them learn to proofread their own. (Hoskins, 2007)

In the introduction to his book which presents an overview of 12 writing centers from the USA Kinkead and Harris (1993) point out the difficulty of defining the one effective model for a writing center.

Writing centers are frequently defined in terms of an ideal or an abstraction a vision of what should be rather than what is. Although some consensus exists as to what constitutes an effective writing center program, there is little agreement about specific political issues, administrative procedures and policies, pedagogical approaches, or even practical matters. Thus, a model writing center is difficult, if not impossible, to describe. (Kinkead & Harris, 1993)

This difficulty arises from the fact that writing centers cannot be imagined in isolation from their contexts as highlighted by (J. A. Kinkead & Harris, 1993):

Context, in terms of writing centers, is not a simple concept. In addition to the institutions in which they are situated, writing centers often have smaller contexts specific programs or departments of which they are a part. These smaller contexts, like the larger ones, vary widely. Some writing centers exist within departments of English, some within larger learning centers, and some have no physical "home" but serve writers across the curriculum through various outreach programs. Thus many, perhaps most, writing centers exist within multiple contexts, all of which help to define the resulting programs. Often, these different contexts exert opposing forces on a writing center program. (Kinkead & Harris, 1993)

METHODOLOGY

The purpose of this study is to provide an overview of the current roles and responsibilities of the writing centers which have now spread all around the world through their self-expressions in their virtual spaces. To find a representative sample, I referred to the writing centers associations in different parts of the world. 12 writing centers from different parts of the world were selected randomly from among the affiliates of the IWCA. From each region 3 writing centers were selected. The websites of the writing centers were examined for the mission statements and about statements. A small-scale corpus of mission statements and about statements were compiled. The mission statements were then examined with AntConc to carry out a corpus-based linguistic analysis of the statements. The purpose of the corpus-based linguistic analysis was to reveal how writing centers express themselves, their roles, responsibilities and values.

RESULTS AND DISCUSSION

The mission statement of the 12 writing centers selected for the study from different parts of the world were analyzed using a corpus-based approach. The writing centers selected for the study are listed in Table 1 below. First of all, it is important to look at the denomination of the 'writing centers' as we call it in different institutions. An examination of the denominations of the writing centers in different organizations shows that different concepts are highlighted in the titles of the writing centers. While in some institutions the center is called 'The Writing Center' in others different names or labels are used for the center. These labels include 'Writing and Tutoring Center, Writing Center and Writing in the Disciplines Program, Writing and

Communication Center, Center for Communication, Online Writing Lab, Center for Teaching and Learning and Academic Writing Center. Even the denominations of the writing centers have implications, such as showing the differences between the focus on writing pedagogy and the contextual differences between different institutions and this highlights one factor which was previously mentioned by Kincaid and Harris in the study that context is is a very important defining factor in the writing center.

Table 1. Writing centers included in the study

The Center	**Institution**
The Writing and Tutoring Center	The American University of Kuwait
The Writing Centre	University of Nizwa, Oman
The Writing Center and Writing in the Disciplines Program	American University of Beirut, Lebanon
Mohamed Taymour Writing and Communication Center	The American University in Cairo Egypt
The Writing and Communication Centre	University of Waterloo, Canada
Centre for Academic Communication	University of Victoria, Canada
The Writing Centre at University of Ottawa	University of Ottawa, Canada
Concordia University of Edmonton Writing Center	Concordia University of Edmonton, Canada
Purdue Online Writing Lab	Purdue University, West Lafayette, IN, U.S.
Michigan State University Writing Center	East Lansing, MI, U.S.
The University Writing Commons	Northern Arizona University, Flagstaff, AZ, U.S.
Center for Teaching and Learning	Europa Universitat Viadrina, Frankfurt, Oder, Germany
Coventry University, Centre for Academic Writing	Coventry, UK
Academic Writing Center	Middle East Technical University, Ankara, Turkey

Self-expressed roles and responsibilities of writing centers

The small-scale Corpus of Writing Center mission statements was used in order to examine how the writing centers expressed their own roles and responsibilities. According to the results, the most important goal expressed in the mission statements is to provide help and support, but it is also implied in the statements that this help and support is provided in a way to empower students and help them develop their own skills rather than providing help to produce ready-made work for the students. What The Writing Center experts are trying to do is help students learn improve students by helping them improve their own writing by providing them the means to improve themselves not writing for them. For example, some sample statements read like this: "to help students develop their writing talents" or "to improve your own writing" and "to help you develop revision and editing". So, we can see as a common point from this statements that the writing centers are striving to act as a guide to the students in the learning path which is the more sustainable way of helping students to improve academically.

Table 2. The KWIC lines with 'to' indicating roles and responsibilities of writing centers

Region	Statements indicating roles and responsibilities of the writing center	Universities
Middle East	to structure, language, citations or otherwise as to write. Instead, we will help you to improve your own writing. Booking an to help them become more confident and to help you develop revision and editing to read more effectively to complete your to understand, develop, and improve academic support to become independent and successful learners by to continuously develop more effective learning supp to supplement class learning, and to recognize	American University of Beirut.txt concordia university.txt concordia university.txt METU.txt METU.txt The American University of Kuwait.txt The American University of Kuwait.txt

	to all AUK students, and collaborates with	The American University of Kuwait.txt The American University of Kuwait.txt The American University of Kuwait.txt The American University of Kuwait.txt
U.S.A.	to meet the ever-changing needs of to expand ideas of literacy and composing to support more NAU students, students seeking to provide support for needs such as to offer online appointments to support student to support student writing. The University Writing to students, staff, and faculty at any to accommodate online learners and social distancing To provide world-class resources and services to develop distinction in our services through To promote responsible academic inquiry, critical th To help clients at Purdue, West Lafayette, to the global community through the Purdue to foster an open and welcoming learning to recognize and respect the rights and to that goal. Since the introduction of to supporting writers and remains devoted to	michigan state university.txt michigan state university.txt northern arizona university.txt northern arizona university.txt northern arizona university.txt northern arizona university.txt northern arizona university.txt northern arizona university.txt purdue university.txt purdue university.txt purdue university.txt purdue university.txt purdue university.txt purdue university.txt purdue university.txt purdue university.txt purdue university.txt purdue university.txt
Canada	to help students develop their writing talents To make our meeting as efficient as to improve your own writing. For obvious to help you understand how to improve to help students whose first language is to help! The CAC services are free To serve the academic community by fostering to complete your summary or research paper?	Ottawa University.txt Ottawa University.txt Ottawa University.txt Ottawa University.txt Ottawa University.txt University of Victoria.txt University of Victoria.txt University of Victoria.txt
Europe	to provide better college preparation. These service to perform advanced training and exchange in to communicate with confidence and persuasion; using to learn without any pressure to perform	viadrina university.txt viadrina university.txt viadrina university.txt viadrina university.txt

In the study, also the most common frequent terms which came forward were analyzed in a way to find out their collocations and the context in which they were used to understand the deeper meaning behind these statements. For example, one of the words examined was ‘develop’. The word develop was used in a way to express how The Writing Center itself tries to develop the services they provide to the students in addition to helping develop students’ abilities by themselves. So, the writing Center is a place where there is constant search for development for enhancement and Writing Center is a place which is not static but is a dynamic.

KWIC “develop”

develop,	and improve academic support to supplement
develop	distinction in our services through academic
develop	innovative services through cooperative partnership
develop	more effective learning support and classroom

develop	revision and editing strategies that can
Develop	skills and strategies that last a
Develop	skills and strategies that last a
develop	skills to improve your own writing.
develop	their writing talents in a friendly

Collocate analysis:

An examination of the collocates of 'to' indicating purposes of the writing centers revealed the collocates listed in Figure 1. The most frequent of the collocates were accommodate, communicate, conduct, create and discuss.

Goals, services, responsibilities (verb collocates of "to …")

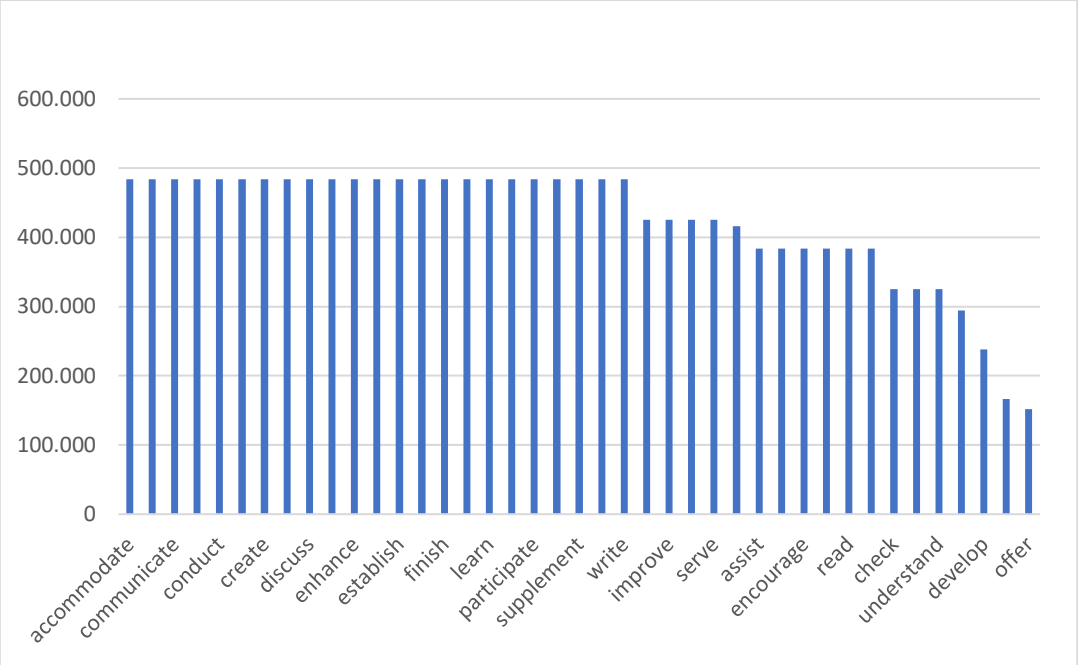

Figure 1. Collocates of 'to' in mission statements corpus

Figure 2 shows the collocates of 'writing' in the mission statements corpus, the most frequent being texts, talents, sample, processes, inform and culture.

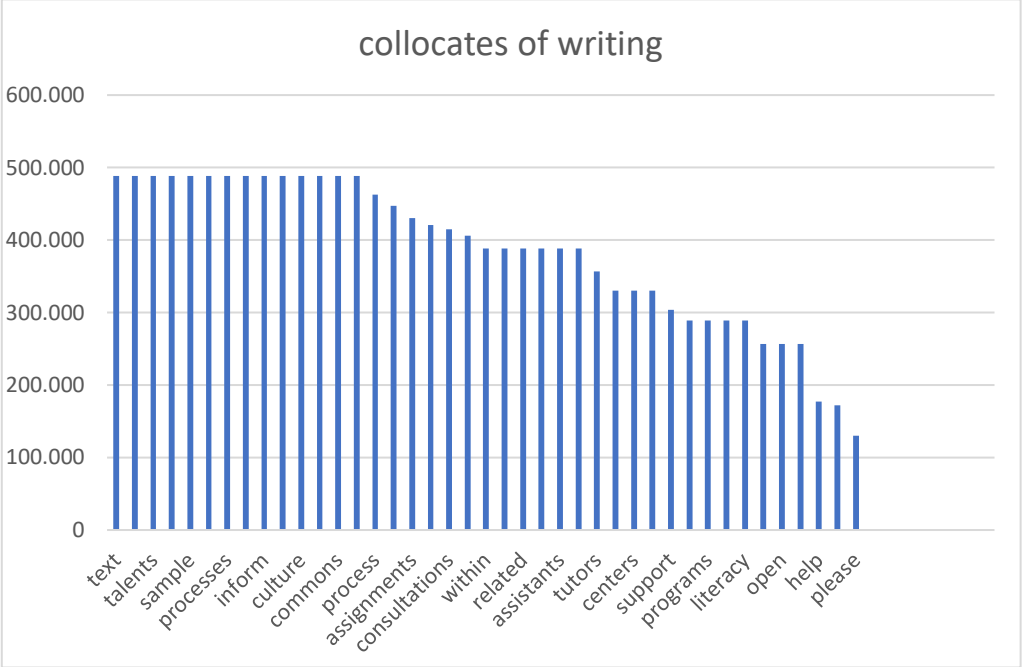

Figure 2. Collocates of 'writing' in mission statements corpus

Figure 3 shows the collocates of 'academic' in the mission statements corpus, the most frequent being articulation, inquiry, calendar, standards and processes.

Collocates of "Academic"

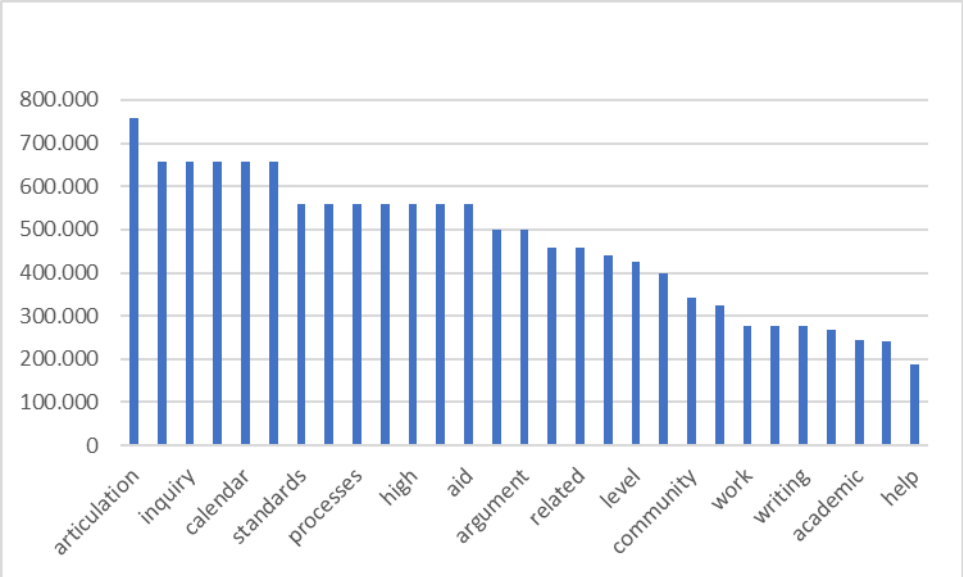

Figure 3. Collocates of 'academic' in mission statements corpus

Figure 4 shows the collocates of 'academic' in the mission statements corpus, the most frequent being advising, career, discover, exploration and APA.

Collocates of "Help"

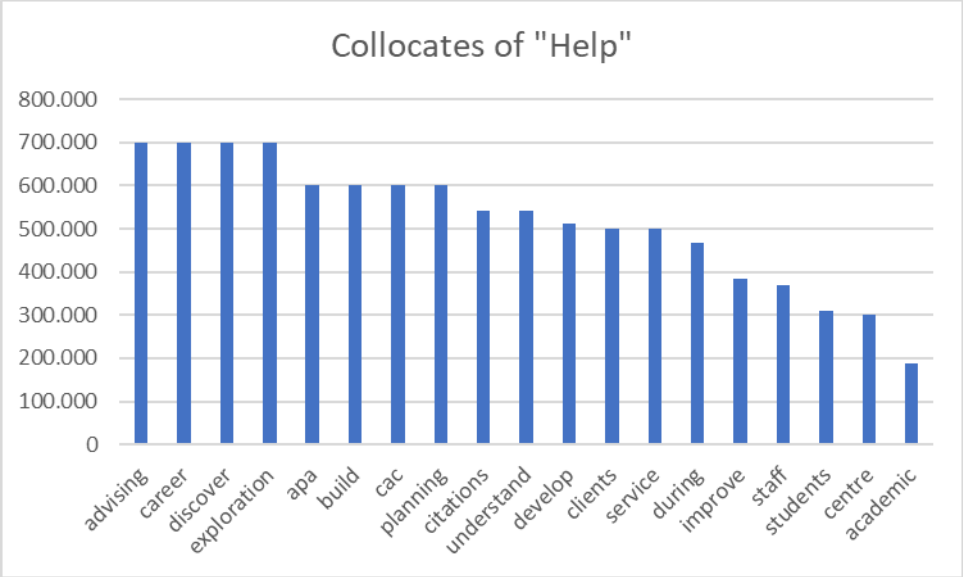

Figure 4. Collocates of 'help' in mission statements corpus

Figure 5 shows the collocates of 'student' in the mission statements corpus, the most frequent being address, assisting, delays, empowering and enable.

Collocates of "Student"

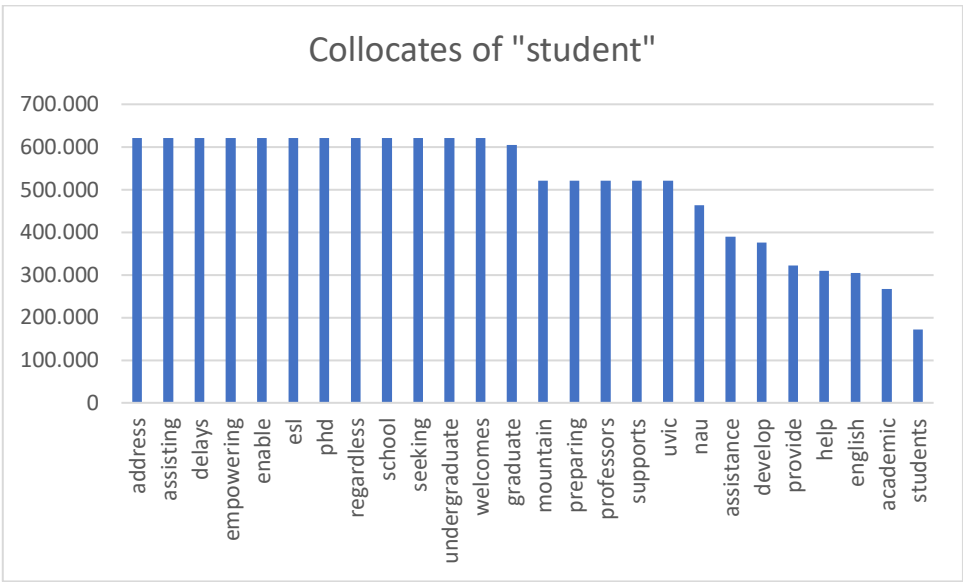

Figure 5. Collocates of 'student' in mission statements corpus

Finally, the n-grams between 5-7 words were compared across the writing centers from 4 different regions: Middle east, Canada, Europe, Middle East and US. The n grams were then transferred into wordclouds to have a quick glance of the concepts coming forward the wordclouds are presented below in Figure 6 below:



Figure 6. Wordclouds of n-grams from mission statements corpus.

CONCLUSION

The most important concepts that stand out in the mission statements were examined in the n-grams from different regional writing centers. Although the contexts and the orientations of the writing centers may seem to differ from each other, an analysis of the most frequently emerging terms in their mission statements reveals that they have many common goals. These concepts can become the unifying force and concepts within the diverse contexts of writing centers.

The following is a list of purposes that unites all writing centers:

-Providing a hub of research and expertise.

-Developing a lively cross disciplinary writing culture.

-Providing a comfortable, supportive and interactive atmosphere.

- Promoting a broad vision of collaboration.

-Providing an atmosphere which fosters diversity.

-Promoting personal expression.

-Creating a writing culture conducive to academic success and excellence.

Another common aspect of writing centers emerging from the analysis is their approach to writing. Writing is seen in the following way by the examined writing centers.

-Approaching writing

as a process with stages

as a tool for critical thinking

as a tool for personal expression

as a tool towards academic {Citation}success and excellence

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ACADEMIC WRITING PROCESS IN FOREIGN LANGUAGE (ENGLISH) IN LANDSCAPE ARCHITECTURE DISCIPLINE

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ABSTRACT
Within the scope of internationalization in higher education institutions studies that carried out in foreign languages find a place on different platforms and meetings is significant for both institutional and individual recognition. Scientific studies that turn into academic writing with certain rules and techniques show structural differences according to disciplines. Writing process of academic manuscripts in a foreign language, where the subject is evaluated by various methods using discipline-specific terms and concepts and where conclusions, discussions and suggestions are given at the end, requires a specific process.
Presentation of the academic writings in the discipline of landscape architecture on international platforms makes significant contributions to the internationalization process of the professional discipline. Therefore, in this study a metaphor study method was carried out in order to reveal the evaluations of academicians, master's and doctoral students about the process they experience in the preparation phase of these scientific studies presented in a foreign language (English). The study group consists of academicians, master's and doctoral students from the landscape architecture departments of our country. The data of the study were obtained through the form containing sentences expressing the stages of academic writing preparation. The data were analyzed by content analysis method. It was seen that the participants explained the subject of academic writing in English in landscape architecture with different metaphors.
Keywords: academic writing, landscape architecture, metaphor

INTRODUCTION

What do you think of when you hear the title landscape architect? Landscape architects plan, design and manage natural and built environments, applying aesthetic and scientific principles to address ecological sustainability, quality and health of landscapes, collective memory, heritage and culture, and territorial justice. Landscape Architecture is both a scholarly discipline and an area of practice. This discipline is about the information collection, study, analysis, and feedbacks by a group of individuals who are engaging with a landscape. A major part of the discipline is generally associated with being a science—describing the way of the universe as best as it can be deciphered, interpreted, and explained, usually with the scientific method. A profession, on the other hand, is an activity where a group of individuals practice the art of the profession—making decisions about what to do and how to accomplish the task (Liu et al., 2021).
Research in landscape architecture can be divided into two parts. The first part is the representation of models. Models can be equations, graphs, or even 3-dimensional visuals. The other part is the development of theories and their explanations (Liu et al., 2021). This part is academic writing which together distinguish it from other forms of writing are that it is structured, evidenced, critical, balanced, precise, objective, and formal. Academic papers have several sections: the introduction, material and method, findings, discussing and conclusion.

METHOD

This study was designed in a qualitative research approach. In the study, the metaphor method, which is one of the qualitative data collection methods, was used. Then, data were obtained and analysed for descriptive purposes. In this study, it is aimed to examine the metaphorical perceptions of master's and doctoral students and faculty members at different levels in the process of academic writing in English.
Metaphoric Perception Questionnaire for Academic Writing Process was used as data collection tool. In the first part of this form prepared by the researcher, there were questions about the institution of the participants, their academic field of study, their English level, whether they had taken academic writing training or not. In the second part, ‘academic writing is like ……. Because……..' followed by a question containing the metaphoric sentence. Following questions are 'What are the sections/situations that you find

most challenging in academic writing in English?' and 'What are the sections/situations that you find most comfortable/easiest in your English academic writing process?'. Through these questions, it is aimed to reveal the academic writing process in landscape architecture department.

FINDINGS

In total 40 questionnaires obtained from the participants. 40% of the participants were male and 60% of them female. 40% of the participants has an academic title of Associate Professor, 25% of has Assistant Professor and following %15 Research Assistant (Figure 1). Participants vary according to the institutions they are affiliated with. 31 different university names recorded by participants. Participants responded their research area keywords as landscape planning, urban design, landscape architecture, landscape ecology, urban space, garden planting, green areas, biophilic design and thermal comfort (Figure 2).

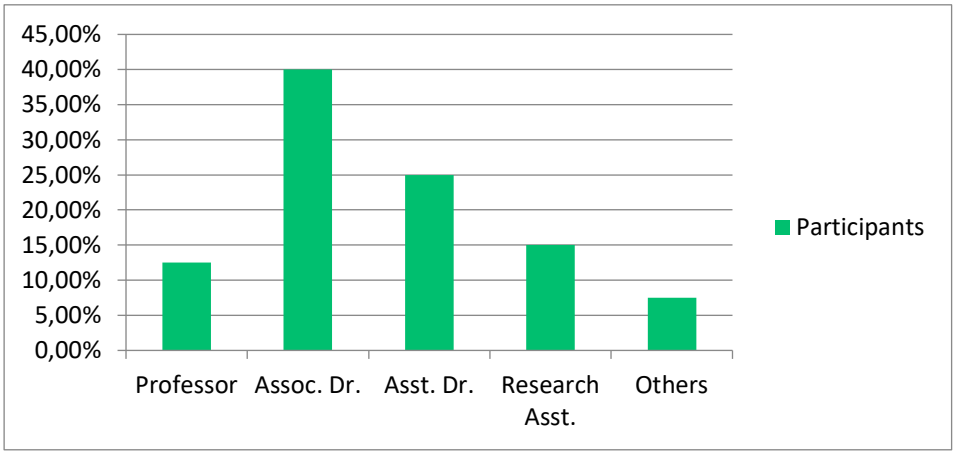

Figure 1. Academic Title of Participants



Figure 2. Word Cloud of Research Interests

54% of the respondents have an intermediate level of English and 41% of the respondents have advanced level (Figure 3). A few, 3%, has the level of native language and beginner.

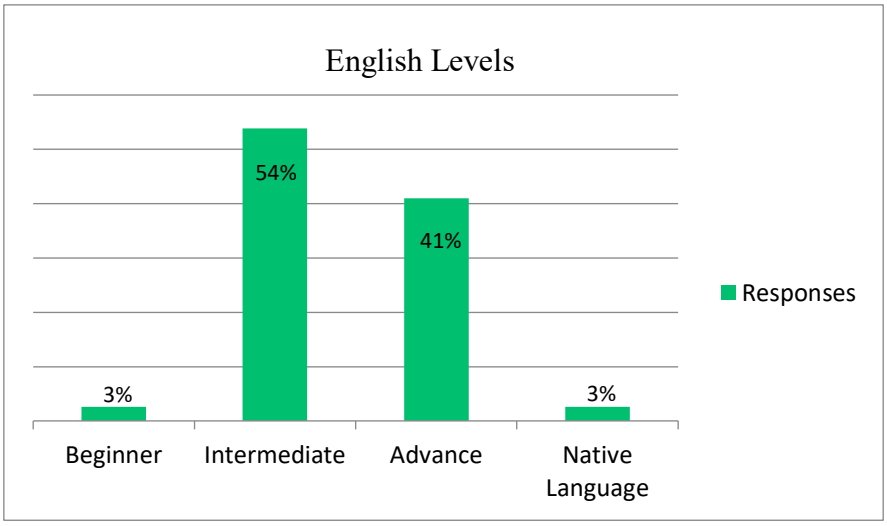

Figure 3. Level of English

Majority of the respondents (85%) mentioned that they had never had any training or classes for academic writing in English. On the other hand, 15% of the responded answered yes to this question and explained the type of support taken for academic writing in English (Figure 4). Academic writing courses, IELTS and TOEFL exam preparation courses, profession specific English courses, and as a second language general English courses were highlighted by respondents.

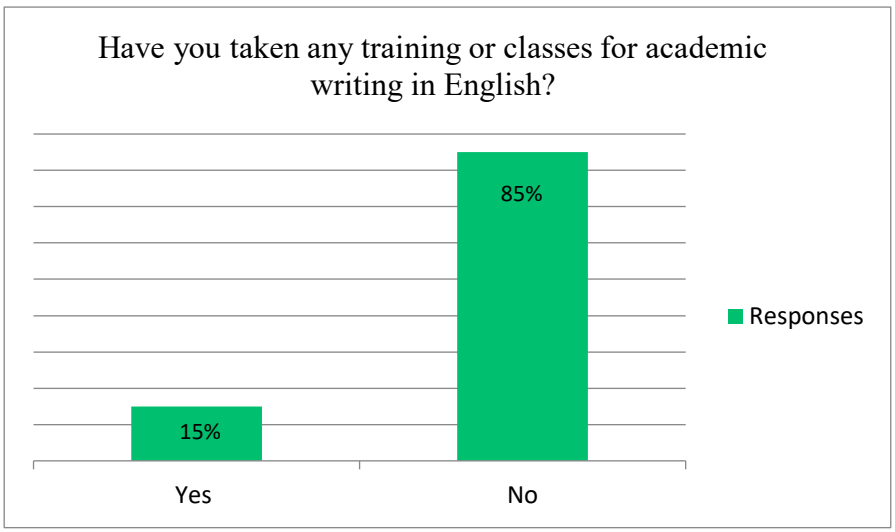

Figure 4. Academic Writing Classes or Training

When the metaphor question 'Academic writing is like…Because……' were asked the following responses are given;

- very difficult process……...because *english is not my native language*
- requesting specialization……. because *every english speaker can't write*
- an unknown equation…….....because *many components with variable properties*
- Something I'd rather not experience…….…. because *can't directly write what I think*
- writing a novel…….……. because. *It requires a good setup*
- persistent feeling of doubt…….……. because *It's hard to be convinced of its correctness*
- A bridge……. because promotes *your work in the international community*
- a simple communication……. because *it deals with the intended subject without giving unnecessary details.*
- sailing to uncdiscovered seas in different geographies……. because *bringing new subjects and studies into scientific life.*

- It's like cooking…….because *to make a quality meal that will be liked by everyone; From the food material to its preparation, from its preparation to its presentation, it should be thought over holistically, up-to-date and reliable information is used, quality materials suitable for the purpose are used, experience, effort and care are shown, and the content and formal presentation is made in the best way suitable for the purpose.*
- never ending professional student…….....because *it is necessary to make a new contribution to science*

For the question of most challenging situations – sections in academic writing respondents said that vocabulary (terms regarding the discipline), grammar, inconsistency of meanings of Turkish terms when you translate, using more professional words instead of short sentences and simple words, translation of Turkish sentences formed in passive structure, translating long sentences, choosing the words to use correctly in the context, thinking in Turkish are the most challenging situations. In terms of the challenging sections, respondents mentioned introduction, findings, and discussion sections. On the other hand, respondents mentioned that most comfortable and easy part to write material and method section. Because they think that definitive findings, which we call "facts" are easy, short, and concise sentences and online resources for writing helps them.

CONCLUSION

In the discipline of landscape architecture, academic writing process is always complex. The curriculum of the undergraduate level unfortunately does not support the academic writing challenge. It's known that writing skills depends on the efforts of individuals but institutional support to this process is very crucial. Institutions should provide writing services to students and to academic people either online or face to face. However, these services are not editing or proofreading services. They should emphasize that academic writing is an ethical issue and writer must follow some rules while sharing their thoughts.

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İLGİLİ MAKAMA

1st International Congress of Innovation Through Academic Writing 09-10 Aralık 2022 tarihinde çevrimiçi 17 farklı ülkenin (Türkiye-20, Diğer Ülkelerden-24) akademisyen/araştırmacılarının katılımıyla gerçekleşmiştir. Kongre 16 Ocak 2020 Akademik Teşvik Ödeneği Yönetmeliğine getirilen "Tebliğlerin sunulduğu yurt içinde veya yurt dışındaki etkinliğin uluslararası olarak nitelendirilebilmesi için Türkiye dışında en az beş farklı ülkeden sözlü tebliğ sunan konuşmacının katılım sağlaması ve tebliğlerin yarıdan fazlasının Türkiye dışından katılımcılar tarafından sunulması esastır." değişikliğine uygun düzenlenmiştir.

Bilgilerinize arz edilir,
Saygılarımla

Assoc. Prof. Dr. Elif TOKDEMİR DEMİREL
Head of the Symposium