



09-11 MAY 2022
AMASYA, TURKEY

16TH INTERNATIONAL ULEAD CONGRESS

**6TH
INTERNATIONAL CONFERENCE
ON RESEARCH IN APPLIED LINGUISTICS
AND FOREIGN LANGUAGE TEACHING**

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09-11 MAY 2022 / AMASYA, TURKEY

School of Foreign Languages, Amasya University

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6th International Conference on Research in Applied Linguistics ICRAL 2022

Bridging the Gap in the Digital Era: Optimistic Problem-Solving in Applied Linguistics and Language Teaching

PROCEEDINGS BOOK

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Aralık 2022

6th International Conference on Research in Applied Linguistics ICRAL 2022

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6th International Conference on Research in Applied Linguistics ICRAL 2022

FOREWORD

Once more we as the International Education Researchers Association-ULEAD are pleased to have organised the 6th International Conference on Research in Applied Linguistics- ULEAD ICRAL 2022, hosted by Amasya University held both online and face-to-face on May 09-11, 2022. Due to the pandemic, we had to convene ICRAL 2020 and ICRAL 2021 conferences online; thus, we are happy to hold ICRAL 2022 both online and in person. The theme of the 6th International Conference on Research in Applied Linguistics- ULEAD ICRAL 2022 is "Bridging the Gap in the Digital Era: Optimistic Problem-Solving in Applied Linguistics and Language Teaching ".

The world is in the digital era, and every field of science takes its shares from this digitalization process. Although the digital era has several advantages, it also has its own drawbacks in the field of Applied Linguistics. Thus, providing optimistic problem-solving in Applied Linguistics and Language Teaching will guide the researchers, academics, practitioners and all the other stakeholders in this field to the future. Due to the significance of focusing on these issues to be able to embrace the future, we have chosen this as our conference theme in the 6th International Conference on Research in Applied Linguistics.

We have ten distinguished keynote speakers. Hereby, I would like to thank all our authors and keynote speakers in contributing to this conference. We are especially honoured to introduce our keynote speakers Prof. Dr. Charles Brown, Prof. Dr. Gonca Yangın Ekşi, Prof. Dr. Hasan Bedir, Prof. Dr. Hacer Hande Uysal, Prof. Dr. Abdulvahit Çakır, Assoc. Prof. Dr. İpek Kuru Gönen, Assoc. Prof. Dr. Anıl Rakıcıoğlu-Söylemez, Assoc. Prof. Dr. Tamar Dolidze, Assoc. Prof. Dr. Christine Coombe and Claudia Lopes.

I would like to express my thanks to Assoc. Prof. Dr. Kadim Öztürk for his endorsement and commitment to support this conference as the co-host of the 6th ICRAL. Also, I would like to thank all those who have been involved or contributed in any capacity, whether members of the organising and scientific committees, academic or administrative personnel, students, other supporters and helpers, and of course all the delegates who are participating.

I hope that everybody will find ample opportunity to expand their knowledge, exercise their minds and connect with colleagues during the conference. We are delighted that you are all able to attend this conference, but I think we shall be even more delighted if we have the opportunity of welcoming you in person to the following ICRAL conferences.

Prof. Dr. Dinçay KÖKSAL

President of ULEAD

6th International Conference on Research in Applied Linguistics ICRAL 2022

CONFERENCE PROGRAM

OPENING SPEECHES

Monday, 09 May / 09:00 - 09:45 Keynote

09:00-09:15 / PROF. DR. SÜLEYMAN ELMACI – RECTOR OF AMASYA UNIVERSITY

09:15-09:30 / ASSOC. PROF. DR. KADİM ÖZTÜRK

09:30-09:45 / PROF. DR. DİNÇAY KÖKSAL

COFFEE BREAK

Monday, 09 May / 09:45 - 10:00 Coffee Break Event Venue: **RECTOR OF AMASYA UNIVERSITY**

KEYNOTE SPEECHES - PROF.DR. GONCA YANGIN EKŞİ

Monday, 09 May / 10:00 - 10:45 Keynote

21st Century Teaching Skills

KEYNOTE SPEECHES - PROF. DR. CHARLES BROWN

Monday, 09 May / 11:00 - 12:00 Keynote

The new general service list project: A modular approach for the systematic development of second language vocabulary

KEYNOTE SPEECHES - PROF.DR. ABDULVAHİT ÇAKIR

Monday, 09 May / 13:00 - 14:00 Keynote

Session 1 Room 1

Monday, 09 May / 14:15 - 15:15 Oral Abstract Session Moderator: **Kadim Ozturk**

- **MIXED METHODS PROFICIENCY IN APPLIED LINGUISTICS**

Mohammad Amini Farsani (IR), Maryam Beykmohammadi

- **AUTONOMY AMONG EFL LEARNERS IN RELATION TO THE DEMOTIVATIONAL FACTORS**

Kadim Ozturk, Gülşah Tıkız Ertürk, Ferdane Denkcı Akkas (TR)

- **PRAGMATICS TEACHING IN SCHOOLS OF FOREIGN LANGUAGES IN TURKEY: DEVELOPMENT OF THE PRAGMATICS TEACHING SCALE (PTQ)**

Cigdem Karatepe, Gülşah Tıkız Ertürk (TR)

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Session 1 Room 2

Monday, 09 May / 14:15 - 15:15 Oral Abstract Session Moderator: Prof. Dr. Arif Sarıçoban

- **TEACHING LITERATURE IN THE DIGITALIZED ERA**

Mehmet Takkaç (TR)

- **AN EVALUATION OF AUGMENTED REALITY (AR) TECHNOLOGY IN EARLY CHILDHOOD LANGUAGE EDUCATION**

Ayşegül Takkaç Tulgar (TR)

- **Student opinions on education models and online exams in higher education during the Covid 19 pandemic**

Arif Sarıçoban (TR), Hasan Çağlar Başol, Aylin Yardımcı

Session 1 Room 3

Monday, 09 May / 14:15 - 15:15 Oral Abstract Session Event Venue: Session 1 Room

3 Moderator: Erdem Akbaş

- **Learner Corpus Research and Natural Language Processing**

Hakan Cangır (TR), Kutay Uzun, Taner Can

- **AN INQUIRY INTO EXPLOITING CORPORA IN LANGUAGE LEARNING AND TEACHING: PRACTICAL IDEAS FOR LANGUAGE TEACHERS**

Ibrahim Halil Topal (TR)

- **From negative evidence to learning opportunities: Investigating informal formative assessment practices in L2 classroom interaction**

Erdem Akbaş (TR), Zeynep Ölçü-Dinçer, Ufuk Girgin, Yasemin Acar, Emine Yavuz, Dürdane Tor

KEYNOTE SPEECH - ASSOC. PROF.DR. ANIL RAKICIOĞLU-SÖYLEMEZ

Monday, 09 May / 15:30 - 16:15 Keynote

Cultivating growth in mentoring: EFL practicum from a relational perspective

Session 2 Room 1

Monday, 09 May / 16:30 - 17:30 Oral Abstract Session Moderator: Ali Erarslan

- **The Role of Proficiency Factor in the Development of Pragmatic Awareness among Turkish Pre-Service EFL Teachers**

Semin Kazazoğlu, Kardelen Yaman (TR)

- **The Effects of Blogwriting on English Language Learners' L2 Writing Motivation, Attitudes and Peer Feedback through Blogs on the Middle Schools in Turkey**

Enes Sevinçli (TR)

- **THE ROLE OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) IN LIFELONG LANGUAGE LEARNING**

Gülberk Atak Çağan (TR), Özcan Demirel

KEYNOTE SPEECHES - ASSOC. PROF.DR. TAMAR DOLIDZE (VIRTUAL SPEECH)

Tuesday, 10 May / 09:00 - 09:45 Keynote

The change of English during the pandemic and beyond

6th International Conference on Research in Applied Linguistics ICRAL 2022

KEYNOTE SPEECHES - PROF.DR. HACER HANDE UYSAL

Tuesday, 10 May / 10:00 - 10:45 Keynote

An overview of research exploring writing in relation to social and cultural factors

Session 1 Room 1

Tuesday, 10 May / 11:00 - 12:00 Oral Abstract Session Moderator: Safiye İpek Kuru Gönen

- **DESIGNING AN ENGLISH SPEAKING MOOC: OUTCOMES OF A STRATEGIC PARTNERSHIP PROJECT IN ADULT EDUCATION**

Neslihan Köse, İlknur Civan (TR), Safiye İpek Kuru Gönen, Burcu Şentürk, Hüseyin Kaygın

- **Language Mindset, Anxiety, and Proficiency: A Path Analysis Approach**

Shadi Sadat Seyed Shoja (IR), Mohammad Amini Farsani

- **Dialogic Reflection: An investigation into increasing the effectiveness of micro-teaching**

Hatice Ergül (TR), Özge Gümüş

Session 1 Room 2

Tuesday, 10 May / 11:00 - 12:00 Oral Abstract Session Moderator: Mehmet Kılıç

- **A COMPARISON STUDY: PRESERVICE EFL TEACHERS' SPEAKING ANXIETY LEVELS**

Melike Şen (TR), Dilek Büyükahıska

- **An investigation into speaking performance: The role of vocabulary knowledge and student perceptions**

Seda Asil, Mehmet Kılıç (TR)

- **ITEM WRITING PROBLEMS APPEARED IN CEFR-LEVELED READING AND LISTENING TESTS**

Tuba Arabaci Atlamaz (TR), Levent Yakar, Elif Kantarcioglu, Erkan Hasan Atalmis, Reyhan Ağçam, Nuri Dogan

Session 1 Room 3

Tuesday, 10 May / 11:00 - 12:00 Oral Abstract Session Moderator: Yusuf Demir

- **Why Selection of Reporting Verbs Matters in Academic Writing?**

Abdu Al- Kadi (JO), Yusuf Demir

- **POSITIONING L2 (DOMAIN-SPECIFIC) GRIT: A BURGEONING CONSTRUCT IN SLA RESEARCH**

Yusuf Demir (TR), Abdu Al- Kadi

- **A SCOPING REVIEW OF LANGUAGE TEACHER IDENTITY RESEARCH WITH NARRATIVE INQUIRY METHODOLOGY**

Asiye Doğan Uçar (TR), Erdem Akbaş

LUNCH BREAK

Tuesday, 10 May / 12:00 - 13:00 Lunch Break

6th International Conference on Research in Applied Linguistics ICRAL 2022

KEYNOTE SPEECH - PROF.DR. HASAN BEDİR (VIRTUAL SPEECH)

Tuesday, 10 May / 13:00 - 13:45 Keynote

Thinking and acting both locally and globally in ELT teacher education

Session 2 Room 1

Tuesday, 10 May / 14:00 - 15:00 Oral Abstract Session Moderator: Ali Erarslan

- THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND LANGUAGE LEARNER AUTONOMY OF TURKISH EFL LEARNERS

Şeyma Yıldırım, Büşra Nur Durmaz (TR)

- A study of boredom in English language learning: From the perspectives of pre-service English language teachers

Ali Erarslan (TR), Mehmet Asmalı

- ONLINE SOLUTIONS TO POST-PANDEMIC PROBLEMS FOR ENGLISH LANGUAGE TEACHERS

Safiye Nur Kahya (TR)

Session 2 Room 2

Tuesday, 10 May / 14:00 - 15:00 Oral Abstract Session Moderator: Erdem Akbaş

- Pragmatic Aspect of English Language Teaching: Views of Pre-service EFL Teachers

Gamze Erdem Coşgun (TR)

- The elephant in the Room: The Essential role and Necessity of Learners' Idiomatic competence in Mastering English Language

Amir Farjami (TR)

- A CONVERSATION ANALYTIC STUDY ON CRITICAL INTERCULTURAL AWARENESS IN TASK ENHANCED VIRTUAL EXCHANGE

Cennet Çalışmış (TR)

KEYNOTE SPEECH - ASSOC.PROF.DR. İPEK KURU-GÖNEN

Tuesday, 10 May / 15:10 - 15:55 Keynote

Mindfulness in Learning and Teaching

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VIRTUAL PRESENTATIONS - Session 3 Online Room 1

Tuesday, 10 May / 16:00 - 17:00 Online Abstract Session

- **TURKISH EFL TEACHERS AND CORPUS LITERACY: IS THERE A CONVERGENCE?**
Tuğba Şimşek (TR), Marcus Callies
- **CHARACTERIZATION AS A STRUCTURE OF NARRATIVE DISCOURSE**
Orhun Büyükkarcı (TR)
- **A contrastive study of phonetic repetitions in the epics “Beowulf” and “The Book of Dede Korkut”**
Sevinj Fataliyeva (AZ)
- **Stylistic Analysis of a Short Story: Nathaniel Hawthorne's "The Birthmark"**
Ceren Kahraman (TR)
- **A Study on the Relationship among High School EFL Learners' Autonomy, Self-esteem, and Choice of Vocabulary Learning Strategies**
Çağla İçöz (TR), Ayhan Kahraman
- **Investigation of the Tertiary Level EFL Learners' Perceptions on Online Language Learning and Teaching**
Hacer Kaçar (TR), Hasan Bedir

KEYNOTE SPEECH - ASSOC.PROF.DR. CHRISTINE COOMBE (VIRTUAL SPEECH)

Wednesday, 11 May / 09:00 - 09:45 Keynote

The Quest for Academic Excellence in EL

KEYNOTE SPEECHES - CLAUDIA LOPES (VIRTUAL SPEECH)

Wednesday, 11 May / 10:00 - 10:45 Keynote

The Science of Learning in the Language Classroom

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VIRTUAL PRESENTATIONS - Session 1 Room 1

Wednesday, 11 May / 11:00 - 12:00 Online Abstract Session

- **A Functional investigation of Lexical bundles in Veterinary Medicine Academic Writing**
Mustafa Özer (TR), Erdem Akbaş
- **A COMPARATIVE ANALYSIS OF INTERLINGUAL ENGLISH-TURKISH PROVERBS IN TERMS OF THEIR EQUIVALENCY: A CROSS-CULTURAL STUDY**
Fatma Kimsesiz (TR)
- **AN ANALYSIS OF FOREIGN LANGUAGE LEARNERS' INTERCULTURAL COMMUNICATION COMPETENCE**
Burak Aksoy (TR)
- **INVESTIGATING THE PROFESSIONAL IDENTITY OF EFL TEACHERS IN A NON-NATIVE CONTEXT**
Fatma Kimsesiz (TR)
- **An Error Analysis on Turkish EFL Learners' Writings**
Berfu Duygun (TR), Pınar Karabacak
- **IMPROVING SELF-EFFICACY BELIEFS OF PRE-SERVICE EFL TEACHERS IN USING WEB 2.0 TOOLS: AN EXPERIMENTAL STUDY**
Gülten Genç, Özge Kırmızıbayrak (TR)
- **A REVIEW STUDY: INTEGRATION OF SECOND LIFE INTO LANGUAGE LEARNING AND TEACHING**
Çağla Ceren Kebeci (TR), Betül Bal Gezeğin

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PROCEEDINGS BOOK

**AUTONOMY AMONG EFL LEARNERS IN RELATION TO THE
DEMOTIVATIONAL FACTORS**

Kadim Ozturk , Gülşah Tıkız Ertürk & Ferdane Denkcı Akkas

Abstract

Being two key factors in any learning environment, autonomy and motivation have long been studied in various EFL contexts. First, the level of motivation or demotivation is significant since it determines how much effort L2 learners will put in to acquire the target language. In addition, autonomous learners with high levels of self-awareness manage to take the responsibility of their L2 learning. That is, they know the best way to learn the target language for themselves and utilize effective strategies to overcome the difficulties on their way. To this end, this study aims to describe the degree of autonomy among EFL learners studying at university preparatory programs as well as the demotivating factors that influence their L2 learning process adversely. This is a descriptive study with a correlational survey design since it also intends to reveal any possible relation between the mentioned variables. The participants will include preparatory school students who are currently studying English at Turkish universities. The data will be collected through a background questionnaire in addition to the *Learner Autonomy Scale (LAS)* and the *Scale of Turkish Preparatory School University Students' Demotivational Factors Towards Learning English*. The quantitative data will be transferred to SPSS software and a statistical analysis will be conducted via descriptive statistics, and the test of Pearson Correlation Coefficient, independent samples t-test and one way ANOVA. The results will be discussed considering the related literature on learner autonomy and demotivation among EFL learners.

Keywords: Autonomy, motivation, EFL learners, preparatory level

**AN ERROR ANALYSIS ON TURKISH EFL LEARNERS' WRITING
TASKS**

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Abstract

This descriptive qualitative study aimed to investigate the types and sources of errors committed by Turkish students learning English as a foreign language (EFL) in their foreign language (L2) writings as well as find out whether there is a difference in terms of the number, classification, and sources of errors between students at two different proficiency levels. To this end, the study was carried out at the School of Foreign Languages at a non-profit foundation university in Turkey in the 2020-2021 academic year. The students participating in the study (N= 32), who were selected using the convenient sampling method and participated in the study voluntarily, were Turkish preparatory class students having two different English proficiency levels, namely A1 level ($n= 16$) and A2 level ($n= 16$). Data for the study came from three different narrative paragraphs (each ranging in a 100 - 200 word band) written by the students, and a total of 96 paragraphs were collected for the study. The analysis revealed that the most frequent type of error was grammatical errors overall, a large part of which was the inappropriate use of verb forms. Moreover, findings concerning the potential differences between two proficiency levels showed that A1 level learners committed more errors than A2 level learners in all types except the semantic errors. Based on these findings, a number of implications for L2 writing teachers are discussed.

Keywords: Error analysis, L2 writing, error, grammatical errors

INTRODUCTION

Writing, a complex productive skill that requires thinking and cognitive processes, is a significant skill for language learners because it allows them to clearly express their ideas and thoughts. It goes through many stages of pre-writing, while-writing, and post-writing as well as requires several overlapping factors, including organization, punctuation, capitalization, spelling, coherence, cohesion, and others (Prasetyawati & Ardi, 2020). In writing, the majority of students, learning English as a Foreign Language (EFL), make mistakes and commit errors (Erdoğan, 2005; Hamouda, 2011; Kaweera, 2013; Mustafa et. al., 2017; Phuket & Othman, 2015; Wu & Garza, 2014). The study of errors and the understanding of their sources are essential in supporting students in successfully acquiring writing skills. The errors of language learners should be carefully examined since they reveal the process of acquiring the target language. Richards and Schmidt (2002) identify error as the use of a linguistic component in a way that a fluent or a native speaker of the language regards as showing faulty or incomplete learning. Errors are an inevitable part of learners' writings, and even if they seem disadvantageous, they might be informative in some ways. Corder (1967) implies that errors are valuable for learners, teachers, and researchers for they give the idea of how the learning process takes place. Along similar lines, Gürsel (1998) utters that error is an inevitable part of a learning process. Therefore, they shouldn't be seen as an indicator of failure. On the contrary, identifying and recognizing errors is one of the most essential components for the learning process to proceed more accurately.

Identification of Errors

Identifying an error entails more than just stating what the error is. However, as linguists are concerned with the distinction between an error and a mistake, it's necessary to review the definitions of the two terms. A learner makes a mistake while writing or speaking due to lack of attention, exhaustion, carelessness, or other elements of performance, according to the Dictionary of Language Teaching and Applied Linguistics (1992). When the learners pay attention, they can self-correct their mistakes. An error, on the other hand, is the usage of a linguistic item in such a way that a native or fluent speaker of the language considers it to be incorrect or incomplete learning. In other words, it occurs because the learner is unable to self-correct because he or she does not know what is correct. To distinguish between an error and a mistake, Ellis (1997) recommends that a mistake occurs when the learner uses the

correct form sometimes and the incorrect form other times. However, if he consistently uses it wrongly, it is called an error.

LITERATURE REVIEW

The errors of the students are crucial because they provide “insight into how far a learner has progressed in acquiring a language and showing how much more the learner needs to learn” (Ringbom, 1987, as cited in Huang, 2014, p.69). Error Analysis (EA) is a sort of linguistic analysis that concentrates on the errors that students make. Corder (1967) known as the “father” of the Error Analysis discipline is strongly related to this field. He approached errors from a completely different perspective than previous scholars. Errors were once seen to be “flaws” that needed to be eliminated, but Corder (1967) saw them as vital “devices” that students utilise to learn. Later, with the emergence of contrastive analysis, which depends on behaviourist and structuralist theory, the effects of errors made in the mother tongue on second language learning began to be studied (Fisiak, 1985, p. 67).

In the field of English Language Education, many scholars and researchers have been studying error analysis within the scope of second language achievement. There is a rapidly growing literature on error analysis (Altınar, 2018; Atmowardoyo, 2018; Ellis, 2019; Eroğlu et. al., 2022; Hadi, 2021; Iqbal et. al., 2021; Navidinia et. al., 2018; Pokrivčáková, 2019; Sürüç Şen & Şimşek, 2020; Wulandari & Harida, 2021) which indicates that it has a crucial impact on students’ success. The current study’s literature has focused on the previous studies related to the number of errors committed more often by the students, the classification of the errors, and lastly, the sources of errors.

At the outset, Saltık (1997) conducted in the tertiary level Turkish EFL context to scrutinize in which part of the written language the students have most difficulty and which language items need special attention. To this end, he identified the errors committed by intermediate level Turkish preparatory school EFL students (N= 80) who were from social and physical science departments. The data collected through essays of at least 2 paragraphs in 80 mid-term exams were analysed through error analysis. The study revealed that the most problematic parts are in the three main areas of linguistics, orthography, lexicosemantics, and syntactico-morphology. Another similar study was conducted by Gürsel (1998), who aimed to classify errors of the writings of engineering students in a preparatory school. Participants were Turkish EFL students (N= 76) at a state university. The study revealed that Turkish

learners had problems in morphology, syntax, and prepositions respectively. Along similar lines, Şimşek and Sürüç Şen (2020) carried out a study with intermediate level preparatory class students (N= 17) chosen by convenience sampling method from various departments that require English proficiency at a certain level. The participants were asked to write an advantages and disadvantages or effect essay of the given topics in the range of 350-450 words. According to Corder's Error Analysis scheme, the data collected from the participants were then identified by the researchers and described as the next step. According to the findings, it was found out that areas where students are most prone to making mistakes were grammatical and lexical aspects of language. With the aim of investigating the sources of errors in writing, a study was conducted by Sermsook, Liamnimitr, and Pochakor (2017) with the help of second-year Thai EFL students (N= 26). The study revealed that both interlingual and intralingual interference have an effect on students' writings combined with the students' carelessness. Based on the same purpose Çepni (2014) conducted a study on the writings of bilingual students (N= 16) of Turkish and Kurdish majoring in English at a state university. The data gathered in the study suggest that Turkish has a higher effect on the errors of students' writings and grammatical errors generate most of them. In terms of the sources of errors, it was found out that intralingual transfer has the highest percentage among the sources of errors.

Regarding the studies that investigated the classification of errors committed by the learners, Ridha (2012) looked into the errors made by EFL Iraqi college students in writing English essays by classifying them into the following categories: grammatical, lexical, semantic, mechanics, and word order errors. The most serious and common errors were grammatical and mechanical problems as well as the Arabic interference caused the majority of the students' errors. Another study conducted by Watcharapunyawong and Usaha (2013) in Thailand demonstrated that interlingual errors fell into 16 categories: verb tense, word choice, sentence structure, article, preposition, modal/auxiliary, singular/plural form, fragment, verb form, pronoun, run-on sentence, infinitive/gerund, transition, subject-verb agreement, parallel structure, and comparison structure, respectively. The findings of this study also revealed that the frequency of errors varied by writing type. In conclusion, the written essay analyses revealed that the native language continues to have a detrimental impact on Thai EFL students' writing. Also, Karim et. al., (2018) used the error analysis method suggested by Ellis (1997) to investigate the most frequent types of errors committed by secondary school EFL

learners in Bangladesh and what their perceptions are about error correction in writing classes. Along with this, a survey of students' attitudes about error correction was adapted. According to the findings, grammar, misinformation, misordering, and overgeneralization were among the most common errors identified. Furthermore, the study discovered that EFL students prefer to have their errors corrected by their instructors.

Aim and Significance

A considerable number of studies were conducted to analyse errors that learners commit in their writing in the L2 learning process (e.g., Hamouda, 2011; Saltık, 1997; Sermsook et. al., 2017; Sürüç Şen & Şimşek, 2020; Wu & Garza, 2014). However, even though many previous studies showed error sources and types, less attention has been paid to the difference in terms of the number, classification, and sources of errors between students at two different proficiency levels, namely A1 and A2. Therefore, this study attempts to fill the gap by finding out the types of errors that EFL learners who are enrolled at School of Foreign Languages at a foundation university in Turkey in the 2020-2021 academic year, make in their writings and comparing A1 and A2 level writings in terms of the errors they make.

Accordingly, a comparative error analysis between the writings of A1 and A2 levels of EFL students is carried out in line with the following research questions:

1. What type of errors do A1 and A2 level Turkish university-level EFL students make in their narrative writings?
2. What are the sources of the errors that A1 and A2 level Turkish university-level EFL students make in their writings?
3. Is there a difference between A1 and A2 level Turkish university-level EFL students in terms of
 - a) the number of errors?
 - b) classification of errors?
 - c) sources of errors?

METHOD

Design

This study is a descriptive qualitative study as it aims to find out the common errors in students' writings. A descriptive study is defined as a kind of research design that covers the observation and description of a pattern (Polit & Hungler, 1999).

Setting and Participants

A total of thirty-two Turkish university-level EFL students (18 females and 14 males) aged between 18-21 and studying at various departments at the university participated in the study. They were all enrolled in the English Preparatory School at a non-profit foundation university in İstanbul, Turkey in the 2020-2021 academic year Fall term. Specifically speaking, two different groups of students from two different language proficiency levels participated in the study voluntarily. The English level of the participants was determined according to the Common European Framework of Reference for Languages (Council of Europe, 2001), which was determined by a placement test held at the beginning of the semester, which measures reading, listening, grammar and vocabulary skills in a foreign language. Accordingly, the first (n=16) and the second (n=16) group of students were selected from A1 and A2 proficiency levels respectively using the convenience sampling method. In the modular system consisting of 7 weeks, the students took a total of 12 hours of writing lessons, during the first two weeks. In the writing lessons offered by the same instructor, detailed information was provided to students on how to write a narrative paragraph.

Data Collection Instruments and Procedure

Data for this qualitative study came from 96 narrative paragraph writing tasks written by 32 students; i.e., each participant produced three paragraphs. The tasks were implemented online and they were prepared by the researcher in line with the topics covered in the classroom. Before collecting the data, both level groups were trained on how to write a narrative paragraph for twelve hours. The grammatical structures, spelling rules, and how they should ensure paragraph integrity were emphasised. At the end of the training, how data would be collected was told and general procedures were explained. In order to minimise the risk of using an online dictionary or translation, a Moodle-based system which keeps track of the transition between the tabs was used. Participants were given three narrative writing assignments two days apart which were of about 100-120 words (see Appendix A). On the

first day, students were informed about how the data collection process would progress. Then, necessary warnings were made about the important parts during the writing process. Before writing, all participants were asked to submit a consent form. Two days later, they were asked to write their second paragraphs under the same conditions; eventually, they were asked to write their last paragraphs three days later. In total, it took six days to collect the data.

Data Analysis

Data that came from narrative paragraphs written by students were analysed. As consistency is a requirement for a research (Cohen, Manion and Morrison, 2011), in order to ensure the consistency in the analysis and interpretation of the data obtained from the study, the consistency of the interpretations in the previous similar studies was checked, and at the same time, the consistency was supported by reaching consensus in the expert opinions. Errors were first divided into two groups according to their types and then according to their sources. Types of errors were based on the classification of Selinker (1972) including grammatical, lexical, morphological, syntactical, and semantical errors. Another categorization involved Richards's (1974) taxonomy, which indicates that sources of errors can be classified into two groups: interlingual and intralingual. After students' errors in sentences were determined by two raters separately, the detected errors were compared and discussed again in terms of their differences. Errors were counted and determined how often they were made taking into account the types and sources of errors in the list prepared by the researcher (see Appendix B) and adding the types of errors that hadn't been included in the form but were found in the writings. After the frequencies of the errors were determined, their percentages in their type and in the overall total were determined. Data were checked for normality and analysed by administering descriptive statistics, frequency analysis, and Mann-Whitney U tests.

FINDINGS

Types of Errors

Errors were analysed under five main categories: grammatical, morphological, lexical, semantic, and syntactic errors. Data related to the types of errors and some examples of them are presented in this section.

Findings showed that a total of 478 errors were found for A1 level students whereas 280 errors were found for A2 level students. Errors A1 level students committed ($f= 478$) consist of grammatical ($f= 316$), lexical ($f= 120$), syntactic ($f= 24$), morphological ($f= 11$) and

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semantic (f= 7) errors. On the other hand, errors A2 level students committed (n=280) consist of grammatical (f= 173), lexical (f= 78), semantic (f= 12), syntactic (f= 10) and morphological (f= 7) errors. Tables that show frequencies and percentages of the errors of A1 and A2 level students are below.

Table 1. Grammatical Errors

Type of Error	Frequency (A1)A1 level Frequency (f)	Percentage In General (A1) Percentage (%)	Frequency (A2)A2 level Frequency (f)	Percentage In General (A2) Percentage (%)
Use of Verb Forms	127	26%	63	23%
Subject-Verb Agreement	3	1%	8	3%
Use of Articles	27	6%	11	4%
Use of Prepositions	42	9%	8	3%
Use of Pronouns	25	5%	10	4%
Use of Conjunctions	7	1%	3	1%
Use of Adjectives- Adverbs	2	1%	4	1%
Use of Singular-Plurals	20	4%	16	6%
Missing Items	63	13%	50	17%
Total	316	66%	173	62%

The rate and type of grammatical errors are indicated in Table 1. It can be seen that grammatical errors (f= 316) committed by A1 level students constitute 26% of verb usage errors, 13% of missing items, and 9% of preposition errors.

Regarding the writing of A2 level students in terms of grammatical errors, it can be seen that the students had the most errors in verb usage with 23%, followed by the missing items with 17%.

Some of the grammatical mistakes made by students are as follow

“My mother’s aunt were so old and couldn’t come with us.” (*Subject-verb agreement*)

“Everyday we woke up early on the morning.” (*Use of prepositions*)

“Us celebrated the New Year at midnight.” (*Use of pronouns*)

“Our hotel was very comfortable because I want to go again.” (*Use of conjunctions*)

That evening, I posted my most happiest photo on Instagram.” (*Use of adjectives/adverbs*)

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Table 2. Morphological Errors

Type of Error	Frequency (A1)A1 level Frequency (f)	Percentage In General (A1) Percentage (%)	Frequency (A2)A2 level Frequency (f)	Percentage In General (A2) Percentage (%)
Affixation Errors	11	2%	7	3%
Total	11	2%	7	3%

In terms of morphological errors, it can be seen that all of the errors were caused by affixation. It forms 2% of the total errors of A1 level students and 3% of A2 level students.

Some of the morphological errors made by students are indicated as follow:

“I was very tiring.” (*Affixation error*)

“Sudden, there was a noise.” (*Affixation error*)

“Then we went to hotel by car, but they were very strangely.” (*Affixation error*)

Table 3. Lexical Errors

Type of Error	Frequency (A1)A1 level Frequency (f)	Percentage In General (A1) Percentage (%)	Frequency (A2)A2 level Frequency (f)	Percentage In General (A2) Percentage (%)
Spelling Errors	106	22%	59	21%
Eggcorn Errors	8	2%	11	4%
Errors sourced by Language Transfer	6	1%	8	2%
Total	120	25%	78	27%

In terms of lexical errors, the majority of errors for both levels were spelling errors. This was followed by low percentages of eggcorn errors and errors which were sourced by language transfer.

Some of the lexical errors made by students are given as follow

“I asked “Where is my girlfirend?” (*Spelling Error*)

“They said let’s go to trabzon.” (*Spelling error*)

“Than I had a shower.” (*Eggcorn error*)

“We usually stay for 3 or 4 mouths.” (*Eggcorn error*)

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“We went to see in the morning and swam.” (*Eggcorn error*)

“We stayed at the hotel until one week.” (*Errors sourced by language transfer*)

“I went to Cyprus near my brother.” (*Errors sourced by language transfer*)

“I played at the wedding.” (*Errors sourced by language transfer*)

Table 4. Syntactic Errors

Type of Error	Frequency (A1)A1 level	Percentage In General (A1)	Frequency (A2)A2 level	Percentage In General (A2)
	Frequency (f)	Percentage (%)	Frequency (f)	Percentage (%)
Errors Sourced by Language Transfer	24	4%	6	1%
Errors Sourced by Overgeneralization of Rules	0	0	4	1%
Total	24	4%	10	2%

As indicated in Table 4, while all syntactic errors at A1 level were caused by language transfer, in addition to this, at A2 level, overgeneralization of rules was also seen.

Some of the syntactic errors made by students,

“My first day at university I was so excited.” (*Errors caused by language transfer*)

“For this reason, very early get up.” (*Errors caused by language transfer*)

“I don’t remember when was this happened.” (*Errors caused by overgeneralization of rules*)

Table 5. Semantic Errors

Type of Error	Frequency (A1)A1 level	Percentage In General (A1)	Frequency (A2)A2 level	Percentage In General (A2)
	Frequency (f)	Percentage (%)	Frequency (f)	Percentage (%)
Errors Caused by Language Transfer	7	3%	12	4%
Total	7	3%	12	4%

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As can be seen in Table 5, semantic errors made in both levels were caused by language transfer.

Some of the semantic errors made by students,

“My first university is Kırklareli University, civil technician division.” (*Errors sourced by language transfer*)

“My friends exploded a champagne for me.” (*Errors sourced by language transfer*)

“We used to chat and play games in empty lessons.” (*Errors sourced by language transfer*)

The Sources of Errors

According to their sources, errors committed by students were also analysed as interlingual and intralingual.

Table 6. Sources of Errors

Sources of Error	Frequency (A1)A1 level	Percentage In General (A1)	Frequency (A2)A2 level	Percentage In General (A2)
	Frequency (f)	Percentage (%)	Frequency (f)	Percentage (%)
Interlingual	37	7%	26	9%
Intralingual	441	93%	254	91%
Total	478		280	

While 441 of the 478 errors made by A1 level students were caused by intralingual, 37 of them sourced from interlingual. For A2 level students, of the 280 errors 254 were sourced from intralingual, 26 of them sourced from interlingual.

Some of the interlingual errors made by students,

“Because I didn’t live New Year’s Day.”

“My friends exploded a champagne for me.”

Some of the intralingual errors made by students,

“I was very happied.”

“Antalya was an good choice for an holiday.”

DISCUSSION AND CONCLUSION

The main aim of this study was to focus on the errors A1 and A2 level Turkish university-level EFL students commit in their writings. In the following section, the findings obtained for each research question are interpreted.

RQ 1: What type of errors do A1 and A2 level Turkish university-level EFL students make in their writings?

The aim of the first research question was to classify the types of errors that A1 and A2 level Turkish university-level EFL students make. Findings (see Table 1) indicated that, in terms of grammar, wrong use of verb forms, subject-verb agreement, articles, prepositions, pronouns, conjunctions, adjective/adverbs, singular/plurals, and missing items were detected. The reason for the wrong use of "verb tense", in which students commit most errors, may be due to the fact that students do not use auxiliary verbs in their mother tongue Turkish and they cannot make sense of it while learning English. When it comes to morphological errors (see Table 2), the only problematic area was affixation. Since the use of affixation in the curricula of preparatory schools is more prevalent at A2 and higher levels, this error rate may have been high, especially for students at A1 level. In addition, most of the affixation mistakes made by the students are due to the wrong affix to be added to the end such as using the word "boring" instead of "bored". Regarding lexical errors (see Table 3), spelling errors, eggcorn errors and language transfer errors were found. Spelling errors, which constitute the majority of lexical errors, may be due to students' carelessness or their desire to write and finish in a hurry. In addition to this, spelling errors were seen quite often in words with similar spellings in Turkish. Students may have confused the spelling rules in both languages and therefore spelling mistakes may have occurred. As for syntactic errors (see Table 4), it can be seen that they can be sourced by language transfer or overgeneralization. Since the syntax rules in Turkish and English are different, students may be more likely to err in this area. Finally, in terms of semantic errors (see Table 5) it can be said that all of the errors were sourced by language transfer.

The findings of this study concur with those of Şimşek and Sürüç Şen (2020) which focused on university level EFL students' errors in their writings. At both levels, students are not good at forming verbs accurately, as well as missing item errors are seen. Apart from these, findings showed that spelling errors also made up a large percentage of total errors. It can be

considered that the rate of this error was high since students were given a time limit; in other words, they wrote under a limitation. Finally, findings showed that students' mistakes were due to generalization rather than transfer errors originating from their native language. It turns out that these areas require more attention than other areas. These three areas could be emphasized in remedial teaching.

RQ 2: What are the sources of the errors that A1 and A2 level Turkish university-level EFL students make in their writings?

The second research question sought to determine the sources of errors that A1 and A2 level Turkish university-level EFL students make in their writings. Findings (see Table 6) showed that most of the errors detected were caused mainly by intralingual transfer. Richards and Schmidt (2002) define intralingual errors as the ones resulting from incomplete learning, rather than language transfer. Therefore, it's understood that students tend to overgeneralize rules, especially grammar. Even in a low percentage (7%), interlingual errors were made by students in paragraphs. In a similar study conducted by Liu (2013), it was discovered that Chinese learners made errors when writing English sentences. She cited carelessness and the negative influence of the subjects' mother tongue as the sources.

RQ 3: 3.a. Is there a difference between A1 and A2 level Turkish university-level EFL students in terms of the number of errors?

Findings indicated that the total number of errors committed by A1 level students ($M= 21.94$) was much higher than that of A2 level students ($M= 11.06$). Furthermore, findings of the Mann-Whitney U test showed a statistically significant difference between the two different proficiency levels ($U = 41, p = .001$). Since students who study A2 level have passed a group of exams in order to successfully complete A1 level and their language knowledge level is higher than the A1 students, it should be considered normal that the mistakes made in A1 level students are more.

Table 7.. Results of Mann-Whitney U Test

Students' Level	Number of Students	Mean
A1	16	21.94
A2	16	11.06
Total	32	

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Figure 2. Test Statistics

Test Type	Total
Mann Whitney-U	41.000
Asymp. sig.	.001

3.b. Is there a difference between A1 and A2 level Turkish university-level EFL students in terms of classification of errors?

Findings of descriptive statistics analysis showed that A1 level students committed a comparatively higher number of grammatical, morphological, lexical, and syntactic errors as compared to A2 level students, except for the semantic errors where A2 level students committed more errors than the A1 level students.

In order to investigate whether these differences in the mean scores were statistically significant or not, a Mann-Whitney U test was conducted. Findings illustrated that the difference in grammatical ($U = 33.5, p = .000$), lexical ($U = 65.5, p = .018$), and syntactic ($U = 69.5, p = .019$) errors were statistically significant while the differences were not significant in morphological ($U = 100.5, p = .238$) or semantic ($U = 106.5, p = .362$) errors.

Table 8. Results of Mann-Whitney U test

Type of Error	Students' Level	Number of Students	Mean Rank
Grammatical Errors	A1	16	22.41
	A2	16	10.59
Morphological Errors	A1	16	18.22
	A2	16	14.78
Lexical Errors	A1	16	20.41
	A2	16	12.59
Syntactic Errors	A1	16	20.16
	A2	16	12.84
Semantic Errors	A1	16	15.16
	A2	16	17.84

3.c. Is there a difference between A1 and A2 level Turkish university-level EFL students in terms of sources of errors?

Descriptive statistics analysis showed that A1 level students committed a comparatively higher number of errors in both interlingual ($M= 18.97$) and intralingual ($M= 21.94$) errors when compared to A2 level students' interlingual ($M= 14.03$) and intralingual ($M= 11.06$) errors.

Mann Whitney U analysis further indicated that whereas a statistically significant difference was found between A1 and A2 level students in intralingual errors ($U = 41$, $p = .001$), the difference in the mean scores was not statistically significant in interlingual errors ($U = 88.5$, $p = .126$).

Table 9. Results of Mann-Whitney U test

Sources of Error	Students' Level	Number of Students	Mean Rank
Interlingual Errors	A1	16	18.97
	A2	16	14.03
Intralingual Errors	A1	16	21.94
	A2	16	11.06

In conclusion, based on the findings, this study figured out that the most committed error type was grammatical errors by Turkish university-level students. At both levels (A1-A2), students had some difficulties in informing verbs accurately and they were prone to miss some necessary items while writing paragraphs. Apart from these, the study revealed that spelling errors also made up a large percentage of total errors. It could be interpreted that students were more likely to make such mistakes due to time constraints. Finally, it was seen that students' mistakes were due to overgeneralization rather than transferring errors originating from their native language. The purpose of this study was to examine errors made by Turkish EFL university-level students when writing paragraphs in English and to identify the sources of the errors, and lastly, comparing the differences between committed errors by two different English proficiency levels as A1 and A2. The data revealed that the students committed more errors as a result of intralingual inference, limited English grammar knowledge, and carelessness.

Implications, Limitations and Suggestions for Further Studies

This descriptive qualitative study sought to determine the types and sources of errors made by Turkish students learning English as a foreign language (EFL) in their foreign language (L2) writings. It also sought to determine whether there were differences between students at two different proficiency levels in terms of the number, classification, and sources of errors. Numerous research studies have examined the writing errors that students make when learning a second language. Nevertheless, despite the fact that earlier research demonstrated error sources and types, less focus has been placed on the distinction between students at two different competence levels, namely A1 and A2, in terms of the number, classification, and sources of errors. The current study has shown that the most committed error type was grammatical errors by Turkish university-level students. Based on the same purpose, Çepni (2014) also conducted a study on the writings of bilingual students, and his study revealed that grammatical errors were the most common type of errors that students committed in their writings.

Also, the study revealed that A1 students tended to make more errors when it was compared to A2 students, except semantic errors. In terms of the sources of errors (interlingual & intralingual), A2 learners made less errors in their writing, but A1 learners had some difficulties in writing and committed more errors. Making mistakes while learning a foreign language is pretty normal, and it is a necessary stage before fully understanding the language in each proficiency level. As a result, it is safe to say that error analysis is the ideal method for identifying the types and sources of errors in students' writing. It is the ideal instrument for assessing the current situation and determining the deficiencies of learners. Using accurate learner error analysis, more efficient teaching techniques can be used (Çepni, 2014). Upon the results of this study, a few recommendations are suggested for further research in the light of its limitations. First of all, since this study was conducted with a limited number of participants in a limited time, more precise results can be obtained by increasing the number of participants in subsequent studies. In addition, more different findings can be obtained by making comparisons between different levels of students. Also, motivation, attitudes, and beliefs of learners give promising research topics for future studies which could be conducted with larger groups.

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APPENDICES

APPENDIX A- Data Collection Instrument

I consent voluntarily to be a participant in this study. I accept that my responses may be quoted in publications, reports, web pages, and other research outputs. / Bu çalışmaya gönüllü olarak katılmayı kabul ediyorum. Yanıtlarımın yayınlarda, raporlarda, web sayfalarında ve diğer araştırma faaliyetlerinde alıntılanabileceğini kabul ediyorum*.

***Your names will be kept confidential. / İsimleriniz gizli tutulacaktır.**

Name Surname/İsim Soyisim:

Date/Tarih:

Instructions/Talimatlar

Your paragraph should be in the range of **100-120** words. / Paragrafınız **100-120** kelime aralığında olmalı.

You will be allowed **50 minutes** to complete the paragraph. / Paragrafı bitirmek için size tanınan süre **50 dakikadır**.

DO NOT use any sources that help you to write this paragraph. (Such as dictionary, translation, anyone to help you) / Paragrafı yazarken hiç bir şekilde dışarıdan yardım **almamanız** gerekir. (Sözlük, çeviri, yanınızda başka birisi olması gibi)

Question 1: Write a narrative paragraph on “**A memorable event in your life**”.

Question 2: Write a narrative paragraph on “**Your last holiday**”.

Question 3: Write a narrative paragraph on “**Your first day at university**”.

APPENDIX B- Data Analysis Tool

CLASSIFICATION OF ERRORS

Grammatical Errors

Type of Error	Error Code
Use of Verb Forms Errors	GVERB
Subject-Verb Agreement Errors	GSUVE
Use of Articles Errors	GARTC
Use of Prepositions Errors	GPREP
Use of Pronouns Errors	GPRON
Use of Conjunctions Errors	GCONJ
Use of Adjectives / Adverbs Errors	GADAD
Use of Singulars / Plurals Errors	GS IPL
Missing Items (Subject, Verb, Object)	GMISS
Overgeneralization of Rules	GOVER

Morphological Errors

Type of Error	Error Code
Affixation Errors	MAFFX
Overgeneralization of Rules	MOVER
Language Transfer Errors	MLANG

Lexical Errors

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Type of Error	Error Code
Spelling Errors	LSPEL
Eggcorn Errors	LEGGC
Language Transfer Errors	LLANG
Syntactic Errors	
Type of Error	Error Code
Language Transfer Errors	SYLANG
Overgeneralization of Rules	SYOVER
Semantic Errors	
Type of Error	Error Code
Language Transfer Errors	SMLANG
SOURCES OF ERRORS	
Interlingual	SINTER
Intralingual	SINTRA

**THE EFFECTS OF BLOG WRITING ON ENGLISH LANGUAGE
LEARNERS' L2 WRITING MOTIVATION, ATTITUDES AND PEER
FEEDBACK THROUGH BLOGS ON THE MIDDLE SCHOOL IN
TURKEY**

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INTRODUCTION

Blogs are one of the widely used applications on the internet (Güneş, 2010). A blog is a practical and easy-to-create type of web page. Blogs also defined as a website that is updated at regular intervals and sorted chronologically from the most recent entry to date, resembled to an electronic diary and is a platform where people can share their ideas. Blogs are one of the preferred web tools in different disciplines of education such as foreign language learning. Web 2.0 technology, which is based on interaction and defined by different perspectives, offers its users opportunities such as producing active content, producing information and sharing this information in general, in mutual cooperation. According to Özel (2013), Web 2.0 tools not only provide a natural environment and cooperation in language learning, but also help teaching language skills in terms of enabling students to control their own learning. Therefore, Web 2.0 technology offers applications that help both teachers and students in the transformation of learning and teaching processes and in learning and teaching processes (Selwyn, 2007).

Blogs also provide a suitable atmosphere for collaborative writing because of social interaction and peer feedback. (Huang, 2016). It is a critical skill for students in school, college, and lifelong (Aljumah, 2011). People need foreign language skills in their careers. Their success in their higher education and career depends mostly on how they set out. For this reason, students need special training, especially to try to improve their writing skills.

They may encounter some difficulties during the writing process. First, they try to think in their mother tongue and write directly into English through translation. Second, students need a certain level of grammatical knowledge to write in a foreign language. Thirdly, the problems arising from these reasons reduce students' motivation and affect their success. For this reason, they find a more realistic and motivating atmosphere through blog pages that will increase the motivation of students by using the opportunities of developing technology (Aljumah, 2011).

LITERATURE REVIEW

In foreign language lessons, when students try to write their opinions in the target language, they have difficulty related to writing problems in English (Ackerman, 2006). Fathi et al, (2019) and Wu (2011) examined the effects of blog writing on English writing lessons on their attitudes and motivation about blog-writing for learning English. For example, Wu (2011) conducted a study on use of blogs as a technological tool in English teaching to determine students' attitudes and perceptions in the use of blog pages in language learning and found that most of the students positively perceived the use of blogs for EFL learning. Only a few students responded negatively to the use of blogs. In another study, Huang (2016) found that Blogs provide a creative and communicative platform for students to present themselves in a meaningful and original way while interacting with each other. He also stated that it offered writing teachers an alternative to involve students in writing activities and improve student motivation and writing skills, and gave an idea about the usefulness of peer feedback as well as students' perceptions of including blogging tasks in writing lessons. Contrary to Huang's study, Aljumah (2012) conducted the study from a different perspective and examined the negative effects of blog use as well as positive effects. The researcher investigated Saudi students' perceptions and attitudes towards the use of blogs in teaching English writing courses for EFL Majors at Qassim University in Saudi Arabia. As a result of study, it is stated that blogs can be popular in language classes, especially for Saudi students learning English as a foreign language. The research displayed a clear Picture of the disadvantages of using blogs in language teaching such as lack of feedback and correction, passive behavior, distraction, wasted time and computer problems.

Fathi, Ahmadnejad, and Yousofi (2019), studied the effects of blog-mediated writing instruction on L2 writing motivation, self-efficacy, and self-regulation in Iranian context. The results of the study were similar to those in Huang's (2016) study, revealing that students' attitudes change positively, their heightened to produce better quality and better practice in student's writing performance in both quantitative and qualitative data analyses. Also, it was determined that the blog-mediated course reduced the writing self-efficacy of the participants.

Likewise, Mcgrail and Davis (2014) conducted a study on students' difficulties in writing English through blogs. They stated that blogging appears to be a promising teaching strategy that could provide solutions to some of the challenges in traditional writing teaching. Similarly, Mcgrail and Davis (2014) examined elementary students' perceptions of blogging and their views of themselves as writers, readers, and learners. Data of the study were gathered through teacher interviews, student and teacher blog writing, and classroom observations. The result of the study showed student bloggers' reader awareness and a shift in thinking about writing in English. In the same vein, Sulistyo (2019) studied the effect of blogging and investigated the effect of blog-assisted language learning. According to the findings, EFL learners improved their writing performance, and they became more active in English lessons.

Likewise, Sütçü (2020) studied the use of blogs in teaching English. He stated that there are many advantages of using blogs, especially in terms of improving his writing skills for students but also, he focused on students' success by enhancing through blogging in Turkish context. The results revealed that students could improve their English writing skills more easily by using the blog page compared to the traditional method. In another study, Fageeh (2011) examined the use of blogs in an intermediated level EFL college writing class to determine its effects on developing positive attitudes towards writing but in Arabic context. The findings of the research showed that students have had positive attitudes towards Weblog, which is a blog page. Similarly, Noytim (2010) carried out a study with university students, but Noytim studied with EFL students on university students with an application called Weblog. The findings showed that the students perceived Weblog as a tool for improving English skills like writing, reading, vocabulary, and recording their learning process. Despite some minor limitations, students had a positive attitude as a result of their use of Weblog. The findings in the research, like the others, showed that Weblog provides learning motivation positively and learning opportunities.

Research Rationale

The reviewed literature suggested that blogging as a technological tool has a positive effect on the English language, especially on students' motivation in English lessons (Huang, 2016). At the dimension of technology, blog's role is inevitable in language teaching. In the previous studies, research on the use of blogs in language teaching to improve English learners' writing skills were made at the higher education level (Noytim, 2010 ; Aljumah 2011; Fageeh 2011) but the effect of blogs on language learning was not examined at other learning levels. For this reason, it is important to carry out further studies focusing on the use of blogs at different levels in English education (Wu, 2011). The results will be obtained from this study and it will present different methods for English course curriculum developers and language teachers to consider.

For this purpose, the following research questions will be answered:

Research Questions:

1. Does writing blogs affect writing motivation of middle school students as L2 learners?
2. What are the attitudes toward blogging experience?
3. What is the effect of the studies made through the Blog in English lessons on the motivation of the students?
4. What are the advantages and disadvantages of using blogs in language teaching and learning?

METHODOLOGY

Participants

The participants in this research 60 middle school students in Osman Özyurt Secondary School in Ordu, Turkey. Total number of attendants is 30 males and 30 females aged 13 to 14. The period of research on application of blogging in writing lessons lasted 7 weeks. The employed methods gathering data consist of questionnaire and survey carrying out blogging activities, providing feedback to the students, evaluating their motivation.

Instrument of the Study

The research has the characteristics of a case study. It is planned to apply a 5-point Likert to the students about the use of blog as a pre-test before the study. The research is planned to last

8 weeks, including the data collection process, during the months of April-May. Students will do an English writing activity on the blog page about the grammar subject and theme determined from the English curriculum for 1 lesson each week. A post-test will be applied at the end of the study. At the end of the study, a group interview will be held with 10 randomly selected volunteer students. Data will be collected using both qualitative and quantitative methods.

The teacher first will show several sample blogs which are created, and then will guide the learners in setting up their blogs on Blogger.com by viewing tutorials on YouTube. Presentations step-by-step guides to the students, for example, creating an account and naming the blog, but it is recommended that it be related to the lessons at first. In the ongoing process, an interview will be made about their writing skills on the blog, their writings, and their attitudes towards blog use. At the end of the process, the data will be coded and analyzed.

A survey questionnaire was designed for examining student motivation of the blog task. In order to determine students' attitudes it was implemented a questionnaire called as "Attitude Scale for Elementary English Course" (Baş, 2012) to students at the beginning of the study. At the end of the study, a survey (Huang, 2016) about blogging experiences of students and the same questionnaire will be implement. The sixteen items serve to elicit the participant perceptions of five aspects: learning motivation and attitude, writing skills, and the extra benefits of using blogs. Then, the items were further modified and their suitability for Turkish students learning English.

Data Collection

Qualitative research is used to find out whether blogging has an impact on middle school students' writing motivation. The employed methods gathering data consist of questionnaire and survey carrying out blogging activities, providing feedback to the students, and evaluating their motivation.

Data Analysis

In the study, "Attitude Scale Towards Elementary English Lesson" prepared by Baş (2020) was used to collect quantitative data. The purpose of the scale is to determine the attitudes of teacher candidates towards values education. This scale was applied to the students in the middle school at the beginning and end of the English course. Scale includes factors under the

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headings of "consciousness", "importance", "sensitivity", "methods and materials" and "language and culture" and consists of 27 items. Responses and scoring to the items are in a five-point Likert type (1 = strongly disagree, 2 = disagree, 3 = undecided, 4 = I agree, 5 = I strongly agree. The reliability of the scale was examined by calculating the Cronbach Alpha value of the pre-test and post-test data. A reliability coefficient of 0.70 and above is found to be sufficient for the reliability of the scale scores (Büyüköztürk, 2008). It is seen that the values obtained are in the acceptable range:

Table 1. Reliability Coefficient

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,904	,904	27

SPSS 26 software was used in the analysis of the quantitative data of the study. For the selection of the appropriate technique to be used in the analysis of the data, first of all, whether the scores obtained from the scale meet the basic assumptions of the parametric tests were checked. For this reason, first of all, the normal distribution of the data was examined. In order to determine whether the assumption of normal distribution of the data was realized or not, the skewness and kurtosis values of the scores of students were calculated. In addition, the Shapiro-Wilk test was used to test the normality of the values.

FINDINGS

Pre-test results:

Table 2. Pre-test results

	Kolmogorov-Smirnov ^a				
	Statistic	df	Sig.	Statistic	Sig.
Sensitivity Average	,100	60	,200*	,971	,164
Consciousness Average	,168	60	,000	,929	,002
Significance Average	,118	60	,036	,977	,319
Method and Materials	,121	60	,030	,945	,010
Language and Culture	,131	60	,012	,937	,004

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Post-test results:

Table 3. Post-test results

	Kolmogorov-Smirnov ^a				
	Statistic	df	Sig.	Statistic	Sig.
Sensitivity Average	,078	60	,200*	,981	,483
Consciousness Average	,110	60	,066	,955	,026
Significance Average	,093	60	,200*	,982	,519
Method and Materials	,097	60	,200*	,961	,054
Language and Culture	,113	60	,055	,966	,094

When the skewness and kurtosis values fall within the range of ± 2.0 , the data can be considered to have a normal distribution. When Table 2 is examined, it can be said that all skewness and kurtosis values are within the specified range, and therefore the scores obtained from the scale are at an acceptable level in terms of normal distribution. In addition, the assumption of normal distribution of the data was also checked with the Shapiro-Wilks test, and it was concluded that the distribution of students' pretest and posttest scores did not differ significantly from the normal distribution at this significance level ($p < .05$).

Table 4: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,792
Bartlett's Test of Sphericity	Approx. Chi-Square	1025,650
	df	351
	Sig.	,000

Since the value obtained as a result of the Kaiser-Meyer-Olkin (KMO) test is greater than 0.5, the sample size is sufficient for factor analysis.

The Questionnaire

The study was carried out with 60 students who took English lessons together with blog activities. Weekly posts were made on the blog opened within the scope of the course. In the shares, they shared written posts on the determined topic that week. "Attitude Scale Towards Elementary English Lesson" developed by Başı, G. (2020) was applied to measure students' foreign language attitudes before and after using the blog pages. In order to reach the aim of

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the research, the scale was applied in Turkish. The results of the Paired sample t test applied to the attitude scales are given in the table below:

Table 5: **Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test average	1,8649	60	,43082	,05562
	Post-test average	3,0679	60	,77255	,09974

Table 6: **Paired Sample Tests**

	Mean	Std. Deviation	Std. Error Mean	%95 Confidence interval of difference	Sig. (2- tailed)
Pre-tests	-	,93996	,12135	Upper: -,96020	,000
Averages	1,20302			Lower: -1,44583	

According to the Paired Sample Statistics table, which is one of the result tables, the average of the answers given by the students on a 5-point Likert scale in the attitude scale towards the English lesson before the use of the blog was 1.8649, while the average of the answers given by the students after the blog use was 3.0679. According to the results of the analysis, the significance value at the 95% confidence level is 0.000 and it is less than 0.05, so there is a statistically significant difference between English writing abilities and blog usage.

Blog Usage

After the blog activities in this study, students' ideas about the use of blogs were gotten. In addition to the attitude scale, student opinions also support this study. Ideas were taken in line with the statements in the attitude scale and the results were reinforced. After the blog activities in this study, students' ideas about the use of blogs were gotten. In addition to the attitude scale, student opinions also support this study. Not only did students have the opportunity to use technology, but also ideas were taken in line with the statements in the attitude scale, and the results were reinforced.

Table 6. Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,915	,914	16

Responses and scoring to the items are in a five-point Likert type (1 = strongly disagree, 2 = disagree, 3 = undecided, 4 = I agree, 5 = I strongly agree. The reliability of the scale was examined by calculating the Cronbach Alpha value of the five point Likert about blog usage. A reliability coefficient of 0.70 and above is found to be sufficient for the reliability of the scale scores.

In addition, 60 students, 30 boys and 30 girls, took part in this study. Again, 30 of the participants are 13 years old and the other 30 are 14 years old. The opinions received about the blogs support the attitude scale applied.

DISCUSSION

The results of the survey showed that the general attitude of the students towards blogging was positive and satisfactory. The survey results showed that blogging is a fun experience for them compared to traditional writing work, because its interactive nature motivates each other to respond. These findings mirror those of Aljumah (2012), revealing that they feel more comfortable and motivated to complete an assignment online. The negative view of many students towards English lessons has changed, thanks to their reading, writing, editing and commenting on their posts, increasing their interest in the lesson. Blogs can serve as a personal online diary or diary and act as an e-portfolio for the instructor to monitor and evaluate student work over a period of time (Yang, 2009). In this study, the students worked on the determined English topics. The results of the survey showed that the general attitude of the students towards blogging was positive and satisfactory. The survey results showed that blogging is a fun experience for them compared to traditional writing work, because its interactive nature motivates each other to respond. These findings mirror those of Aljumah (2012), revealing that they feel more comfortable and motivated to complete an assignment online. The negative view of many students towards English lessons has changed, thanks to their reading, writing, editing and commenting on their posts, increasing their interest in the lesson. These findings echoed those of Solistyo (2019) and revealed that they felt more relaxed and motivated to learn English in the lessons. However, according to the survey results,

similar to Huang's (2016) findings, there are also students who gave a negative answers. In addition to the negative answers of Huang (2016), the main reason for the negative answers of the students in rural areas is the possibility of accessing technology and the lack of digital competence of the students. Students who could not master the blogs could not provide the necessary motivation.

Studies by Noytim (2010), Aljumah (2011) and Fageeh (2011) on the use of blogs in language teaching to improve English learners' writing skills were conducted at the tertiary level but did not look at the level of impact of blogs on language learning and other learning. For this reason, it is important to carry out further studies focusing on the use of blogs at different levels in English education (Wu, 2011).

CONCLUSION

In this study, it is aimed to examine the effects of the blog applications in the English lesson on the attitudes of the students towards the English lesson and their opinions about the blog.

It was observed that there was a significant difference between the attitudes towards English of the students who participated in the blog applications in the English lesson, and the attitude scores of the students who participated in the blog activities were higher. Considering that the students have carried out the same practices in face-to-face lessons, it can be said that blog activities are the source of this difference.

It can be shown that it is more fun with the application of blog applications, and it is more applicable because it carries English education beyond the limited course hours. It is important for the students to have a positive attitude towards the English lesson for the students to be successful in the English lesson. Because students with a positive attitude will be more motivated to carry out activities related to the English lesson. In addition, it is important that students accept the importance of 21st century skills, especially since students use technology in English lessons.

Students' opinions about this change in attitude towards the English lesson were also gotten. They stated that as a result of the blog activities, there was a positive change in the perspectives of the students towards the English lesson, and they thought that the English lessons were more effective. This result can be presented as another data that supports the quantitative results of the research and that the blog activities affect the students' attitudes towards the English lesson positively. These results reveal that there is an important factor on the attitudes of secondary school students towards the English lesson. In previous studies, studies on the use of blogs in language teaching in order to improve English learners' writing

skills were examined at the higher education level, but the effect of blogs on language learning was not examined at other education levels, so the results of the current study support the previous studies to examine their attitudes towards the English lesson at different education levels.

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**COMPARATIVE ANALYSIS OF INTERLINGUAL ENGLISH-
TURKISH PROVERBS IN TERMS OF THEIR EQUIVALENCY: A
CROSS-CULTURAL STUDY**

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Abstract

Considering the common ground in proverbs across languages, it is of utmost importance to focus on differences and similarities across languages with a comparative approach to understand the cultural affinity between languages. This study mainly focused on the comparative analysis of Interlingual English-Turkish proverbs in terms of their association in translation. The proverbs under scrutiny were selected from the list proposed by Mieder (2004) under the name of proverbs used with high frequency in the United States. Among seventy-five proverbs, twenty-two (22) of them were selected for the Turkish- English equivalency analysis to indicate their level of equivalency in two distinct levels as highly equivalent and roughly equivalent. The selected proverbs were juxtaposed to render the similarities and differences in their form and meaning. Turkish proverbs were also cross-checked from a Turkish proverb dictionary and an official Turkish dictionary website for validity. Moreover, the literary and literal meanings of the proverbs were rendered in English and Turkish to disclose their semantic components. The equivalency analysis was maintained according to the Reconceptualization Hypothesis put forward by Lewansdowska-Tomaszczyk (2010). As suggested by the hypothesis, the distance between the source language and the target language widens as the number of re-conceptualization operations increases. In other words, when applied in translating proverbs across languages, equivalency is attained at the maximal level when the sense employed for the construction of proverbs is low, whereas equivalency is rough as the sense employed for the construction of a proverb is high. According to the results of the analysis, the study revealed that half of the selected proverbs (N=11) were found to be highly equivalent which reveal that the related proverbs

seemed to be highly corresponding and half of the selected proverbs (N=11) were roughly equivalent which appeared to be slightly corresponding. Moreover, the equivalency of proverbs elicited the widespread impact of shared human experiences verbalized as cultural reflections across nations.

Keywords: Culture, English, equivalency, proverb, Turkish

INTRODUCTION

Proverbs form a rich collection of particular sayings from the discourse of nations. They are considered as a reflection of folk wisdom and the traditional accumulation (Norrick, 2014). When used properly, proverbs also offer evaluations or courses of action (Norrick, 2014). Proverbs not only carry linguistic features in common, but they also reflect the common experiences of the nations sharing cultural paradigms and common sense. They are generally used to contribute to a specific conversation or speech in a social context. They are “contextual cues in discourse, and, therefore, can affect the meaning of the message and its perception” (Konstantinova, 2014, p. 277). They bear a didactic content with metaphorical configurations. Moreover, they are salient in their fixed and poetic forms. Thus, one can confront proverbs in literature, mass media texts, political speeches, or slogans (Fiedler, 2014; Konstantinova, 2014). They carry both a universal and a figurative meaning (Gözpınar, 2014; Norrick, 1985) mostly in present form (Skara, 1995). It is at this point that the universality of proverbs enables translation of them across languages. Even though most of the proverbs are phrased differently, and there exist linguistic and cultural differences between languages, it is possible to establish common ground between the target language and the source language (Mandziuk- Nizińska, 2020). In other words, as a constraint by universal influences of human experience that can be associated with similar or identical situations, it is possible to diagnose similarly expressed maxims across cultures (Skara, 1995). This eventually verifies that culturally-related equivalent proverbs can be translated as they may express similar sentiments (Flonta, 2011; Lubis, 2018). In this sense, the main advantage here is that their level of equivalency can also be estimated through the process of their reconceptualization existing in a different language enabling a cross-cultural comparison. To better understand the process of translating proverbs, it will be noteworthy to identify levels of equivalency.

Contrastive Studies on Proverbs

Proverbial markers are “phonological, semantic, and syntactic devices that occur frequently in proverbs across languages” (Mac Coinnigh, 2014, p.112). These markers generally point to a non-natural discourse as it shows stylistic and structural embellishing of maxims. This aspect accentuates the realization that these proverbial markers make sentences sound like proverbs when heard for the first time (Mac Coinnigh, 2014). Proverb markers can involve “didactic content, metaphoricity, and prosody” (eg: The early bird catches the worm; make hay while the sun shines) and also “non-metaphorical and non-rhythmic sentences with didactic content or elliptic structures” (eg: Easy come, easy go; first come, first served) (Kispál, 2014, p. 229).

It is possible to achieve a semantic equivalence when proverbs from different languages coincide with the same literal meaning (Petrova, 2014). The samples below indicate that the association of proverbs in distinct languages with the same message or moral is common:

- Strike while the iron is hot (English)
- Demir sıcakken dövülür [Lit.: The iron is struck while it is hot] (Turkish).
- Ağaç yaşken eğilir [Lit: The tree is bent while it is green] (Turkish).
- Дървото се превива, докато е младо [Lit: The tree is bent while it is still young] (Bulgarian).

As can be seen, they all refer to the sense that things should be done at the right time. The gist of these samples is that languages may host semantically equivalent proverbs with the same denotational, or dictionary meanings as depicted by the literal meanings above (Petrova, 2014).

Bearing the same literal and literary meanings due to their absolute equivalence across languages, highly equivalent proverbs reflect a low degree of reconceptualization, almost requiring no operation in translation (Mandziuk- Nizińska, 2020). The Turkish proverb ‘Aşığın gözü kördür’ (Lit.: Lover’s eyes are blind) and the English version ‘Love is blind’ which both refer to the same message can be an applicable sample for this type of translation. On the other hand, roughly equivalent proverbs express a similar meaning yet with a different formulation (Mandziuk- Nizińska, 2020). As can be seen in the example that the Turkish proverb ‘Terzi kendi söküğünü dikemez’ (Lit: The tailor cannot sew his tears) is roughly equivalent to the English proverb ‘The shoemaker wears the worst shoes’ which both reveal

that although they work for other people, artisans cannot afford their own produce. Following these premises, an analysis of literal and literary meanings of proverbs in both languages will greatly assist in this comparison.

Another significant point for contrasting proverbs across languages originates from the importance of intercultural literacy in foreign language learning. Equally, it would be of special interest that a study on proverbs will enable learners to gain insights into cultural and intercultural literacy when learning a foreign language. As one of the important key benefits, it will be a further step in understanding how people conceptualize experiences in their own cultures (Mandziuk- Nizińska, 2020). As remarked by Fiedler (2014), integration of proverbs in foreign language teaching would be useful as they are prevalent in authentic communication. Moreover, proverbs provide learners with an understanding of figurative phrases in a language and they help learners to gain insight into the target culture. Further, Fiedler (2014) suggests that when teaching proverbs, their multiple functions in both spoken and written texts should be taken into consideration. The main requirement here is that the most frequently used proverbs should be initially on the agenda. Depending on the fact that comparative studies are essential in discovering cross-linguistic differences, Fiedler (2014) proposed that a contrastive perspective is a plausible approach to teaching proverbs. In this respect, considering the learners' native language as the key factor in proverb learning and use in a foreign language and associating proverbs across languages need to be involved in this process. Regarding the mentioned dimensions, the inspiration of the current study lies at the foundation of building cross-cultural bridges in teaching EFL to learners with Turkish language backgrounds.

Thus, this study aims to examine English proverbs in terms of their interlingual equivalents in Turkish, based on the theory of reconceptualization (Lewandowska-Tomaszczyk, 2010) on a comparative basis. The research questions that motivated the study are:

- 1- What is the degree of equivalence of the selected traditional Turkish- English proverbs in translation?
- 2- How can their equivalency level be evaluated through a cultural prism of interpretation?

METHODOLOGY

The study offers a comparative analysis of the reconceptualization-based account of the shift in meaning & form in equating traditional English- Turkish Proverbs. For this aim, it employs a reconceptualization hypothesis that explains the operations of translating and equating English proverbs with their Turkish equivalents. Throughout the study, English is regarded as the source language and Turkish as the target language for translation and interpretation of the related proverbs.

The procedure

This paper covers parallel English and Turkish equivalent proverbs through the interlingual translation process. In this sense, interlingual translation deals with interpreting vernacular signs through other languages. Another form of interpreting translation is reconceptualization posited by Lewandowska-Tomaszczyk (2010). Namely, translation hosts several cycles of reconceptualization of the original target language message Lewandowska- Tomaszczyk (2010). This hypothesis proposes 36 operations that can be applied in translating from the source language to the second language to make an accurate translation to convey the message (see Appendix for the list of the operations). The procedure begins with the selection of English proverbs that have equivalents in Turkish. 22 proverbs are selected from the list of 75 most frequently used proverbs submitted by Mieder (2004). Secondly, the literal and literary meaning of the proverbs both in Turkish and English are rendered. Literal translation assures one-to-one correspondence (Strauss, 2005), while literary translations reflect the figurative meaning behind the maxims, phrases, or sentences (Landers, 2001). Hence, the literal and literary translation of proverbs will encompass their meaning to be comprehended in both languages. Later, the reconceptualization analysis is done through the reconceptualization operations put forward by Lewandowska- Tomaszczyk (2010). To validate the equivalency of the translated proverbs, Turkish proverbs are verified at <https://www.sozluk.gov.tr/> affiliated to TDK (Institution of Turkish language) and English proverbs are verified at <https://www.phrases.org.uk/meanings/proverbs.html>. The literal meanings and the common sense of the proverbs are addressed within the framework of explanations at <https://dictionary.cambridge.org/dictionary/english>. The proverbs under scrutiny are listed below in Table 1:

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Table 1. The English Proverbs Under Scrutiny

1- A bird in hand is worth two in the bush	12- He who laughs last, laughs the best
2- Absence makes the heart grow fonder.	13- Let sleeping dogs lie.
3- A friend in need is a friend indeed.	14- Make hay while the sun shine
4- All that glitters is not gold.	15- Many hands make light work.
5- A Rolling stone gathers no moss.	16- Never put off till tomorrow what you can do today.
6- Beauty is in the eye of the beholder.	17- One hand washes the other.
7- Chickens come home to roost.	18- Strike while the iron is hot.
8- Curiosity killed the cat.	19- Time is Money
9- Don't change the horses in midstream.	20- The apple doesn't fall far from the tree.
10- Don't count your chickens before they're hatched.	21- The early bird catches the worm.
11- First come first served.	22- Where there is a smoke, there is a fire.

FINDINGS

Regarding the research questions, the findings are demonstrated in this section. Considering the first research question that seeks the degree of equivalency of the selected traditional Turkish- English proverbs in translation, the analysis of the reconceptualization operations is maintained to identify the level of equivalency. According to the results, half of the selected proverbs (N=11) proved to be highly equivalent and half of the selected proverbs (N=11) proved to be roughly equivalent English- Turkish proverbs. The table below (Table 2) shows the highly equivalent English- Turkish proverbs with their literal and literary meaning and the number of reconceptualization operations:

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Table 2. Highly Equivalent English- Turkish Proverbs

English Proverbs	Turkish equivalence (Literary)	Literal meaning of Turkish equivalence	Common sense of Tr. –Eng. Proverbs	Reconceptualization Number of Degree
<i>Absence makes the heart grow fonder.</i>	Göz görmeyince gönül katlanır.	<u>When eyes don't see, the heart bears it.</u>	"The missing of a person or thing increases the desire for it."	4- 18
<i>A friend in need is a friend indeed.</i>	Gerçek dost kara günde belli olur.	<u>A real friend is a friend on a hard day.</u>	"when something or someone cannot be seen, it is easy to forget it, him, or her"	28
<i>A Rolling stone gathers no moss</i>	Yuvarlanan taş yosun tutmaz.	<u>A Rolling stone doesn't gather any moss.</u>	"a person who is always travelling and changing jobs has the advantage of having no responsibilities."	4
<i>Beauty is in the eye of the beholder.</i>	Gönül kimi severse güzel odur.	<u>She whom the heart loves is beautiful.</u>	"The perception of beauty is subjective - what one person finds beautiful another may not."	2
<i>Don't change the horses in midstream.</i>	Dereyi geçerken at değiştirilmez.	<u>Horses aren't changed while passing through the stream.</u>	"Don't change your leader or your basic position when part-way through a campaign or a project."	5
<i>He who laughs last, laughs the best.</i>	Son gülen iyi güler.	<u>He who laughs last, laughs the best.</u>	"The person who has control of a situation in the end is most successful, even if other people had seemed originally to have an advantage."	3- 5
<i>Never put off till tomorrow what you can do today.</i>	Bugünün işini yarına bırakma.	<u>Don't put off today's work till tomorrow.</u>	"It is said to emphasize that you should not delay doing something if you can do it immediately."	1
<i>One hand washes the</i>	Bir el bir eli yıkar; (iki el	<u>One hand washes the</u>	"Mutual cooperation can help both	29- 35

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<i>other.</i>	bir yüzü yıkar)	<u>other hand</u> (two hands wash the face)	parties.”	
<i>Strike while the iron is hot.</i>	Demir tavında dövülür.	<u>Iron is struck while hot.</u>	“Taking advantage of an opportunity as soon as it exists is important, in case the opportunity goes away and does not return.”	3- 5
<i>Time is Money</i>	Vakit nakittir.	<u>Time is money.</u>	“Time should not be wasted as it is used to earn money.”	-
<i>Where there is a smoke, there is a fire.</i>	Ateş olmayan yerden duman çıkmaz.	<u>There will not be smoke, where there is no fire.</u>	“If unpleasant things are said about someone or something, there is probably a good reason for it.”	4

As indicated by the findings, roughly equivalent English- Turkish proverbs are listed in Table 3 below:

Table 3. Roughly Equivalent English- Turkish Proverbs

English Proverbs	Turkish equivalence (Literary)	Literal meaning of Turkish equivalence	Common sense of Tr. –Eng. Proverbs	Reconceptualization Number of Degree
<i>A bird in hand is worth two in the bush.</i>	Bugünkü tavuk yarınki kazdan iyidir.	A chicken today is better than a goose tomorrow.	“It is better to keep what you have (a bird) than to risk getting more and ending with nothing.”	9- 17- 18- 19- 29- 31- 32
<i>All that glitters is not gold.</i>	Her yüzüne gülünü dost sanma.	<u>Don’t regard him friend who smiles at you.</u>	“Not everything that is shiny and superficially attractive is valuable.”	9- 17- 18- 19- 29- 31- 32
<i>Chickens come home to roost.</i>	Ne ekersen onu biçersin.	<u>You crop what you seed.</u>	“Bad deeds or words return to discomfort their perpetrator.”	9- 17- 18- 19- 29- 31-32- 33
<i>Curiosity killed the</i>	Fazla merak iyi değildir.	<u>Much curiosity is not good.</u>	“Inquisitiveness can lead one into	4- 9- 17- 18- 19

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<i>cat.</i>			dangerous situations.”	
<i>Don’t count your chickens before they’re hatched.</i>	Doğmadık çocuğa don biçilmez.	<u>Any pyjamas can’t be cut off to an unborn baby.</u>	“You should not make plans that depend on something good happening before you know that it has actually happened.”	5- 9- 10- 17- 18- 19- 29
<i>First come first served.</i>	Sona kalan donakalır.	<u>Last come, riveted to the ground.</u>	“Those who are first to arrive will be the first to be waited on.”	4- 6- 18- 19- 31
<i>Let sleeping dogs lie.</i>	Bana dokunmayana yılan bin yaşasın	<u>Let snakes who don’t touch me live a thousand years.</u>	“Avoid interfering in a situation which is currently stable.”	4- 9- 17- 18- 19- 31
<i>Make hay while the sun shine</i>	Su akarken testiği doldur.	<u>While the water is running, fill in your jug.</u>	“It is important to make good use of an opportunity while it lasts.”	9- 10- 18- 19- 29- 31
<i>Many hands make light work.</i>	Birlikten kuvvet doğar.	<u>Power is born through collaboration (of many people).</u>	“Large tasks become small when divided among several people.”	17- 19- 31- 33
<i>The apple doesn’t fall far from the tree.</i>	Armut dalının dibine düşer.	<u>Pear fall beneath the pear tree.</u>	“A child usually has a similar character or similar qualities to his/her parents.”	4- 9- 17- 18- 19- 29- 31
<i>The early bird catches the worm.</i>	Erken kalkan yol alır.	<u>Those who get up early make way.</u>	“Success comes to those who prepare well and put in effort.”	9- 18- 19- 29

As depicted in the tables above, operations involved for the reconceptualization of highly equivalent English- Turkish proverbs are low, while operations for the reconceptualization of roughly equivalent English- Turkish proverbs are rather high. Yet, the common sense of both proverbs coincide in message and moral they intend to convey.

Regarding the second research question that inquires about how the equivalency level of the proverbs can be evaluated through a cultural prism of interpretation, the affinity in their literal and literary meanings is considered. Paying regard to the common sense of both proverbs

juxtaposed on the same line is nearly the same in both languages. This means that, although phrased differently, some of the traditional proverbs may bear a similar sense of interpretation of the human experience and their worldview. One important aspect of proverbs is that they need to be viewed through a cultural lens. As reported by Lewandowska and Antos (2014), for a better understanding, proverbs should also be considered through a cultural frame. Without the knowledge of the cultural frame, their proverbial taste and significance will be lost. For this cultural frame, as illustrated by the related proverbs, they carry cultural tidbits reflecting the social and traditional interpretations of the nations.

Considering the highly equivalent English – Turkish proverbs, it is possible to state that they bear the same evaluation and interpretation of events in human life. For example, the proverb “Never put off till tomorrow what you can do today” has a similar sense to its Turkish equivalent and they both aim to show people that something that should be done today, should not be delayed to a later time. For this time concept, both languages rendered ‘today- bugün’ and ‘tomorrow- yarın’ implying that time figures resemble each other in both cultures.

On the other hand, the roughly equivalent Turkish- English proverbs reveal that, although they are worded differently, they carry a similar message and moral which implies that people come to the same conclusion yet with distinct interpretations of the events. As in the example of “The apple doesn’t fall far from the tree” (Armut dalının dibine düşer -Tr), people tend to liken families to trees and fruits to children. Considering this equivalent, English people referred to the apple tree, whereas Turkish people referred to the pear tree to stand for the family. In both illustrations, fruits represent children, and both proverbs convey the reality that children will have a similar character to that of his/ her parents. Drawing on these illustrations, it is possible to relate such tendencies to the similar logic of people when they interpreted the events around them. Thus, these culture-specific figures that coincide in analogous configurations can be regarded as a reflection of people’s world views in the past.

DISCUSSION

Equivalent proverbs in form and meaning prove a cross-cultural prevalence with universal truths and morals. This carries a link for cross-cultural unity across English and Turkish. Carrying several figurative and metaphoric features, interlingual proverbs may have similar or identical equivalents across languages. For this reason, to preserve their underlying sense, it is possible to associate certain proverbs with other proverbs in the target language (Mandziuk-

Nizińska, 2020). To attain a maximal level of meaning, distinct patterns such as linguistic and culture-specific items, discourse units, and traditional factors need to be considered. Although the studies that focus on the translations of interlingual proverbs are rare, some of the studies signal the potential of natural similarities in associating proverbs with their equivalents in the source and the target language (Gözpinar, 2014; Lubis, 2018; Mandziuk- Nizińska, 2020; Syzdykov, 2014). As reported by Mandziuk- Nizińska (2020), the most available form of associating interlingual proverbs would be an approach that is based on meaning-oriented typology. As it is demonstrated in the current study, highly equivalent interlingual English-Turkish proverbs bear the same meaning. On the other hand, roughly equivalent interlingual English- Turkish proverbs coincide with common sense although they have different metaphorical images. Considering the level of equivalency based on the degrees of reconceptualization, the number of operations is low in maximally equivalent English-Turkish proverbs; whereas it is quite high with roughly equivalent English- Turkish proverbs. As emphasized by the related literature, translating highly equivalent proverbs is easier to associate with (Collis, 1994; Kimsesiz, 2021; Ok, 2015. As highlighted by the findings, it is possible to witness a common ground existing across languages in terms of similar interlingual proverbs with an identical or an akin meaning to equate with. Most importantly, regardless of the main issue that caused nations to invent proverbs as cultural maxims, anything that brings people closer to shared humanity mirrors a cultural and humane bond across nations that have been existing for many years.

CONCLUSION

The study aimed to investigate 22 English proverbs in association with their equivalency with Turkish proverbs. The proverbs under scrutiny were selected among the proverbs that were listed by Mieder (2004) as the most frequently used proverbs in American English. The equivalency analysis was based on the reconceptualization operations proposed by Lewandowska- Tomaszczyk (2010). As revealed by the findings, half of the proverbs (N=11) proved to be highly equivalent whereas half of the proverbs (N=11) proved to be roughly equivalent. In addition, their common sense was significantly similar considering their literal and literary meanings in both languages. Thus, it can be concluded that traditional proverbs signaled a particular verbal interpretation of human experience across nations, which sometimes coincide in form and meaning across languages spoken by these nations. Last but

not least, the highly equivalent and roughly equivalent English- Turkish proverbs display the similar worldview of people when interpreting events in their social life in the past.

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Appendix A

Types of Reconceptualization put forward by (Lewandowska- Tomaszczyk, 2010):

- “1) conventional coding;
- 2) conventional coding with different (subjective) construals;
- 3) language-convention induced conceptualization by language-specific (semanticized) syntax;
- 4) negation –shifting on the scale of negation;
- 5) figure/ground organization of the content;
- 6) viewpoint (deixis) shift;
- 7) subjectification;
- 8) iconicity of syntax and semantics;
- 9) prototypical phraseological equivalents –different effects;
- 10) culture-specific items: instruments utensils;
- 11) culture-specific items: social, educational, etc. structures;
- 12) class-specific conceptualization of pragmatic events;
- 13) culture-specific onomatopoeia;
- 14) proper names: domestication –foreignization;
- 15) cross-space re-conceptualization of proper names;
- 16) language/concept specific word games;
- 17) concept replacement;
- 18) metonymy: activation of parts of one domain onto the whole domain;
- 19) metonymy, metaphorical sayings, proverbs, compounds;20) axiological markedness;
- 21) quantitative re-conceptualization: decreasing the prominence/salience of part(s) of the scenario;
- 22) quantitative re-conceptualization: changing the prominence (cultural convention/religious bias);

- 23) footnotes as lexical gap-fillers;
- 24) digression as the imposition of the translator's ideology;
- 25) elimination of neologisms –conventionalization;
- 26) neologism for neologisms –attempts at small losses;
- 27) re-conceptualization by extending background knowledge;
- 28) re-conceptualization as an effect of foreignization;
- 29) domestication –reconceptualization in terms of familiar context;
- 30) re-conceptualization of a lexicalized term into a term and a definitional equivalent or substitution of a Latinate term by a native term;
- 31) different metaphors –different conceptualizations;
- 32) literalness and granularity –metaphor –simile;
- 33) change in the mental image; retaining the same conceptual field;
- 34) intensification: addition of granularity;
- 35) re-conceptualization by addition, and
- 36) simplification: schematicity.”

**INVESTIGATING THE PROFESSIONAL IDENTITY OF EFL
TEACHERS IN A NON-NATIVE CONTEXT**

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Abstract

Teaching effectiveness conveys a deep understanding of a wide range of factors such as knowledge of the pedagogical subject matter, teaching theory, planning, classroom management. Besides, teachers need to catch up with the advancing applications in teaching technologies. Hence, the research on the professional identity of foreign language teachers has long drawn attention, particularly to explain the sense of being a language teacher around pivotal factors such as commitment to the profession, career objectives, engagement in professional development, and sense of professional effectiveness. This study aims to investigate the perceptions of English as a foreign language (EFL) teachers on their professional role identities in Turkey where English is taught as a foreign language. Through the course of the study, 76 EFL teachers teaching English in the Turkish context voluntarily participated in the study. The native language background of all the participants (N= 76) was the Turkish language. Bearing a quantitative nature, the study involved a questionnaire developed by Xun, et al. (2014) that centers around descriptions of the professional identity of English teachers. In the data collection, the participants were asked to fill in the questionnaire that involved a five-point Likert scale on four dimensions of a career identity that covers professional values and sense of belonging, disciplinary identity that reflects self-evaluation of teachers' professional proficiency, performed identity that relates to the teachers' self-estimate of commitment and professional behaviour tendency, and situated identity that focuses on the effect of working conditions on teachers' professional identity. As reflected by the findings in the study, the results showed that the participants maintain a high level of professional identity in the related four dimensions. Moreover, the study proposed favourable generalizations about working as an EFL teacher from the point of participants. The study

also provides insights into the construction of EFL teachers' professional identity for their career trajectory.

Keywords: EFL, professional identity, teacher identity

INTRODUCTION

Professional identity has long been investigated within the scope of the self-perceptions of individuals relating to their career trajectory. With its multidirectional figures, professional identity covers focal key concepts to be explained. As explained by Norton (2000), identity is described as our understanding of ourselves and other people around us. Varghese, et. al., (2005) stated that language and discourse play an integrated role in the maintenance and negotiation of identity. Improving professional identity is regarded as a continual and dynamic process (Flores & Day, 2006) reflected by how we consider others and how we are considered by others (Johnson, 2003; Varghese, 2006) and how we associate with the world (Pennycook, 2001). Within this scope, teacher identity has proven to be one of the most prominent areas of research for the description of teachers' professional sense and sense of belonging and commitment to the profession (Danielewicz, 2001; Farrell, 2011; Song, 2016; Varghese, et. al., 2005; Zembylas, 2003). Regarding the issue, some of the studies also focused on the professional identity of non-native language teachers (Matsuda & Matsuda, 2001) who work under demanding conditions to pursue an effective language teaching process (Yuan, 2017). These teachers are also expected to instruct and deal with the constantly changing teaching procedures (Thomas & Beauchamp, 2011). A teacher is also expected to bear a consistent role in serving as the leader of classroom experiences and "the site of the thoughts, attitudes, emotions, beliefs, and values" (Zembylas, 2003, p.107). Moreover, to adopt a professional identity, teachers need to bear some distinguishing figures such as pedagogical content knowledge, management of the tasks and activities in due time, cultural adaptation, and keeping up with the technological innovations in education (Calderhead & Shorrock, 1997; Danielewicz, 2001; Sariçoban, et. al., 2019).

Teacher Identity

For the development of an effective teacher identity, the process of envisioning the self as a profession is regarded as an essential step in the configuration of their professional identity (Flores & Day, 2006; Thomas & Beauchamp, 2011). Beijaard, et. al. (2004) diagnosed four

basic features that operate in forming the professional identity of teachers clarifying that professional identity is progressive; it entails both individual and contextual factors relevant to teachers, and it also involves sub- identities relating to different contexts and contacts of the teachers; and finally exercising agency to actualize the goals and engage sources to attain the goals. Beauchamp and Thomas (2009) regard the formation of teacher identity both as a dynamic process and a product shaped by many influential factors due to sustained interaction within teacher development.

Language teacher identity tends to emerge as a multidimensional issue, rather than having a linear function. That's why it is generally explained through divergent focus. As reported by Barkhuizen (2017, p.4) language teacher identity is "cognitive, social, emotional, ideological, and historical". As a result, a language teacher identity would be one of those essential identities that an individual might possess (Benson, 2017). Yet, it is not just a sense that a person admits that he/she is a language teacher. Rather, "it is also a highly individual sense of the kind of language teacher" rather than appearing as a "matter of fitting into and playing out the social role of language teacher" (Benson, 2017, p.21). Moreover, a language teacher's identity is related to the interpretation of the role, incorporation of it in a larger sense of self, and how that self prospers their career as a language teacher (Benson, 2017).

As reported by Cummins's (2000) transformative pedagogy, identity is a non-negotiable key factor. Teachers need to bear some properties on behalf of their students. To illustrate, teachers should place learners at the center of teaching, in other words, teaching procedures should be student- centered. Moreover, consideration of learners' lives as primary resources for learning is essential. This frame can also apply to all language learners and teachers. Thus, Cummins (2003) offers teachers to focus on strategies and techniques regarding the "lens of identity negotiation, which is represented by the messages communicated to students regarding their identities – who they are in the teachers' eyes and who they are capable of becoming" (p. 51). As a profession, teaching is a vivid process that demands multifunctional roles within itself. By all means, as elucidated by Danielewicz (2001), teachers need to possess empathy for learners, the ability to administer the teaching practices, and time management. Moreover, teachers should have emotions and values (Davey, 2013). To do all this well, the classroom should be a natural place in harmony with all other concepts. These factors 'suggest that teaching demands nothing less than identity to accomplish these tasks' (Danielewicz, 2001, p. 10).

The research on the professional identity of teachers commonly includes narrative studies conducted with individuals (Göktepe & Kunt, 2021; Güngör, 2016), metaphor analysis that requires several participants to associate themselves with a variety of metaphorical descriptions (Saban, et. al., 2007; Seferoğlu, et. al., 2009; Yeşilbursa, 2012), and interviews (Song, 2016). Some other studies also examine teacher identity through quantitative research design based on questionnaires (Sarıçoban & Kırmızı, 2021). The primary aim of this current research was to investigate the professional identity of (English as a Foreign Language) EFL teachers in a non-native context in light of their self-evaluations about their careers through a questionnaire. Thus, to this aim, the following research questions were formulated:

- 1- What is the level of professional identity of EFL teachers in terms of
 - a- career identity?
 - b- disciplinary identity?
 - c- performed identity?
 - d- situated identity?
- 2- What is the agreement level of each dimension relating professional identity of EFL teachers?

METHODOLOGY

The study employs a quantitative research design through descriptive analysis. Thus, this study is specific to a concern that emerged in a non-native context of EFL teachers with Turkish language backgrounds in Turkey.

Participants

76 EFL teachers working at primary school (N=16), secondary school (N= 21), high school (N= 28), and higher education (N= 11) levels voluntarily participated in the study. The majority of the participants (N= 62) were female and the minority of them (N= 14) were males. Their age ranged from 23- 52. Most of the participants (N= 51) were graduates of English Language Teaching (ELT), some of them (N= 19) were graduates of English Language & Literature (ELL), and a few of them (N= 6) were graduates from other departments.

Instrument

In the study, a questionnaire developed by Xun et. al (2014) was used for data collection. The instrument was designed for the investigation of the professional identity of EFL teachers. It contains accepted scales of measurement (Creswell, 2012) with a rating on a five-point Likert scale from 'strongly disagree' to 'strongly agree'. The questionnaire possessed a reliability of Cronbach alpha ($\alpha = .920$) and validity ($KMO = .828$) (Xun et. al., 2014). The instrument also involved four dimensions of career identity with 6 items, disciplinary identity with 9 items, performed identity with 10 items, and situated identity with 8 items; involving a total of 33 items. Mainly, the career identity dimension investigated teachers' understanding of professional values and sense of belonging, the disciplinary identity dimension explored the teachers' cognition of the content knowledge and teaching practices, performed identity dimension surveyed the professional commitment of the teachers and the situated identity questioned teachers' configurations about their workplace.

Data Collection and Data Analysis

The data was collected through an online form that was sent to the participants through participation links. For the sample, purposeful sampling was used (Creswell, 2012) to contact teachers teaching English at primary school, secondary school, high school, and higher education levels. The form involved two parts. The first part asked participants to fill in their demographic information and the second part involved the instrument. After the data collection, the data was processed to a statistical program, SPSS 21. and finally, descriptive analysis was done on the data.

FINDINGS

Findings from the questionnaire involved results from four dimensions of the instrument. Regarding the first research question that inquired about the level of professional identity of EFL teachers in terms of career identity (a), the findings are displayed in the table below:

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Table 1. Participant Responses by the category of Career Identity

Items	Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	Std. Dev.
Item 3	“When making self-introductions, I am pleased to say that I am an English teacher.”			2	32	42	4,52	,553
Item 4	“I feel pleased when hearing or seeing words praising the occupation of teacher.”		1	5	30	40	4,43	,679
Item 8	“I care about others’ view about English teachers.”	2	10	21	32	11	3,52	,986
Item 11	“I keep a good relationship with the students.”			2	33	41	4,51	,553
Item 12	“Teachers’ work is important for students’ growth and development.”			1	25	50	4,64	,508
Item 31	“I can provide authentic language models for the students during the class.”		3	10	49	14	3,97	,692

As shown in Table 1., participants revealed a high level of agreement with items 3 (M=4,52), 4 (M=4,43), 11 (M=4,52), 12 (M=4,64) and, 31 (M=3,97). This shows that most of the participants were pleased to say that they are English teachers, they feel pleased when hearing or seeing words praising the occupation of teaching, they maintain a good relationship with the students, and they can provide authentic language models for the students during the classes. On the other hand, participants revealed a moderate level of agreement with item 8 (M=3,52) disclosing that they care about what other people think of English teachers. Drawing on these results, participants affirmed that they were pleased to perform professionally as English teachers.

In association with the level of professional identity of EFL teachers in terms of disciplinary identity (b), the findings are shown in the table below:

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Table 2. Participant Responses by the Category of Disciplinary Identity

Items	Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	Std. Dev.
Item 6	"I like, care and respect students from the bottom of my heart."			2	37	37	4,46	,552
Item 13	"I appreciate students' development of ability and learning strategies."			1	36	36	4,50	,529
Item 14	"Knowing about English-speaking countries' culture is a necessity to learn English well."		3	7	36	30	4,22	,776
Item 15	"English learning is a process of knowledge construction."			4	46	26	4,28	,561
Item 26	"The school tries its best to make my job joyful."	2	15	28	22	9	3,27	1,00
Item 28	"I am in support of English teaching reform."	1		6	47	22	4,17	,680
Item 29	"I think that English can best be acquired in a communicative environment."		1	2	27	46	4,55	,619
Item 30	"English teaching has the subject's own characteristics."			12	41	23	4,14	,667
Item 32	"I am proficient in English communication."			11	42	23	4,15	,654

Related to the findings in Table 2, it is clear that participants unearthed a high level of agreement on their configurations about disciplinary identity except for item 26. Almost all of the participants stated that they feel affectionate and respectful toward the students (item 6, M=4,46), they appreciate students' success (item 13, M=4,50), they are aware of the importance of English culture in teaching English (item14, M=4,22) and the effect of personality differences in learning English (item 30, M=4,14). Participants also considered

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learning English as a process of knowledge construction (item 15, $M=4,28$), and they reported that they support English teaching reform (item 28, $M=4,17$) and that a communicative environment is essential for acquiring English (item 29, $M=4,55$). Most of the participants also evaluated themselves to be proficient in communicating in English (item 32, $M=4,15$). On the other hand, they revealed a low level of agreement on item 26 ($M=3,27$) which means that they feel unsatisfactory about the roles of schools in making their job joyful. These findings commonly cover participants' self-evaluations about how they approach the students and the language they teach.

Regarding the level of professional identity of EFL teachers in terms of performed identity (c), the findings are displayed in Table 3 below:

Table 3. Participant Responses by the Category of Performed Identity

Items	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	Std. Dev.
Item 1 "I finish my job of English teaching every day seriously."		3	6	35	32	4,26	,772
Item 2 "I can well manage my students in classes."			4	37	35	4,40	,592
Item 7 "I devise the class activities according to my pupils' characteristics."	1	2	16	38	19	3,94	,830
Item 9 "I build up harmonious relationship with colleagues positively."			4	45	27	4,30	,566
Item 10 "English teachers are important for the pupils' personal growth."			8	37	31	4,30	,653
Item 17 "Foreign language teaching reform is conducive to improving my professional level."			9	47	20	4,14	,604
Item 18 "I take learners' learning characteristics into consideration in			10	42	24	4,18	,647

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	my teaching practice.”						
Item 19	“I undertake the teaching task actively.”		5	48	22	4,75	4,59
Item 20	“I am enthusiastic about my work.”	1	8	31	36	4,34	,722
Item 21	“I feel pleased when committing myself to the work.”		6	36	34	4,36	,629

Regarding the performed identity of the participants, almost all of the teachers revealed a high-level agreement on the related items. They reported that they take teaching English seriously every day (item 1, M=4,26), undertake the teaching task actively (item 19, M=4,75) and that they are good at classroom management (item 2, M=4,40). It was also noted that the participants consider learners’ characteristics (item 7, M=3,94) and benefit from this consideration when teaching English (item 18, M=4,18). The participants also felt that they are enthusiastic about their work (item 20, M=4,34) and pleased with their commitment to work (item 21, M=4,36). Moreover, the participants revealed that they are conscious of the importance of English teachers on learners’ personal growth (item 10, M=4,30). They also stated that they have a positive relationship with their colleagues (item 9, M=4,30) and foreign language teaching reform is conducive to improving their professional level (item 17, M=4,14). The core findings in this dimension indicate that participants accounted for constructive elicitations about their professional duties and performances when teaching English.

Concerning the level of professional identity of EFL teachers in terms of situated identity (d), the findings are indicated in Table 4 below:

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Table 4. Participant Responses by the Category of Situated Identity

Items	Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	Std. Dev.
Item 5	"I can converse with the school equally."		2	14	46	14	3,94	,690
Item 16	"Teaching methodology is important for students' English learning."			1	45	30	4,38	,515
Item 22	"I feel powerful and energetic while working."			10	35	31	4,27	,685
Item 23	"While in difficulty, I can always get help from the school."		8	25	32	11	3,60	,865
Item 24	"The school really cares about my welfare treatment."		15	32	17	12	3,34	,973
Item 25	"The school feels proud of my contribution in my work."	1	6	30	31	8	3,51	,840
Item 27	"I care about whether my students can get a high score in the examinations."		2	6	48	20	4,13	,660
Item 33	"I am able to teach in English fluently in class."		3	6	39	28	4,21	,753

Related to the situated identity, the results commonly revealed distinct levels of agreement. Most of the teachers reported that they can converse with the school equally (item 5, M=3,94) and feel powerful and energetic at work (item 22, M=4,27), and can teach English fluently in class (item 33, M=4,21). They also noted that they care about the scores of the learners in English (item 27, M=4,13) and feel the importance of teaching methodology (item 16, M=4,38). On the other hand, participants revealed a moderate level of agreement on getting support from the school in need of help (item 23, M=3,60) and the school's care about their welfare treatment (item 24, M=3,34) and focus on their contribution to work (item 25,

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M=3,51). As implicated by the findings in this dimension, participants yielded contributory results in terms of their evaluation of the working environment. Although they individually feel positive when performing at school, they stated that they need more support from the school administration.

Regarding the second research question that inquired about the interpretation of the mean scores of each dimension, the weighted mean of each dimension was verbalized. Weighted mean is used to measure the general response of the survey samples, whether they agree to a given statement or not as shown in table 5 below (Galang & Galang, 2017).

Table 5. The Range and Interpretation of Weighted Mean (Galang & Galang, 2017)

Scale	Range	Interpretation
5	4.20 -5.0	Highly Effective (HE)
4	3.40 – 3.19	Effective (E)
3	2.60 -3.39	Moderately Effective (ME)
2	1.80 – 2.59	Less Effective (LE)
1	1.00 – 1.79	Not Effective (NE)

Based on this measure, the interpretation of the mean scores of each dimension is given in table 6 below:

Table 6. The measurement of the Interpretation of the Mean Scores

	Mean	Std. Deviation	Verbal Interpretation
Career identity	4,26	,335	Highly effective
Disciplinary identity	4,19	,331	Effective
Performed identity	4,30	,568	Highly effective
Situated identity	3,92	,450	Effective

Concerning the range and interpretation of the weighted mean of the dimensions, career identity and performed identity proved to have a high level of professional identity and disciplinary and situated identity has a moderate level of professional identity. The results revealed that although they work in a non-native context, the EFL teachers in Turkey feel highly satisfied related with their career identity (M= 4,26) and performed identity (M= 4,30) to perform as English teachers and feel satisfied related with disciplinary identity (M= 4,19) and with situated identity (M= 3,92). Accordingly, these conditions demonstrated that participants feel satisfied to perform as EFL teachers and feel an affinity with the students and their workplace.

DISCUSSION

The study investigated the EFL teachers' professional identity in a non-native context. The findings suggested that participants revealed a high level of agreement on career identity and performed identity, and they unravelled a moderate level of agreement on disciplinary and situated identity. As described in the literature, as a continual and dynamic process (Flores & Day, 2006), identity is reflected in individuals' association with the world around them (Pennycook, 2001). As an outstanding research area of professional identity, teacher identity has attracted great attention. Teachers are expected to carry out a wide range of roles in teaching and how they feel and approach the process of teaching will affect their performance (Danielewicz, 2001; Kimsesiz, 2019; Zembylas, 2003). Moreover, language teacher identity is construed as a multifaceted issue (Barkhuizen, 2017), and relatedly, the research that probes the professional identity of language teachers processes a wide range of designs. In this context, this study aimed to discover EFL teachers' professional identity through a questionnaire with four dimensions that seek ideas and self-perceptions of the participants. The findings suggested that participants felt positive and their satisfaction level of agreement was high regarding each dimension.

Research on teacher identity in Turkey revealed promising results in terms of the self-consideration of teachers. These studies highlighted repository results relating to their self-perception, emotions, language skills, and competencies as English teachers (Akcan, 2016; Güngör, 2016; Keskin & Zaimoğlu, 2021; (Saban et. Al., 2007; Seferoğlu, et.al., 2009; Yeşilbursa, 2012). The findings in this study are also in line with the findings in the related literature. Thus, as implicated by the findings, professional satisfaction is important for realizing the utmost potential of the individuals and teachers should be supported in consideration of their needs.

An important theme that needs configuration based on the findings is that some of the language teachers reported insufficient support from their institutions. As demonstrated by the results, some of the participants claimed that they need a joyful environment at school and they need care about their welfare treatment. They also reported that they are unsure about whether they can get help from their institution in need of help. These elicitations are significant as they need to be taken into consideration for the amelioration of the working environment. Another key thing to remember is that feeling the endorsement that comes from their administration will improve teachers' motivation and job satisfaction. Several studies

addressed key attributes of working conditions and job satisfaction in the educational context (Karavas, 2010; Küskü, 2001; Santhapparaj & Alam, 2005; Wong & Heng, 2009). As evident from the results of the related research, teachers will find their job satisfactory when their intrinsic and extrinsic motivational needs and expectations are supplied. Thus, it is of utmost importance that institutions and management services at school need to take proper steps to meet the expectations of teachers and to yield their job satisfaction as well as refrain from job dissatisfaction.

CONCLUSION

This study was an attempt to investigate the professional identity of EFL teachers in a non-native context. 76 EFL teachers who teach English at different levels in Turkey voluntarily participated in the study. A questionnaire that was designed by Xun et. al (2014) was used for collecting the data. The instrument involved four dimensions, namely, career identity, disciplinary identity, performed identity, and situated identity with a total of 33 items. As it is reported by the findings, participants revealed a high degree of agreement on career identity and performed identity, and they displayed a moderate degree of agreement on disciplinary and situated identity. This means that EFL teachers' self-perceptions about performing as English teachers were favorable. Moreover, they reported positive views about the students and their personality differences. As demonstrated by the results, EFL teachers were highly satisfied with their performance as English teachers. Last but not least, as displayed by the findings, institutions need to assist teachers when they need any help to improve their job satisfaction. Finally, the study was limited to 76 EFL teachers in Turkey. A larger sample would provide more insight.

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