



GLOBETOnline

GLOBETOnline: International Conference on Education, Technology and Science

5-6 June 2020



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GLOBETOnline

The ultimate of the GLOBETOnline is to provide an online platform for eminent and young researchers to have an opportunity of sharing their ideas and findings during these difficult Corona days of isolation with the motto:

‘Nothing on earth can isolate researchers and academics from life!’

GLOBETOnline is dedicated to our beloved colleague, **Huseyin Oz**, who passed away last year at a very young age as a result of a sudden health disorder. He was a true friend and a respected academic. We miss him a lot. May he sleep in peace.





Conference Programme

1st day – June 5, 2020 (Friday)

Hours (GMT+3)	Presenter(s)	Title of the presentation
10:00	İsmail Hakkı Mirici	Opening Speech
10:10 – 10:30	Invited Speaker: Arda Arıkan	Content-Based Instruction: A Discussion of the Practical Challenges
10:30 – 10:50	Invited Speaker: Tayfun Başal	Rising Trends in Science Ecosystem
10:50 – 11:10	Meruyert Seitova	The Effect of the 4Cs of 21st Century Skills on Teaching English
11:10 – 11:30	Haruna Abubakar	Self-Report on YouTube Technology Usage for Academic Purpose if Federal Colleges of Education Lecturers
11:30 – 11:50	Burcu Şentürk	Making Teaching & Learning Digital: Yes! We Need it Through a Pandemic
11:50 – 12:10	Rania Qasrawi	The Higher and Lower Order Thinking Skills (HOTS and LOTS) in Unlock English Textbooks (1st and 2nd Editions) Based on Bloom's Taxonomy: An Analysis Study
12:10 – 12:30	Erkan Yüce & İsmail Hakkı Mirici	Standard Setting Through the CEFR in Language Education Contexts
12:30 – 12:50	İrfan Tosuncuoğlu	A New Technology in Language Learning: Third Eye
12:50 – 13:10	Sónia Alexandre Galinha & Ricardo São João	Influence of the Covid-19 Period on Competences in Higher Education
13:10 – 13:30	Jibril Umar Marafa & İsmail Hakkı Mirici	English Orthography and the Effect of Facebook Social Media on EFL Students' Written Production: A Case Study in the Department of Computer Science Studies in Federal Polytechnic Kaura Namoda
13:30 – 13:50	Tunay Taş & Özlem Khan	On the Models of Communicative Competence
13:50 – 14:10	Amir Hossain	Complexities of Reading Skill at the Secondary Level in Bangladesh Education System: An Empirical Study
14:10 – 14:30	Oya Tunaboğlu	Distance Education Through the Eyes of Turkish Teacher Candidates of English
14:30 – 14:50	Daniels Okun	Foreign Language Teaching at Nesibe AYDIN Educational Institutions
14:50 – 15:10	Nilgün Erkardeş	Bilingualism Multiculturalism and Second Language Learning
15:10 – 15:30	Mai Sri Lena	The Effect of Learning Motivation and Interest on Students' English Learning Outcomes
15:30 – 15:50	İsmail Hakkı Mirici	Bilingual Education in a Monolingual Setting
15:50 – 16:10	Jadamba Badrakh & Khulan Ojgoosh	Differentiated Classroom Management
16:10 – 16:30	Okan Önalın & Esim Gürsoy	Investigating the Effectiveness of an In-service Training on "Understanding by Design" (UbD) Framework for English Teachers: A Case Study



16:30 – 16:50	Siqi Song	ESL Students' Perspectives on Writing with Sources in University English for Academic Purpose (EAP) Course
16:50 – 17:10	Nurdan Kavaklı	"I am silently correcting your grammar": A Role for Analogy-Based Written Corrective Feedback in ELT
17:10 – 17:30	Sara Laiche	Teachers' Attitudes Towards the Use of Computer-Mediated-Communication in the Writing Classroom
17:30 – 17:50	Hasan Bedir	English Language Teachers' Beliefs and Perceptions on Sustainability
17:50 – 18:10	Ilze Ivanova	Thinking About the Development of "Leader in Me"
18:10 – 18:30	Ceyhun Karabıyık	A Study on the Problems and Challenges Faced by Preservice English Teachers During Their School Experience Course
18:30 – 18:50	Saqr Ameen Irshaid Al-khazaleh	Education in the Next Few Years
18:50 – 19:10	Alma Brinkmane, Inguna Kaniņa & Baiba Kondriča	Role of the Family in Solving Social and Global Problems of Learning
19:10 – 19:30	Jonathan Chitiyo	HIV/AIDS and the Education of Orphans in Zimbabwe
19:30 – 19:50	Ceyhan Çiğdemoğlu, Alev Doğan & Fitnat Köseoğlu	Dialogic Communication and Argumentation Practices of Chemistry Teachers: Evidences from Professional Development Program

2nd day – June 6, 2020 (Saturday)		
Hours (GMT+3)	Presenter(s)	Title of the presentation
10:00	İsmail Hakkı Mirici	Welcoming
10:10 – 10:30	Invited Speaker: Birsen Tütüniş	Quality in Foreign Language Teacher Education, 21st Century Skills and Professional Development
10:30 – 10:50	Judith Johnson-Kozuru	Educating Children to Re-Shape Their Future
10:50 – 11:10	Ainur Amanbayeva	Improving the Effectiveness of Foreign Language Teaching Through the Means of Developing Emotional Intelligence
11:10 – 11:30	Hilal Peker	A Case Study on Training Pre-Service Teachers Through Simulation Technology: Implications for the COVID-19 Period
11:30 – 11:50	Iveta Kovalčíková & Ivana Runčáková	Theoretical Context of the Constructs Executive Functioning and Metacognition
11:50 – 12:10	Saba Khan	A Foreign EFL Teacher in Turkey
12:10 – 12:30	Endale Fantahun Tadesse, Sabika Khalid, Wang Muhua & Deng Lei	Teachers Perception Towards Research-Teaching Practice: A Comparative View of Ethiopia and Pakistan Universities



12:30	-	12:50	Mukaddes Sakallı Demirok, Serap Meral Karabacak & Alper Karabacak	Investigating the Attitudes of Pre-Service Special Education Teachers Towards Braille Literacy Based on Various Variables
12:50	-	13:10	Fawzi Al Ghazali	Implications of the COVID-19 Pandemic on Learner Autonomy
13:10	-	13:30	Arif Sarıçoban & Özkan Kırmızı	Measuring the Research Integration Experiences of English Major Postgraduate Students
13:30	-	13:50	Sam Said	Distance Teacher Training Experiences at Nish Academy
13:50	-	14:10	Gamze Sarıyıldız & İsmail Fırat Altay	English Instructors' Practices of Listening Strategies
14:10	-	14:30	Philip George Anthony Glover	How do Learners Engage with the English Language?
14:30	-	14:50	Gulnara Rizakhojayeve	Meeting a Growing Need: Cultural Competence Education for Tourism Professionals
14:50	-	15:10	Esmâ Şenel	Thinking Outside of the Box: How is Creativity Assessed?
15:10	-	15:30	Saltanat Nyshanova	Effective ways of Using Design Method in Teaching Reading
15:30	-	15:50	Madina Akeshova	To the Problem of Developing Creativity of Future Specialists on the Base of Challenge Approach in Teaching English
15:50	-	16:10	Şeyma Ülker Kurtuluş & Semra Mirici	The Effect of Students' Participation in TUBITAK Research Projects on Their Choice of Profession
16:10	-	16:30	May George	Infographics Design Step-by Step and Class Assessment
16:30	-	16:50	Helaine W. Marshall	Synchronous Online Flipped Learning Approach - SOFLA
16:50	-	17:10	Jhon Eduardo Mosquera Pérez	Integrating the CALL/TELL Approaches into Second/Foreign Language Acquisition Process and Development
17:10	-	17:30	Helaine W. Marshall	Online Pedagogy - It's not Just Tech Tools!
17:30	-	17:50	Hind Elyas	Student Engagement in the ESL Classroom
17:50	-	18:10	Mohammad Hamad Khalef Al-khresheh	The Influence of Anxiety on Saudi EFL Learners' Oral Performance
18:10	-	18:30	Elham Sedighi	Motivating Reluctant Learners
18:30	-	18:50	Nataliya Kharchenko	Translanguaging and Multimodal Strategies as Language Maintenance Techniques in Host Environments
18:50	-	19:10	Sarbanı Sen Vengadasalam	Sharing Insights and Techniques of Creating a Syllabus on a "Prose Style" Developmental Writing Class
19:10	-	19:30	Toma Maina Antip & Aşkın Kiraz	Marine Environment in Environmental Education: Pollution Prevention
19:30	-	19:50	Invited Speaker: Mehmet Demirezen	The Application of the Tonic-Stressed Based Sound Script Model in Teaching Word Stress and Intonation
Closing Session				

Abstracts

Arda Arıkan (Invited Speaker)

Akdeniz University, Turkey

Title:

Content-Based Instruction: A Discussion of the Practical Challenges

Abstract

The term content-based instruction (CBI) describes classroom-based instruction where the content is taught in the language that is being learned by the students. The term CBI also refers to instruction during which the primary goal becomes teaching the students a new language. Students are assessed on both the content as well as the language being learned. In Turkey's educational history, successful implementations of CBI could be seen in "Anadolu Liseleri" of the past. In such schools, subject areas were taught in the target language after one-year preparatory instruction in English language. Today, CBI has become fashionable all around the world, although differences can be observed in theory and implementation. When it comes to us, the teachers, in the implementation of CBI, we have to keep in mind that one of the significant difficulties in CBI is the cognitive load that a CBI lesson poses. Referring to the degree of the mental work a CBI task requires, practitioners must ensure that learning tasks are created so as not to overload learners' working memory. Hence, as CBI instructors, we need to organize our lessons so that our students focus on the content and the language being taught in a way to achieve the curricular objectives put before them. Thus, we must be aware of an array of sources of task difficulty while planning and delivering instruction. As learners, students are more likely to struggle in CBI courses. Such difficulty can be seen in students' learning that is characterized by an amalgamation of the content and the language in their schematic processing. In this meeting, we will be collaborating to identify the factors affecting the success of CBI programs by focusing on some classroom tips that can easily be put into practice.

Meruyert Seitova

Khoja Akhmet Yassawi International Kazakh-Turkish University, Kazakhstan

Title:

The Effect of the 4Cs of 21st Century Skills on Teaching English

Abstract

The study aims to investigate the effect of the 4Cs of 21st Century Skills-communication, collaboration, critical thinking, creativity on teaching English. With the development of technology in the 21st century, the skills necessary for success in teaching have changed significantly. Thus, teaching English, plays a leading role in the implementation of many educational changes and new approaches in the classroom. 32 English teachers of Khoja Akhmet Yassawi International Kazakh-Turkish University were involved into the study. The study employed qualitative research design. The results of the study indicate that 4Cs of 21st Century Skills was found useful for teaching English.

Keywords: 21st Century Skills; communication; collaboration; critical thinking; creativity

Haruna Abubakar

Federal College of Zaria Nigeria, Zaria

Title:

Self-Report on YouTube Technology Usage for Academic Purpose if Federal Colleges of Education Lecturers

Abstract

The research was quantitative in nature using the guidelines of Palladan (2018) the research has examined the lectures' perception on YouTube technology usage for academic purpose and the enhancing of their Job performance in teaching learning process. For the purpose of this study; lectures in federal college of education Zaria were selected as the respondents of the research using interview as the instrument for collecting data. Interstitially and surprisingly the result and the findings of the research revealed that majority or completely the academics of federal college of education Zaria are not using YouTube video technology for academic purpose and they don't even know it can be used for teaching learning cycle. I recommended that seminar and conference should be used frequently for lectures showing the advantages and the educational resources that are in YouTube video and can be used for academic purpose. Certainly, the result of the research could definitely help and guide the lecturers to develop their interest on technology and they should remove technophobia they had cultivated in their mind. The management of the college should provide well strong internet connectivity in the college.

Keywords: IG; Video; Technology; YouTube; Teaching and Learning

Burcu Şentürk

Bartın University, Turkey

Title:

Making Teaching & Learning Digital: Yes! We Need it Through a Pandemic

Abstract

It is evident that technology has become an indispensable part of our lives in the 21st century. Since students are digital natives in this digital age, teachers are expected to be digital immigrants and use technological tools in language teaching. Even though they use it in their courses, the tools they have in their classes are standard like Smart Boards, computers, projectors and smart phones. However, the importance of technology use in education becomes abundant in that it brings the obligation to continue the education and training activities with the distance education system in line with the recommendations of the Council of Higher Education in accordance with the recommendations of the World Health Organization because of the Coronavirus disease 2019 (COVID-19) pandemic surrounding the whole world. Therefore, using Web 2.0. tools in education effectively, making distance education more fruitful gained importance. In this presentation, after giving a general information about Web 2.0 tools, a flow that includes using these tools in education effectively, digital teaching/ learning platforms and some suggestions for the 21st century language teachers will be envisaged.

Rania Qasrawi

Birzeit University, Palestine

Title:

The Higher and Lower Order Thinking Skills (HOTS and LOTS) in Unlock English Textbooks (1st and 2nd Editions) Based on Bloom's Taxonomy: An Analysis Study

Abstract

This study aims at analyzing Unlock English Reading, Writing and Critical Thinking Skills Textbooks (First and Second editions) in terms of the inclusion of the lower and the higher order thinking skills. The current study is a descriptive content analysis paper, that followed a checklist contained the cognitive levels of Bloom's Taxonomy as well as a checklist of the possible verbs by OPAR (2012) that combined the Revised Taxonomy as well. The finding in this study indicated that majority of the cognitive objectives in the second edition belong to both LOTS (Comprehension) and HOTS (Analysis and Synthesis). Whereas the focus of the first edition was mainly on Comprehension and Analysis. Some objectives, also, were paraphrased to reflect the cognitive objectives, where they were more related to reading comprehension sub-skills (skimming, scanning, previewing...etc). Based on the findings, some recommendations were listed.

Erkan Yüce

Nevşehir Hacı Bektaş Veli University, Turkey

İsmail Hakkı Mirici

Hacettepe University, Turkey

Title:

Standard Setting Through the CEFR in Language Education Contexts

Abstract

The Common European Framework of Reference for Languages (CEFR) has affected language education policies of countries across the world by presenting proficiency descriptors and educational principles to be followed in education contexts. The CEFR provides widely recognized standards to be adopted in language education contexts in terms of learning, teaching, and assessment. Though it was originally intended for language users in European context, its influence has been at a global scale. In this respect, this study initially introduced the CEFR and its two main functions which are proficiency descriptors and educational principles. Next, sample implementation processes of the CEFR in language education contexts which were conducted in both national and international scales were described. Then, common features of these studies were discussed. Finally, suggestions regarding the CEFR implementations in language education contexts were provided for forthcoming studies.

İrfan Tosuncuoğlu

Karabük University, Turkey

Title:

A New Technology in Language Learning: Third Eye

Abstract

In recent decades, the teaching of English as a foreign language has become increasingly common in classrooms all over the world. A wide range of economic, technological, and educational factors have contributed to the proliferation of the teaching of English in many different countries. A parallel situation that has occurred during this period has been the growth of the teaching of English by means of the use of instructional technologies. Studies have proven that using technology in education motivates students, creates new learning opportunities, provides more enjoyable learning environments, increases the communication between students and makes learning process more active, effective and meaningful. Among the most important instructional technologies of these kinds are the so-called “third eye” technologies that involve the use of projector screens, overhead projectors, data projectors, power points, classroom internet access, instructional videos, audio visual materials, and etc. The utilization has had the effect of enhancing the quality of the English language instruction.

Keywords: English language; communication; learning process; third eye technology

Sónia Alexandre Galinha

University of Madeira, Portugal

Ricardo São João

University of Lisbon, Portugal

Title:

Influence of the Covid-19 Period on Competences in Higher Education

Abstract

Within this pandemic associated with Covid-19, psychological health occupies a prominent place as a result of a situation of forced isolation. Impacts can lead to an increase in mental health disorders as well as a set of adaptive reactions inherent to the recovery. Cooperation is conceived as the ability to jointly operationalize knowledge, attitudes and skills with a view to achieving a common purpose; and assertiveness is conceived as a bilateral behavior that emphasizes the importance of considering the desires, thoughts and feelings of both the sender and the recipient of the assertive message, predictive of academic success. In this line, the main objective of this communication is to present the results of the application of the Global Cooperation Assessment Scale (EAGC) and the findings levels of the Global Assertiveness Assessment Scale (EAGA). The study used a non-probabilistic sample for convenience of 101 Portuguese higher education students. EAGC and EAGA are a self-registration closed-ended Likert type 5 points, closed-response scales that allows assessing the degree of competence in respondents' cooperation and assertiveness. Both Scales were administered *online* in spring semester 2019/2020, with the link to the questionnaire being made available to students the computer platform ensuring the response of a single survey per respondent whose participation in the study was voluntary. The treatment of the information, as well as its statistical analysis, was supported by the R software (R Core Team, 2019), having been assured the confidentiality and anonymity of the respondents. Sociodemographic variables were also used, which seemed promising in contextualizing, interpreting, and discussing the results. The value of the sample mean obtained at EAGC=35 (± 6.5), thus revealing a high capacity for cooperation and in the EAGA=31 (± 5.53), thus revealing a high assertive competence who attend higher education.

Keywords: Assessment; EGAC; EGAA; Education; Psychology

Jibril Umar Marafa

Teachers Registration Council of Nigeria, Nigeria

İsmail Hakkı Mirici

Hacettepe University, Turkey

Title:

English Orthography and the Effect of Facebook Social Media on EFL Students' Written Production: A Case Study in the Department of Computer Science Studies in Federal Polytechnic Kaura Namoda

Abstract

This research investigates Facebook social media influence on the written production of students of Computer Science Studies Department in Federal Polytechnic Kaura Namoda. The researcher made use of the survey research design with 45 students respondents as a 10% of the population of both National Diploma (NDI) and NDII levels of students of the Computer Science department as a sample size and questionnaire was used as a research instrument. In the data analysis, percentage scores were used in Demographics, while mean and cumulative mean was used to answering the research questions. The study is significant because it helped in unveiling the negative effect of social media on students spelling abilities. The intents of the study are to examine the influence of Facebook social media on the student's written production, to find out the nature of effect Facebook social media have on students' written production, and to determine how social media usage has affected students spelling ability. The social learning theory was adopted as the theoretical framework. Survey was the research method used, using questionnaire as the instrument which was conveniently and accidentally distributed among respondents in the levels. The study established that virtual platforms (Facebook social media) have negative effects on the spelling ability of students. The research generalized that the usage of Facebook social media by EFL students in the department of Computer Science affects their spelling ability negatively more especially when writing examination and, which in turn affects conventional way of writing. The study however recommends that further studies should be conducted to high levels High National Diploma (HNDI) and HNDII of students from other departments in the Polytechnic. Students may have different perspectives about the influence of Facebook Social media on EFL Students, written production. Furthermore, in terms of reliability a small observation followed by a questionnaire could be carried out to ensure that the responses are similar.

Keywords: English; Orthography; Social media; Facebook; Spelling ability

Tunay Taş

Hacettepe University, Turkey

Özlem Khan

Hacettepe University, Turkey

Title:

On the Models of Communicative Competence

Abstract

The development of communicative competence is the *raison d'être* of Communicative Language Teaching (CLT). Defining it as the ability to establish meaningful communication within the dynamic boundaries of socially effective practices of interaction, Dell Hymes tacitly sets forth a fourfold framework for communicative competence to operate. Building upon Hymes's four pillars (formal possibility, feasibility, performability, and appropriacy), Canale & Swain aggregate these sub-competencies under linguistic system and functional aspects, which later respectively transform into organisational competence and pragmatic competence in Bachman's model of communicative competence. Further, taking Savignon's inverted pyramid into account brings about a perfect storm, which is to be dealt with in this paper. Through a discussion about both theoretical concerns and practical implementations, this paper pays a necessary re-visit to the earlier conceptualisations of communicative competence. In conclusion, Taxonomy for Identification of Coursebook Speaking Activities is posited to be a means of realising how foreign language learners can effectively develop their communicative competence in CLT classes.

Keywords: communicative competence; spoken language; social interaction; coursebook activities

Amir Hossain

Jahangirnagar University, Bangladesh

Title:

Complexities of Reading Skill at the Secondary Level in Bangladesh Education System: An Empirical Study

Abstract

The purpose of this study is to investigate difficulties in the classrooms and beyond that are really the barriers of teaching-learning 'reading' skill at the secondary level in Bangladesh education system. At the secondary level, reading comprehension-consisting of 40 marks, including multiple choice, short question, fill in the gap, true or false, summary writing, flow chart -is regarded as reading skill. Students studying at school level are facing serious complexities in reading and understanding the comprehension properly. Word meaning problem is one of the major issues not to realize the passage. The reasons of reading skill complexities would be exposed in the study with a view to highlighting the current picture of Bangladesh education system. To find out the reasons and probable solutions of reading skill complexities, this study would be conducted at several schools in the capital city of Dhaka, Bangladesh. Important research questions will be developed to find out the problems. Data and information would be collected from teachers,' students' and parents' opinions through questionnaire and interview process. Both teachers and students of the secondary level will be motivated to take an active part in this survey. After collecting data, it will be analyzed and findings will be discussed clearly to show the pragmatically effective guidelines for students and teachers. Though reading comprehension is tested in the SSC examinations, most teachers or school authorities do not take any initiative to introduce aural practices to assess students' capabilities. Students, too, are, less interested to practice reading skill though it is tested in the public examinations. Based on the findings, conclusions and recommendations would be discussed. In fact, the motto of the current researcher is to show a novel dimension of reading skill approach.

Oya Tunaboğlu

Süleyman Demirel University, Turkey

Title:

Distance Education Through the Eyes of Turkish Teacher Candidates of English

Abstract

Covid-19 pandemic has influenced every walk of life including education. In Turkey, like in many other countries, schools have been closed and education is being delivered by distance education. This study aimed at unearthing the opinions of teacher candidates enrolled in ELT departments (English Language Teaching). The data were collected through open-ended questions. The preliminary findings of the study will be presented virtually at the conference.

Daniels Okun

Nesibe Aydin Educational Institutions, Turkey

Title:

Foreign Language Teaching at Nesibe AYDIN Educational Institutions

Abstract

There are intellectual assertions that affirms the need for teachers' and students' beliefs, learning aspirations and attitudes to be shared through a common understanding during the process of foreign language learning and teaching (Brown, 2009). This seminar will lay emphasis on the intellectual concepts, principles, methodologies, and adopted approaches of Foreign Language Teaching. Williams and Burden (1997) asserted that "most learners' conceptual understanding, visionary outlook and mindsets influences the level of success in their foreign language acquisition and achievement" (p. 98). Foreign language teaching is a broad combination of the collective processes of ideas, support systems, experiences and educational leadership supervision. Using Nesibe Aydin Educational Institutions as a case study; foreign language teaching is advancing intellectually, through an enviable systematic educational structure, designed methodologies, teaching principles, and most effectively through an educational leadership foundation that has motivated and inspired team spirit amongst instructors and students. The foreign language department is constantly evolving, developing and aspiring to collaborate jointly with parents, students, and school leaders in the process of foreign language teaching. The advancement of foreign language teaching through the 4 fundamental skills of language acquisition strategically develops students' intellectual aspirations and visionary inclinations. As a Cambridge International School the foreign language department advances enthusiastically and passionately with leading international programmes like; The International Baccalaureate Primary Years Program (PYP), The International Baccalaureate Diploma Program (IBDP), Cambridge Assessment International Education Programs, The Duke of Edinburgh International Award Program. Collectively with the envisioned- aspirations, high-expectations, international educational goals and endless exposures from these programmes; Nesibe Aydin Educational Institutions excels yearly. In this seminar lecture it would be my honor, and happiest pleasure to discuss how foreign language teaching principles and methodologies can academically advance learner's language acquisitions.

Nilgün Erkardeş

Université Sorbonne ADSC, France

Title:

Bilingualism Multiculturalism and Second Language Learning

Abstract

The present paper highlights the relevance of the teaching-learning of phonetics especially at the university level. We conducted an experiment to analyze the influence of different evaluators on how to rate pronunciation productions of four Turkish speaking university students. The results indicate a trend according to which the non-native evaluators are on average slightly more serious in their evaluations than the natives. The non-natives comment more on deviations in the vowel system. As for prosody and rhythm, it seems that non-native speakers are less serious than the natives. On the other hand, certain phonetic variations are pronounced with a foreign accent (in particular the pronunciation of vowels «ı,o,u,ğ» taken in) but do not attract comments from the native evaluators whereas this is the case with the non-native Turkish language evaluators in our experiment. This article deals with the beginning of learning to read in French and Turkish in two different schools in Turkey. It is a question of examining whether the learning of the writing is based on a bilingual dynamic of integrated didactics of the two languages, in particular for the access to the decoding necessary for the identification of the written words. To do this, after the presentation of the methods in use, extracts from reading sessions in Turkish and French make it possible to identify several teaching invariants that the teachers then explain during self-confrontation interviews.

Keywords: Intonation; French; structure prosodic; Turkish; bilingualism; acquisition

Mai Sri Lena

Universitas Negeri Padang, Indonesia

Title:

The Effect of Learning Motivation and Interest on Students' English Learning Outcomes

Abstract

This study aimed to find out the effect of learning motivation and interest on students' English learning outcomes in university level. This research was a correlative study. Data were collected from 125 university students through questioners and test. Furthermore, the data of this research were analyzed using t-test, ANAVA and R-Square. The results showed that learning motivation and learning interest separately did not influence students learning outcomes. Moreover, learning motivation and learning interest simultaneously did not influence students learning outcomes. Concurrently, the influence of learning motivation and learning interest on students learning outcomes was 2.3%. Hence, 9.97% of students learning outcomes were influenced by other factors.

İsmail Hakkı Mirici

Hacettepe University, Turkey

Title:

Bilingual Education in a Monolingual Setting

Abstract

Bilingual education is a necessity in many countries that have big immigrant population or in those having two or more official languages. However, in some countries with only one official language bilingual education is offered. In this paper the reasons behind offering a bilingual education are discussed from different perspectives.

Jadamba Badrakh

Mongolian National University of Education, Mongolia

Khulan Ojgoosh

Mongolian National University of Education, Mongolia

Title:

Differentiated Classroom Management

Abstract

Our design and methodology followed the principle of “one-size-doesn’t-fit-all” ensuring quality and inclusive education for all. Differentiated instruction concept is the key strategy for the educational goal implementation. The gap between advanced and struggling learners at the all school level from kindergarten to tertiary education has become a national concern in Mongolia. The approach presents a proper rationale for differentiated teaching and learning in heterogeneously grouped classes. Following this principle, we tried it at our home institution by offering sections of theory and experiment using differentiated instruction. Our local and foreign researchers found that “the reason for the failure of not having every student study successfully is due to teaching all students with one technique method and not adjusting it to their unique characteristics”. This result is a great reminder passed on from our forefathers as they say, “No person is the same as any other, no horse has the same steps/walks as the rest”. When we experimented with differentiated class management for didactics class we differentiated for content, process, and product according each student’s readiness, interests, and learning styles.

Keywords: Experimental study; differentiated classroom management; teacher training

Okan Önalın

Independent Researcher

Esim Gürsoy

Bursa Uludağ University, Turkey

Title:

Investigating the Effectiveness of an In-service Training on “Understanding by Design” (UbD) Framework for English Teachers: A Case Study

Abstract

The effectiveness of in-service training (INSET) sessions can be perceived at various heights. Although the ultimate purpose of such programs is improving student learning through teacher development, one of the prerequisites of achieving this aim is making sure that participant teachers obtain what an INSET session offers at theoretical and practical levels. A well-designed INSET not only helps participants become reflective on their current knowledge and practices but also on those that they receive during training. However, the success of a training also depends on trainers’ reflections in and on action as well. Therefore, it is important that trainers assess the efficacy of their trainings using different means. Moving from this idea, the current study investigates the effectiveness of a full-day INSET session provided to 45 English high-school teachers on “Understanding by Design (UbD)” framework, via a training module prepared and delivered by the researchers. A pre-test post-test design was adopted and the first group of data was collected with an online survey before and after the training. The instrument consisted of open-ended and Likert-scale items inquiring about teachers’ perceived knowledge and skills on UbD. The second group of data was collected at the end of the INSET session, via a short focus group interview aimed to learn about participants’ ideas about what made the training (in)effective. The results showed that the teachers had little knowledge about UbD framework and limited skills on how it can be implemented in foreign language teaching before the training. The analyses of the post-training data demonstrated that participants not only improved their knowledge and skills regarding UbD at the end of the training, but they also found training effective. Results of the focus group interview revealed that participants mostly enjoyed kinesthetic activities, the use of metaphors to explain and delve more into the concept, and practical activities that are designed to ease the transition of the theory. The findings of this study present implications for INSET designers and trainers regarding the content and the format of effective INSET programs.

Keywords: in-service training; understanding by design framework; UbD; INSET; teacher training

Siqi Song

Hubei University of Technology, China

The George Washington University, The United States

Title:

ESL Students' Perspectives on Writing with Sources in University English for Academic Purpose (EAP) Course

Abstract

One of the significant skills in English academic writing is the ability to cite and paraphrase sources. It is also one of the most difficult tasks for international ESL (English as second language) student writers in English medium universities. In order to help the growing number of international students meet the language requirement of their academic disciplines, especially improve writing skills, many universities now offer English for academic purposes (EAP) courses with a focus on academic writing. How to incorporate sources in one's own writing thus became a popular topic on the class syllabus. Aiming to examine the effectiveness of EAP education, and to understand how students learn to write with sources from actual class instructional activities, this study was situated in a graduate EAP writing class in a university in the U.S, and collected data through one-on-one interviews with 4 Chinese graduate students and field notes about students' participation in classes. The study analyzed students' reflections on the instruction they received, and thoughts about their experience writing an annotated bibliography as an assignment. It addressed the question on "how different instructional activities in EAP classes influence students' practices about referring to sources in the writing, and what are students' perspectives about the helpfulness of EAP instruction on writing with source?" In general, it was found that new international students often had much confusion about the learning activities due to previous education background and language barrier; they also shared different attitudes towards learning experience in their EAP classes and thus benefit differently. Yet students all demonstrated attempts to socialize into the English academic discourse by learning to write with sources, and formed their own writing strategy as they learn from their EAP professor and peers.

Nurdan Kavaklı

Izmir Demokrasi University, Turkey

Title:

“I am silently correcting your grammar”: A Role for Analogy-Based Written Corrective Feedback in ELT

Abstract

This study introduces the effectiveness of analogy-based written corrective feedback to provide corrective feedback to ELT student-teachers on an inductive exemplar-basis. A qualitative classroom-based study was employed with the first graders of the ELT department, who were taking Structure of English course. Herein, the ELT student-teachers were given instruction on grammatical points to which reference was made by further exercises at the end of each lesson for five weeks. The further exercises were collected by the instructor to spot any erroneous learner output by written corrective feedback albeit on the basis of analogies. Accordingly, ELT student-teachers are presented with structurally similar albeit correct versions in response to their grammatically erroneous outputs, and awaited to decipher their errors through analyzing analogy-based feedback to produce the exactly correct versions. Besides, ELT student-teachers were to render their forms on an individual K-W-L (what I know; what I want to learn; what I did learn) basis to report reflections about these grammatical subjects, and the course in general. It was founded that student-learners discovered their grammatical errors before correcting them with the original forms by means of analogy-based exemplars in the long run. Results also indicated that student-teachers' motivation was increased on a long-term basis by means of syntactic and inductive alignment created between instructors and student-teachers, which was also confirmed by their reflection forms.

Sara Laiche

Batna 2 University, Algeria

Title:

Teachers' Attitudes Towards the Use of Computer-Mediated-Communication in the Writing Classroom

Abstract

Playing a crucial role in language learning, Computer-Mediated-Communication (CMC) seized the spotlight during the last two decades. Accordingly, researchers' traditional focal point has always targeted the way learners perceive CMC wherein this study aims at examining the attitudes and perspectives that EFL teachers have towards the implementation of CMC to obtain a closer view on what sort of benefits and drawbacks they encounter when integrating it in their writing classrooms. The present research opts for a sequential method of research whereby a questionnaire was architected to 20 EFL teachers at the University of Badji Mokhtar, Algeria. For deepened outcomes, five (5) teachers of writing were interviewed. The findings of this study indicated that EFL teachers had positive attitudes regarding the use of CMC in their teaching practices. It motivates the students and encourages them to produce, though online-based platforms may increase language informality. In light of the results, some pedagogical recommendations were conferred.

Keywords: Attitudes; CMC; EFL; teaching practices; writing abilities.

Hasan Bedir

Çukurova University, Turkey

Title:

English Language Teachers' Beliefs and Perceptions on Sustainability

Abstract

The United Nations Conference on Sustainable Development in Rio de Janeiro in 2012 gave birth to Sustainable Development Goals (SDGs) which aimed to develop a set of universal goals in order to cope with the urgent environmental, political and economic challenges throughout the world. Education is the key that will allow many 17 SDGs to be achieved. The success of the SDGs is associated with quality of education resulted from qualified teachers, promising results, quality tools and a quality learning environment. UNESCO's (2003) reports that Education for Sustainable Development must include four major thrusts (1) the promotion and improvement of basic education; (2) the reorientation of existing education programs in order to include more topic associated with sustainability; (3) the development of public understanding and awareness of sustainability issues to improve knowledge and skills towards the goals; (4) the public training based on the development of specialized training programmes to ensure that all sectors of the workforce have the knowledge and skills necessary to perform their work in a sustainable manner (p. 2). Education is the key to SD led me to wonder what are the beliefs and perceptions of English Language Teaching (ELT) teachers on Sustainable Development, Education for Sustainable Development. Thus, the present study seeks answers to the following questions; 1. What are ELT teachers' beliefs and perceptions on educating for sustainable development? 2. What SDG are they aware of most? 3. In what ways do they integrate sustainable development into their teaching? 4. In what ways do they address sustainable development concepts? 5. In what ways do they see leaning about sustainability issues will have on them? 6. In what ways do they see these concepts impacting their students? 7. In what ways do they improve their knowledge skills and values on ESD?

Ilze Ivanova

University of Latvia, Latvia

Title:

Thinking About the Development of “Leader in Me”

Abstract

The article focuses on the opportunities of the development of leadership skills and qualities during educational processes at schools, on the teachers’ role in creating supporting environment, offering situations for students’ activities in developing leadership skills. It is obvious, that students can develop these skills by being in the position of leaders, by acting as leaders. The presentation will offer a brief insight in small scale research on the understanding of the concept of leadership and leader by prospective teachers and pupils, leadership as self-education activity, learning and recognizing yourself, which of school aspects are most favourable for the development of leadership skills. 120 future teachers and 65 pupils took part in questionnairing. The writing of essay and discussions were used for qualitative research.

Keywords: leadership skills; empowerment; personal development; opportunities

Ceyhun Karabıyık

Ufuk University, Turkey

Title:

A Study on the Problems and Challenges Faced by Preservice English Teachers During
Their School Experience Course

Abstract

Teaching English as a foreign language is both a difficult and stressful job, which requires non-native preservice English teachers to meet challenges and standards for teaching English as a foreign language (Lu, 2002; Wertheimer & Honigsfeld, 2000). In this regard, school experience and practicum courses are considered crucial parts of the preservice teacher development process, which helps them to bridge occupational theory and practice (Mirici & Ölmez-Çağlar, 2017). The school experience course is carried out in the seventh semester of the academic program and necessitates students to carry out four-hour practices at a primary or secondary school as well as attending their teacher training courses and fulfilling their requirements at their universities. This obviously increases their workload and brings about certain problems and challenges. In this spectrum, the aim of this study is to investigate the problems and challenges faced by preservice English teachers at a foundation university during their teaching experience course. To this end, data were collected by a self-report instrument and analyzed using descriptive statistics. The results of the study and some suggestions to overcome or minimize these problems and challenges will be discussed considering the relevant line of literature.

Saqr Ameen Irshaid Al-khazaleh

Ministry of Education

Title:

Education in the Next Few Years

Abstract

I think education in the next few years will change. The teachers around the world will use online lessons for their students. Through Corona Virus period, the teachers saw that should focus on online courses. This method help us as teachers to give lessons any time and any where. Sometimes the students can't keep in touch directly (face to face) with their students but they can send the assignments and projects to the teachers. Then, the teachers will send their comments and suggestions to their students. Most of educators and supervisors in education around the world noticed the benefits of using online courses because the positive effects on the learners over the world.

Alma Brinkmane

University of Latvia, Latvia

Inguna Kaniņa

University of Latvia, Latvia

Baiba Kondriča

University of Latvia, Latvia

Title:

Role of the Family in Solving Social and Global Problems of Learning

Abstract

21st century is very complicated and contradictory due to different socio-economic changes locally and globally. The concept of family has been changing its essence and significance because of the changes of values and attitudes in the society. The structures and the models of families are changing but the function to be responsible for the development of the child remains the same. Educational institutions cannot substitute family and its functions. Family is the first institution to develop values and attitudes towards work and live as a citizen of the native country and European Union. It means that learning firstly happens in the family. The child learns to learn, develop different skills and competences such as health literacy, ICT literacy and soft skills. Family together with school deals with new social and cultural aspects to develop values, different attitudes towards people, languages and cultures. The aim of the research is to learn the possibilities of the family to understand the value of learning, health literacy, that is of great importance for learning process and the development of global competences to live in the native country and European Union. A small scale research is being carried out about family regarding learning and early school leavers. Questionnairing and interviewing were used as research methods. The results show health and different social reasons as important factors for early school leavers. Because of that health literacy and the development of tolerance towards unfamiliar cultures and people is of great importance in learning process. Family in this aspect can serve as a driving force for the development of attitudes towards learning, different people, cultures as well as towards personal health to overcome different problems in this turbulent time.

Keywords: family; learning; values; attitudes; health literacy; global competences

Jonathan Chitiyo

University of Pittsburgh Bradford, The United States

Title:

HIV/AIDS and the Education of Orphans in Zimbabwe

Abstract

The HIV/AIDS pandemic which was first reported in Africa in the early 1980s has now been become one of the most devastating epidemics in history of Africa as it is responsible for unprecedented high mortality rates with a majority people dying in their prime years. Like many other Sub Saharan countries, Zimbabwe has been hit hard by the HIV/AIDS pandemic. Orphanhood is one of the many negative consequences of this pandemic. The number of children who are orphans as a result of the HIV/AIDS pandemic continues to increase as the condition continues to claim lives. Most of these children are school-aged and they encounter a number of challenges in their education. This presentation provides a discussion of the educational challenges faced by children orphaned by HIV/AIDS in Zimbabwe. Recommendations to meet the needs of the children are also provided.

Ceyhan Çiğdemoglu

Atılım University, Turkey

Alev Doğan

Gazi University, Turkey

Fitnat Köseoğlu

Gazi University, Turkey

Title:

Dialogic Communication and Argumentation Practices of Chemistry Teachers: Evidences from Professional Development Program

Abstract

The project, BILMER, funded by The Scientific and Technological Research Council of Turkey, proposes professional development of teachers' to use argumentation as a teaching method in order to foster teachers to integrate this method into formal and informal science learning practices. This qualitative study aims to analyse dialogic communication between chemistry teachers and its relation to argumentation practices. Additionally, their written responses were analysed to triangulate the data. During this workshop, teachers discourses related to concepts of acids and bases were analysed to reveal how they create argumentation practices. The sample included 13 volunteer chemistry teachers with varying demographic characteristics. The findings ascertain that question, claim, data, and evidences (basic argument) are more used when compared to warrant, rebuttal, and backing (high level argument). A few of the participant had difficulties in developing argumentation dialogues. Specifically those holding alternative conceptions about end points, equivalence point. Teachers stating higher level utterances were more competent in developing high level arguments. Further studies may employ this professional development program to increase teachers' use of facilitated arguments.

Birsen Tütüniş (Invited Speaker)

İstanbul Kültür University, Turkey

Title:

Quality in Foreign Language Teacher Education, 21st Century Skills and Professional Development

Abstract

Professional development of the teacher has gained importance due to the precedence given to the learners. The growing interest in the learner has raised the issue of quality in teacher education. The vision for 21st century learning P21 (Bellanca, 2010) offers a holistic and systemic view of how we can reconceptualize and reinvigorate public education bringing together all the elements- 21st century student outcomes and 21st century education support systems- into a unified framework. The framework covers life and career skills; learning and innovation skills; information media and technology skills; core subjects, 21st century skills and 21st century education support systems. The main purpose is stated to be the preparation of the students for a better learning that would support them in their lifelong struggles (p.xv).. This framework is closely related to the good quality teacher training/ education models suggested by scholars (Sang, 2010), (Kürsteiner, 2016). The belief that doing well in school no longer guarantees a lifelong job or career, as it did in the past. Future learning is highly different from the past. Thus, teachers need to be well educated. It has been proved by the research (Sutton Trust 2011) that improving teacher effectiveness has a great impact on learner outcomes. The quality of foreign language teaching improves so long as foreign language teacher education quality is increased. However, it is not easy to measure the quality of FLTE programmes due to the factors related not to the programme but to the learner variables. For this reason different frameworks and models have been proposed to enhance the quality of teacher education (i.e. NIE, VSK Model, 2009). This presentation gives a comparison of European teacher education programme models and the existing Turkish foreign language teacher education programme (FLTE) with some suggestions based on a survey conducted by the presenter.

Judith Johnson-Kozuru

WCCI Member

Title:

Educating Children to Re-Shape Their Future

Abstract

We are currently witnessing the failure of many of the here-to-fore accepted social, health, education and economic systems. It is clear that these systems, foster corruption, create inequity and sustain injustice. Now is the time to initiate changes that will heal and save the planet. The foundation of these changes must be education. From quantum physics, we know that there is an invisible energy radiating from a thing or person—a Field. The ancient word for Field is Spirit. Teachers, parents and children must understand, first of all, that each of us is a generating field (spirit) and that we influence the world around us. We can heal and change the world through our united conscious spirituality and constructive actions. The best place to start these actions is at the grassroots level, working to achieve the U.N. Sustainable Development Goals. This presentation will discuss the relationship between the development of the human Field and selected Sustainable Development Goals. It will describe how to incorporate this knowledge in the home, school and community.

Ainur Amanbayeva

Khoja Akhmed Yassawi International Kazakh-Turkish University, Kazakhstan

Title:

Improving the Effectiveness of Foreign Language Teaching Through the Means of
Developing Emotional Intelligence

Abstract

Foreign language learning involves not only cognitive and linguistic principles but also principles that are characterized by emotional involvement. Feelings about one's self, relationships in the learning environment and the emotional bond between language and culture all play a significant role in the process of language learning as well as language teaching. While human beings learn to use a foreign language, they also develop a new mode of thinking, feeling, and acting. Having to develop a second identity could create a new language ego on the part of the learner leaving them with a sense of fragility, defensiveness and a raising of inhibitions. Since a person's belief in his or her ability to accomplish the task is at the heart of all learning, learners' self-confidence is an important factor in their eventual success in attaining the task. Attitudinal variables such as motivation, self-esteem, and anxiety are related to success in foreign language learning and teaching. Optimal learning occurs with low anxiety and in learners with high confidence. Proficiency in a foreign language requires a two tiered model of skill acquisition: basic interpersonal skills and cognitive academic language proficiency. While learning a foreign language, students need to interact with contexts, tasks, and texts that include complex interdisciplinary content. In order for language learners to be able to deal with this aspect of foreign language learning, they should be well equipped to be able to establish a positive relationship with the environment. In order to fully understand the complexity of the language learning process, we should pay attention to internal mechanisms and social interpersonal interaction involved in this process. Since emotional intelligence not only serves as an internal mechanism but also interlocks with the external environment, it should be integrated and the development of it should be fostered within EFL classes. Emotional intelligence is a new concept for modern psychological and pedagogical science. In contrast to the traditional understanding of intelligence as a level of development of cognitive processes, a system of abilities for cognition and learning, emotional intelligence (EQ) is defined as the ability of a person to understand, accept and regulate emotional states and feelings other people and yourself, which is formed over the course of a person's life in communication and professional activities. The level of emotional intelligence development is one of the most important professionally significant characteristics of a teacher's personality. However, the problem of emotional intelligence of teachers, its formation in the process of studying at the University remains undeveloped. The aim of this research article is to define the significance of improving effectiveness of learning and teaching foreign language through the means of developing emotional intelligence and to present some key tools to develop teachers' emotional competence.

Hilal Peker

Bilkent University, Turkey

Title:

A Case Study on Training Pre-Service Teachers Through Simulation Technology:
Implications for the COVID-19 Period

Abstract

The purpose of this qualitative study was to examine pre-service language and mainstream teachers' reflections on their teaching strategies that they used with immigrant and non-English speaking students in a United States (U.S.) context. Drawing from case study research design, this study provides pedagogical implications and teaching strategies through simulation technology integration, specifically TeachLivE technology. The implications obtained from the current study could be useful in training teachers during COVID-19 period in which most teacher training programs suffered in regard to pre-service teacher observations and providing sufficient feedback. The current study included 45 pre-service teachers recruited from a U.S. university teacher training program with the help of TechLivE education grant. The participants were exposed to a simulation environment where they taught their lessons to English language learner (ELL) avatars. After their exposure to the simulation environment, the researcher provided constructive feedback on pre-service teachers' teaching and classroom management skills, and then the pre-service teachers reflected on their experiences and strategies they used in TechLivE. The data were analyzed using Braun and Clarke's (2006) thematic analysis on NVivo. Results indicated a pressing need for more pre-service teacher training. Reflections were mostly on the skills and strategies learned through TeachLivE that would not be acquired in real classrooms. Overall, TeachLivE provided pre-service teachers with experiences where they can receive immediate constructive feedback, unique teaching environment without harming real ELLs, and enabled them to teach their subjects in a cartoon-like environment where they were away from distractors that could occur during their school experiences. This technology could be utilized especially during COVID-19 to train teachers and provide them feedback on their teacher skills. This simulation technology will be displayed during the interactive presentation through scenarios, and the audience will get a chance to reflect on their teaching strategies in the era of COVID-19.

Iveta Kovalčíková

Prešovská univerzita v Prešove, Slovakia

Ivana Runčáková

Prešovská univerzita v Prešove, Slovakia

Title:

Theoretical Context of the Constructs Executive Functioning and Metacognition

Abstract

The presented paper clarifies the issue of executive functioning and metacognition in a comparative frame of reference. Both concepts in the diachronic plan are discussed and explored predominantly within a different scientific discourse. While studies focused on metacognition research appear primarily in the pedagogical sciences and partly in pedagogical psychology, studies on the executive functioning of the individual are the products of both neuropsychological and cognitive-psychological research. Based on the analysis, the authors of the definitions of the constructs executive functioning and metacognition represented in the professional literature, are divided into different blocks of opinion. In this paper we point out the common characteristics of executive functioning and metacognition in several areas: (1) neurobiological predetermination (connection with the Prefrontal Cortex of the brain), (2) multidimensionality (structure of constructs), (3) self-regulation (presence of both constructs in self-regulation models).

Keywords: Executive functioning; Metacognition; Neurobiological predetermination; Multidimensionality; Self-regulation

Saba Khan

Pearson UK

Title:

A Foreign EFL Teacher in Turkey

Abstract

As a foreign teacher how's the experience and the expectations in Turkey, how are the cooperation from students and what I observed or experience in teaching English to Turkish students plus some different nationalities living in Turkey. It's all about the journey of being connected with different nationalities at some point, the communications, the collaborations and much more.

Endale Fantahun Tadesse

Southwest University, China (Ethiopia)

Sabika Khalid

Southwest University, China (Pakistan)

Wang Muhua

Southwest University, China

Deng Lei

Southwest University, China

Title:

Teachers Perception Towards Research-Teaching Practice: A Comparative View of
Ethiopia and Pakistan Universities

Abstract

Both Pakistan and Ethiopia government launched higher institution policies to motivate and engage higher institute faculty members to integrate research into their teaching practice so that both teachers and students can fully involve in resolving different social problems and contribute scientific knowledge academic society. However, both countries are having a significant number of universities which are generating man powers which are unproductive and uncreative for market. so by taking that the study compared Ethiopia and Pakistan university teachers' perception about their actual practice of teaching with regard to research trend. The study involved 115 and 65 public teachers randomly from Public Ethiopia and Pakistan universities respectively to attempt the online survey which consist 110 items to investigate their perception regarding their individual research trend and students involvement in it on the basis of their personal traits and profile, from the analysis results the findings demonstrate that Pakistan university teachers have more experience in studying abroad and research publication, plus their university culture and support have a substantial influence on teachers teaching practice in promoting research knowledge into their teaching to assure the quality teaching and learning and the support from the university is totally diverse among faculties. Thus made their perception towards their research and teaching practice.

Keywords: Perception; Research; Teaching; Practice; Ethiopia; Pakistan

Mukaddes Sakallı Demirok

Near East University, N. Cyprus

Serap Meral Karabacak

Near East University, N. Cyprus

Alper Karabacak

Near East University, N. Cyprus

Title:

Investigating the Attitudes of Pre-Service Special Education Teachers Towards Braille
Literacy Based on Various Variables

Abstract

Braille writing system is known as Braille Alphabet. There are six points in the Braille alphabet. Braille alphabet is one of the basic elements used in the curriculum of students who do not see and cannot function visually. The purpose of the study was to determine the attitudes of pre-service special education teachers towards Braille literacy. 87 pre service special education teachers were participated of the study who received undergraduate studies in the special education department of the education faculty during the spring semester 2019 - 2020 academic years. The study was designed as a case study from quantitative research models. Participants were selected through sampling from the purposeful sampling methods. The data were obtained Braille Literacy attitude scale. As a results of the research, it was determined that there was a statistically significant difference between the pre-service special education teachers' gender and their general attitudes towards Braille literacy. Another finding about the study was no statistically significant between the general average of the scale and demographic characteristics, such as age, whether or not to take this course before, having a disabled person in their family.

Keywords: Braille literacy; attitudes; special education; pre-service teacher

Fawzi Al Ghazali

ALHOSN University, The United Arab Emirates

Title:

Implications of the COVID-19 Pandemic on Learner Autonomy

Abstract

The widespread of COVID-19 has drastically impacted all facets of life including schooling in general and language education in particular. It has been reported from different sources that school closure and remote distance learning could not bring the optimal or at least similar outcomes to face-to-face instruction. This impact has become significant with students who are disadvantaged by poverty, shortage of digital resources necessary for remote learning, and not empowered with metacognitive skills that guide and control their language education. Conversely, fostering learner autonomy in the COVID-19 era is no longer optional; rather it has become a necessity to allow learners for taking charge of their own learning. In language education, learner autonomy is presented as a promising learning construct associated with effective learning (Little, 1999). It is seen as a multi-faceted theme with psychological, philosophical, and political ramifications, which does not exist in only one form or degree (Benson and Lor, 1999). This variation makes it difficult to have one paradigm for promoting it in all contexts. This paper provides insights and pedagogical implications for teachers of English to utilize for enhancing the autonomy learners already have. The audience will be invited to share their ideas on how to maintain autonomy-driven environment.

Keywords: Remote/Distance Learning; Learner Autonomy, COVID-19 Pandemic; Metacognitive Strategies; Independent Learning

Arif Sarıçoban

Selçuk University, Turkey

Özkan Kırmızı

Karabuk University, Turkey

Title:

Measuring the Research Integration Experiences of English Major Postgraduate Students

Abstract

Research engagement and integration are important areas of study in higher education settings. In general, a healthy integration of students into the research area is desired for betterment in academics' professional development. Therefore, in order to measure the research engagement levels of M.A. students in language studies, a questionnaire, developed by Didi and Griffioen (2020), was used. This questionnaire is a comprehensive tool and consists of 13 parts, which are perception of research in profession, cognitive attitude towards research, affective attitude towards research, affective attitude towards research, self-efficacy towards research, intent to research behavior, importance of research, reading and discussing research, interacting with researchers, student as researcher, quality, my lecturer as researcher, research culture. The participants of the study are approximately 40 M.A. students enrolled in English major departments.

Sam Said

Nish Academy

Title:

Distance Teacher Training Experiences at Nish Academy

Abstract

Due to the growing elearning industry, particularly, after the pandemic of Covid-19 resulting in lockdowns in different parts of the world, our company prides itself in providing virtual learning solutions for students and trainees in two areas for about two years. These areas are: 1. Online, live TESOL Diploma Program. 2. Online Canadian and American high school diploma programs. In two years Nish Academy has tried to develop the digital tools and materials and also train its trainers and instructors to cope with the fast evolution happening in distance education around the world. Also the swift growing number of the students and trainees joining such online trainings and educational programs, encouraged the company to bring in what it takes to provide the best online teaching and learning environments.

Gamze Sarıyıldız

University of Health Sciences, Turkey

İsmail Fırat Altay

Hacettepe University, Turkey

Title:

English Instructors' Practices of Listening Strategies

Abstract

This study aimed to investigate English instructors' practices of listening strategies and the extent to which they incorporate listening strategies into teaching listening. The study also sought to find out whether English instructors differed in their practices of listening strategies regarding their teaching experience and education level. The study used a quantitative research design in which quantitative (questionnaire) data were collected. A total of 40 English instructors working at English Preparatory School of a state university in Turkey participated in the study. Quantitative data were analyzed using descriptive statistics and one-way ANOVA using SPSS. The findings revealed that English instructors incorporated all types of listening strategies into lectures though they differed in their frequency of application. Also, the overall mean score showed that participants often employed these strategies. The results also demonstrated that English instructors did not differ in their practices of listening strategies regarding their teaching experience. In addition, it was found out that instructors differed in their practices of listening strategies regarding their education level. Instructors who have PhD degree employed listening strategies more than those who have MA and BA degree. However, instructors who have MA degree did not differ significantly from either those with PhD or BA.

Keywords: Listening strategies; English instructors; teaching listening comprehension

Philip George Anthony Glover

Süleyman Demirel University, Turkey

Title:

How do Learners Engage with the English Language?

Abstract

Engagement with the English language supports learning through awareness and autonomy. In recent years new means of communication have provided learners with many different opportunities for engagement. It is important for teachers to follow and understand how learners engage with English to support classroom work. This study investigates how one group of learners presented their learning experiences to other students from the same department. Analysis shows that learners engage with English in at least three different domains of use through study, work and leisure activities. The learning experiences are quite diverse and provide insights into how students' use of English outside the classroom can connect with work inside the classroom.

Gulnara Rizakhojayeva

Khoja Akhmet Yassawi International Kazakh-Turkish University, Kazakhstan

Title:

Meeting a Growing Need: Cultural Competence Education for Tourism Professionals

Abstract

To determine how successfully the competence approach is implemented when online teaching English to future specialists in the field of tourism, we faced several tasks, the first of which was the analysis of the educational programs of this specialty in the discipline "English language", during which we analyzed the content and formulation of competencies, their logic and expediency. Since the subject of our study is the process of learning English at the faculties of non-linguistic specialties, we will talk more about general cultural and professional competencies, since it is in these competencies that the knowledge of a foreign language is mentioned, which cannot be observed in the list professional competencies (due to the fact that professional competencies in each specialty are determined by the content of the specialty itself and are not related to foreign at the tongue). As expected, the content of competencies in many programs coincided, but there are a number of inconsistencies, which will be discussed later. During the analysis, we have identified several of the most common formulations of competence that are in work programs: general cultural competence - the ability to communicate verbally and in writing in Kazakhstan and foreign languages to solve problems of interpersonal and intercultural interaction (the numbered designation of this competency coincided in many programs); general professional competence - readiness for communication in oral and written forms in the state language of the Kazakhstan and a foreign language for solving professional tasks. Such formulations of competencies are most often found in programs, but in some cases, their reformulation, reduction, simplification, or complication can be observed.

Keywords: online teaching; competence; interpersonal and intercultural interaction

Esma Şenel

Beykent University, Turkey

Title:

Thinking Outside of the Box: How is Creativity Assessed?

Abstract

Creativity is regarded as one of the necessary components of 21st century skills. Cultivating creativity is an important aspect of education, especially in foreign language development. Assessing creative work and evaluating creative learning can lead educators to embark on a complex process as it might not be possible to predetermine creative learning outcomes. Thus, in this presentation, the researcher will review common ways of measuring creativity and give some practical ideas on how to assess and evaluate creative learning process.

Keywords: Creativity; 21st Century Skills; Assessing Creativity

Saltanat Nyshanova

Khoja Akhmet Yassawi International Kazakh-Turkish University, Kazakhstan

Title:

Effective ways of Using Design Method in Teaching Reading

Abstract

The changing situation creates ever-increasing demand of companies for qualified teachers. The lack of them leads to rather sad consequences. The result is not just useless wasted time, but also damages the further advancement of the students in this area: it is always harder to retrain than to teach, and to correct the wrong pronunciation more difficult. But even when students come to the people who know the language, it is not always possible to achieve the desired result: the education of children is a very difficult job that requires a very different methodological approach than teaching adults. The main assistant can be design method. Design method is much more effective due to the reason that it poses scenarios, questions, challenges instead of displaying settled notions, showing an accessible path to knowledge. Reading is a crucial skill which enables one to find and apply for a prestigious job. Currently, majority of lucrative jobs require reading as a factor of job efficiency. There are a number of reports and notes that have to be read and replied to. Employees with poor reading skills absorb and react slowly increasing the amount of time spent on particular activities. A person is restricted in what he or she can do without skill of reading. Another justification in favor of importance of reading is the fact that it fosters the mind. Additional major advantage of reading is undoubtedly a fact that we acquire new information. Sources such as books, magazines, Internet and encyclopedias demand a capability to read and comprehend the information that is read. For example, person, who has the ability to read, can obtain any information he or she needs. Reading is one of the chief methods of getting benefit from information that is prevalent nowadays.

Keywords: method; design method; teaching; reading; skills

Madina Akeshova

Khoja Akhmet Yassawi International Kazakh-Turkish University, Kazakhstan

Title:

To the Problem of Developing Creativity of Future Specialists on the Base of Challenge Approach in Teaching English

Abstract

The desire of the Republic of Kazakhstan for an equal existence in the international economic and educational space, caused by the processes of globalization and modernization with an increase in the mobility of specialists of various fields, able to compete in the international labor market has led to a change in the social order of society, which in turn led to modernization the whole paradigm of higher professional foreign language education. In solving this problem we proceed from international quality standards that justify the need for changes in global trends and the education system. Among them, the main and most obvious one is the transition to a post-industrial information society, a significant expansion of the scale of intercultural interaction, which requires the presence of such qualities as creativity, communication and tolerance. In conditions of an open and expanding range of interaction between countries, increasing the socio-educational significance of knowledge of foreign languages as an instrument of international interaction, languages have been put forward in priority positions, assigning them the status of a mandatory qualification component of the professional competence of a modern specialist and effective on the basis of preparing for life in the new conditions of intensive international cooperation. One of the priority goals of teaching a foreign language in higher professional education system is the development of creativity of future specialists. This work is devoted to the problem of developing the creativity of a future specialist based on challenge approach in the process of teaching English. Also this paper deals with the essence, components, aspects, effective methods and technologies for the development of creativity of future specialists in teaching English.

Keywords: creativity; future specialists; teaching English; challenge approach; modern technology and so on

Şeyma Ülker Kurtuluş

Gazi University, Turkey

Semra Mirici

Gazi University, Turkey

Title:

The Effect of Students' Participation in TUBITAK Research Projects on Their Choice of Profession

Abstract

This research aimed to find out the effect of research project participation on the students' choice of their professional area. The participants of the study comprised 64 tertiary level students who participated in TUBITAK Research Projects Competitions and received the awards of 1st, 2nd, 3rd best projects, Young Researcher Award, or Incentive Award when they were students at High School between the years of 2009-2013. Out of 64 participants, 26 were male and 38 female. In the study, the demographic features such as gender, school type, foreign language skills, and the influence of project participation on the participants' choice of professional field were analyzed. For this purpose, a structured questionnaire developed by Avcı, Özenir and Yücel (2016) was utilized with some minor changes. The questionnaire was composed of 8 items about foreign language skills, preference of higher education, the relationship between the project topics and the higher education program they prefer, their desire to be researchers in career plans, and the contribution of the project process on their individual and social development. The data obtained from the research were defined via frequency and percentage. It was understood that at the top of the universities preferred by students were Hacettepe University (21.88%), Istanbul University (9.38%), Gazi University (7.81%), Bilkent University (6.25%) and universities out of Turkey (1.56%). It was observed that 31.03% of them preferred private universities and 68.97% preferred public universities. It was also recorded that 67.2% of the students preferred Health Sciences, 8.3% Natural Sciences, and 7.9% Social Sciences. In addition, it was determined that all of the students were proficient in English, 31.25% of them spoke two languages and 6.25% spoke three languages.

Keywords: TUBITAK; Research Projects; Project Competition; Project Awards; Professional Fields

May George

Smith College, The United States

Title:

Infographics Design Step-by Step and Class Assessment

Abstract

Info-graphics design is a technological tool that can be used in class to assist students in their language learning skills. Students can design content during the learning process by using an effective visualization method to express and present certain topics. Therefore, Info-graphics are an effective method of visualization in the learning process (Azlanudin, et.al 2016). This study explores the use of info-graphics design in comprehending long texts of readings in Arabic and/ or selected topics for presentation. I argue that students can remember most of the reading text by adopting this method of creative learning. As a result, the pedagogical process of learning can be achieved when following different steps. These steps include summarizing the topic, selecting visuals for info-graphic design, and recording the topic. These phases can be used as an assessment tool for all the language skills. The data are collected from the quantitative analysis and students' learning assessment. The study also explores how the info-graphic design used in students' projects have changed the dynamics of traditional learning by adapting rich colored visualization method.

Helaine W. Marshall

Long Island University, The United States

Title:

Synchronous Online Flipped Learning Approach – SOFLA

Abstract

Best practices in online learning should include the 8 steps of the SOFLA model: Synchronous Online Flipped Learning Approach, which most closely replicates actual classroom teaching and provides dynamic, interactive, spaces both asynchronously and synchronously to create fertile spaces for learning. In this session, participants will experience the model they are learning about, as in a loop input approach (Krulatz & Neokleous, 2017) to teacher education. The presenter takes the group through the eight steps of the SOFLA Model: Synchronous Online Flipped Learning Approach (Marshall, 2017). These steps, which are presented for both teachers and professional developers, include the following: (1) Pre-Work; (2) Sign-in Activity; (3) Whole Group Application; (4) Breakout Group Activities; (5) Share-out Time; (6) Preview and Discovery; (7) Assignment/Follow-up; and (8) Reflections. Samples of actual student learning experiences will be demonstrated and/or shared for participants to see the actual implementation of SOFLA. Participants will be encouraged to rethink their approach to a specific lesson, project, or training that they are planning to deliver this spring. The presenter will encourage them to follow-up and share in an online space any links to what they have created as a result of this SOFLA session.

Jhon Eduardo Mosquera Pérez

Universidad Surcolombiana, Colombia

Title:

Integrating the CALL/TELL Approaches into Second/Foreign Language Acquisition
Process and Development

Abstract

By 2001 Bax suggested that technology is undergoing a normalization process, as individuals have incorporated the use of the aforementioned element in common life tasks, where the use of elements such as the Internet, online and offline tools and remote applications have gained (and continue) gaining relevance. It is in the context of this conjuncture that the approaches CALL and TELL gain recognition in language teaching and learning related processes. CALL (computer assisted language learning) and TELL (technology enhanced language learning) have demonstrated to have a wide array of procedures/strategies that can be used within languages classes with the desire of maximizing our students' language learning process. Among the most common tools that can be implemented to enhance these processes are kahoot, storybird, voicethread, powtoon, genially, visme, canva, lyricstraining, lyricsgap, secondlife, edmodo. Besides, gamification is another aspect of technology which has gained acknowledgement and attention in last years. One of the most implemented "tools" when talking about how to gamify language classes to make them more interactive, effective and entertained is classcraft. classcraft is an online platform in which professor can assume a character along with their students to learn while "playing" collaboratively. To conclude, through this presentation attendees will have the opportunity to be in contact with very interesting and essential tools at the moment of incorporating the CALL/TELL approaches within language classes.

Helaine W. Marshall

Long Island University, The United States

Title:

Online Pedagogy - It's not Just Tech Tools!

Abstract

With the focus on tools for instructional technology, there comes an expectation that pedagogy remains essentially the same. This is clearly not the case, as this webinar demonstrates. Learn how to Create Fertile Spaces for teaching and learning online. In this session, participants will learn how to Create Fertile Spaces (Marshall, 2020) for teaching and learning in online settings, both synchronous and asynchronous. The focus on teachers as creators encourages them to see themselves less as delivering instruction, covering curriculum, and meeting standards, and more as using the higher order Bloom's Taxonomy (Krathwohl & Bloom, 2001), thinking skills of creativity. The spaces they create online will look different from those they have created in an in-person classroom context and these spaces encourage teachers to expand the notion of what constitutes a space for learning. Finally, in the discussion of making the creative spaces fertile, which forms the main body of the webinar, the participants learn about the four E's: equity, enrichment, engagement and empowerment and how and why to implement them in their online teaching. Participants will be asked to reflect on their experience and share their ideas on this model of Online Pedagogy as Creating Fertile Spaces.

Hind Elyas

Niagara College, Canada

Title:

Student Engagement in the ESL Classroom

Abstract

Student engagement plays a major role in the learning process and is one of the main ways to access student learning and development. (Justin Chando, 2013). This presentation will demonstrate examples of how to engage ESL students through demonstrating different techniques such as checking understanding, positive and negative reinforcement, visual aids, Ice Breakers, videos and cooperative groups. The presenter will also explore other methods of student engagement.

Mohammad Hamad Khalef Al-khresheh

Northern Border University, Saudi Arabia

Title:

The Influence of Anxiety on Saudi EFL Learners' Oral Performance

Abstract

When it comes to learning a foreign language, there is nothing as debilitating or frustrating as anxiety. Anxiety has been proven conclusively to affect the performance of foreign language learners, thus preventing them from communicating effectively. These results have been confirmed anecdotally by a number of studies as well. Taking into consideration the importance of oral language performance on the lives of language learners, this study seeks to investigate and understand the effects of anxiety on the English-learning abilities of 91 Saudi Arabian learners, thus helping discover the primary factors behind their anxiety. It also seeks to understand the perceptions and strategies deployed by 6 teachers for overcoming this phenomenon. To achieve these objectives, two methods have been utilized for gathering the requisite data – an interview and a questionnaire. The statistical analysis revealed that a high degree of reliability was obtained $r=0.97$ ($p<0.001$). The findings showed that foreign language speaking anxiety has a marked negative impact on the development of the oral language performance of Saudi learners', who reported higher anxiety levels due to a variety of reasons. The most commonly reported factors were the fear of negative feedback, apprehension regarding their communication abilities, and a general feeling of anxiety which choked their ability to perform better while speaking English. Lack of adequate practice, as well as self-confidence, was acknowledged to be a serious speaking anxiety factor from foreign language teachers' perceptions. Based on the findings of this study, a number of pedagogical recommendations have been provided, which could help counter the situation.

Elham Sedighi

Nesibe Aydın Educational Institutions, Turkey

Title:

Motivating Reluctant Learners

Abstract

This abstract aims to present the ways that we (teachers in Nesibe Aydın Schools) use to motivate our reluctant adolescent learners. Motivation is regarded as an integral part in the achievement of any goal. It is a significant factor that has a positive effect on any educational learning process particularly in second language learning. Salvin (2001) defines motivation as an internal process that activates, guides and maintains behavior over time. Woolfolk (1998) believes that motivation is an internal state that arouses, directs and maintains any specific behavior. In the light of these definitions, motivation can be considered a process that influences the success of L2 learning. The role of motivation would be very dominant especially when it comes to reluctant students. The challenges presented by students who struggle to connect with curriculum learning in school is considered to be an issue that confronts education systems worldwide. Although there are no guarantees or magic bullets, motivating teenagers does not seem to be an impossible task. By incorporating what they like into what we do, we can start to build the bridges we need to connect with them as language learners. So we use certain principles and strategies in order to motivate reluctant adolescent learners. For instance, by creating positive classroom environment, Nesibe Aydın teachers try to get to know and connect with each student proactively. We make interactive learning experiences the norm in our classrooms. we improve their speaking and listening abilities, problem-solving strategies and creative thinking by encouraging teamwork among our students. Additionally, by employing games such as Kahoot and Padlet, we teach them grammar, vocabulary, functional language or even phonology within a playful context. Moreover, in order to enhance students' positive attitude towards learning, self-efficacy beliefs, and motivation, we accompany lessons with interactive computer technology such as PowerPoint presentations- using graphics, animation, and videos in these presentations- which are more organized and easier to understand, and at the same time they are more interesting and entertaining for students.

Nataliya Kharchenko

University of Manitoba, Canada

Title:

Translanguaging and Multimodal Strategies as Language Maintenance Techniques in Host Environments

Abstract

This presentation highlights some themes that emerged in the process of doing a research project on heritage language maintenance in Canada. In particular, the objectives of this project were to document and analyze participants' experiences regarding home language use and to discover successful strategies for the encouragement and maintenance of Ukrainian. Although it may not technically be a language maintenance strategy, translanguaging (Hornberger, & Link, 2012; Lewis, Jones & Baker, 2012; Li, 2014; Makalela, 2015; Velasco & García, 2014) proved to be an efficient tool used by families in my study to find common communicative ground and to balance three languages in their everyday life. While this was truer for parents who had been in Canada for a long time than for more recent immigrants, almost all participants recounted some way or other in which they have to deviate from their policy of "only Ukrainian at home". There are many external and internal reasons for both parents and children to resort to languages other than Ukrainian. While none of my participants would say they speak English at home, they all admitted that this language has some place in their homes. Children tend to use two or three languages very strategically in communication with their peers, siblings, and parents as well as in online activities. Different situations with various patterns of linguistic engagement thus offer additional opportunities for developing language competence. In my research sample, the children who were born in Ukraine arrived in Canada with established bilingual linguistic practices in Ukrainian and Russian, a repertoire to which English, and in some cases French, was then added. All participating parents knew at least two or three languages besides English, so they could not imagine their children becoming monolingual speakers of English only.

Sarbani Sen Vengadasalam

Rutgers University, The United States

Title:

Sharing Insights and Techniques of Creating a Syllabus on a “Prose Style” Developmental Writing Class

Abstract

This presentation will offer attendees a glimpse into the pedagogy behind creating an academic writing syllabus. A course in academic writing develops skills relating to summarizing, critiquing, and synthesizing reading material in a prose essay that demonstrates an understanding of the subject matter. This developmental graduate course uses open educational resources for readings and incorporates progressive reviewing and writing exercises. The presentation will offer week-by-week activities breakup and rubrics for possible use.

Toma Maina Antip

Federal College of Education, Nigeria

Aşkın Kiraz

Near East University, N. Cyprus

Title:

Marine Environment in Environmental Education: Pollution Prevention

Abstract

It is known that the marine environment is one of the most serious polluted environments. Pollution caused by especially heavy elements has destructive effects on sea creatures. Some heavy metals have biological significance as trace elements, but many of them have biological toxic effects in human biochemistry. Therefore, there is a need for an accurate understanding of conditions that make them harmful, such as their concentration and oxidation states. This research focuses on the most important causes of pollution in coastal areas and focuses on the minimization of these causes with environmental education. In this study, it is aimed to determine the effects of environmental pollution on the marine environment and the importance of marine environmental education is emphasized.

Keywords: Marine environment; environmental education; environmental pollution; coastal management

Mehmet Demirezen (Invited Speaker)

Ufuk University, Turkey

Title:

The Application of the Tonic-Stressed Based Sound Script Model in Teaching Word Stress and Intonation

Abstract

Word stress and intonation within words, phrases, clauses, and sentences of a dialogue is very important to correct in English pronunciation. Powell's book entitled "Presenting in English" (2002) there are "sound scripting" exercises which help learners become more expressive by taking sentence intonation skills to the next level. "Sound scripting" method uses a method of bolding key content words and capitalizing the most important words chosen for the best emotional impact by giving the text in audio forms. But the problem with the application of this method is that both of Powell (2002) and Nordquist (2017) fall short in showing the exact location of the syllables bearing the primary stress in polysyllabic words. Even though the "sound scripting" model can be used in teaching sentences, paragraphs, and composition in oral forms, it has some serious handicaps in describing the exact location of primary stress phoneme on the related syllables pertaining to the placement of tonic stress, which refers to the syllable of word, phrase, or clause, that receives the most stress in an intonation unit. It's important to remember that while an intonation unit has one tonic stress, a word, phrase, clause or a sentence can have more than one intonation unit, and therefore have more than one tonic stress. In this presentation, "Sound Scripting method" will be developed into "Tonic-stressed Based Sound Script Model" and application of it will be given in a dialogue by a demo.

Keywords: teaching pronunciation; teaching intonation; sound script method; tonic stress; tonic-stressed based sound script model

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