

15th INTERNATIONAL BILKENT UNIVERSITY
SCHOOL OF ENGLISH LANGUAGE
ELT CONFERENCE

“The Future of EAP: Provision, Standards and Practices”

Dear Colleagues,

We would like to welcome you to the 15th International Conference organised by Bilkent University School of English Language (BUSEL).

The goal of the 15th International BUSEL Conference is to explore key issues, effective practices, and standards in EAP provision and create a forum to share experiences that will shape the future of EAP. In addition, we hope to create a learning environment where EAP professionals, faculty, administrators, and others can network, learn, and share ideas in order to better understand ways in which research and teaching interact, and inform each other from a number of vital and relevant perspectives.

We would like to thank you all for travelling from all over the world to join us for this event. We sincerely hope that you will find the conference both enjoyable and useful and leave feeling stimulated and enriched by the experience.

We would also like to thank our main sponsor, Bilkent University School of English Language, Centre of Excellence for Research and Training in EAP, and other sponsors, Oxford University Press, Cambridge University Press, EnglishCentral and Macmillan Education.

We wish you a successful conference and happy networking.

Conference Committee

Conference Committee

Coordinator



Dr. Hande Işıl Mengü is the Associate Director of Bilkent University School of English Language. She holds a Ph.D. in English Language Teaching with a concentration on Teacher Education. Dr. Mengü has been involved in teacher education since 2001 and has tutored on Cambridge English DELTA courses and various M.A. programs at Bilkent University. Her current research interests include 21st century teacher learning and development, psychodynamics of training, developing intercultural and phonological awareness in language teaching, EAP teacher competences and teaching EAP to students at low proficiency levels.

Members



Dr. Semih Sert received his B.A. in English Language Teaching from Middle East Technical University in 1988. Dr. Sert received his MA TEFL degree from Gazi University in 2001. During his ten-year tenure at the Turkish Military Academy, he received an M.A. degree in International Relations from Selçuk University in Konya. In 2008, he completed his doctoral studies in METU and received a Ph.D. degree. Dr. Sert started teaching in the Faculty Academic English program at Bilkent University in 2011 and received a certificate in teaching EAP in 2013.



Dr. Jamie Cardwell is an instructor at Bilkent University School of English Language, Faculty Academic English program. She holds a B.S. in Education, M.A. in English (TESOL), and an Ed.D. in Education (curriculum, instruction, and assessment).



Şule Şenel received her B.A. in Foreign Language Education from METU. After graduating from university, she started working in the preparatory program at Bilkent University School of English Language and completed the Cambridge English CELTA course. Thereafter, she had the opportunity to expand her understanding of the principles and practices of ELT methodology by doing the Cambridge English DELTA course. She also received an M.A. degree in Management in Education from Bilkent University. Currently, she is working as an academic supervisor and teaching pre-session courses in the Preparatory Program at Bilkent University School of English Language.



Birgül Gülenler has been working in the preparatory program at Bilkent University School of English Language for more than 20 years. She has completed the Cambridge English COTE and DTEFLA courses. She also holds an M.A. degree in Management in Education from Bilkent University. She has taken part in many national and international conferences by delivering talks and workshops. Her current research interests include teacher research, teaching language skills, learner psychology and motivation, management in education.



Elif Kaya works as an instructor at Bilkent University School of English Language, preparatory program, She is a Ph.D. candidate in the Curriculum and Instruction program at Bilkent University and in her dissertation she is investigating the applicability and comparability of scores from computerized adaptive and paper-based versions of a language proficiency reading test. Her research interests include computer adaptive test item response theory and the construct of language proficiency.



Özlem Zengin has been an English Language instructor at Bilkent University School of English Language, preparatory program for 7 years and has completed the Cambridge English CELTA and DELTA courses. She is currently a Ph.D. candidate in the Faculty of Education, Curriculum and Instruction program at METU. She is also the training and content coordinator of the Bilkent University Educational Technology Support (BETS) group. Her main research interests are technology integration into the curriculum, CALL, MALL, use of learning technologies in instruction and teacher education.



Robert Lee Lockwood completed the Cambridge English ICELT and DELTA courses. He started his ELT career in 2011 in Chiapas, Mexico before moving to Turkey where he is now an English Language Instructor and Testing Unit Item Writer at the Bilkent University School of English Language, preparatory program.



Laura Eickhoff is an instructor in the Faculty Academic English program at Bilkent University School of English Language. She has an MA TESOL from Michigan State University and DELTA certification. Prior to Turkey, Laura taught at universities in the US, Hong Kong, and Mainland China.

Web Design and Programming



Robin Turner has taught English in England and Turkey, mainly with the Faculty Academic English Program of Bilkent University, where he is also part of the Bilkent Educational Technology Support (BETS) group, which provides Moodle services for the university and training in Moodle and other educational software. In addition to teaching, he occasionally does translation, editing and television work. He has written on a variety of subjects, including linguistics, education, philosophy and games.

Conference Secretary



Şule Eser is currently an administrative assistant at Bilkent University School of English Language. She has been working in the school since 1994. She received her B.A. in Radio, Television and Film production from Ankara University Faculty of Communication in 1990. She also holds and M.A. degree in Office Management from Gazi University which she completed in 2010.

Please don't hesitate to contact us for any questions during the conference:

Dr. Semih Sert : 0532 522 7559

Özlem Zengin : 0505 767 0498

Şule Eser : 0542 647 2037

CONFERENCE INFORMATION

Conference Registration and Conference Desk

Conference Venue : Bilkent Hotel

Daily opening times : 08:00-17:30

Desk personnel : Şule Eser

Notices and Daily Announcements

There will be a notice board near the registration desk for announcements and for participants to leave messages. Please check the notice board regularly.

Finishing on Time (to those presenting)

It is very important to adhere to the times allocated for your presentation as there needs to be enough time for the next presenter to set up and start their presentation on time.

Eating on Campus

Sultan Restaurant Table d'hôte (East Campus)

Open 08:00–20:00

8-minute walk from the conference venue

Restaurant meal consisting of a fixed number of prepared dishes

Price range: 10–15 TL

Coffee Break (East Campus)

Open 08:00–17:30 (weekdays only)

5-minute walk from the conference venue

Sandwiches, salads, pastries

Price range: 20 –25 TL

Bilkent Hotel Akdeniz Restaurant (East Campus)

Open all day until midnight

Turkish and international cuisine

Price range: 25 – 40 TL

Starbucks Bilkent 2, Çamlık Sitesi (Off campus)

Open 07:00–23:00

20-minute walk (3-minute car ride) from the conference venue

Price range: 15 –25 TL

THURSDAY, 28 JUNE 2018

PRE-CONFERENCE EVENT WITH BALEAP (THE GLOBAL FORUM FOR EAP PROFESSIONALS)

GOING GLOBAL: PERSPECTIVES ON BALEAP

PLACE: IZMIR HALL

08:00-09:00	Registration
09:00-9:15	Opening Remarks/Welcome - Asst. Prof. Tijen Akşit (Director, Bilkent University School of English Language) - Maxine Gillway (University of Bristol)
09:15-9:30	Present Situation Analysis at a 'Global Scale' Maxine Gillway (University of Bristol)
09:30-10:00	Present Situation Analysis at a 'Local Scale': The BUSEL Example Asst. Prof. Tijen Akşit (Bilkent University)
10:30-11:00	Coffee Break
11:00-11:30	Program Level Accreditation for Institutional Members Conrad Heyns (University of London)
11:30-12:00	Individual Accreditation Through TEAP Portfolios Maxine Gillway (University of Bristol)
12:00-12:30	Networking and Events: Virtual and Face-to-Face Sarah Brewer (University of Reading)
12:30-13:45	Lunch
13:45-15:00	Focus Groups on Special Interest Groups
15:00-15:30	Coffee Break
15:30-16:15	Panel Q&A
16:15-16:30	Closing Remarks
18:30-20:30	Opening Cocktail at the Rector's Residence (Bilkent University Main Campus)

**FRIDAY, 29 JUNE 2018
CONFERENCE**

08:00-09:00	Registration					
09:00-09:30	Opening Remarks (ISTANBUL HALL) Prof. Dr. Abdullah Atalar (Rector, Bilkent University) Asst. Prof. Tijen Akşit (Director, Bilkent University School of English Language)					
09:30-10:20	PLENARY 1: Assoc. Prof. Dr. Averil Coxhead, University of Wellington (ISTANBUL HALL) 'Researching Vocabulary in Speaking: Implications for EAP'					
10:20-10:40	Coffee Break					
Concurrent 1 10:40-11:10	ISTANBUL HALL	GÖKSU	YEŞİLIRMAK	FIRAT	SEYHAN	KIZILIRMAK
	A Comparative Research on Academic English in Turkey Asst. Prof. Dr. Reyhan Ağçam & Pınar Babanoğlu	Linguistic Competencies of EAP: A Critical Mindset for Academic Achievement Asst. Prof. Dr. İsmail Erton	Academic Writing Revisited Peter Davidson	Can We Boost Learners' Academic Speaking Skills with Some Back-Up? Nilüfer Evişen & Yeliz Torun	Curriculum Reform: Could it Transform Students' Engagement and Academic Success? Dr. Burcu Tezcan Ünal & Suzan Littlewood	Articulating Secondary and Tertiary Education Using EAP İlkem Kayacan Dipcin
Concurrent 2 11:20-11:50	ISTANBUL HALL	GÖKSU	YEŞİLIRMAK	FIRAT	SEYHAN	KIZILIRMAK
	Knowledge Generation in EAP: An Analysis of MA Theses and PhD Dissertations Asst. Prof. Dr. Necmi Akşit & Asst. Prof. Dr. Tijen Akşit	The Bridge to EAP: Gaining Academic Mastery in English Dr. Hasanbey Ellidokuzoğlu	Assessed Pre-Writing: Introducing Students to Strategies for Planning and Outlining Research Papers Yan Overfield Shaw	Effective Extended Listening Skills for EAP Susan Esnawy	The Importance of Teachers' Knowledge and Behavior from Students' Perspectives Soheil Mahmaoudi & Asst. Prof. Dr. Asgar Mahmaoudi	A Call for an EAP Course in Nursing: Nursing Students' Perceptions Dr. Neslihan Önder & Dr. Erdem Akbaş
Concurrent 3 12:00-12:30	ISTANBUL HALL	GÖKSU	YEŞİLIRMAK	FIRAT	SEYHAN	KIZILIRMAK
	Using the ADDIE Model for Designing a Web-based EAP Course in Higher Education Dr. Ebru Melek Koç	Providing EAP support to undergraduate students Kara McKeown & Peter Davidson	Teaching Academic Writing through the Lens of Social Justice Asst. Prof. Dr. Deniz Gökçora	Effective Institutional Practices to Develop the Skill of Paraphrasing Dr. Jamie Lynn Cardwell & Sarah Melissa Hassel	Let's Rock in Professional Development Activities: Evidence-Based Reflective Feedback Through an Application Dr. Seçil Dayıoğlu & Dr. Arzu Koçak & Işıl Güney & Merve Bozbıyık	The Effect of Bullying-Victimization on English Learner Motivation and Identity Hilal Peker

12:30-14:00	Lunch				
14:00-14:50	PLENARY 2: Edward De Chazal, Queen Elizabeth's Secondary School (ISTANBUL HALL) "The Future of EAP: Drilling Down From Tertiary to Secondary EAP"				
Concurrent 4 15:00-15:30	ISTANBUL HALL	GÖKSU	YEŞİLIRMAK	FIRAT	SEYHAN
	A Study of the Affordances of Whole-Class Discussions in a Graduate Context Abbas Hadizadeh & Prof. Dr. Gülşen Musayeva Vefali	Equipping EAP Students with Problem Solving Skills Prof. Dr. Yasemin Kırkgöz	A Different Approach to Process- Based Writing Eif Hande Özer	Evaluation of the Academic Reading Materials through a Bakhtinian Lens Ayşe Tokaç Kan	Improving Practice and Confronting Inequality through EAP Teacher Action Research Melissa Hauber- Özer & Melek Gültaç Alver
Concurrent 5 15:50-16:20	ISTANBUL HALL	GÖKSU	YEŞİLIRMAK	FIRAT	SEYHAN
	A Myth or Reality: EAP Materials for Low Level Students Asst. Prof. Dr. Tijen Akşit & Pınar Yılmaz	Fostering Learner Autonomy and Critical Thinking Within the EAP Context: The Role of Self-Determination Theory Ahmed Badawi Mustapha & Muhammed Mubarique	EAP: An EGAP Writing Course Samah Thabet Sayed	Cross –Cultural Understandings of Professional Standards Antonia Paterson	Academic Literacy-Genre-based Instruction in Writing İdil Gülnihal Yazıcı
Concurrent 6 16:30-17:00	ISTANBUL HALL	GÖKSU	YEŞİLIRMAK	FIRAT	SEYHAN
	A Model for Effective EAP Outcomes: The IBDP Experience Asst. Prof. Dr. John O'Dwyer & Dr. Lynn Çetin & Elif Günaydın	Give Up the (Ghost) Writer? Contract Cheating and the Composition Instructor Yan Overfield Shaw	The Effect of Time Pressure on L2 Writing Yasin Karatay	Four Years On: Lessons from My Foray into Flipped Learning Joel David Compton	Training Student Teachers as Active Researchers: Evaluation of an Academic Writing Course' Dr. Ebru Melek Koç
19:30-22:30	Gala Dinner at Salus Restaurant, Sports International, Bilkent				

SATURDAY, 30 JUNE 2018

CONFERENCE

09:00-09:15	Registration				
09:15-10:05	PLENARY 3: Maxine Gillway, University of Bristol (ISTANBUL HALL) "The Choice of Futures for EAP"				
10:05-10:25	Coffee Break				
Concurrent 7 10:25-10:55	ISTANBUL HALL	GÖKSU	YEŞİLIRMAK	FIRAT	SEYHAN
	Teaching Academic English to Learners with Low Proficiency Level: A Global Challenge Asst. Prof. Dr. Tijen Akşit & Dr. Hande Işıl Mengü	Putting Authenticity Back into EAP Assessment Peter Davidson	English Medium Instruction Courses from the Perspectives of Students Dr. Arzu Ekoç	From Departmental Writing to EAP: Needs Analysis Driven Curriculum Design Dr. Hale Hatice Kızılcık & Derem Çanga	Gender-Neutralization in EAP Material Design: Towards a Non-sexist Approach Dr. Emine Geçgil
11:05-11:55	Panel Discussion (ISTANBUL HALL)				
11:55-12:05	Closing Remarks				

CONFERENCE

FRIDAY, 29 JUNE 2018

PLENARY
ISTANBUL HALL
09:30-10:20

ASSOC. PROF. DR. AVERIL COXHEAD
UNIVERSITY OF WELLINGTON



Researching Vocabulary in Speaking: Implications for EAP

This talk looks at four recent research studies that focus on vocabulary in academic speaking contexts. The first study is the Academic Spoken Word List (Dang, Coxhead & Webb, 2017), which was developed from a large corpus of academic speaking, and is graded according to learner proficiency levels. The second is an analysis of vocabulary in teacher talk in Maths, Science and English as an Additional Language in an international school in Germany. The third study focuses on single words and multi-word units in corpora based on small group interactions at university: laboratories and tutorials. The fourth study is an analysis of vocabulary-focused activities in a range of EAP textbooks, which was carried out as part of the third study. The talk will draw these studies together and consider their implications for EAP pedagogy, materials and course design.

FRIDAY, 29 JUNE 2018
CONCURRENT 1
10:40-11:10

Room: ISTANBUL HALL

A Comparative Research on Academic English in Turkey

Asst. Prof. Dr. REYHAN AĞÇAM & PINAR BABANOĞLU, Kahramanmaraş Sütçü İmam University, Kahramanmaraş, Turkey

This study aims to reveal perceived difficulties of academic English language skills by two groups of academics working at a state university in Turkey. Data will be collected via a five-point likert scale adapted from Berman and Cheng (2001), and quantitatively analysed to see whether the groups significantly differ in their perceived difficulties of academic English.

Room: GÖKSU

Linguistic Competencies of EAP: A Critical Mindset for Academic Achievement

Asst. Prof. Dr. İSMAİL ERTON, Atılım University, Ankara

The session suggests that the skills required for achievement and success in English for Academic Purposes (EAP) have roots in developing communicative competence, the implementation of a pedagogy of pragmatics and flourishing semiotic awareness in foreign language instruction, all of which facilitate the development of intercultural competence, activate learners' cross-cultural schemata, and help them develop a world-view independent of their native language.

Room: YEŞİLIRMAK

Academic Writing Revisited

PETER DAVIDSON, Zayed University, Dubai

One of the key learning outcomes for instructors teaching on a foundation course is to teach academic writing. But what do we actually mean by 'academic writing'? In this presentation, we will critically examine the common genres of academic writing that students are required to write at university, drawing on the work of Gardner and Nesi (2013), and Gillett (2018).

Room: FIRAT

Can We Boost Learners' Academic Speaking Skills with Some Back-Up?

NİLÜFER EVİŞEN & YELİZ TORUN, Gaziantep University, Gaziantep, Turkey

The present study aims at providing more opportunities for learners of English to practice their academic speaking skills both inside and outside the classroom without the pressure of grading.

Room: SEYHAN

Curriculum Reform: Could it Transform Students' Engagement and Academic Success?

Dr. BURCU TEZCAN ÜNAL AND SUZAN LITTLEWOOD, Zayed University, Dubai

Students' low proficiency level may deter curriculum designers of pre-undergraduate English programs from including learning objectives focusing on higher order skills and academic literacy, which are essential for success in EMI. This session will outline how this gap can be bridged through an EAP approach. It will focus on the why, the what and the how.

Room: KIZILIRMAK

Articulating Secondary and Tertiary Education Using EAP

İLKEM KAYACAN DİPCİN, Sabancı University, Istanbul, Turkey

This presentation will address the need to teach academic writing skills as part of the national curriculum at secondary education in order to enhance the quality of EAP in tertiary education in Turkey. The session will focus on a project that has taken a step forward with the contribution of EAP learners at Sabancı University to meet such a need.

FRIDAY, 29 JUNE 2018
CONCURRENT 2
11:20-11:50

Room: ISTANBUL HALL

Knowledge Generation in EAP: An Analysis of MA Theses and PhD Dissertations

Asst. Prof. Dr. NECMİ AKŞİT & Asst. Prof. Dr. TİJEN AKŞİT, Bilkent University, Ankara, Turkey

This study intends to explore how knowledge is generated in the field of EAP and how it informs practice. To this end, 131 MA theses and PhD dissertations, published between 1986 and 2018, were examined through content analysis. The results include the most salient research areas, and methods used in EAP research.

Room: GÖKSU

The Bridge to EAP: Gaining Academic Mastery in English

Dr. HASANBEY ELLİDOKUZOĞLU

The paper discusses manipulation of computer games as tools in boosting academic skills in English. Current computer games provide little linguistic input. If we can design input-rich computer games, they will be helping our students develop basic subconscious knowledge of L2 grammar/lexicon before they delve into more serious academic works.

Room: YEŞİLIRMAK

Assessed Pre-Writing: Introducing Students to Strategies for Planning and Outlining Research Papers

YAN OVERFIELD SHAW, Bilkent University, Ankara, Turkey

The workshop provides brief background on approaches to genre and pre-writing in argument-led and research-based writing instruction, making a case for structuring and assessing students' pre-writing. Participants will engage with four prewriting tasks designed to introduce students to authentic and effective strategies for structuring arguments, developing focused research questions, outlining/planning and abstract writing applicable across the disciplines.

Room: FIRAT

Effective Extended Listening Skills for EAP

SUSAN ESNAWY, ELI, HUSS/Waleed American University, Cairo, Egypt

EAP students are usually pre-trained in listening to sentences and short conversations. However, university students need critical listening and good note-taking skills to understand lectures and use the information in studying and academic tasks. Extended listening skills and activities to empower such students will be presented and applied by participants to a short listening task. Handouts will be provided.

Room: SEYHAN

The Importance of Teachers' Knowledge and Behavior from Students' Perspectives

SOHEIL MAHMAOUDI, Üsküdar University, Istanbul, Turkey & Asst. Prof. Dr. ASGAR MAHMAOUDI, Ardabil Azad University, Iran

This study investigated the importance that students accord to behavior and knowledge of teachers. Copies of a Likert scale questionnaire were distributed among 26 intermediate level prep-school students at Üsküdar University. A Wilcoxon Signed Ranks Test revealed that there was not a significant difference between the importance of knowledge and behavior of teachers from the students' perspectives. A Chi-square test also indicated that gender does not play a significant role in assigning importance to teachers' behavior or knowledge by students.

Room: KIZILIRMAK

A Call For an EAP Course in Nursing: Nursing Students' Perceptions

Dr. NESLIHAN ÖNDER, Uludağ University & Dr. ERDEM AKBAŞ, Erciyes University, Bursa, Turkey

In this research, we aim to find out nursing students' perceptions regarding the difference between compulsory general English course and the elective reading course that is tailored for nursing in a state university. The data were collected through face-to-face interviews (n=33). The salient themes showed that the discipline-specific vocabulary in English reminded nursing students of their content courses in nursing in Turkish increased motivation to read English texts thanks to the tailored-to-fit instruction when they compared general compulsory English courses.

**FRIDAY, 29 JUNE 2018
CONCURRENT 3
12:00-12:30**

Room: ISTANBUL HALL

Using the ADDIE Model for Designing a Web-Based EAP Course in Higher Education

Dr. EBRU MELEK KOÇ, İnönü University, Malatya, Turkey

The present study aims to design an EAP course for students at higher education by using ADDIE (Analysis, Design, Development, Implementation and Evaluation) model. Semi-structured interviews and a survey are the data collection tools. After the diagnosis of the needs of the students, course content and materials are designed in relation to multiple theoretical frameworks such as individual instructional theory and socio-cultural theory.

Room: GÖKSU

Providing EAP Support to Undergraduate Students

KARA MCKEOWN & PETER DAVIDSON, University of Zayed, Dubai

It is commonly accepted that ESL undergraduate students need language and EAP support during their degree programs. But how best to provide this language and academic support is a contentious issue. The purpose of this presentation is to outline the provision of language and EAP support provided by language teachers to students in the College of Arts and Creative Enterprises (CACE) at a university in the UAE. We begin by presenting the findings of research on the attitudes of CACE students/faculty to studying/teaching in English, their perceived level of proficiency, and the challenges that they faced when studying/teaching in English. The research was conducted initially through focus groups with students and faculty and from the information collected via these an online survey for faculty and students was constructed. Over 100 responses were received. The data was analyzed qualitatively and quantitatively and the information gleaned was used to inform materials development. We will showcase examples of these EAP materials. We will discuss the challenges encountered in adopting this approach, and how those have been successfully negotiated. We conclude by presenting some evaluative data gleaned from CACE students and faculty post course surveys that gives their perspective on the approach to EAP support that we have taken.

Room: YEŞİLIRMAK

Teaching Academic Writing through the Lens of Social Justice

Asst. Prof. Dr. DENİZ GÖKÇORA, Manhattan Community College/CUNY, New York, USA

Due to changing world politics, world population, approaches to education, the influence of technology, university faculty reexamine the role of higher education to prepare students for an increasingly global setting. In this demo session, specific examples of global competencies of cultural understanding and integrated reasoning practices will be demonstrated using an intensive ESL writing course.

Room: FIRAT

Effective Institutional Practices to Develop the Skill of Paraphrasing

Dr. JAMIE LYNN CARDWELL & SARAH MELISSA HASSEL, Bilkent University, Ankara, Turkey

Critical analysis through the use of paraphrasing is a necessary skill in this global world. Using results from a teacher action research project, the presenters will share data collected from students and staff concerning effective instructional practices in teaching paraphrasing. Participants will learn practical strategies to address current challenges in paraphrasing to effectively support students in EAP programs.

Room: SEYHAN

Let's Rock in Professional Development Activities: Evidence-Based Reflective Feedback Through an Application

Dr. SEÇİL DAYIOĞLU & Dr. ARZU KOÇAK & IŞIL GÜNEY & MERVE BOZBIYIK, Hacettepe University, Ankara, Turkey

In this workshop, the impacts of the use of SETT (Self-Evaluation of Teacher Talk) and VEO (Video Enhanced Observation), which are two main components of the project by Prof. Steve Walsh, on the professional development of the language instructors in Turkey are going to be presented. The project asserts that “reflective practice (RP) will be enhanced when reflections are evidence-based by giving teachers something to reflect on and something to reflect with” as stated in the project consent form.

Room: KIZILIRMAK

The Effect of Bullying-Victimization on English Learner Motivation and Identity.

HİLAL PEKER, Florida State University, Florida, USA

This study investigated the relationship between EL bullying-victimization, Reconceptualized L2 Motivational Self System, and learner identity. The instrument consisted of 72 five-point Likert-Scale items, five open-ended questions, and a demographic questionnaire. The criterion sample included 1022 ELs, including 188 EAP students. The data were analyzed through PLS-SEM. Results indicated a strong relationship between the aforementioned variables. Implications are provided to help EAP students cope with bullying through an audio-visual and interactive activity.

FRIDAY, 29 JUNE 2018

**PLENARY
ISTANBUL HALL
14:00-14:50**

EDWARD DE CHAZAL

QUEEN ELIZABETH'S SECONDARY SCHOOL



The Future of EAP: Drilling Down From Tertiary to Secondary EAP

In the half-century since its humble beginnings, EAP has developed alongside English-medium instruction into an emerging global phenomenon. Central to this expansion has been EAP's ability to adapt to new research, pedagogies and markets. This talk aims firstly to identify the major trends and tensions currently operating in and relating to EAP. Such an understanding of the current context can then inform a view of how and where EAP is likely to develop. The second part of the talk explores the crucial yet under-researched field of secondary EAP (EAP teaching in secondary or high schools), for which there is a compelling logic. These explorations of tertiary and secondary EAP yield a proposed core curriculum of academic language, critical thinking and needs-driven communication, which lie at the heart of EAP in any context.

FRIDAY, 29 JUNE 2018
CONCURRENT 4
15:00-15:30

Room: ISTANBUL HALL

A Study of the Affordances of Whole-Class Discussions in a Graduate Context

ABBAS HADIZADEH & Prof. Dr. GÜLŞEN MUSAYEVA VEFALI, Final International University

This study explored the affordances of whole-class discussions for a cohort of local and international graduate students at an EFL context. By adopting an ethnographic approach, study findings indicated that participation in whole-class discussions posed numerous challenges, however, it afforded multiple learning opportunities as the participants attempted to legitimize their membership through the negotiation of knowledge claim and text appropriation.

Room: GÖKSU

Equipping EAP Students with Problem Solving Skills

Prof. Dr. YASEMİN KIRKGÖZ, Çukurova University, Adana

Traditional lecturing methods no longer support the teaching/learning needs of English for Academic purposes (EAP) students. This study reports designing an EAP course based on the principles of Problem-Based Learning (PBL) in an English-medium Engineering Department in Turkey. Sample problem statements and voices of students through interview extracts are presented to illustrate benefits of PBL in EAP classes

Room: YEŞİLIRMAK

A Different Approach to Process- Based Writing

ELİF HANDE ÖZER, Bilkent University, Ankara, Turkey

In EAP, outlining is essential in process-based writing, and because writing is not a linear process, outlining can be done before the first draft and/or in-between drafts. This teacher action research focuses on improving students' essay writing skills by asking them to outline between drafts rather than outlining before writing an essay.

Room: FIRAT

Evaluation of the Academic Reading Materials through a Bakhtinian Lens

AYŞE TOKAÇ KAN, Selçuk University, Konya, Turkey

During archetypical communicative reading tasks, students are interactive but not truly communicative. The study looks at six popular academic reading course books with an evaluative lens using Bakhtin's ideas about written genres. Based on the results of the evaluation of the academic reading materials, the study presents practical suggestions for reading curriculum design and classroom tasks.

Room: SEYHAN

Improving Practice and Confronting Inequality through EAP Teacher Action Research

MELISSA HAUBER- ÖZER, George Mason University, Virginia, USA & MELEK GÜLTAÇ ALVER, Bilgi University, Istanbul, Turkey

Based on the experiences of a high school EAP teacher in Istanbul, this presentation illustrates the potential of action research to help teachers improve their practice and confront social inequalities in their unique contexts. Participants will gain an understanding of the research process and ideas for incorporating critical pedagogy and project-based learning into academic language instruction.

**FRIDAY, 29 JUNE 2018
CONCURRENT 5
15:50-16:20**

Room: ISTANBUL HALL

A Myth or Reality: EAP Materials for Low Level Students

Asst. Prof. Dr. TİJEN AKŞİT, Bilkent University, Ankara & PINAR YILMAZ, Bilkent University

This session presents the preliminary findings of a study that comparatively investigated the characteristics of two different textbooks written for the same level of English (CEFR A2), one for teaching English for general purposes and the other for teaching English for academic purposes, within the scope of the first phase of the "Analysis" stage of Richards' (2014) "Textbook Evaluation Scheme".

Room: GÖKSU

Fostering Learner Autonomy and Critical Thinking Within the EAP Context: The Role of Self-Determination Theory

AHMED BADAWI MUSTAPHA & MUHAMMED MUBARIQUE, Arı Schools, Ankara, Turkey

In defining the 21st century EAP needs, this paper takes the view that conscious effort aimed at developing both learner autonomy and critical thinking skills should be given pivotal attention. Towards this end, the paper explores the possibility of integrating Self Determination Theory (SDT), a social psychological theory by Deci and Ryan into EAP content and practices.

Room: YEŞİLIRMAK

EAP: An EGAP Writing Course

SAMAH THABET SAYED, Cairo University, Egypt

My paper comprises a full plan of an in-sessional EAP writing course that was conducted in a group of monolingual undergraduates in KSA. It aimed to upgrade the quality of their writing and enhance their analytical and critical thinking skills to meet their immediate, specific vocational and professional needs.

Room: FIRAT

Cross-Cultural Understandings of Professional Standards

ANTONIA PATERSON, Xian Jiaotong-Liverpool University

This presentation explores directions for fostering understanding of what it means to be an EAP professional. Based on a qualitative study in a transnational university in China, it explores understandings of professional standards and professionalism from a cross-cultural perspective, calling for engagement with the spectrum of values, attitudes and ways of being that enrich EAP and the professionals within it.

Room: SEYHAN

Academic Literacy - Genre Based - Instruction in Writing

İDİL GÜLNİHAL YAZICI, Istanbul Aydın University, Istanbul, Turkey

Students cannot always analyze their writing processes when faced with unfamiliar and more demanding writing situations and fulfill the particular needs. Thus, it is essential to find a desirable identity of a specific department in terms of writing according to the level

of writing students are included, so genre-based writing instruction is to raise students' awareness to equip them with necessary skills.

**FRIDAY, 29 JUNE 2018
CONCURRENT 6
16:30-17:00**

Room: ISTANBUL HALL

A Model for Effective EAP Outcomes: The IBDP Experience

Asst. Prof. Dr. JOHN O'DWYER, Bilkent University, Ankara & Dr. LYNN ÇETİN & ELİF GÜNAYDIN, Özel Bilkent Schools, Ankara, Turkey

Research has shown that International Baccalaureate Diploma Programme (IBDP) students perform well when compared to counterparts in Turkish English Medium Universities. IBDP academic skills ensure students successfully meet faculty needs across disciplines. This presentation analyses the design features of the IBDP, based on practical teaching experience, that might gainfully be applied to university EAP Programmes to bolster EAP outcomes.

Room: GÖKSU

Give Up the (Ghost) Writer? Contract Cheating and the Composition Instructor

YAN OVERFIELD SHAW, Bilkent University, Ankara, Turkey

This discussion paper reviews the literature on the burgeoning industry in contract cheating around modern universities, exploring how it has arisen at a complex nexus of generational values, technological developments, and the internationalisation, expansion and marketization of higher education, and discussing how HE institutions, and EAP instructors in particular, can best discourage, detect, and respond to it.

Room: YEŞİLIRMAK

The Effect of Time Pressure on L2 Writing

YASİN KARATAY, IOWA State University, IA, USA

This study investigates whether writing under time pressure and without any time pressure affect second language writers' (L2) academic writing productions by comparing the use of linking adverbials (LAs), one type of cohesive device, in essays produced by L2 writers in testing and non-testing situation to elicit any differences between two different time conditions.

Room: FIRAT

Four Years On: Lessons from My Foray into Flipped Learning

JOEL DAVID COMPTON, MEF University, Istanbul, Turkey

Based on Hofstede's monumental work on cultural dimensions, the author's study shows areas of potential cultural dissonance between Turkish students and their foreign teachers as they interact within a flipped learning environment in the EAP classroom. The workshop will suggest ways in which any area of dissonance might be overcome for both teacher and student in any classroom environment.

Room: SEYHAN

Training Student Teachers as Active Researchers: Evaluation of an Academic Writing Course

Dr. EBRU MELEK KOÇ, İnönü University, Malatya, Turkey

The study aims to evaluate an 'Academic Writing Course' assisting student teachers in the development of their knowledge and skills for planning and writing research proposals for national and international contexts. Participants of the study are 30 student teachers in their final year in the ELT department at Inonu University.

CONFERENCE

SATURDAY, 30 JUNE 2018

PLENARY
ISTANBUL HALL
09:15-10:05

MAXINE GILLWAY
UNIVERSITY OF BRISTOL



The Choice of Futures for EAP

As language teachers we all know that the choice of future form depends heavily on context. As writing teachers, we no doubt tell our students that audience and purpose determine our choices of content, organisation and language. I will argue that the same is true of EAP: we are each responsible for choosing our futures according to our audience and purpose. I offer a strategic planning tool for analysis of contexts, applying it to my local context and to a global context before inviting you to apply it to your own context.

SATURDAY, 30 JUNE 2018
CONCURRENT 7
10:25-10:55

Room: ISTANBUL HALL

Teaching Academic English to Learners with Low Proficiency Level: A Global Challenge

Asst. Prof. Dr. TİJEN AKŞİT & Dr. HANDE İŞİL MENGÜ, Bilkent University

Both the debate and published research on whether EAP can be or should be taught to learners with low level of proficiency are inconclusive. There are currently two camps arguing for either side of the debate. This session reports the results of a survey that explores the ELT/EAP professionals' beliefs about teaching EAP to learners at low proficiency in Turkey.

Room: GÖKSU

Putting Authenticity Back into EAP Assessment

PETER DAVIDSON, Zayed University, Dubai

In this talk, I will argue that we need to make EAP assessment more authentic. After contrasting authentic assessment with traditional assessment, I will then present a series of authentic EAP assessment tasks that are more valid and reliable than traditional type assessment.

Room: YEŞİLIRMAK

English Medium Instruction Courses from the Perspectives of Students

Dr. ARZU EKOÇ, Yıldız Technical University, Istanbul, Turkey

There has been a rapid increase of EMI in Turkish tertiary education. Some programs are totally (100%) offered in English while some are partly (30%) offered in English. This present study presents the results of a questionnaire at a technical university to understand students' general attitudes towards EMI, challenges they face and the suggestions to enhance the quality of instruction.

Room: FIRAT

From Departmental Writing to EAP: Needs Analysis Driven Curriculum Design

Dr. HALE HATİCE KIZILCIK & DEREM ÇANGA, Middle East Technical University, Ankara, Turkey

This study was conducted at an international university in Turkey to identify departmental writing needs to guide curriculum development. Data from 37 courses at 19 departments were collected and their features were analysed. Faculty were also interviewed. The study demonstrated the diverse needs of STEM and Social Sciences. The presenters discuss how to accommodate this variation by prioritizing transferable skills.

Room: SEYHAN

Gender-Neutralization in EAP Material Design: Towards a Non-Sexist Approach

Dr. EMİNE GEÇGİL, Bilkent University, Bilkent, Ankara

The aim of this presentation is to raise awareness in the gender-loaded language embedded in the materials we use in our classrooms. Designing appropriate materials is crucial in EAP provision. Since the materials we design or adapt may tend to reinforce patriarchal values, in order to maintain effective teaching practices in EAP, teachers should be careful about gender-loaded language. With a view to this, the presentation will provide insights into avoidance strategies and gender-neutralization in material design.

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