



The 5th International
Conference on
Language, Literature
and Culture

THE BOOK OF ABSTRACTS

Editor:

Ferit Kılıçkaya, Ph.D.

Mehmet Akif Ersoy University

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Department of Foreign Language Education
Burdur, TURKEY
May 12 – 14, 2016

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FOREWORD

The 5th International Conference on Language, Literature and Culture has been hosted by Mehmet Akif Ersoy University (Burdur, Turkey), in cooperation with Çankaya University (Ankara, Turkey) and Süleyman Demirel University (Isparta, Turkey). Our main aim has been to provide a forum for discussion, to facilitate integration in these fields, and to bring together researchers, scholars, and students from all areas of language, literature, and culture from all around the world. The conference was held over three days, from 12 to 14 May (Thursday - Saturday) 2016 in Burdur, Turkey. The conference included more than 20 concurrent sessions in which there were invaluable presentations by both national and international presenters. We must sincerely thank the presenters, chairpersons and the students in our department, who contributed so magnificently to the success of the conference. We tried hard to ensure that the conference would be well-organized. We hope that it met the expectations. We are grateful to the presenters and the participants for their thought provoking contributions. We extend our very best wishes to you wherever you may be around the world.

Ferit Kılıçkaya, Ph.D.

On behalf of the Organizing Committee
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KEYNOTE SPEECH

Culture-sensitive language teaching in the era of multilingualism- Escaping the linguistic hegemony in multi-ethnic classrooms

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Nowadays, with immense linguistic diversity of the world, increased mobility and migrations the English language teaching classroom has inevitably embraced multiculturalism and multilingualism. Coping with both linguistic and cultural diversity in the classroom are becoming one of the major challenges for teacher trainees all over the world. At the same time, the redefinition of the notion of 'standard English', together with an interest in culture-neutral and reduced codes of communication such as English as an International Language or English as a Lingua Franca, has necessitated a revision of English language teacher training curricula, to equip future teachers with the skills necessary to deliver language instruction in multi-ethnic classrooms and to respect local linguistic ecologies. The presentation will address issues of monolingualism, multilingualism and native-speakerism, bringing the state of the art in culture-sensitive language teaching and providing practical suggestions for teacher education programs.

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KEYNOTE SPEECH

Harold Bloom's concern and "the touch" that always does wonders

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The paper deals with the current debates as whether literary canon or classical works are destined to fall into oblivion or survive. The American literary critic Harold Bloom is very pessimistic about the future of literary studies and teaching literature as a whole. In his books, he makes elegiac conclusions about the Departments of English Language and literature which are likely to be renamed into the departments of Cultural Studies. His another concern is the literary "isms" and "ologies" which he considers to be destroying literature. He is totally against any literary work devoid of aesthetic value. He is supported by a number of writers and literary critics such as the English writer Elizabeth Jenkins, the English Marxist critic Terry Eagleton, the American critic Leslie Fiedler and many other intellectuals. The paper also focuses on the nature of reading and its various impacts on the reader, and its significance for literature students. The aim of the paper is to show that despite some grain of truth in Bloom's writings as regards lack of aesthetic value of literary works in the postmodernist period when popular culture has taken over the canon works, there is no reason to worry about the present state of literary studies and literary criticism. The departments of literature go on functioning and the "isms" and the new critical approaches foster and expand our understanding of literature, philosophy and religion. Canon and classic works are still part and parcel of syllabuses in the departments of literature, which makes H. Bloom's elegiac conclusions unjustified.

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“Coquetry is the salt and pepper of love:” A study of metaphor in American, Turkish and Mexican pop songs

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This paper analyzes the use of metaphor in American, Turkish and Mexican pop songs under Zoltan Kovecses’ division of metaphor into structural, ontological and orientational categories. The goal is to increase our knowledge about how the use of metaphors varies cross-linguistically, using the informal, wide-spread discourse of pop songs as a case study. The data set is the ten most popular pop songs in Turkey, the USA and Mexico in the fall of 2014, as these three countries represent distinct cultural and linguistic histories, but each have a thriving native pop music industry whose songs reflect local popular beliefs and attitudes. The paper compares the corpora in the areas of structural metaphors for love, body metonymy (how body parts are used to represent emotions), ontological metaphors for emotions, and up/down and close/far orientational metaphors. These metaphors are compared in several ways, including the preferred grammatical person in the love metaphors; the degree of sexualization in the body metonymies; and the use of possessives with the metaphors for emotion. Each language uses the different forms of metaphor for different ends, and possible cultural explanations for these statistical trends are suggested. This data is then used to extend and qualify Anna Wierzbicka’s argument that languages are prisons that prevent their speakers from understanding other perspectives. She argues that vocabulary, and by extension metaphors, carries cultural constraints. However, the wide variety of metaphors within each data set shows that while each language promotes certain distinct metaphorical interpretations of reality, none of the languages prohibits its speakers from understanding less common metaphorical interpretations.

“Teaching Turkish to Foreigners” as a language policy

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“Teaching Turkish to Foreigners” is currently popular since Turkey is an emerging country in the continent with its foreign policy and targets to attract thousands of foreigners. Turkey wants to join European Union which requires respect for lesser used languages and respect for multilingualism in Europe. “Common European Framework of Reference for Languages” states that multilingualism should be in consistency with national laws and practices. The Sun-Language theory and Turkish history thesis have always been the language policy since the declaration of the Republic. When the Justice and Development country came into power, Turkey plotted a new language policy regarding Turkish and ignored the Sun-Language theory. It covers bits and pieces of Islamic identity, is no more nationalist and monist and the government aims to make it popular by means of its cultural propoganda. For that reason, Public Diplomacy Coordination Office has been founded, Turkish Cooperation and Coordination Agency has still been active even in the far end of Africa and last but not least Yunus Emre Institute strives to teach Turkish language and culture all over the world in accordance with current government policy. Since 2002, the current government has followed a liberal policy and stated that Turkish will be a world language. Teaching Turkish to Foreigners constitutes the linguistic policy of the government. In the present study, we aim to discuss whether “Teaching Turkish to Foreigners” could be an alternative to the Sun-Language theory and if it is a new language policy. We will examine this subject from sociologic and political perspectives.



**“The Patience Stone”: An Afghan woman daring to disturb the universe
built upon hegemonic masculinity**

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"What would happen if one woman told the truth about her life?" A difficult question to be answered for "those who have been faceless and voiceless for far too long." Societies, markedly gendered, construct a system where men dominate the whole contents of social life and never let women express their own feelings. Therefore, the answer of the question turns into "a problem that has no name". In the division of characteristics that govern sex-role stereotyping, women receive the worst of the deal. In establishing such a rigid difference between "male" and "female", society allocate to "female" all of the qualities that males think are undesirable. In short, women are meant to be inadequate, self-doubting, and essentially incapable of a strong, independent, and autonomous existence. The sex-role stereotype for women is a prescription for failure, for victimization, and in extreme cases for severe mental illness. Winner of "Le Prix Goncourt" (2008), Atig Rahimi, an Afghani writer, has explored such issues in his works mainly pertaining to the position of Afghan women in male dominated societies. He argues that the oppression of those in mostly developing countries is a devastating and under recognized injustice, that is the equivalent of slavery. Many Afghan women as mothers, wives, sisters and daughters have to survive as depersonalizing individual victims and live a life with feeling of nothingness. Furthermore, many women in Afghanistan experience violence, deprivation, and constraints on their freedom of choice and movement. In this paper, based on the facts, "The Patience Stone", one of Atig Rahimi's masterpieces, will be discussed by analyzing the unrestricted confessions concerning the repression of an unnamed Afghan woman whose condition is ignored by authorities or taken as the norm. However, Atig Rahimi by giving face and voice to one unforgettable woman in his novel, let her deliver everything she has kept, hid, and buried. This is the message of rebellion and challenge against institutions ruled by patriarchs.

A critical examination of the EPOSTL: Focus on its probable use in Turkey

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Although Turkey is not a member state of the EU, educational and curricular documents produced by the EU such like the CEFR and the European Portfolio for Student Teachers of Languages (EPOSTL) have been examined by Turkish researchers and curriculum makers whose work seem to affect the curriculum of teacher education programs and curricula of all levels all around Turkey. EPOSTL, which aims to improve the pedagogical progress of Turkish teachers of English, is currently studied and applied in many different contexts in the Turkish education system although research on its potential use is still needed. Hence, in this study, I critically look at EPOSTL, which is a guide for prospective teachers of foreign languages who are enrolled in their initial teacher education or teacher preparation programs. The document works within five specific domains that are aimed to be realized through 193 descriptors that are categorized under seven major areas. In this study, the value of the EPOSTL as a document in relation to its possible use in teacher education programs in Turkey is discussed with a focus on the probable challenges associated with applying its content in English language teacher education programs in Turkey. By citing some research-based evidence on some theoretical, pedagogical, curricular and structural problems surrounding our programs in which we research and teach, I will try to show the problems associated with the document especially when its applications in Turkey are considered.

A study of suffering and martyrdom in Islamic Ta'ziya and Christian passion plays

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The theme of suffering and martyrdom occupies a central place in the history of religion from the earliest time. In the myths of the ancient Near East, the hero is slain, but his death, then, guarantees the revival of life. Sacrifices are means for reaching higher and loftier stages of life; the Biblical and Qur'anic story of Abraham, who so deeply trusted God that he, without questioning, was willing to sacrifice his dear son, points to the importance of such sacrifice. Greek theater grew out of a religious festival, and was often concerned with the deepest questions about morality and the relationship between mortals, gods, and fate; it was theoretically a temple of the god Dionysus, with his alter in the center. Church history is also rich with examples of art enhancing religious teaching. From the beginning of early churches through to the Middle Ages and beyond, people interact with images, music, ritual symbols and drama. The passion play is a dramatic presentation that depicts Jesus Christ's passion, his trial, suffering, and death. It is a traditional part of Lent in several Christian denominations, particularly in Catholic tradition. The counterpart of the Christian Passion play in Islamic tradition is the "Ta'ziyah" which means Condolence Theatre. It commemorates the martyrdom of Imam Hussein, grandson of Prophet Muhammad. As Christ gave his life as a sacrifice for the sake of humanity, Imam Hussein is seen as having sacrificed himself for the sake of Islam. In both traditions, the theme of martyrdom is celebrated through literature. The reconnection of Church and drama was a recovery of former state of affairs that had been lost. It was a dream that came true on some modern poetic dramatists. In the Islamic tradition, the tragedy of Karbala inspired some modern Iraqi poets to write modern poetic dramas about it. Modern poetic drama succeeded in performing a social function by dramatizing complex states of human spiritual and moral beings and it was the fruit of the seeds planted by Christ passion plays and Islamic T'azyia.

A stylistic approach to Brendan Behan's *The Hostage*

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Beginning from the Irish Literary Theatre, which was founded in 1899, the concept of 'Irishness' deeply influenced the development of Irish Drama throughout the 20th Century. Indeed, theatre in Ireland has been a powerful tool in identifying and maintaining national consciousness, and the plays prove the importance attached to nationalism by Irish dramatists in the early 20th Century. Since theatre is the mirror of human life, the plays provide a detailed record of the changes and development of Irish society during and after the struggle for independence. The function of language in theatre is significant because language is the medium for all kinds of descriptions and criticism of the playwrights, and it is a tool for people to communicate with each other. Stylistics divide language into two; written language and spoken language. Written language is then divided into two; poetry and prose. However, theatre seems to be left out of this elementary classification. This might be because dramatic texts were written not to be read but to be staged, i.e. presented orally. Therefore, discourse analysis becomes useful at this point. In order to conduct a linguistic examination of dramatic texts, Searle's Speech Act Theory, and Grice's Cooperative Principle can be applied to the plays to define the style and also the purpose of the writers. At the turn of the 20th Century, nationalism was considered one of the most important elements of social life in Ireland, and the struggle for independence could be seen in many dramatic texts. However, in the course of history the view of nationalism has gone through some changes. Ireland's main enemy was British oppression and the ongoing exploitation at the time of the establishment of Irish National Theatre. The new enemies of changing and developing Ireland became to be excessive nationalism, fanatical patriotism and religiosity which cause the repressive atmosphere in the country. Brendan Behan's *The Hostage* is one of the plays in which we can see the changing attitude towards nationalism in Ireland in the second half of the 20th Century. A stylistic approach to Behan's play will provide us a better understanding of this changing attitude along with its reasons within the scope of social and cultural circumstances of Ireland.

An investigation of ELT student teachers' dictionary ownership and preferences

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Alongside with many societal changes, technology has also started to change the teaching and learning of EFL especially since the turn of the millennium. Multimedia based and audio visual materials are now easily accessible and available both for teachers and learners of EFL. Recent research demonstrates that EFL learner ownership and preferences about dictionaries seem to have taken its share from these technological innovations and influences. The increasing number of research on learners' dictionary ownership and preferences has tried to explore this rather recent situation and has mainly resulted with the main finding that paper dictionaries are losing their long-lasting popularity and that multimedia based dictionaries are becoming popular among EFL learners. This new situation which has pedagogical and curricular applications necessitates research on ELT student teachers' dictionary ownership and preferences in Turkey, especially considering that research on this area is almost non-existent in Turkish ELT departments. Therefore, the primary aim of this study is to explore ELT student teachers' dictionary ownership and preferences. With this aim this paper reports on a descriptive study, about dictionary ownership and preferences of 186 ELT student teachers, who voluntarily participated in this study, at Mehmet Akif Ersoy University. Data was collected by means of a Turkish questionnaire that contained 5 sections composed of 50 prescriptive set of statements to which respondents marked their degree of agreement, and 3 open-ended questions. The collected data were analyzed descriptively and the results were provided in tables. The results demonstrate that; student teachers strongly believe that a language learner needs a dictionary; that paper dictionaries are mostly owned but multimedia based dictionaries are mostly preferred; that paper dictionaries are difficult to carry, expensive and time consuming; that they use their dictionaries mostly at home and secondly in class; and that their main reason for using the dictionary is to learn the meaning of vocabulary but not spelling or pronunciation.

Analysing the themes of “belongingness” and “homing desire” in the novel of *Fruit of the Lemon* by Andrea Levy

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The notion of “belongingness”, coming into being especially after postcolonial period, has become prominent for postcolonial literature. The questions - “Does human belong to his homeland that he leaves behind and may not come back again or does he belong to his new land that he lives but does not have any emotional attachment with?” – are sought to find an answer. When they combine their own culture with the country they currently live, the identity becomes completely different and belongs to neither of the cultures. The dilemma arisen due to the migration leads to “homing” conflict since the person who has not lost touch with his native identity takes over a new identity but does not adopt it completely. Individual feels neither to be belonging in his native country nor to his new country. Furthermore, he couldn’t show sympathy with the new generations of himself and struggles with dilemma and identity crisis and homing desire throughout of his lifetime. Within the framework of this research, *Fruit of the Lemon* by Andrea Levy is analyzed under the themes of “belongingness” and “homing desire” and also the conflicts of the situation. Dilemmas that human experience after postcolonial period migration, crisis due to being unable to lose touch with the native origins as well as trying to get used to live in a new country and mental chaos will be discussed.



B1 level undergraduate EFL students' acceptance of Moodle technology

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The technology race is still going on with its ultimate speed to make learning and teaching process more and more effective and easier. There are a number of different alternatives to be used for desired teaching outcomes. Moodle e-learning platform is one of these technological systems which is the main concern of this study. The aim of the study is to determine the acceptance degree of B1 level undergraduate students' of Moodle. With the intend of providing this, Technology Acceptance Model (TAM) is used. The data was collected through a 5-point Likert scale self-report questionnaire that aims to question technical support, perceived usefulness, computer self-efficacy, perceived ease of use, attitude and system usage. The questionnaire used in this research was adopted from Sanchez and Hueros, (2010); Davis, (1989). The study was conducted in the first semester of 2015-2016 academic year in Turkish Military Academy. The participants of the study were 110 EFL students who have laptops and use Moodle e-learning platform for all of their English courses. The findings indicate that B1 level collegian students perceive Moodle as an effective learning tool and there is a positive correlation between B1 level undergraduate students' acceptance of Moodle e-learning technology and their English scores. The results of this study are considered to be helpful to identify the weak and strong points of Moodle for B1 level Turkish learners of English and may help the teachers how to use Moodle effectively for their English classes.

Black is Beautiful: Beauty as a Contextual Concept in *Blonde Roots*

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There has been an on-going debate for centuries on what is beautiful and what is not. People have tried to put forth standards to measure beauty. They have tried to determine if there is an absolute-objective sense of beauty that exceeds all kinds of judgments or if it is a subjective feeling associating with different images among individuals. Neither of these explanations however manages to reveal the psychology behind the measures chosen to define “beautiful”. From the temporal progress of the definition and criteria of beauty, one can conclude that the social influence is evident and the body we own brings forth some limits. Put in other words, beauty serves a dominant idea in a society, and the majority decides for the general. This is the issue that leads us to another explanation for beauty; it is a contextual term that relies on the norms of the society and in time transforms accordingly. What if we reverse the actual variables that determine our beauty definition? In the scope of this very question, this paper will first examine the contextual reasons beneath the beauty myth with a focus on the colour issue as a determinant in the evaluation of body, and as an attempt to undermine the dynamics behind the normative construction of beauty, Bernardine Evaristo's *Blonde Roots* will be analysed for it sets the perfect ground for a multiculturalist study with a fiction that reverses the history of slavery and the idea behind the concept of beauty as well by doing so.

Caryl Churchill and politics

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As of ancient Greece politics has been an ongoing focus of interest for theatre, by means of which some consciousness and social change is aimed. Political theatre in Europe culminates in the twentieth century, particularly after the Russian Revolution of 1917 and after World War II. Towards the end of the 1960s English theatres bear witness to a powerful political theatre. This period coincides with outcries voiced by students, counter-culturists, revolutionary socialists and unionists. From the 1970s onward and particularly with the spark of second wave feminism, theatrical scenes witness a sound women playwriting. Scarcity of education opportunities, unemployment, hardships between workplace and motherhood, unequal pay for equal work, mobbing were only some of the troubles the women of that period have to deal with. Observing and personally experiencing the above mentioned inconvenience quite closely and putting it on stage adroitly with such plays as *Owners*, *Light Shining in Buckinghamshire*, *Vinegar Tom*, *Cloud Nine*, *Top Girls* and *Fen*, the English woman playwright Caryl Churchill propounds that what she senses all about these throughout her lifetime are embodied in feminism, notably socialist feminism, which she sees something inseparable as time passes. Drawing attention to the sharp distinction between socialist feminism and bourgeois feminism, Churchill advocates that women with different races, classes and sexual preferences should be respected. She attaches importance to a universal feminism although she herself is white, heterosexual and from middle-class. Dealing with problematic issues all over the world, the woman playwright does not limit her plays with a single geography, thus there is everybody from different cultures in her plays. What is more, she does not simply give her messages through drama but also acts as an activist. Even if it sounds utopic the writer openly reveals that she dreams a fair and free world where there is no oppression, sex or racial discrimination. In her plays she openly reveals her objection to any kind of injustices wherever they show up and to this end she does not abstain from directing her criticism to institutions such as church, parliament, or countries like Britain, the USA or Israel. This paper seeks to elucidate the private and theatrical world of Caryl Churchill from a political perspective.



Caught between Cultures: *Anita and Me*

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Being a diasporian means living in a heterotopic space where cross-cultural conflicts are inevitable and where temporary absence of a recognized social identity leads to identity crises in diasporians. In such heterotopic spaces how diasporians are both the subject and the object of immigration and nationalist discourses and how diasporians interpret their own sense of belonging show asymmetrical power relations. Diasporic space, thus, is that undecided heterotopic space in which technologies of the self provide an intervention mechanism on the part of active diasporic subjects, injecting an element of contingency to everyday encounters and alleviating the determinist effect that technologies of power have. These counter-emplacements provide relational spaces between the spaces of power and those on the margins. Diasporians accept, resist, challenge and rework the emotional, psychological, physical, racial and colonial boundaries, and also the truth of otherness and belonging in diaspora space. Building on this argument, this study offers an insight into how discourses of otherness and belonging are articulated, how diasporic subjectivity is produced by these discourses, how these discourses are interpreted by diasporians, and how diasporians exercise power in heterotopic spaces in relation to Meera Syal's novel *Anita and Me* and with regard to the protagonist, a second-generation South Asian diasporian, Meena Kumar.

Comparative study of persuasive strategies in selected American presidential speeches

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A political discourse contains some features that must be constant to be understood by the audience, but it must, at the same time, fulfill the purpose of persuading the addressees. This work dealt with the persuasive strategies in President Bush's and President Obama's selected speeches aiming to uncover persuasive strategies as well as their covert ideologies. Segments of speeches were investigated to verify illocutionary act using Searle's Speech Act theory. Afterwards, the use of agencies and pronouns were analyzed in light of Fairclough's (1995) assumption in critical discourse analysis. The findings indicated a single utterance might carry multiple speech acts at the same time. Some speech acts might be employed to provide a background for occurrence of other speech acts. It also showed that the use of agencies and pronouns can be strategic. The comparison of Obama's speeches with Bush's speeches revealed that Obama's discourses tend to be more inclusive.



Cultural nationalism as a solution for ethnolinguistic demands

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Language in education is a means of communication while in politics and sociology, it is the exact identity of people. On the other hand, language rights and linguistic discrimination have always been both cumbersome and a kind of policy to ease ethnicities in case of conflict between the government and the citizens in nation-states with multi-ethnic structure. Linguistic discrimination and language problems have been discussed and multiculturalism has been proposed as a solution to problems of language rights. It has been proved that multiculturalism turns out to be insufficient especially in nation-states and no concrete solution has ever been reached. In the present study, we will discuss cultural nationalism as a solution to linguistic discrimination and language problems in nation-states. We are of the opinion that nationalism or nationalist policy in nation-states with diverse ethnicities like Turkey and France are inevitable in order to be united but language rights of ethnics living in the nation states have been vexatious for governments since demanding for such rights according to the relevant policy-makers may lead to separatist movements and even result in autonomy. Nation-states should develop strategies and policies for equality of identities in order to avoid sociological and political problems. In the present study, we will discuss cultural nationalism and approaches to language rights and language problems. We seek to prove that cultural nationalism could be a political solution to linguistic discrimination in nation-states in order to recognize different identities of the citizens and respect for cultural diversity. We believe that as long as each nation protects its own identity, cultural diversity could be ensured, which is possible only through cultural nationalism. Nations should therefore resist globalization, which unites people under one cultural hegemony. Where there is cultural nationalism, there exists linguistic diversity.

Deep history and narrative: From *Gilgamesh* to science fiction

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The narrative form is arguably as old as humankind, and one of its functions is to explore and find solutions to humanity's recurrent adaptive problems. As such, narratives can be vehicles of efficiently dispatched information. One of the perennial problems is the relationship between humankind and nature. Taking an 'elliptical approach'—to use David Damrosch's expression—and reading *Gilgamesh*, presumably the oldest epic known, with Frank Schätzing's *Der Schwarm* (2004; *The Swarm*, 2006) in the context of the conflict between man and nature leads to questions and answers (if any) about what solutions these texts suggest and how mankind is repositioned in the man-nature-dichotomy. To interpret *Gilgamesh* not only as a tale of quest or maturation of the eponymous hero but also as a narrative of man versus nature points to ambiguities. Man is to become master over nature, but man is also to work as part of and within nature. The consequences of this ambiguity and a tradition that has chosen to favor the mastery-over-nature scenario are themes of Schätzing's science fiction novel. Together, these texts invite readers to ask if or how these narratives have taught something about the survival of both the human species and its habitat and whether, indeed, narratives hold the power to teach anything.

Derek Mahon: Emancipation from the darkness of history

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Born and raised in the Protestant suburbs of Belfast, Northern Irish poet Derek Mahon (1941-) considers 'history' to be the prime mover of social division in his country. The fire at its peak during the Troubles is the fire ignited centuries ago, when his protestant ancestors settled plantations in Ireland following the dispossession of indigenous people. Today, the communities in struggle with each other are merely instruments in the service of that centuries-old fire. To Mahon, emancipation for those who have been driven into the darkness of the past can be possible if only to be through with history, hence the cycle of violence might be broken. In compliance with this view, he suggests a possible life, or 'the possibility of that possible life', and leads the captives living in the limbo of 'history' to get in touch with the pure reality. This is, definitely, a serene alternative to the strife in Northern Ireland. Furthermore, Mahon owes his poetic self to that possibility, that is, getting rid of 'history' is not only a personal preference but an artistic liberation as well. This attitude enables him to take the picture of inside and outside simultaneously and to achieve a poetic authenticity.

Developing individual language competences via task-based learning and content and language integrated learning (CLIL)

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In Austria optional English language teaching (ELT) starts in kindergarten. It becomes obligatory and curriculum based in the first year of primary school. The first two years' language teaching happens in an integrative way and lasts around 20 minutes per week. It gets expanded to one single lesson per week in the 3rd and 4th grade of primary school. Schools are allowed to decide autonomously if they offer – depending on their financial and human resources – additional courses for gifted and interested young learners. Therefore the outcomes and competences of learners after four years of obligatory ELT sometimes differ tremendously when children proceed to secondary education. Dealing with a heterogeneous group of language learners and teaching according to individual needs, competences and pre-knowledge seems to be one of the most important and most difficult challenges each teacher, even primary school teachers, has to focus. The aspects of differentiation and individualization have become crucial for the success of a teaching and learning process. Concepts like task-based learning and especially content and language integrated learning (CLIL) support the increase of proficiency, accuracy and fluency in English as a foreign language. The methods force the preparation of different material and different exercises due to different pre-knowledge, different depths of knowledge and different interests of learners. According to these aspects the paper (and the talk) presents examples and material that supports the development of individual language competences.

Development of time in children

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Both linguistically and conceptually, the acquisition of time by children is pretty late when the process is compared with the acquisition and usage of linguistic elements denoting objects, states, actions and situations. This study investigated how children transform their Circadian time to Bergsonian time and how they encode Newtonian time linguistically. The study was carried out by the researcher's longitudinal observation of his two daughters from the ages 2 to 11. In order to verify the idiosyncratic temporal production of the two children, cross-sectional data were also collected as much as the designed scenario designed by the researcher allowed. The results show that, (a) children between the ages of 2 and 4 live more in deictic time in that they refer to momentarily completed events such as a parent's or sibling's coming home or doing something which is worth mentioning from point of view of the child ("Baba geldi" 'Daddy is home.' or "düştü" '(it) fell'). (b) Children live in the Circadian time until the ages of 8-11 in that they conceive of and state time with reference to recurring events such as "Yatacaz kalkcaz, yatacaz kalkcaz ananneye gitcez" 'we will go to bed and get up, go to bed and get up and then go to granny's.' instead of saying "Two days later". They also live simultaneously in Bergsonian time in that they refer to temporal units (e.g. days) with reference to the closest temporal unit (e.g. "Dünden sonra" 'The day after yesterday' to mean the day before yesterday and "Yarımdan sonra" 'The day after tomorrow'). (d) They begin to adopt Newtonian time with reference to certain successive events such as "Two days earlier" and then refine their conceptualization of Newtonian time by referring to hours (but not minutes). (e) Children are pretty ahead of Newtonian time in the construction of complex temporal relations linguistically.

Dialogism as an aspect of language

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A discourse may be briefly defined as an utterance type of natural language which realizing a sequence of sentences satisfies a number of properties. Besides appropriate grammaticalness of sentences at the syntactic level, there are many important properties defining the textual nature of a sequence of sentences expressed by a discourse; such as coherence, relevance, and intertextuality. These properties help reflect the dialogism aspect of language. Bakhtin (1986) argues that every text (or utterance) is dialogical, in the sense that it gains its meaning in relation to other texts. And Kristeva (1980), sharing Bakhtin's idea of dialogism claims that the process of meaning depends on the dialogue between the text and the reader and between the texts themselves. As a semantic property of a text, coherence ideally holds both for monological and dialogical discourse, defines the delimitation of a discourse with respect to previous and following discourses in speech interaction. And relevance is the key to understanding coherence and interpretation of utterances. Finally, there is the intertextuality as an aspect of text organization that deals with the relationship between texts, and how a text depends on one or more previous texts to make a sense, i.e., the sense and relevance of one text depends upon knowing about paragraph and applying the content of the newly produced text to the evolving situation. This paper analyses the ways in terms of the contribution of coherence, relevance and intertextuality in producing new texts.

**Drowning in amniotic fluid: Esther Greenwood and the postwar culture of womanhood in
The Bell Jar**

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This paper will demonstrate the way in which the patriarchal society of postwar America imposes a male view on Esther Greenwood, the protagonist of Sylvia Plath's novel, *The Bell Jar*. This imposition of the view of the other causes her self-estrangement and suffocation in the metaphorical 'bell jar' of American society, dragging her further into madness and eventual institutionalization. From the very beginning Esther is in constant conflict with the stereotypes and existing mores of society. She feels more and more alienated, unable to fit herself into their lives. As Esther struggles to discover her true self, the people who surround her are not only unhelpful but at times actively discourage her on her quest for self-discovery. Esther actively rejects the demands of her mother, her boyfriend, and the rest of society, drifting between the expectations of others and her own dreams unable to differentiate the boundaries between. She no longer knows what to do with her life and thus begins to come apart, essentially a split character. She loses her mind unable to make real life decisions or continue her search for self-identity due to the psychological toll of the oppression of women by society. This pressure to conform is so great she loses the will for self-discovery, leading her to madness and an eventual suicide attempt. While unsuccessful, Esther is institutionalized, where she begins to understand that her freedom is based on the appearance of conformity. The "bell jar" of social expectation cannot be escaped but the sacrifices demanded of Esther can also never be forgotten.

Ecocriticism and creating environmental awareness in contemporary Turkish literature

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Literature deals with many different issues of the world. One of these issues which literarute and literary critics also focus on is the environmental subjects. In the context of dealing with environmental issues and creating environmental awareness, the study will focus on ecocriticism and analyze the way certain works of contemporary Turkish literature reflect qualities of ecocriticism and puth forth an effort about creating environmental awareness. Firstly, it is necessary to emphasize ecocriticism as a term in literary sense. After this explanation, the literary qualities of ecocriticism will be provided. Then, Aldo Leopold's *A Sand County Almanac* (1949) as one of the main American literary work reflecting ecocritical approach will be briefly mentioned. In addition to these, Turkish and American literary critics' approach to ecocriticism will be explained. By the light of all these guiding information, the focus of the study will be on three contemporary literary examples reflecting the qualities of ecocriticism in themselves. In this context the study will analyze Yaşar Kemal's *Yanan Ormanlarda Elli Gün* (1955), Latife Tekin's *Bercie Kristin: Tales from The Garbage Hills* (1984) and Zülfü Livaneli's *Son Ada* (2008). For the analysis of the works, a brief info about the plots of the works will be provided. Then the reflection of ecocritical approach on these Turkish literary examples and their way of creating environmental awareness will be explained. Finally, the study will reveal the ecocritical approaches in Turkish literature by comparing its contemporary literary examples with ecocritical approaches embraced in American literature and its works.

EFL students' feedback preferences in writing classes

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The pursuit of effective feedback is an ever-green passion for all teachers as a considerable part of teachers' professional judgments are devoted to feedback practices. In line with this quest, the documented literature abounds with different feedback patterns though many studies seem not to lend a sympathetic ear for student concerns. Therefore, especially for teachers and researchers, developing an understanding of learners' preferences of teacher feedback is a growing necessity so as to attend to the most pressing needs from a potential diversity of teachers' feedback practices. This study aims at exploring the perceptions of EFL learners towards teachers' written feedback in writing classes. To this end, a mixed-methods research design was employed at a state university in north-eastern Turkey. A questionnaire was administered to 54 students who were taking writing courses in a prep program. Then, focus group interviews were carried out with 24 students. The results obtained from the quantitative and qualitative data were discussed using the SPSS 16 and the content analysis respectively, and students' perceptions of teacher feedback are explored with reference to their beliefs, preferences and practices. The findings suggest that since the written feedback is the initial experience for many students, more effort seems to be necessary to tailor it to students' needs. In the light of the findings it could be argued that even though some feedback practices which align with the process approach were favorable, the need for emphasis on the contextual and sociocultural dimension is evident.

Exploring classroom assessment practices of English language instructors

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Assessment of students is an essential part of instruction in both teaching and learning. With recognition of alternative assessment methods, classroom assessment has gained much more attention focusing on learning of students. However, high-stakes testing in some educational contexts turns classroom assessment into teachers' high stakes decisions that may ignore the development of learners. In the context of language teaching at tertiary level, school of foreign languages serve as gatekeeper by having decision on whether newly enrolled students have enough proficiency of language to start their professional education. Therefore, these schools impose a proficiency exam at the end of two semesters of language education whose impact is relatively high-stakes. Thus, this study aims to explore the classroom assessment practices of instructors by considering their purpose of assessment, assessment methods and procedures of assessment. The participants are English language instructors working at the school of foreign languages of state and private universities. The participants are asked to fill in online Assessment Practices Questionnaire adapted by the researchers. The questionnaire elicited both qualitative and quantitative data. The quantitative data was analysed through SPSS 15.0 program while qualitative data was exposed to content analysis, where common themes were formed and categorized based on the elicited responses. The results depict that speaking is the least assessed/dealt skill in classroom assessment while the assessment over structural items is mostly preferred and performed by English language instructors. In addition, it is indicated that the instructors in the study have tendency to give way to the administrative purposes while assessing their students in classroom, which implies their summative orientation towards classroom assessment. The study may have some crucial implications for curriculum developers, test designers, instructors, and language learners.



Generation 1.5 ELL students and preparatory English classes: A comparison in writing strategies

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Generation 1.5 students are English language learners who immigrated to the United States in or before their early teens. These students spend most, if not all, of their educational careers in the United States Public Schools, but still lack academic levels of English, particularly in regard to writing. Currently, Generation 1.5 students primarily attend community colleges, but research suggests they will appear in increasing numbers on the campuses of traditional universities. The original research examined high school, transitional, and collegiate programs that target this population by analyzing the needs of Generation 1.5 students, collegiate culture, and existing framework of student support in American Universities through literature review, qualitative study, and student interviews. Through this research, a model was created for universities to implement and support the needs of Generation 1.5 students in Composition I – a writing-focused English class. The created model parallels the Response-to-Intervention pyramid used in the public schools and seeks to capitalize on existing resources in university writing centers and support programs through professional development, targeted interventions, and academic mentoring. As a preparatory instructor at Kırklareli University this year, I have found the research I did directly applicable to Preparatory programs in Turkey. The same issues exist in student writing, without the support systems built into American universities. As a continuation of the original research, combined with quantitative research in my classrooms, an altered plan directed at Preparatory Reading and Writing classes was created in order to equip students with the English language writing skills they need to succeed in academic courses. This model retains the original structure, paralleling Response-to-Intervention, however is more focused to meet the needs of students via a teacher rather than a university. This is conducted through direct instruction, writing conferences, and analysis of peer writing.

Giving feedback on written works through casting

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This study aims to find out students' and instructors' attitudes towards having the written works casted on the screen for feedback in the classroom. It was conducted with participants of intermediate level students (N=36) and writing instructors (N=3) of English Preparatory School at a private university in Turkey. One of the instructors is the researcher of this study. The treatment of the program took place in three lessons of the weekly writing skill classes, which was 10 hours in a week in total. In the four-week time, students had training on how to write an opinion essay. To analyze the research questions, a qualitative data analysis was applied that they were asked to write an opinion essay reflecting what they thought about the casting; and an interview was made with the instructors regarding the benefits and drawbacks of the implementation. The findings indicate that both instructors and students have positive and negative feedback; such as, the contribution to writing skill performed, avoiding the same mistakes; and the fact that some students' being reserved while on turn, and temporary technical issues. In order to avoid technical problems, instructors could be recommended to make sure that the imaged or typed version of the essays should be received before the session; and instructors could also be recommended to give feedback to reserved students individually when the casting is off.

Gregor Samsa and the Forsterian model of characterisation

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In his *Aspects of the Novel* (1927), the English novelist and short story writer E. M. Forster (1879-1970) introduced the critical concepts of “flat” and “round” in order to describe the nature of different types of fictional characters. According to Forster’s well-known categorisation, flat characters, for example, are constructed and exist in their fictional realm around “a single” feature or quality. As this is the basic condition, Forster argues that flat characters tend to be easily recognised and remembered by the reader. Such characters remain mostly the same through circumstances. In other words, Forster adds, flat characters never surprise the reader. Contrary to the nature of flat characters, round characters, Forster says, operate in an opposite direction to their counterparts. They never remain the same throughout the events; and it is not easy to recognise them at once as they do not operate under the influence of a single trait. In addition to these, according to Forster, round characters are actually those who tend to surprise the reader. Although such a categorisation of characters in fiction has functioned well in most of the cases, some fictional characters are not easily dealt with under Forster’s formula. One of these characters is the protagonist of Franz Kafka’s (1883-1924) novella *The Metamorphosis* (1915), Gregor Samsa. Samsa seems neither to be a round nor to be a flat character. Throughout his story, he remains the same; but at the same time, he surprises the reader, which is not expected from him as he is mostly the same character in the text. Besides this, Samsa’s turning into an insect complicates the definition of his proposed roundness or flatness more. Therefore, the aim of this study is first to display some difficulties present in Forster’s classification and then to question the characterisation of Samsa under the guidance of Forster’s definitions.

Hypocrite nationalistic discourse in James Joyce’s “Ivy Day in the Committee Room”

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The aim of this paper is to examine “Ivy Day in the Committee Room”, the twelfth short story in Joyce’s *Dubliners*, in terms of the politics and nationalism. Cultural studies has been a field of cultural analysis since 1950s and the term nation and its relation to politics, inevitably, has been controversial since then. After a brief analysis and definition of the term nation, this paper will shed light on the hypocrite Irish nationalists as represented in Joyce’s story which takes place at a committee room on 6th November, the death anniversary of the Irish political leader Charles Stewart Parnell, whose importance constitutes the background of the story. Ivy Day is a national day, held on October 6 in Ireland, in memory of the nationalist politician leader Charles Stewart Parnell, lived between the years 1846 and 1891. The story revolves around the dialogues of the canvassers of the upcoming municipal election. Among the canvassers are Mat O’Connar, Joe Hynes, John Henchy and Mr. Crofton. Other characters are Old Jack, the caretaker of the room, a suspended priest named Father Keon, about whom the canvasser gossip. Also, they talk about poverty and politics; in that case, the tone of the story is satiric and it deals with Irish politics, culture and society.

Is Eva younger sister of Anastasia? Comparative study of *Fifty Shades of Grey* and *Bared to You*

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Novels are part of popular culture and some expand the borders accepted by different generations. “Fifty Shades of Grey” and “Bared to You” are leading works in this area that have stimulated readers and researchers’ interests and debates upon publication. Following their success throughout the world, these novels have gained remarkable fame or notoriety and have carved out their own audience in the Turkish context as well. With the works’ fame and popularity in mind, the present comparative study has focused on the content of both works. The study notes that they bear a resemblance to one another regarding their plots and chain of events. The study also notes that both novels give expression to an almost mind-blowing love relationship between two females and two highly successful males. It can be seen that the authors of the novels present the characters, their sensational relationships and the chain of events based on particular perspectives. E.L. James reflects her own perspective in *Fifty Shades of Grey*; Sylvia Day transmits hers in *Bared to You*. The plots of the novels compared the distinctness of the starring characters. The research aims to open a pathway both to literature and education benefitting from the products of the latest popular culture.

Justice or injustice in Shakespearean plays: Merchant of Venice and Measure for Measure

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This article deals with the concepts of “justice” and “injustice” revealed in two of the Shakespearean plays: *Merchant of Venice* and *Measure for Measure*. An English playwright, poet, and actor, William Shakespeare has been widely accepted as the most successful writer producing literary works in English. Shakespeare has a great wit in illuminating the human experience and human psyche. Thus, the Shakespearean drama draws its power from the fact that Shakespeare reflects the essence of man vividly. He created impressive characters and striking situations in his plays that pass the test of time and have become immortal. Shakespeare’s genius also lies in his consistency. Together with the nature of man, Shakespeare also expresses the conflicts of the court and social life as in the examples of *Merchant of Venice* and *Measure for Measure*. In this respect, the application of laws and its effects on the social life are the basic themes which will be discussed in this study. Both in *Merchant of Venice* and *Measure for Measure*, Shakespeare concluded the plays so masterfully that it is now reader’s responsibility to decide whether the court and society are “just” enough while judging the others. In this respect, this study, will try to give some examples from both of the plays admitting that the concept of “justice” is hard to define not only in *Merchant of Venice* but also in *Measure for Measure*. The conclusions of this study will shed further light on the discussion about the justness of Shakespearean plays.



Making more of multimedia based teaching materials by means of subtitling

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The overwhelming developments in digital technologies and the increase in the use of this advanced technology generally referred to as multimedia based teaching materials as pedagogical agents in the teaching of EFL call for a better understanding and assessment of the research into language teaching and learning making use of this technology. In fact, the teaching and learning of EFL through at least one type of multimedia-based teaching material has become so common practice that EFL teaching, EFL classes and hence EFL teachers and learners cannot be thought separately from multimedia-based teaching materials. The intensive inclusion and integration of multimedia-based language teaching materials in EFL settings surely necessitate a better understanding regarding their rationale and implementation. Foreign language learning is a complex and challenging task for learners, and the language learners need all the support and assistance of their teachers and therefore EFL teachers and educators are constantly searching for better ways of learning supports to assist their learners. One such support that they turn to use is subtitling which can be described as visual text delivered via multimedia that matches the target language auditory signal verbatim. Hence, the purpose of the present review is to revisit the issue of subtitling which has attracted a global attention of educators, but still ambiguous in that subtitling is still accepted as a taboo by some EFL teachers. The related literature and research on subtitling clearly set out both the disadvantages and advantages of subtitling in EFL settings, and mainly conclude with the argument that subtitling is a powerful pedagogical tool. Thus, this paper will hopefully aid in a better understanding of subtitles that will eventually help practitioners to make more of multimedia-based teaching materials.

Metadiscourse markers in Nigerian newspapers editorials: A bond between Text-producers and reading community

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This paper attempts to investigate the philosophy of using metadiscourse markers in four different editorial texts of two Nigerian newspapers, and reports both their qualitative and quantitative distributions and extent of contribution to rendering the writers' communicative intentions to the readers. Recent research findings indicate that Metadiscourse is central to pragmatic construal which provides writers with appropriate means constructing adequate co-texts and assumptions to influence readers' understandings of both the text and their attitude in the text content. Accordingly, this paper assumes that metadiscourse markers linguistically encode clue on how text-producers try to instruct and direct their audience (readers) so that both the discourse and the writer's stance be clearly understood by the reading community.

**Muriel Spark's Employment of Burlesque: Parody of detective fiction in
*Not to Disturb***

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Since the early nineteenth century parody has been the most popular form of burlesque and has been applied to numerous works, authors and styles. Nonetheless, the only aim of parody, in contrast to the popular belief, is not ridicule. Parody also contributes to the improvement of literary genres since it is, for some, the key to various popular subgenres as in the case of the development of detective fiction. Detective fiction had its Golden Age after World War I with the great authors like Agatha Christie, Dorothy L. Sayers and G. K. Chesterton. World War II brought a taste for more violence and realism to postwar writers. People became more interested in the reasons underlying crimes with an increasing emphasis on psychology. Therefore, instead of whodunnit tradition, which aimed at finding the criminal in the novels, the reason why the crime was committed gained more importance. The function of Detective Fiction during those years, and even now, may be likened to morality or cycle plays in that in each the malefactor is revealed and punished, which leads to the triumph of the good over evil in the end. Despite the popularity of the genre, the first parodies appeared as early as one year after Sherlock Holmes stories became popular in 1891. Those early examples, not surprisingly, focused on Holmes. Later on, many other characters, works, and authors of detective stories became the target of parody. Muriel Spark's *Not to Disturb*, among the contemporary examples of parody of detective stories, is about a group of sinister servants in a Swiss chateau awaiting impatiently the bloody deaths of their employers, dictating memoirs and even selling the film rights beforehand. Analysed in terms of its plot structure, characterisation and setting, the novel proves to be a brilliant example of parody of detective stories.

Prospective teachers' views on using CALL in the EFL classroom: A case-study

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One of the major aims of English as a Foreign Language (EFL) teacher education departments is to train highly motivated and competent EFL teachers by providing the necessary circumstances for prospective teachers (PTs) to access as many professional learning opportunities as possible. In EFL teacher education, Computer Assisted Language Learning (CALL) practices have been addressed in the literature through a number of perspectives. As implementing CALL practices to teaching EFL is a novel approach for EFL PTs, it is possible that the PTs will not feel professionally ready to implement CALL into their future teaching practices. Thus, examining EFL PTs' opinions on integrating CALL into their teaching practices is important to enhance the teacher education program in the current context. The study focuses on the EFL PTs' existing perspectives and future intentions on the use of CALL resources in an EFL context. In addition to examining prospective teachers' perceptions, the factors affecting their beliefs about using CALL resources in a language classroom will be addressed. In order to address the aims of the study, a mixed method approach was implemented. EFL PTs' were asked to fill-in an adapted questionnaire on their existing and future intentions for using CALL throughout their teaching practices. In addition to the survey, a semi-structured interview was implemented with 11 participants. The collected data were analyzed by means of descriptive techniques. The results of the study displayed the perceived benefits and challenges of using CALL in EFL teaching contexts from the participants' perspectives. Finally, the study provides implications for further research in addition to recommendations for EFL teacher education programs.

Representation of gender in EFL textbooks for high schools: A linguistic analysis

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The aim of this study is to analyze EFL textbooks for high schools in Turkey in terms of gender representation. In order to find out how males and females are represented in these textbooks through language, a linguistic investigation is made on lexical items. Gender-biased use of lexical items and their frequencies are determined. Both qualitative and quantitative methods are used in this investigation. Nouns, verbs and adjectives collocating with the male and female names and with the third person singular masculine and feminine pronouns are analyzed. In the analysis of verbs, Halliday's (1994) taxonomy of verbs is taken as the basis of categorization. The frequencies of male and female names and pronouns (*he* and *she*) are also compared to each other to find out whether there is a gender-balanced distribution. Preliminary findings indicate that words collocating with male and female names differ and there is a slight difference between the collocates of the third person singular masculine and feminine pronouns.

Representations of pain and old age in literature, art, and autobiography

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Iris Murdoch's life story is shot as a movie and directed by Sir Richard Eyre and written by Sir Richard and Charles Wood, based on the books "Iris: A Memoir" and "Elegy for Iris" by John Bayley. In this movie, we see pain of Iris facing Alzheimer and her loss of brain power, which gives a strong psychological pain to her and her husband. Routine of their daily life also change as in line with the changes in her mood which was negatively influenced by her disease. In this movie, how lives of elderly and their loved ones change after illnesses are depicted in reference to Iris Murdoch's real life story. Meanwhile, we as the audience cannot help admiring her husband's way of coping with the problems, patience and his infinite love for Iris. Therefore, health problems of old people in Britain will be analysed and how their life conditions may be improved will be discussed in this study by studying NHO and patient rights in UK and by giving examples from *Iris*.

Saying “no” in a thousand ways! Speech act realization of refusals

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Refusals differ cross-culturally and when non-native speakers fail to perform refusals appropriately, such differences might easily lead to cross-cultural misunderstandings. This study aims to investigate the general preferences of Turkish EFL learners in terms of using refusals and how their L2 development in addition to the type of situation (i.e. requests, invitations, suggestions, and offers), social variables and gender affect their strategy choice. There were two groups of students from TOBB ETU: a) 51 Low Proficient students (17 males and 34 females); and b) 43 High Proficient students (28 males and 15 females). A Discourse-Completion Task (DCT) comprised of 12 situations according to different social statuses (high, low, and equal) was used as the main instrument. Parametric t-tests were conducted to answer the RQs. Low and high proficient groups responded significantly different in each situation type: requests ($p < .0001$), invitations ($p < .0001$), suggestions ($p < .0001$), and offers ($p < .0001$). The two groups differed significantly in refusals to people of higher ($p < .0001$), lower ($p < .0001$) and equal status ($p < .0001$). However, gender had no influence on the strategy choice. What is more, students participating in this study used more indirect strategies overall whereas intermediate students used more adjuncts suggesting L2 development also supports pragmatic development. Further research can investigate the order and content of the refusal strategies utilized by the students. Future research can also design an instructional treatment and investigate the effects of instruction on different proficiency levels.

Social class in Elizabeth Gaskell's *Mary Barton*

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Industrial Revolution in England was the fundamental brick of capitalism that changed the lives of people because of mechanization. While it helped England to become an industrial country and also a great power in the world, the power of capitalism created a huge gap between the middle classes and working classes with the social stratification. Observing the condition of the society, Marx and Engels created their famous claim of class struggle in *The Communist Manifesto*. By calling working class people *proletariat* and middle class people *bourgeoisie*, they emphasized upon the gap between two classes and how to revolt against the capitalistic system by the working class people. This paper ventures to study the class issue in the Victorian society from the perspective of the Marxist literary theory. It analyses how the capitalist society decided the lifestyles of people by categorizing them into classes and with this categorization, working class people led a miserable life. It will also emphasize the process they undergo when they search for their rights. In this respect, Elizabeth Gaskell's novel *Mary Barton* will be studied together with the links between the novel and *The Communist Manifesto*.

Sylvia Plath's "Journals"s correlation with the film "Sylvia"

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This paper aims to study the correlation between Sylvia Plath's "*Journals*" and the film "Sylvia". The female roles are conducted in Sylvia Plath's "*Journals*" through the analysis of psychological and intellectual progress. "*Journals*", recording Plath's overall life and thoughts concerning literature and woman state, will be analysed both in a comparative and dramatic approach. Firstly, the paper discusses the composition of the "*Journals*" with its achievements and influence of Plath's literature review. Subsequently, the paper notes how the film of "Sylvia" relates to her "*Journals*". Literature, as an outcome of social representation, is a particularly influential form of communication that has presumed effects on readers. Examining the contents and tone of reading material is an apparently simple means of social investigation. Essentially, Plath's use of reflective objects and images exhibits her persona's search for self-recognition. While experiencing a conflict between rejection or acceptance of "self" and "other's" definition of identity and autonomous perception, the woman artist endeavours to achieve self-engendering by refuting the objectified identity imposed on her by the male dominated culture. This study concentrates on Plath's *Journals* and the film "Sylvia" directed by Christine Jeffs and scripted by John Brownlow in the reflective images that denote her process of arriving at a liberative and realistic definition of the female figure.

The predictive validity of foreign language examination for the academic performance of ELT students in Turkey

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Regarding the studies on the predictive validity of various proficiency examinations conducted around the world, it can be stated that the results are highly inconclusive and there is little agreement on the relationship between language proficiency and academic performance. This presentation will report the results of a study conducted on the predictive validity of foreign language examination used to select students for admission to various departments of literature and languages as well as foreign language education. The participants included 67 students in their first year of education in the department of foreign language education in a public university. The study benefited from a mixed-method design, enabling to collect both quantitative data while predicting students' academic performance with the foreign language examination and qualitative data from the perspectives from faculty members and students through semi-structured interviews and questionnaires. The participants' total scores on the foreign language examination were used are used to predict the participants' first-semester academic performance in their content courses. A self-assessment questionnaire was administered to the participants to elicit their own assessment of their academic performance in the first semester. Moreover, the faculty members were asked to assess these students' academic performance in their courses. The data collected were subject to quantitative and qualitative analyses and the scores on the foreign language examination were correlated with students' first-year GPA. The results showed that the scores on the foreign language examination had little predictive value regarding students' GPA in the first semester, indicating that the foreign language examination conducted in Turkey to select students for admission to the departments of foreign language education cannot be used an accurate predictor of students' academic performance during the first year of their study.

Task-based teaching and learning exemplified through project work: A case of the ‘Agent’ project

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The current paper deals with task-based learning and teaching as exemplified through the project work method. On the basis of the specific project called ‘Agent’ the author of the paper identifies the project as a mirror of task-based instruction. The theoretical part of this paper presents findings of scholars and researchers on task-based and project-based learners, and their implications. In the latter part, the author focuses on his original project ‘Agent’, which has been carried out by students and teachers from the Complex of Secondary Schools No 1 in Krotoszyn since 2005. By presenting examples of materials from different editions of the project, he emphasizes an important role of the project method in channeling ideas formulated within a task-based framework.

Teaching survival English to young learners in a multilingual British classroom

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The number of children learning English as an additional language in the UK has drastically increased, so the English public schools attempt to deal with problems emerging in the education of these children. There appears to be insufficient materials as well as prevalent anxiety among mainstream teachers who must teach these children as their only source of exposure to English. Due to the funding-related issues, English as an Additional Language (EAL) support in the mainstream schools frequently proves to be inadequate. All these reasons made me as a teacher-researcher contemplate what could be done for the children in my classroom in a public school in Leeds, England and encouraged me to conduct a research as a part of a Cambridge DELTA module, eventually designing a course with practical and interactive activities suitable to the pupils' cognitive abilities. The participants consisted of six children aged 6 to 11 who had no previous experience of learning a foreign language. They settled with their families in the UK after emigrating from their home countries (Czech Republic, Portugal, Italy, Eritrea and Pakistan). This study features a course design consisting of the following six steps: Assessment of learners' needs, setting objectives, determining content, developing materials, deciding on method and final assessment (Graves, 2000). The data were collected through questionnaires, colleague interviews, language profiles, parent surveys as well as also diagnostic testing. The needs analysis results identified students' needs that helped determine the course aims and objectives. The propositions made in this course can potentially set an example for addressing bilingual learners' emergent needs and can be regarded as a useful teaching aid for these children within the mainstream schools by complementing existing learning activities.

The empowerment of working-class femininity in Elizabeth Gaskell's *Industrial Novel North and South*

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Elizabeth Gaskell, who authored controversial yet well-received novels as a female novelist in the nineteenth century England, collaborated with prolific figures such as Charles Dickens in the publication of her works in periodicals, among which *North and South* (1854) holds a prominent place presenting the author's conception of women's empowerment. Gaskell's novels feature distinctive heroines portrayed in the depressive and overwhelmingly industrialised northern England, which is associated with transition, manufacturing and suffering. She attempts to portray the devastating impact of rapid social conversion upon individuals and their surroundings by exclusively focusing on the psychological and physical aspects of the issue at an individual level. In particular, *North and South* demonstrates how working-class women's roles alter and diversify in the face of industrialisation. The account of the heroine's journey from the South to the North signifies a transition in which the roles and troubles of femininity are redefined against the backdrop of the material discrepancy between two regions of the rigid society. This paper thus aims to show how Gaskell constructs the new working-class femininity in her story analyzing the dichotomies of wealth and scarcity, rurality and industrialism

The Hyperreal world of Coetzee's Foe

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J. M. Coetzee's *Foe* establishes a free-play intertextual world through adopting Daniel Defoe's canonical novel *Robinson Crusoe* as his palimpsest where he reworks the relationship between the hypotext and the hypertext. As the parodic rewriting of Defoe's novel, Coetzee's *Foe* imitates its hypotext (Daniel Defoe's canonical novel *Robinson Crusoe*) and at the same time problematizes the relationship between the original and the copy through Bakhtinian refractions which create the critical distance between the two novels. In his Palimpsests, Genette focuses on hypertextual relations between texts as his palimpsest analogy suggests that new texts can be written over pre-existent texts which should be accepted as their hypotexts. Such hypertextual relation created through all forms of imitation, transformation, parodic rewriting and pastiche invites "a kind of double reading" This double reading, or as Genette puts it, "relational reading," is secured through the paratext which serves as "accompanying productions" (1997a: 1) "linking the text to the various kinds of discourse of which it is a representative" (1997a: xix). Genette relates in Palimpsests that "Like all generic categories, hypertextuality is most often revealed by means of a paratextual sign that has contractual force" (Genette 1997b: 8). The title of the hypertext, for instance Coetzee's *Foe*, is "an explicit contract which, at the very least, alerts the reader to the probable existence of a relationship" between the two texts (Genette 1997b: 8). Genette distinguishes "deviant arrangements" as another type of titling that we can see mostly in titles of parodic works today where "the titular pastiche is unavoidably called for by the textual pastiche" (1997a: 72). For Genette, parodic allusion is carried out in the peritextual field through "parodic distortion," for instance, through paratextual allusions in titles (1997b: 36). In hypertexts, such peritexts as titles or intertitles, prefaces, dedications, etc., are, to pursue Genette's analogy of the palimpsest, written on the same parchment and superimposed upon another title which is allowed to be seen behind and which gives way to "relational reading (reading two or more texts in relation to each other)" (1997b: 399). Such example titles from contemporary parody works and pastiches as *A History of the World in 10½ Chapters* and *Flaubert's Parrot* by Julian Barnes, *The Casebook of Victor Frankenstein* by Peter Ackroyd, *Alice in Sunderland* by Bryan Talbot and so on show that the paratext of a parodic rewriting (as a genre index) is like a palimpsest which still includes the earlier script behind, allowing the hypertext and the hypotext to be read simultaneously and the original voice of the text that is transformed to be heard behind. The aim of this study is to analyze J. M. Coetzee's novel *Foe* to see how the novelist destabilizes the distinction between the hypotext and the hypertext, namely the original text and its parodic imitation. Coetzee's novel makes it possible to read Defoe's *Robinson Crusoe* as the possible published version of the story which the novel character Mr Foe as the author conjures out of Susan's supposedly "true account of the island life" that she relates in her memoir to Mr Foe. Coetzee manages to eliminate the difference between the original and the copy, a process of reproduction which, in Baudrillard's terms, makes us the readers of the novel consume "the hyperreal rather than the real" (Nicol 6).

The impliept of crystallization of the tongue in mastering of reciting the Holy Qur'an

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The mistake in pronouncing the unusual word of foreign language that can happen at the time of articulating on it, and will become more difficult to repair if the level of tolerance in articulation is a very weak to adapt to the new once. It is likely in the same condition with the problem that has been facing by some reciters of Qur'an from several countries all over the world. The main problem of the mistake is a crystallization on the tongue to adapt with a sound of Arabic alphabet which has some unique of articulation in every single letter. This condition is being happen since long time ago from the period of prophet Muhammad when coming order from Allah in the Qur'an to read the Qur'an with perfect pronunciation until today. There is a large contribution of Tajweed scholars that has given a solution to solve this fundamental problem in reciting the holy Qur'an. As well as we know that they have an own language with a various dialect and special style. This problem happens when they are reciting the holy Qur'an which has standardization of procedure and requirement to be in actual pronunciation, every reciter should have capability perfect pronunciation of Arabic letters that has used in the Holy Qur'an. This regulation is very importance for all reciters of the holy Qur'an to adopt their organic speech to the Arabic alphabetical sound because it mentioned in the holy Qur'an with the ordering of "*Tartil*". *Tartil* means to pronounce the Arabic letters in the Holy Qur'an with correct articulation and right in long and short Vowel of the verses of Qur'an. This paper wants to express a fundamental problem in mastering the capability of foreign language wherever this problem also happens to the reciter of Qur'an.



Providing oral and visual feedback on learners' writing through screen casting software and learners' motivation: A case study

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Providing feedback on language learners' writing, as on grammar and responses to reading, is of high importance as the comments and suggestions provided to learners will guide and improve their writing, if especially provided during the process of writing drafts rather than on the finished product. The feedback can be provided to learners by teachers can be verbal and/or written and teachers put a great deal of time into learners' writing while providing feedback. The ultimate aim is to make learners aware of the sentences and/or grammar that need to be improved and edited and encourage them to act on these points. The current study aimed to examine the effect of providing feedback on language learners' writing on learners' motivation through screen casting software. The study was conducted with 15 students on Academic English course. Before the study, the instructor and the students were provided with training on the freely available screen casting software, Jing through hands-on experience in recording feedback learners' writing. Then, the instructor commented on learners' drafts on a given topic, recording a video through Jing. The comments provided were more on the learners' ideas and organization and the mistakes on spelling and grammar were ignored provided that they did not prevent getting the meaning across. The recorded videos were then sent to learners by email and the learners re-drafted their essays based on the feedback. During redrafting, they also used Jing to record how they re-drafted their essays. Then, they sent the video to their instructor together with their re-drafted essays. The results of the study showed that although preparing a recorded feedback on students' essays and preparing responses to the recorded feedback require a significant amount of time for recording and sending the recorded videos for both the instructor and for the students, the increased motivation of students and the willingness to re-draft their essays and quality of the essays are noteworthy. Moreover, according to the participants, the oral and visual feedback provided by the videos enabled them to easily follow the comments pointed by their instructor as the videos provided them with the opportunity to replay as many times they wished.

The magic toyshop as nucleus of desire: A Lacanian analysis

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The Magic Toyshop (1967), Angela Carter's second novel, is the story of a young middle-class English girl—Melanie, who with her brother and sister has to move to London and live with her uncle after the death of her parents in an accident. The story bears some characteristics of fairy tale narrative and through the narrative it reveals the construction and the reification of the *Woman* and the *Man* in the symbolic order. Melanie's uncle, Philip, who makes toys and puppets, treats all the characters in his household as if they were simple marionettes. He tries to function in the household as the primordial father and does not tolerate any digression or transgression. As a result of the oppression exerted upon themselves, the characters in the toyshop suffer from excessive levels of anxiety and guilt since they are torn between Desire and Law. Desire and Law stand out in the novel as the major polarity around which all the narrative is structured. Oedipus complex is the nucleus of desire, repression and sexual identity. It is the point at which we are produced and constituted as subjects. It represents the beginnings of super ego, morality, conscience, law, and authority. The Oedipal realization makes the subject capable of seeing itself in a formal or structural relation to others and to objects. At the beginning of the novel, Melanie is already within the Symbolic. Her stealing Jonathon's books and selling them to buy a set of false eyelashes indicate that she tries to re-establish the Imaginary within the Symbolic. She is certainly aware of the male gaze and thus tries to relaunch her ideal ego. However, entering the Symbolic will hurt her, just like the false eyelashes that made her weep painful tears.

The Nomadic nationalist: An autobiographical reading of James Joyce's *A Portrait of the Artist as a Young Man*

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James Joyce's *A Portrait of the Artist as a Young Man*, as a semi-autobiographical novel, contains hints to Joyce's political ideas regarding Irish nationalism during his early life. When applied to this novel, an autobiographical reading informed by other theoretical backgrounds especially Gilles Deleuze and Rosi Braidotti's concept of "nomadism," as merged with the concept of "nationalism," can yield fruitful results as to the nature of Joyce's nationalist tendencies implied in *A Portrait*. A "nomadic nationalist" may refer to a person who wants the decolonization of his country but who is not a mainstream nationalist. In this way, the concept of "nomadic nationalism" is closely related to post-colonial theory. Thus, Homi Bhabha's concept of "nation as narration" is also benefitted from in undertaking the study. In this concept, Bhabha draws attention to the contradictions and inconsistencies present in the texture of nations through seeing nations as texts. The new historicist theory is another theoretical background which is used in this study in order to better situate young Joyce and his early works, especially *A Portrait*, in the socio-political context of Ireland during one of the most tumultuous periods of Irish colonial history—i.e. the late 19th and early 20th centuries. By studying *A Portrait* in a parallel way with Joyce's other early writings such as his other early fictional works, his letters, and his critical-political essays, this study aims to find an answer to the question of Joyce's nomadic nationalist tendencies in the early phase of his life as referred to in *A Portrait of the Artist as a Young Man*.

The pain of unbelonging in *Admiring Silence*

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Admiring Silence, which was written in 1996, is the fifth novel of the Tanzanian-born, highly acclaimed British author Abdulrazak Gurnah. The novel tells the story of an expatriate in England who depicts the despair of being torn from his roots. The omniscient narrator in the novel experiences pain and confusion of adapting a new culture for twenty years fabricating dual stories for both his girlfriend Emma and his family back in Zanzibar with a strong sense of dislocation, alienation and identity crisis. He seems to enjoy his ostensible life in England but the fact is far beyond the estimations. The pain of unbelonging was first dubbed by Germaine Greer to emphasize the role of post-colonial alienation in identity construction. The pain of unbelonging is heavily felt in the novel from both autochthonous people and immigrant contexts as the protagonist makes up stories for his British friends about his past to fulfil his life in Britain, yet he is to face a different story upon his visit to back at Zanzibar which is to prevent his returning to so-called home back in the kingdom. It turns out that he is alien to his past as well that he is described as *persona non grata* at one point. In this study traces of the pain of unbelonging is sought and studied in terms of post-colonialism and imperialism. Reasons of the protagonist's bilateral imagery stories are evaluated.

The place of culture in ELT: Turkish EFL teachers' perceptions

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It is aimed, in the present study, to investigate Turkish EFL teachers' opinions and beliefs on the place of target culture in English language teaching. Moreover, the aim is to find suitable responses to the following questions:

- a) What is the definition and importance of culture for Turkish EFL teachers?
- b) What are the EFL teachers' attitudes towards cultural information in their teaching EFL?
- c) What role do they allocate to the culture of the target language in their classrooms?

In this study, two methods were used in order to collect data: a written survey questionnaire and an interview. Not only the questionnaire, but also the interview was structured by the researcher. In order to collect information about the clarity of the items and to find out whether they extract the information that this study aims to elicit, the questionnaire was piloted with 20 EFL instructors from 2 different private course centers of EFL in Sivas (10 teachers from each). Written questionnaire was given to 100 students learning EFL in 2 private course centers (50 students from each).

The place of mother tongue in the teaching of content courses through English-medium instruction

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One obvious and desirable consequence of higher education institutions' efforts to internationalize themselves is the adoption of English-medium instruction (EMI) as a vehicle in the delivery of content courses. This is particularly the case in non-Anglophone countries where English entertains no official status. Although researchers have extensively canvassed the place of English in EFL and ESL classes in such countries through discussions and empirical research, there seems to have been a lack of interest among researchers regarding the place of mother tongue in EMI university courses. The proposed study has thus emerged as a reaction to this gap, and aims to gain a better understanding of the place of mother tongue in EMI tertiary-level courses in terms of the perspectives of Turkish content teachers. Adopting a qualitative approach, data was garnered via semi-structured interviews with 13 content teachers of several disciplines from three renowned EMI universities. The data, analysed through qualitative content analysis, indicate that lecturers are, in the main, supportive of integration of mother tongue, i.e. Turkish, to varying degrees as well as letting students use it during the classes for purposes of fairness, and clarity and comprehensibility of the course content. However, it emerged that there was a lack of compatibility in their views about to what extent and in which tasks the mother tongue should aid EMI. The teachers making their case against mixed-mode instruction in classes mainly point to the presence of international students in classes, and the fact that institutional policy rule which they are not willing to violate urges them to use English only. Therefore, they reported that they do not make any allowances for the use of Turkish in their classes, arguing that students should get accustomed to using English, and there can be no concessions to lecturers on the use of English.



The use of images instead of translation in foreign language teaching

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When “Teaching Foreign Language” is the main issue, generalization is not taken into consideration, because so much depends on the situation, the target learner, the country, the language, and the culture. Instructors make use of various methodologies to improve the students’ language skills. In this respect, this study focuses on teaching French at primary school by developing “the visual language”, which is the study of the structure and comprehension of graphic, image, flash-cards, particularly sequential images, illustrations of short story books. The image is shown as an important tool for learning, and thus helping learners become more conscious on the functions and difficulties of language learning. It includes such skills as memorizing, phrase-making, questioning, describing, and explaining. Thanks to it, the learner having difficulties in the language turns out to be active with the interesting activities presented by the teacher. As long as the image serves us as a type of translation, what is the point in using the first language? Meaning is directly transferred to the target language, without translation, and students start deducing the rules based on images or illustrations. In this case, the use of the L1 in the classroom is avoided. The participants of this study included the students aged between 6 and 12 years, learning French as a foreign language in the private high school, “Tevfik Fikret Lisesi” in Ankara. The students study French as the first foreign language. One of the techniques used at this school to avoid translation is “the image”. On analyzing the worksheets of children at different levels, it is observed that teachers present activities in four skills. In this way, students learn the basic vocabulary, structures and they are encouraged to develop strategies for transferring the (linguistic) structures to the communicative functions in real situations. This study aims to give some examples of different techniques of teaching French in primary school to motivate children and to improve their foreign language skills.



Thought representation and misperceptions in Toni Morrison's *The Bluest Eye*

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This paper explores the construction and deconstruction of images in relation to the diverse perceptions of the characters in Toni Morrison's *The Bluest Eye*. The narrative represents the characters' obsession with images and their involvement in the world of appearances. Considering the thought and experienced self of the characters, the paper argues that they are primarily concerned with their public image since their social perception from without (how they are perceived) shapes their self-perception and internalized perception. The paper reveals that even though the narrative presents the effects of so-called self-perceptions, social perceptions and internalized perceptions, these are essentially misperceptions and the characters' strong desire to construct an affirmative image in the public eye is in vain.



Three generations three stories

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Studies that are conducted to investigate language development in childhood have revealed that there are developmental differences in the emergence and function of morphological units, temporal markers, discourse markers and other linguistic units that regulate social life. This study is designed to investigate the qualitative features of the stories produced by children, adults and olds with a special focus on the vocabulary, sentence structures, word specification, use of deictic expressions, topicalization, the preference in the use of tense aspect modality markers, goal directedness and evaluative language along with the quality of storiness of narratives at macro level according to Labov's (1972) definition of a story. Participants are 60 children from 3 to 5-year-olds, 60 adults from 20 to 30-year-olds and 60 olds who are 60 and over. Data were collected by using Mercer Meyer's (1969) textless picture book, *Frog, where are you?*, which depicts the events that take place while a boy and a dog are in search of a missing frog in countryside. Each subject was given the book in a reserved room and was asked to go through the book before she/he was asked to tell "the story" in the book. Then she/he was asked to tell the story in such a way as she/he would tell it to someone who had never seen the picture book. Data were audio recorded and then were transcribed by the researcher. 20% of the data were transcribed by two transcribers as well to check the reliability of the transcription. Agreement was 100% on the linguistic units under the focus of this study. The transcribed data were analyzed first qualitatively and then quantitatively to support the qualitative findings. Results showed that there are significant differences in the choice of vocabulary between olds and children while the vocabulary in adults' stories show similar features to those of both olds and children. The mean length of sentences in adults' stories is longer than in those of children and olds and the sentences produced by adults are more complex than those of both olds and children. While both olds and children use evaluative language in their stories, the usage of evaluative language in adults' stories is more prominent. This finding shows that children and olds use descriptive language more than adults in the construction of narratives. Some of the olds and most of the children (especially 3 and 4-year-olds) use deictic expressions very often as filler while adults use them for the coherence of the text. It is observed that almost all of the narratives produced by adults are goal directed while the number of narratives that are not goal directed is quite high in both olds and children, especially those of 3 and 4-year-olds. While almost all of the adults produce well-formed stories, some of the olds and children fail to produce narratives that contain story units such as orientation, attempts, resolution and coda.

Two prophets of Idea: Bernard Shaw and Necip Fazıl

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It is no marvel that we wish to address two distinctive writers of British and Turkish Literature in which their writings fashioned exceedingly challenging ideas. Being a Victorian dramatist, Bernard Shaw was the initiator of Creative Evolution and Life Force, and he was one of the leading names of Fabian Socialism. He confronted the traditionalism of Victorianism, and took a stand against woman oppression, and social illnesses. Necip Fazıl, on the other hand, as a leading Republican poet of Turkish Literature, was a man of ideas who embraced the Ottoman traditionalism and anchored in Eastern ideals. Called as the Sultan of the Poets, Necip Fazıl opposed the idea of westernization of Turkey, and went in search of Eastern eulogies instead. This paper will address two differing names of two dissimilar literatures and the stimulating ideas of these abovementioned prophets.

Undergraduate Jordanians improve their English speaking fluency through video chatting with undergraduate Americans

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This study aims at investigating the impact of Video Chatting on improving undergraduate Jordanians' English speaking fluency. The present study attempted to answer whether there is a statistically significant difference ($\alpha=0.05$) between the Jordanian undergraduate subjects' mean score on the English speaking fluency test due to using Video chatting with native speakers from America or not. The researcher used a random sample of (60) undergraduate students from The World Islamic Sciences and Education University in Amman -Jordan; (30) students to represent the experimental group, and (30) students to represent the control group. Those students sat for the pre and post-tests of speaking fluency. Video chatting was used to practice speaking with a sample of American students from Middlebury College in the USA. As the study design was a quasi-experimental one, ANCOVA was used to analyze the quantitative data. The results of the study showed that Video chatting with English native speakers enhanced significantly the English speaking fluency of the students in the experimental group. It was recommended that English university instructors adopt Video chatting in their classroom practices to improve the English speaking fluency of the Jordanian undergraduate students.



Unfulfilled dreams in Lorraine Hansberry's *A Raisin in the Sun*

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19th century, short-lived author Lorraine Hansberry was born in Chicago in 1930; she died of pancreatic cancer 34 years later in 1965. She was raised in a family that fought a very personal and specific fighter against racial segregation. Her family bought a house in Washington Park, a white subdivision of Chicago Southside, against a restrictive covenant. As a student at the University of Wisconsin-Madison, she studied painting then writing before leaving the college two years later due to reasons better known to Ms. Hansberry herself. She left to New York to pursue a writing career where she attended New York's New School for Social Research. The Harlem writers, especially James Baldwin, Du Bois and Langston Hughes influenced her deeply. Her work *A Raisin in The Sun* took its title from the Langston Hughes poem which has many ideological questions. These questions that lead us to understand the desires, aims and dreams of Afro-Americans were asked so many times by the Harlem writers. It is no accident that she choose Langston Hughes' poem as a gateway into the incredible experience of true life, living, dreaming and working for a better tomorrow. The characters have unfulfilled dreams. These dreams mostly involve money. Although the Young family seems alienated from white middle-class culture, they have the same materialistic dreams as the rest of American society. In the 1950s, the stereotypical American dream was to have a house with a yard, a big car, and a happy family. The Youngers also seem to want to live this dream. All the characters having different dreams, bring new hopes to the family and try to fulfill their dreams. The family's dream of moving to a white neighborhood in Chicago is the single most fulfilling dream in the play. The dream serves to create new hope that maybe their dream can be supported by their environment after all.

Wedding invitation genre: Communicating sociocultural identities of Iraqi society

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The present study examined the genre of Iraqi wedding invitation cards (WICs) in terms of its textual and visual components, and the impact of the social norms and assumptions on the articulation of these components. Drawing upon three analytic tools, namely, genre analysis proposed by Swale (1990) and Bhatia (2004), semiotic analysis adopted by Kress and Van Leeuwen (2001), and critical discourse analysis advocated by Fairclough (2010), a sample of 250 WICs was selected to be considered for analysis. Corpus analysis showed that Iraqi WICs varied in terms of their non-linguistic features like printed forms, colors, layouts, calligraphy, graphics, and paper materials. On the other hand, the underlying schematic organization of Iraqi WICs was built around seven component moves. Moreover, Islamic religious beliefs and Iraqi socio-cultural system were clearly encoded in these wedding invitation texts affecting their organization structure.

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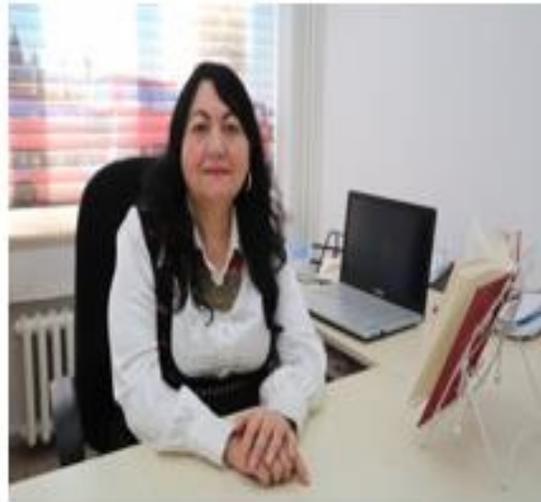
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