ESBB 2020

MARCH 19-20 – IZMIR, TURKEY

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NİHAN AKÇALI

Letter to delegates

English Scholars
Beyond Borders
Founding Member

Professor Roger Nunn

Committee Chair
and Local Organizer

Asst. Prof. Dr. Ahmet Acar

On behalf of ESBB, we would like to thank you all for supporting our annual event. We are delighted to be returning to Izmir. Dokuz Eylül University hosted our first event in 2014 and we have not looked back since. Events followed in Bangkok, Taichung, Leeds, Toyama and Jalandhar. We are likely to be in Oman next year and Indonesia the following year. We aim to keep our events at manageable proportions allowing constant interaction in a collegial atmosphere between participants over the two days.
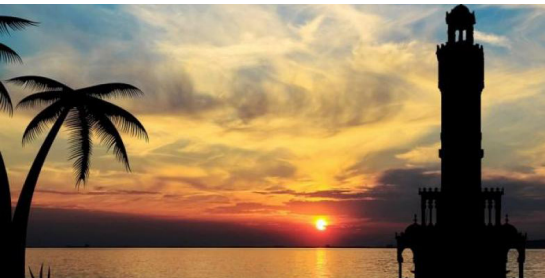
Participation in any of our events allows you to submit your paper to our ESBB journal. Our journal earned Scopus indexing last year after only 4 years. Consider participating in our non-blind review process. This always proves to be a unique and interesting experience. No less rigorous, but more transparent.

We do not believe that our focus on English should be at the expense of other languages. For the first time, ESBB will try out the idea of hosting one keynote in a foreign language with slides in English and simultaneous translation. ESBB also promotes the notion of conceptual 'translatability'. What is practised in one context may not work in exactly the same form in yours. It will be translatable in a way that adapts to your own context, whether it is a practical idea or a principle of learning.

We hope you enjoy our conference and will return to your teaching and research next week with new ideas and new collaborators from the many international locations of our members.

Roger Nunn & Ahmet Acar

CONTENT

English Scholars Beyond Borders Member Plenaries

Prof. Dr. Roger Charles Nunn

March 19, 09:30 – 10:20   CONFERENCE HALL

American University of Sharjah

Learning from our Younger Students:
Examples from Freshman Writing Projects

The traditional essay, particularly the impersonal research essay, may be ill-adapted to the realities of student writing in our new decade. At a time when an "original" essay, that no plagiarism software will react to, can easily be bought online, it is doubly important to consider the notion of 'voice' in writing studies. In this paper, I will draw on students' original writing from two contexts in which I have been both a teacher and Head of Department with some responsibility for curriculum. In one context, a full blown team project-based course was the norm. In the other context, the traditional individual research essay was the basis of the course. It was modified in my own courses to incorporate active learning involving real engagement and investigation by the student through an individual student project. In my presentation, I will forefront students' voices on their projects rather than go too deeply into the already well-documented theoretical underpinnings of project-based learning and active learning. (Although I will, nonetheless, refer to published papers in our own ESBB journal and in other forums to support my discussion.) Descriptions of, and extracts from, both project reports and students' written reflections will be used to forefront the students' own voices. While I will show how PBL can be used to enhance both formal writing and critical argumentation skills, my data also indicates that research done by freshman students can be surprisingly sophisticated: it can be used to better incorporate their voice into our curriculum, but also into our own thinking about scholarship and research.

Prof. Dr. Christian Puren

March 19, 10:35 – 11:25 CONFERENCE HALL

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From an Internationalized Communicative Approach to Contextualised Pluri-methodological Approaches (D'une Approche Communicative Internationalisée-À Des Approches Pluri-Méthodologiques Situées)

The communicative approach, or task-based (communicative) learning, has unduly occupied almost all the space for didactic reflection and methodological development in the world for the past 40 years. Indeed, this approach is not suitable for all purposes and objectives of school-based teaching and learning. We will illustrate this point using the historical evolution of methodologies in France as an example. The pre-communicative methodology of the 1920s to 1960s, based on the reading and collective oral commentary of authentic documents, retains all its relevance for students who only want to keep a distance contact with the foreign language-culture. Two post-communicative orientations have become necessary to meet the challenges of living and working together in "a multilingual and multicultural Europe" (Common European Framework, 2000), namely plurilingual approaches and a social action-oriented approach. All these methodological matrices must be protected and nurtured in applied linguistics in the same way as the diversity of languages in the world or biodiversity in nature. The only relevant question is how to select and combine or articulate them in language curricula taking students, purposes, objectives and contexts, in particular local educational cultures, into account.

Committee Chair and Local Organizer

AHMET ACAR

MARCH 19, 11:40 - 12:30 CONFERENCE HALL

Dokuz Eylül University

Action-oriented Textbook Design

The action-oriented approach as introduced by the Common European Framework of Reference for Languages (CEFR) has begun to occupy an important place in the curriculum development process in the English language teaching (ELT) field. However, how the unit of an ELT textbook should be designed in accordance with the action-oriented approach is a topic which has not been dealt with in the ELT field. This study aims to compensate for this gap by introducing the ELT textbook design shaped by the action-oriented approach. Since the goal of the action-oriented approach is to train social actors (as specified by the CEFR) rather than training successful communicators in English, English textbooks prepared in accordance with the action-oriented approach should also be designed to train learners as social actors rather than mere communicators. For this purpose, the paper introduces two basic concepts "preparation" and "design of a mini-project", which play crucial roles in designing ELT textbooks.

MZUKISI HOWARD KEPE

MARCH 19, 11:40 - 12:30 CONFERENCE HALL - DEPARTMENT OF FINE ARTS

University of Fort Hare

It Starts with a Story! Towards Extensive Reading

Many educationists have noted that learners learn to read by reading-much in the same way as they learn any other skill by doing it and enjoying what they do. This study investigates the use of Extensive Reading (ER) programme in improving the learners' reading and writing competence. This one-year case study of Bulembu Lower & Higher Primary school focuses on six intermediate phase learners (grade 5-6) intending to provide an enhanced design of extensive reading (ER) to improving learners' literacy. I will conduct this through resource auditing; pre & post case study interviews; providing plenty of opportunities to access reading materials that pupils enjoy reading in a relaxed atmosphere such as fairy tales/folk tales/ sports/film magazines, fiction & nonfiction. The study will generate book reviews, progress reports, motivation for reading, and a comprehensive Extensive Reading Project report. Theoretically, the social constructivist theory informed the study. The study has already revealed that if English First Additional Language learners (EFAL) read age-appropriate, attractive contemporary reading material and follow various strategies, their communication skills and academic reading and writing competence will improve.

Bena Gül Peker

March 19, 14:00 – 14:50 CONFERENCE HALL

Gazi University

Easy to Do Drama Design:
Introductory Warm-up and Cooling Down Activities

This workshop will share drama activities which are easy to design and implement in the language classroom. Such activities, which can be verbal or non-verbal, can be used for many purposes ranging from relaxation to enhancing creativity. They can also help us to design pre and post tasks as authentic role play activities. Participants will experience both enjoyable and easy to implement activities.

Sivakumar Sivasubramaniam

March 19, 15:05 – 15:55 CONFERENCE HALL

University of the Western Cape

A Transactional Approach to Reading for
Transformative Practices in Language Teaching

Our reading brain nurtures the development of some of our most vital intellectual and affective processes such as internalized knowledge, analogical reasoning, inference, perspective-taking and empathy; critical analysis and the generation of insight. However, research now confirms and cautions that each of these essential "deep reading" processes has come under threat due to the influence of digital-based modes of reading(Wolf, 2018). As a result of prolonged digital narcotization, less attention and time are being allocated to slower, time-demanding deep reading processes, like inference, critical analysis and empathy, all of which are indispensable to learning at any age (Greenfield, 2015).It is no secret that many college students neither have the patience to read longer, denser, more difficult texts nor read with a level of critical analysis necessary to comprehend the complexity of thought and argument found in more demanding texts, whether in literature or science in college or in wills and contracts. It is against this backdrop, my presentation will oxamine a set of issues and insights for a transactional approach to reading via literature and illustrate how the resultant transformative practices can effect a shift of focus from reading as a linguistic code to reading as a phenomenon in which learners cross the border of their first language into a second in order to reconstruct their self and their world.

Naeema Hann

March 19, 15:05 - 15:55   CONFERENCE HALL - DEPARTMENT OF FINE ARTS

Leeds Beckett University
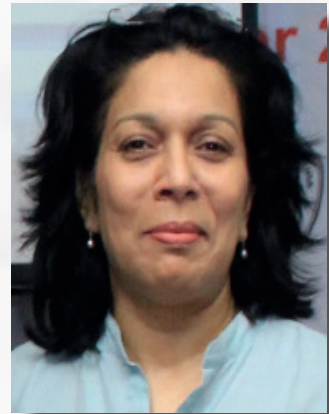
Crossing Borders:
Coaching and Teaching in an ESOL Classroom

While most countries aim to achieve high levels of literacy, a significant number of individuals lack the literacy needed to fully participate economic and social life. At the same time, adult education budgets are being cut. Improving and sustaining literacy skills is therefore a challenge. This paper reports findings from a project which explored the use of coaching to promote learner autonomy in low-literate adults becoming literate in the target language - English.

Alina Buzarna-Tihenea (Gălbează) & Lavinia Nădrag

March 19, 16:10 - 16:40   CONFERENCE HALL

Ovidius University of Constantza

Intercultural Teaching in the ESP Classroom:
A Case Study

Working in a fast moving and modern society, centered on key terms such as "globalization" and "interculturality", is a challenge for many professional categories, especially for the language teachers focused onproficiency and effectiveness. This paper analyzes several theoretical aspects of intercultural teaching and learning and presents the results of a study performed in connection with the way in which elements of British and American culture and civilization can be taught to Romanian students.

JENNIFER YPHANTIDES

MARCH 19, 16:10 - 16:40 CONFERENCE HALL - DEPARTMENT OF FINE ARTS

Soka University, Tokyo, Japan

Diversity and Inclusion of
Learning Disabled Students in the EFL Classroom

This presentation/workshop is for teachers who are interested in learning more about learning disabilities and developmental disorders, particularly Autism Spectrum Disorder. And Attention Deficit Hyperactivity Disorder. An overview of the origins and symptoms of the disorders will be provided. Practical advice will be given to teachers on how to recognise the disorders in undiagnosed students. Additionally, useful, concrete tips will be given to teachers in order to better support these students inside and outside the EFL classroom.

AWATIF AL-BALUSHI & HAJER AL-MAJARAFI

MARCH 19, 16:10 - 16:40 SMYRNA ROOM

Majan University College

The Impact of Technology on Motivation in the Classroom

The application of modern technology in the classroom has made a significant impact on teaching English language. Most of the English language teachers incorporate different technological aids to deliver their lessons. The current research addresses two applications (Padlet and Kahoot) used in teaching English. The main focus was on vocabulary teaching and testing vocabulary in terms of word formation, synonyms, and antonyms. The study was conducted in a higher education institution, Foundation Program. It aims to investigate the effectiveness of technology in motivating learners.

Merve Güzel

March 19, 16:50 - 17:20 CONFERENCE HALL

Dokuz Eylül University
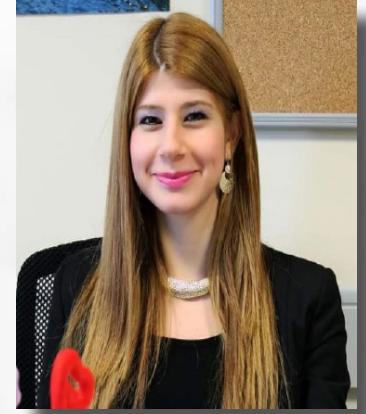
The Correlation Between Motivation and Achievement of University Level Prep School Students

Motivation is one of the learner differences affecting language learning and it has been an important research topic for a long time.The aim of this study is to investigate the relationship between motivations and achievements of prep school EFL learners and compare the motivation levels of high and low achievers.The participants were 52 EFL students who were studying in prep class at İzmir Katip Çelebi University.In order to gather data, a fifteen-item attitude scale was administered. The results of the quantitative data analysis indicate that there is a relatively significant correlation between students' motivation level and achievement scores. Moreover, the results show that there are statistically significant differences between the motivation of students in terms of their achievement.

Umutcan Çakmak

March 19, 16:50 - 17:20 CONFERENCE HALL - DEPARTMENT OF FINE

Dokuz Eylül University

An Analysis of the English Textbook "A Piece of Cake Grade 7" used in Public Upper Primary Schools in Denmark

Communicative language teaching in general and task-based language teaching in particular has an important place in English teaching in the public schools of Denmark. This paper aims to analyse the language content, skills and tasks employed by the English textbook "A piece of Cake 7" used in public secondary schools in Denmark. Rather than analysing the whole textbook, one specific unit (Unit 1. Absolutely British) is chosen for a detailed analysis. First a brief introduction is given as to the nature of the English curriculum in Denmark. After this analysis, such issues related to the textbook are addressed: How is language content dealt with in the textbook, what kinds of tasks are employed and what are the characteristics of these tasks, what is the distribution of skills in the textbook. It is hoped that the study will shed light on the studies which investigate the application of the communicative approach in general and task-based language teaching in particular in English textbooks.

Vijay Singh Thakur

March 20, 09:30 - 10:20 CONFERENCE HALL

Dhofar University

Shaping a New Dress from Materials of Creativity: Promoting Creative and Critical Thinking in ELT Classrooms

Creative and critical thinking skills are central to effective teaching and learning and have a significant impact on students' attainment, engagement, attendance and behaviour. Considering the primacy of 'critical thinking' and 'creative thinking' in education and human life, this presentation provides with a framework for understanding creativity and critical thinking and practically demonstrates how they can be incorporated into classroom practice.

The presentation is divided into three parts. Part one outlines the purpose and rationale and discusses interpretations of the two terms, i.e. creative thinking and critical thinking, in the context of learning. Part two underpins research and theory and discusses multiple benefits that the learners enjoy in practising creative thinking and critical thinking skills. Part three demonstrates how an effective pedagogical practice can be built for developing dynamic thinking and creative learning strategies in ELT classrooms through a variety of innovative tasks and activities designed on creative materials.

Naoki Fujimoto-Adamson

March 20, 09:30 - 10:20 CONFERENCE HALL - DEPARTMENT OF FINE ARTS

Niigata University of International and Information Studies

Globalization and its Effects on Team-teaching: Comparison of Three Practices in the Japanese Context

This presentation discusses globalization and its effects on team-teaching and focuses on three practices in the Japanese school context. Team-teaching officially started with the Japan Exchange and Teaching (JET) Program in 1987 as a result of global economic and political pressures. To investigate the actual local practice of team-teaching, classroom observation and interviews with teachers and students were conducted. Findings have revealed diverse interpretations of national educational policy in team-teaching practice.

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Ahmet Acar & Deniz Derya Acar

March 20, 10:35 – 11:05 CONFERENCE HALL

Dokuz Eylül University & En Private School

An Analysis of the English Textbook
"Let's Learn English" in Terms of the Action-oriented Approach

CEFR (Common European Framework of Reference for Languages) sets a new goal in language teaching, that of training social actors and it is this new goal which implies a change of paradigm in language teaching, from the paradigm of communication to the paradigm of social action or from the paradigm of training communicators to the paradigm of training social actors, who can live and work together. How to carry out this paradigm change in language teaching is coherently illustrated by Puren (2014a; 2014b; 2014c; 2017; 2018; 2019a; 2019b), who puts forward mini-projects as implemented by language textbooks and educational projects which cannot be limited by the time frame of the textbooks. Communication in this new paradigm is not an end itself but a means of social action. This paper aims to critically evaluate the mini-project (named misleadingly as a project) proposed in unit six of the English textbook 'Let's Learn English' used in the seventh grades of public secondary schools in Turkey and points out that it does not carry out the characteristics of mini-projects as implemented in a truly action-oriented approach. After this critical evaluation, an alternative mini-project design which reflects these characteristics is proposed in place of the communicative task proposed in the textbook.

Zainab Abdulkadhim Salman Al-Shammari

March 20, 10:35 – 11:05 CONFERENCE HALL - DEPARTMENT OF FINE ARTS

Al-Mustansiriyah University

Contemporary Iraqi Dystopian Writing:
Frankenstein in Baghdad

Ahmed Saadawi's novel Frankenstein in Baghdad is viewed in light of the development of the genre of dystopian writing in Arab literature, highlighting the way the writer understood the realities in Iraq following the American invasion. The novel is a metaphor of the inter-tribal violence shaking the illusory peace of the country, affecting the lives and destinies of a people which has not completely recovered from the horrors of the wars of the last decades.

Emre Sakik

MARCH 20, 10:35 - 11:05 SMYRNA ROOM

Promoting Integration of Syrian Children to Turkish Education System in Batman

In this presentation we will focus on Batman, Turkey. According to our Director Kurtaran: When we mentioned that Batman was the chosen location, nearly 2500 students from 5000 Syrian school-age students were educated. We have given Syrian families every kind of registration in other official schools. The number of Syrian students in our official schools has increased to 1472 in Aydın konak disaster houses together with Mehmet Akif schools in temporary schools in Syria,and a Batman Training Center under one roof in the new education season. They've joined two training slots. We directed all efforts to our colleagues in order to ensure that processing Syrian students was not interrupted.

Andries Pududu Moswane & Afungmeyu Jane-Francis Abongdia

MARCH 20, 11:15 - 12:05 CONFERENCE HALL

University of Limpopo, South Africa and Cape Peninsula University of Technology, Cape Town, South Africa

Practices and Experiences of Teachers In Building a Reading Culture at the Intermediate Phase

The article aims to promote the building of a reading culture among learners in the intermediate phase. Among the many challenges faced in the teaching of reading, teacher's lack of proficiency and expertise in teaching reading seems to be at the fore. The main aim here is to explore the strategies and methodologies used in the teaching reading. In view of this, it is believed that espousing a reading culture is vital to the individual and to the total growth of any nation. The same sentiments are shared by Mather (2012) who posits that glitches may be related to the insufficient training and inadequate knowledge of teaching reading to many South African teachers. The study is a case study of Seshego District premised in the Qualitative approach. The population included 25 teachers who took part in a seminar and face to face interviews as well as were being observed in their classrooms. The study revealed that once a child is taught to read for pleasure, the reading for pleasure would then lead to being a habit that would lead reading to learn hence a reading culture would be developed. The conclusion arrived at is that if learners are taught to enjoy reading at the initial state, they will end up from learning to read to reading to learn which can only be inculcated as a result of reading for pleasure.

John Adamson

March 20, 11:15 - 12:05 CONFERENCE HALL - DEPARTMENT OF FINE ARTS

University of Niigata Prefecture

Academic Publishing in Applied Linguistics and TESOL: Issues and Trends for Journal Editors

This presentation explores issues in academic publishing in Applied Linguistics and TESOL which face journal editors in a time of extreme growth in online English-language journals and demand for publication among scholars. I draw upon key literature and experiences as an editor to focus upon scholar positioning, journal positioning, and centering forces.

John Wankah Foncha

March 20, 13:30 - 14:20 CONFERENCE HALL

University of Limpopo

Improving the Efficacy of the BA CEMS in Preparing Graduates for the Workplace

The purpose of the study is to improve multilingualism and multiculturalism by fostering the use of indigenous languages as media of instruction. In view of this, the paper interrogates whether knowledge in one indigenous language and English can be able to give graduates from a Bilingual programme the most needed abilities and skills to cope in a multilingual and multicultural environment. To achieve this goal, the investigation strives to explore and analyse the curriculum on the skills and abilities provided for the students and to seek the experiences and practices. Based on the above, these researchers aim to evaluate the curriculum of the BA CEMS programme and the experiences of the graduates at the work places to see the effectiveness and efficacy of the programme. The study is qualitative in nature based on an interpretive design. The tool for data collection included: documents analysis, focus group discussions, observation and interviews. The study concludes that it is more important to teach skills and abilities to adapt in multilingual and multicultural contexts that to merely teach a bilingual programme with English and an indigenous language. The study recommends that a good knowledge of diversity and Intercultural Communication Competence is necessary for adaptation in a multilingual and multicultural work place.

Roy P Veettil

March 20, 13:30 - 14:20 CONFERENCE HALL - DEPARTMENT OF FINE ARTS

Sohar University

Merging of Kachru's Three Concentric Circles:
A Study in the Omani Context

The global diffusion of English and its concomitant nativization of the language have resulted in the birth of varieties of English currently known as New Englishes or World Englishes. This linguistic phenomenon has also paved the way for categorization of the language on varying bases. In compliance with this attempt, world Englishes have been diagrammatically represented by several linguists across the globe and the most debated among them is Kachru's analogy of three concentric circles.

Kachru places native speaker countries such as the UK, the USA, Australia, Canada and New Zealand in the inner circle. They are traditionally considered the norm providers as they develop the norms and influence other nations with them. Countries in the outer circle constitute the second level of English users. For them, English has an intra-national value and is the language of their politics, government, education, literature, trade and commerce. Countries such as India, Singapore, Pakistan, Nigeria Bangladesh and Sri Lanka fall within this fold. On the other hand expanding circle countries use English for international communication. English is a foreign language for them. They are norm dependent as they rely on the norms developed by the countries in the inner circle.

This study is an attempt to find out whether the users of English can be strictly compartmentalized as shown in Kachru's analogy of three concentric circles. In particular, it probes into the use of English in Oman where English has been traditionally conceptualized as a foreign language. It probes into the possibility of merging of circles- 'expanding' into 'outer' and 'outer' into 'inner'- by analyzing the use of English in Oman in various arenas such as media, education, government, literature, trade and commerce. Put the other way, has Oman moved to the fold of Kachru's outer circle countries and if yes, what are its pedagogical implications?

Naeema Hann

March 20, 14:35 – 15:05 CONFERENCE HALL

Leeds Beckett University

Seven Strategies of Successful Multilingual Teachers

English is used as a language of wider communication for work and business. Multilingual teachers are uniquely placed to prepare current and future generations for work and leisure in this globally linked world. This paper acknowledges local teachers' expertise in languages and their global reach as professionals and knowledge brokers. Strategies used by multilingual teachers to maximise the potential of young minds are shared.

GENEVIEVE SUZANN LENTZ & J.W FONCHA

MARCH 20, 14:35 - 15:05 CONFERENCE HALL - DEPARTMENT OF FINE ARTS

Faculty of Education at the Cape Peninsula University of Technology

Blended Learning as a Digital Intervention Programme on First Year students' Academic Writing Practices

The purpose of this study is to seek ways to bring in digital intervention in first year students' academic writing. The 21st century's focus on technology presents an ideal opportunity to use the digital platform as a space for students to learn, particularly those students who might be struggling with academic writing and who would appreciate not being publicly exposed to the stigma of struggling in a class or lecture room. On the digital platform, they might experience the freedom and space to learn, and at their own pace. The study is framed theoretically in the Community of Inquiry based on Bourdieu's structural constructivism theory. The study will be conducted through a qualitative interprevist paradigm that involves a population of 36 people. Using a purposive sampling of 6 first year English Home Language students, 3 Intermediate Phase Lecturers and 3 Writing assistants. The data will be collected through document analysis, participant observations, focus group discussions and interviews. Thematic analysis would inform the analytical tool. This study is of paramount value, as it will inform and assist the teaching in the English Home Language class to hone the academic writing practices of students using a digital intervention.

CHRIS WEAGLE

MARCH 20, 14:35 - 15:05 SMYRNA ROOM

Evaluating the Implementation of the "New Framework for Information Literacy for Higher Education" at an American-Model University in the Middle East

The challenges faced by universities who wish to adopt the Association of College and Research Libraries' (ACRL) "New Framework for Information Literacy" (2016) are myriad. One reason is because the scholarship of Information Literacy (IL) is the domain of Library Sciences, but other stakeholders exist outside Library Sciences. This results in a need for inter-departmental collaboration in order to adopt the fluid strategies necessitated by the ACRL's fundamentally new approach to post-secondary IL instruction. However, the very need for collaboration creates some of the barriers to overcome, such as territoriality, mistrust, and lack of communication between stakeholders. A Theory of Change (TOC) analysis can disambiguate these complex relationships in order to achieve the desired NFIL outcomes. TOC provides a fuller depiction of how and why an implementation is expected to happen; in the case of the NFIL, TOC can help to achieve results in best practice. Using the context of one university in the Middle East, the "missing middle" ground between the NFIL outcomes and the various practitioners will be established by working backwards from the desired outcomes.

Marina Kurbakova

March 20, 15:15 – 15:45 CONFERENCE HALL

Moscow Polytech

Project-based Learning and Teaching English (Moscow Polytech Experience)

This article describes the experience of implementing project activities in the study of English at the Moscow Polytechnic University. Project activity was built into the schedule of the 1st semester without any preliminary preparation and included the statement of the problem, development and final presentation of the project. The development of professional skills was in parallel with the work on the project. This type of work led to the most desired result - an independent solution of the task, the main activity that higher education is called to teach.

Kübra Aksak

March 20, 15:15 – 15:45 CONFERENCE HALL - DEPARTMENT OF FINE ARTS

Şehit Fuat Oğuzcan Primary School

Gender Differences in 8th Grade Students' Attitudes Towards English

The main purpose of this research is to investigate whether there is a significant distinction among students' attitudes towards English in terms of gender. The sample of the study determined by the convenience sampling method consists of 60 students who are 8th grade students at a primary school in Turkey. In this study, the data were collected by using "An Attitude Scale for English Lesson" developed by Aydoslu (2005). Collected data were analyzed through Statistical Package for the Social Sciences-SPSS to elicit students' attitudes towards English. Additionally, the independent samples t-test was used to find out the differences between male and female students' attitude scores. The results indicated that students have relatively positive attitudes towards English. It was also found that there was not a significant difference between male and female students' attitude scores. Therefore, it can be said that there is not a meaningful relation between students' attitudes towards English and their gender.

Eak Prasad Duwadi

March 20, 15:15 – 15:45

Kathmandu University

The Best of Teaching English in Rural Parts of Nepal

Which is the best way of teaching English in rural parts of Nepal is the question I have been asked in national and international conferences for decades. A relevant research study was conducted recently with twenty-one teachers (11 Females and 10 Males) working in different public schools across Ramechhap District, Nepal. Each interviewee was given 15-20 minutes for the interview, with a panel of three interviewers comprising 1 Educator, 1 Doctor or Engineer and 1 Bureaucrat. None of them had practiced The Direct Method, Grammar-Translation, Audio-lingual, The Structural Approach, Suggestopedia, Total Physical Response, Communicative Language Teaching, The Silent Way, Community Language, Immersion, Task-Based Language Learning, The Natural Approach, or The Lexical Syllabus. Surprisingly, they do correct the mistakes of their students. All of them are aware of child friendly teaching learning pedagogues. They also agree on one point that using pictures is the most effective way of teaching and learning English to primary kids in public schools in rural parts of Nepal.

Linake Manthekeleng Agnes & Osunkunle, A.O.

March 20, 15:55 – 16:25 CONFERENCE HALL - DEPARTMENT OF FINE ARTS

University of Fort Hare, South Africa

The Challenges Faced by the Learners on the Use of English First Additional Language for Learning and Teaching

The study aimed at examining teachers and learners' perspectives towards English as a language of learning and teaching (LoLT), using two selected secondary schools in the Amathole West Education District as a case study. This was to see whether English is indeed a language of choice among learners and teachers. The researcher employed an interpretative qualitative research paradigm and a purposive non-probability sampling method was used to draw samples of participants for in-depth interviews and focus group discussions. The school principal and two teachers were purposively selected in each of the two schools. This made a total of two school principals and four teachers that were interviewed. In addition, a member of the School Governing Body (SGB) was selected in each of the two schools and interviewed. The study also had one focus group discussion with learners in each of the two selected schools, making two focus groups in total. All the one-on-one in-depth interviews as well as the focus group discussions with the learners were recorded and then transcribed.

The collected data was later analyzed thematically to infer the meaning and present the findings. The findings revealed that most of the students in public schools are torn between two divides as they struggle with the use of English as a language of learning and teaching but seem to have no choice, as they all believed that the use of English is quite beneficial to them in many ways. Another critical finding is that some teachers find it difficult to teach in English because they do not have a good command of the language. This makes them to code-switch regularly using IsiXhosa along with English while they are supposed to teach in English. Thus, this affects the learners proper understanding of and grounding in the English language. The study also found out that the schools lack adequate support to ensure the effective use of English for learning and teaching. The study recommended that various support systems from the government are needed to ensure the acceptance and successful use of English as LoLT in South African public schools. In this regard, the participants assured that these would result in positive outcomes, as they would provide a quality education through government support. The study concluded that English is the preferred LoLT by both teachers and learners, thus, it needs to be prioritized.

Pinar Tural

March 20, 15:55 – 16:25 SMYRNA ROOM
Katip Çelebi University

EFL Learners' Preferences of Corrective Feedback
Language learners' productions are an indispensable part of language acquisition. During the learning process, errors are inevitable. It is important to react to errors effectively with various corrective feedback types. The purpose of this study was to investigate EFL learners' preferences of feedback types. The participants were 37 prep school students at university. The researcher prepared a rubric with 10 items. The names of the feedback types were not included in the instrument, but example sentences were given. This study indicated thatall types of feedback types were preferred by the students. However, there is a variety in their choices. The most preferred feedback type is asking a direct question, and the least preferred feedback types were translation and repetition. It was indicated that students' choices might be important to be able to correct their errors. As teachers, it might be necessary to take students' choices into consideration if they want their students notice and correct their errors.

Z. N. Patil

March 20, 15:15 – 15:45 CONFERENCE HALL

Need to Develop Cultural Sensitivity in the Present Times

It is very important to be aware of the differences between our own culture and other cultures. However, it is not enough to be just aware of the dissimilarities; it is only the first step. Awareness of cultural differences may create a feeling of cultural superiority. Macaulay's Minute is an example of a sense of cultural arrogance. Macaulay thought that Indian literature was miserably inferior to British literature. He said that Indian languages were pathetically poor and that they could not compare with the English language.Hitler was an extreme example of cultural arrogance resulting from a sense of cultural superiority. He thought that his culture was superior to other cultures. This mistaken sense of superiority caused genocide and holocaust. Thus cultural awareness has a negative side to it. That is why there is a need to inculcate cultural sensitivity and develop cultural understanding that similarities among groups are more and they are natural and that dissimilarities among them are man-made and they are fewer. One way to do this is to design and offer a course in cultural sensitivity which can use materials chosen from all sorts of sources such as literature, folk literature, language, linguistics, history, anthropology, sociology, genetic science, newspapers, and festivals and so on. Without cultural sensitivity, cultural awareness is ineffectual. Cultural sensitivity implies the following things. We need to be tolerant and accommodative. We need to be broad-minded and understanding. We need to remember that there are several cultures and several types of cultures in the world and that all cultures are important and that no culture is major and no culture is minor; no culture is superior and no culture is inferior. Most conflicts arise from intolerance and myopic thinking. The conflicts, wars and killings that we are witnessing today are a consequence of a mistaken sense of racial, religious, linguistic, and other types of superiority. The so-called ethnic cleansing, the violence between one religious sect and another, between one religious community and another are evidence of lack of understanding and sensitivity.