



**SAKARYA**  
ÜNİVERSİTESİ

# SAUREDELT 2024

10th Annual Undergraduate Students Conference

## BOOK OF ABSTRACTS

MAY 3, 2024

# ABOUT SAUREDEL

This conference is organized by Sakarya University English Language Teacher Education Department. Starting from 2014, annually organized by the sophomore students, the conference provides the opportunity for undergraduate students to present their research projects, establish network with fellow students from different universities, and meet established keynote speakers. We are happy to host national and international participants this year at the 10th SAUREDEL.

## ORGANISING COMMITTEE



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# KEYNOTE SPEAKERS

Prof. Dr. Benâ Gül Peker

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Dr. Lyndsay R. Buckingham

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Assist. Prof. Dr. Elif Bozyiğit

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Lect. Patrick T. Randolph

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# Prof. Dr. Benâ Gül Peker

## Bio

Professor Benâ Gül Peker has worked at the Middle East Technical University, Department of Basic English, Bilkent University MA TEFL Program and Gazi University, Faculty of Education, ELT Department, Ankara, Turkey. She has been involved in the writing of the 2006 new primary English curriculum and course books (Time for English & Spot-On Grades) (2006-2011). A plenary speaker at the 2006 40th IATEFL Convention, she has presented nationally and internationally. Her professional interests include educational change, teacher empowerment, EFL methodology, NLP, and drama. She is a certified NLP trainer.

# Prof. Dr. Benâ Gül Peker

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## Title of the Session

Oh, no! You left the balcony door open!!!!: Learning about disempowering and empowering styles of communication

## Abstract

This workshop will focus on the five communication styles by Virginia Satir, a successful therapist and communication guru. Four of these styles are actually disempowering strategies while the fifth, leveling, is a style of communication that we can engage in when we are open to each other, listen and share from a place of caring and honesty. It is therefore empowering as we feel connected in our humanness. That is to say, once we become aware of the kind of communication that we are capable of, we can let go of old ways of interacting which are no longer useful to us.

# Dr. Lyndsay R. Buckingham

## Bio

Dr. Lyndsay R. Buckingham is a lecturer and researcher at Comillas Pontifical University (Madrid, Spain) where she teaches EFL and CLIL pedagogy in the initial teacher training degrees for early childhood and primary education and in the master's degree for secondary education. Her research interests include bilingual education, teacher education, intercultural competence, and co-teaching.

# Dr. Lyndsay R. Buckingham

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## Title of the Session

Empowering teachers through co-teaching

## Abstract

Collaboration is the key to success when working toward most goals. We often ask our students to collaborate when working in the classroom because we understand the benefits, but how often do we collaborate as teaching professionals? Collaborative teaching, or co-teaching, is an empowering force for novice and veteran teachers alike. It is a practice that allows each professional to make the most of their skills and complement those of their teaching partners. It also allows us to learn from our colleagues and develop our pedagogical and interpersonal competences, among others. When collaborating, we provide a positive role model for our students and demonstrate what can be achieved when we work together. In this talk we'll explore various ways in which co-teaching can take place, the many benefits of this practice, and how to minimize the inevitable obstacles.

# Assist. Prof. Dr. Elif BOZYIĞIT

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## Bio

Dr. Elif BOZYIĞIT has been working as an assistant professor doctor in the Department of Foreign Language Education at Sakarya University, where she has been working since 2013. She received her undergraduate, graduate, and doctorate degrees from Gazi University. She took part in many undergraduate and graduate-level courses, publications, and project activities on foreign language education, teacher education, reflective practices, adult education, child education, digital competence, outdoor practices, and qualitative research methods. With these experiences, she continues to carry out academic studies in the field of foreign language education and to give lectures at undergraduate and graduate levels.

# Assist. Prof. Dr. Elif BOZYIĞIT

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## Title of the Session

Update, up-to-date, upended: Becoming and being an 'excellent' teacher

## Abstract

In the never-ending journey of becoming and being an English language teacher, the pursuit of excellence often intersects with the pressure to stay current and innovative. As aspiring educators, we find ourselves surrounded with a barrage of questions: Have you seen what that teacher did in their class? How many certificates have you received this year? Have you heard about that teacher winning the award? These inquiries, while well-intentioned, underscore a deeper challenge: the tension between the aspiration for excellence and the evolving demands of the profession. Amidst the flurry of webinars, accolades, and professional projects, it's easy to lose sight of the essence of teaching itself. In this plenary session, we put the heart of this dichotomy under a microscope, exploring the confluence of teacher apprehension and the quest for excellence. Let us challenge the notion that excellence is merely a checklist of achievements, and instead, discover its essence in the profound impact we have on our students' lives.

# Lect. Patrick T. Randolph

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## Bio

Patrick T. Randolph specializes in vocabulary acquisition, creative and academic writing, speech, mindfulness, and debate. Patrick has published *Cat Got Your Tongue?* (2014) and *New Ways in Teaching with Creative Writing* (2020) with TESOL Press and is the author of over 100 articles, 200 poems, eight books, and three short stories. He has given over 200 presentations on a variety of topics: language pedagogy, discoveries and applications of neuroscience, vocabulary acquisition, mindfulness and well-being, poetry, and philosophy. Patrick lives with his soul-uplifting wife, Gamze; insightful daughter, Aylene; wonderfully wise cat, Master Gable; and comical puppy, Bubbles, in the USA.

# Lect. Patrick T. Randolph

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## **Title of the Session**

Easy and Effective Mindfulness Activities for Better Teaching and Learning

## **Abstract**

This energetic session surveys the psychological and physical benefits of mindfulness, and it demonstrates a number of short but very insightful mindfulness activities that guarantee to create positive perspectives about life and promote healthy insights of gratitude and well-being. First, we will briefly look at some of the main issues that we encounter on a daily basis that often cause stress and anxiety. Next, I will define mindfulness and offer three of the main mindfulness principles that will help attendees understand how mindfulness works. I will, then, demonstrate a variety of easy-to-use activities that promote mindfulness both in and outside the classroom. These include self-inquiry mindfulness (e.g., training the mind to be aware of things happening at the moment without being judgmental); gratitude awareness (e.g., waking up and giving thanks to the body); restfulness in action (e.g., learning to rest while doing physical actions during the day); and being aware of and appreciating unique daily experiences (e.g., being mindful of the five senses as the day unfolds). Each of these leads to a growth in cognitive, psychological, spiritual, and physical development. I will conclude the session with a brief discussion on how the ideas can be implemented in the lives of the participants and how these can add to the cognitive, psychological, and physical health of the attendees and their students. Please bring a smile and a desire to learn to this life-loving session!



# **PAPER PRESENTATIONS**

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# The effect of pre-service EFL teachers' personality on their classroom motivation

**Rukiye Sakaoğlu, Özge Civelek**  
**Istanbul Medipol University**  
**sakaoglurukiye18@gmail.com, ozqecv1k1@gmail.com**

Teacher personality and teacher motivation are among the popular research topics that we often encounter in the EFL field. However, the relationship between these topics has not been investigated much. Thus, the purpose of this study is to explore if teachers' personality traits affect their teaching and in-class motivation, and if it does, in what ways it affects them. In this study, 50 pre-service teachers from Istanbul Medipol University took part in the research process. To begin with, the participants took the Big Five Personality Test to find out their personality types. The Big Five personality test, also known as the OCEAN personality test, is based on the Big Five model that defines human personality as the combination of 5 personality traits or factors – Openness, Conscientiousness, Extraversion, Agreeableness, and Neuroticism (making the acronym – OCEAN). The Big Five personality test is a comprehensive personality inventory based on decades of psychological research. Researchers studying the basic characteristics of personality, including psychologists and academics, have frequently discovered that people's variances in personality naturally fall into five categories, or the "Big Five." After the results of the test were taken, the participants were given an English teacher motivation scale which measured their in-class motivation. For this research, a correlational study was carried out by a descriptive research process, which took into account factors such as teacher personality and motivation.

Keywords: Teaching

# Peripheral Learning-Based Psychoeducation as a Method for Coping with Foreign Language Anxiety

**Merve Baran**  
**Bartın University**  
**Mervebaran990@gmail.com**

The Oxford Advanced Learners Dictionary defines anxiety as "the state of feeling nervous or worried that something bad is going to happen." It is also described as an unpleasant emotional state or condition characterized by subjective tension, worry, and feelings of apprehension, along with activation or arousal of the autonomic nervous system (Spielberger, 1972, p. 482). According to MacIntyre and Gardner (1994), foreign language anxiety is "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process" (p. 284). Anxiety is one of the most well-known emotional difficulties reported by students learning a foreign language. Due to the negative effects of anxiety, students may not achieve their desired goals and may lose motivation. Psychoeducation, a method used in combating anxiety, provides information and support and is an effective technique applied by professionals like psychologists, therapists, and social workers. Research emphasizes that psychoeducational interventions are effective in reducing students' anxiety and shyness. Psychoeducation, requiring expertise, can become a complex process. An innovative or seldom-tried alternative method to simplify the psychoeducation process and make it more applicable could be the peripheral learning technique proposed by Lozanov in 1978. Hence, this study aims to design a psychoeducational program embellished with elements of peripheral learning to assist individuals with foreign language anxiety, enhancing their well-being and demonstrating the effectiveness of this design in combating anxiety. This project has two sub-objectives: (1) To contribute to students' understanding of language anxiety and enhance their awareness, and (2) to present psychoeducation supported by peripheral learning as an indirect solution method by addressing the negative effects of foreign language anxiety in the classroom environment. This study, conducted with students learning English as a foreign language experiencing anxiety, will last a total of eight weeks. Psychoeducational posters supported by peripheral learning will be designed and displayed in real-time classrooms for two weeks at each of the four stages. Qualitative interviews will be conducted with students every two weeks to monitor their overall emotional states and detect any changes in their anxiety levels and awareness of anxiety. This study can contribute to developing new approaches and techniques in reducing anxiety levels, boosting self-confidence and motivation in students' foreign language learning process. It will also provide significant findings about the effects of psychoeducation and peripheral learning on learning processes. Thus, the learning process will become less threatening and thereby less anxiety-inducing, which will increase students' efficiency levels and allow them to better understand themselves.

Keywords: Foreign language, anxiety, psychoeducation, peripheral learning, infographics

# Dynamic Hubs: Integrating Tools into English Language Teaching for an Energetic Classroom

**Seda Yaman**  
**Kocaeli Sınav Koleji**  
**sd\_ymn@hotmail.com**

In the realm of English Language Teaching (ELT), the integration of technology and innovative teaching tools has become imperative to meet the evolving needs of today's learners. English language acquisition is not merely about memorizing vocabulary and grammar rules but also about engaging learners in meaningful interactions that enhance their linguistic proficiency and cultural understanding. Traditional classroom settings often struggle to sustain students' interest and participation, leading to passive learning experiences. This presentation aims to explore the multifaceted approaches of integrating various tools into ELT practices, with a particular focus on fostering an energetic classroom environment for active engagement and effective learning outcomes. The contemporary educational landscape is marked by the existence of digital resources and technological advancements, offering unprecedented opportunities for enhancing language instruction. From interactive whiteboards to educational apps, virtual reality simulations to gamified learning platforms, educators are presented with a diverse array of tools to enrich their teaching methodologies and captivate students' interest. However, the effective integration of these tools requires an effective understanding of pedagogical principles, learner needs, and the dynamic interplay between technology and instruction. One pivotal aspect of successful integration is the alignment of technological tools with pedagogical objectives. By strategically selecting and incorporating tools that complement language learning goals, educators can create immersive learning experiences that cater to diverse learning styles and proficiency levels. Moreover, the seamless integration of technology can facilitate personalized learning experiences, enabling educators to tailor instruction according to individual student needs and preferences. Furthermore, cultivating an energetic classroom environment is essential for promoting active participation and fostering a sense of community among learners. Through interactive tools such as Mentimeter, Kahoot, collaborative online platforms, and multimedia resources can stimulate student engagement. By incorporating interactive elements into lessons, educators can encourage peer collaboration, critical thinking, and creative expression, thereby enhancing both linguistic proficiency and 21st-century skills. In conclusion, the integration of tools into English Language Teaching offers immense potential for creating dynamic and engaging learning environments. By embracing innovative technologies and pedagogical approaches, educators can empower students to thrive in an increasingly interconnected and digitized world, while instilling a lifelong love for learning and language acquisition.

Keywords: Technology

# Paideia in 21st century: Back to black?

**Şevval Arslan**  
**Marmara University**  
**sevvalarslan36@gmail.com**

The reality that modern education has reached a point where it questions not only how education should be but whether education should even exist has led us to reexamine the philosophy of education by looking back to the past. To Aristotle, if a person uses their intellect in accordance with virtue, they will achieve eudaimonia, which is a state of happiness and fulfillment, and he argues that this ability should be imparted through education. This type of education in Ancient Greece was called paideia. Building on this view, two concepts need mentioning: educare and educere. Educare refers to providing the education needed for learners to be integrated into an existing system. Educere, on the other hand, aims to enable learners to produce ideas both for themselves and for the world they live in and to have these ideas entirely of their own accord. The left-hand side of report cards is usually related to educare, while the right-hand side is related to educere, but usually the left side of them is where people take into account (Coşkun Özüaydın, 2021). Today, the ability of individuals to cultivate their souls, that is, to live in accordance with paideia, is related to the concept of "cultura animi". This concept involves individuals experiencing enlightenment and forming their individual culture through activities such as art activities, benefiting from objective cultures (Coşkun, 2011). The easiest and most rewarding element of objective culture for schools to provide is books. Books allow the reader to learn long-harvested knowledge in a short time (Ortaş, 2014). Unfortunately, the habit of reading books has not been acquired in our country for many years. Moreover, the same can be said for the use of books in English language teaching. English as a lingua franca is the language of everything. The articles and books are published in English and the conferences are held in English. If we consider that the works shaping the world are now coming from this language or translated into this language, it is crucial for students to read the works published and critically think about them. At this point, the question arises as to what extent English teachers have adopted the paideia philosophy by critically instilling the habit of reading in students which is a part of objective culture, thereby playing a role as a tool in nurturing inner culture and achieving the ultimate goal of humanity and therefore, education.

Keywords: Teaching

# Does practice make second language speech perfect?: An insight from a TÜBİTAK project

**Mualla Elif Durmaz, İrem Doğaç, Vasfiye Geçkin,  
Izmir Democracy University  
elifmdurmaz@gmail.com, iremddogac@gmail.com,  
vgeckin@gmail.com**

Most second language (L2) speakers favor native English speaker teachers over non-native ones when it comes to learning speaking skills. One of the indicators of sounding like a native speaker is through making use of connected speech. As a vital aspect of fluent and native-like communication, connected speech encompasses a smooth transition between words and phrases in the spoken language. Yet, the use, practice and teaching of connected speech is an understudied area in the Turkish context. This study aims to introduce a module which consists of lesson plans developed for a 5-week pronunciation training program to be administered to a group of 10th graders at a public high-school in Türkiye. The lesson plans were designed to act as an intervention program which introduces phonetics and four components of connected speech, namely, assimilation in which adjacent sounds become similar to each other (e.g., 'good boy' /gʊd bɔɪ/ - 'goob boy' /gʊb bɔɪ/), elision in which certain sounds disappear while articulating some words (e.g., 'kind of' /kaɪnd əv/ - /kaɪndə/), catenation in which words are linked together (e.g., 'an apple' /ən 'æpəl/ - a napple /ə'næpəl/), and intrusion in which certain sounds are produced in between some syllables or words (e.g., 'extraordinary' /ɪk'strɔ:dənəri/ - 'extra(r)ordinary' /ɪk'strɔ:rdənəri/). The lesson plans were designed to incorporate technology and gamification to teach the L2 learners phonetics and these components along with ample opportunities for practice. The materials to be implemented came with multiple formats including online presentations, worksheets, online games and interactive activities which were suitable for any classroom and level of students that are enrolled in 10th grade during any time of the teaching program. The 40-minute lesson plans were composed of an introduction, explicit instruction, controlled activity, main activity and the post activity to be implemented. Every lesson plan included a contingency plan to be utilized when there might be a need for an extra activity. In line with the flow of instruction each week, the students were assigned homework focusing on the production of the speech event. The developed module is expected to improve L2 speaking skills of 10th graders through explicit pronunciation teaching.

Keywords: connected speech, pronunciation teaching, lesson plan development, English as a foreign language (EFL)

# ADHD-Inclusive Language Teaching: From Distraction to Interaction

**Cemalcan Uslu**  
**Bursa Uludag University**  
**062110120@ogr.uludag.edu.tr**

## The Problem

The aim of this theme-based presentation is to inform prospective educators about ADHD (Attention Deficit Hyperactivity Disorder) and raise their awareness about this neurodevelopmental problem. The neurobiology behind ADHD is still a vast topic of research, but findings provide a deep understanding of the disorder. ADHD is not a result of a single cause, but it develops out of genetic influences, neurotransmitter dysregulation, differences in brain structure and function, delayed brain maturation, and environmental factors. The worst part of ADHD is its heritability, which ranges from 70% to 80%, making it one of the most heritable psychiatric disorders. On the other hand, dopamine and norepinephrine play a crucial role in the development of the disorder. In addition to these unpredictable factors, environmental factors must also be taken into consideration. In this regard, being aware of these factors becomes incredibly important to prevent the disorder: addictions during pregnancy and exposing the infant to toxins. The consumption of tobacco and alcohol has been linked to the development of ADHD in offspring. Also, exposure to lead and other toxins can negatively affect brain development and increase the chances of the development of ADHD.

The Solution Traditional learning environments fail to satisfy the needs of learners with ADHD, who are characterized by hyperactivity, impulsiveness, disorganization, distraction, etc. However, several techniques and strategies have been proven to be effective against the disorder, such as providing a structured learning environment by minimizing distractions, giving individualized instruction to increase engagement and motivation, incorporating physical activities to release energy, and using multisensory teaching methods to improve the retention of new information. A structured learning environment helps students remain focused on the activities while incorporating physical activities and TPR techniques helps them expend their energy and refocus. In order to do such activities, teachers first need to arrange the classroom setting. Using flexible seating, such as wobble chairs and standing desks, can be a good start. Then the space between desks or worktables should be widened, if possible. When it comes to behavior management, using nonverbal signals, rewarding systems, and gamified emotional temperatures are practical steps.

Keywords: ADHD, Diversity, Inclusion, Disorder

# **In EFL Classrooms: What are the immigrant students' and their teachers' challenges and adapting procedure?**

**Şevval Ayaz & Hanife Buse Kasapoğlu,  
Sakarya University  
sevval.ayaz@ogr.sakarya.edu.tr,  
hanife.kasapoglu@ogr.sakarya.edu.tr**

This exploratory research intends to investigate the obstacles that immigrant students and their teachers face when conducting English language lessons, as well as the strategies that they adopt in order to adjust to these challenges with the intention of gaining a better understanding of how to address these challenges. A further aspect of the study will be to investigate the strategies that they employ in order to enhance their proficiency in the English language. Participants were divided into two distinct groups 1) immigrant teenage students (n=33) who were enrolled in two distinct state high schools in Sakarya/Adapazarı; 2), Turkish EFL ( English as Foreign Language) teachers (n = 6) were present . A consent form was had to be filled out by each and every participant in the study project before the project could even begin. This was done to ensure that their participation was entirely voluntary on their best interest. The researchers were able to acquire the data that they need by making use of surveys that they had developed themselves after obtaining consent from the participants. Within a short period of time following the conclusion of the data gathering process, the replies were arranged in an inductive way according to the responses. According to the findings, there were a few challenges that were experienced by each and every participant; these challenges were universal. Differences in pronunciation, the length of the class, the immigrant students lack of knowledge of Turkish, and the use of L1 (Turkish) by teachers during English lessons were some of the factors that contributed to these issues. On the other hand, the most typical difficulties that teachers encounter are a lack of communication with immigrant students and the absence of any preparation to teach English to students who are immigrants. Both of these issues are obstacles that teachers tend to confront. There is a universal consensus that these two problems are the most significant challenges that educators must contend with. Furthermore, these challenges, in addition to the tactics that they implemented in order to triumph over such obstacles, may prove to be valuable for the goal of performing extra research or investigation.

Keywords: immigrant, high school students, EFL teachers, adaptation, challenges

# **Navigating Challenges in Immigrant Education: Syrian Refugee Students' Classroom Dynamics, Teacher and Parent Perspectives, and Coping Strategies**

**Berfin Yamaç**  
**Middle East Technical University**  
**berfin.yamac@metu.edu.tr**

This paper investigates the challenges Syrian refugee students face in Turkish classrooms, focusing on the critical aspect of language proficiency. The study aims to understand the impact of language barriers on academic performance, social integration, and the effectiveness of existing integration programs. The study engaged 18 teachers responsible for 64 Syrian students, exploring their experiences and perspectives through a mixed-methods approach. Utilizing surveys, the research delved into the coping strategies employed by teachers, the academic challenges Syrian students face, and the utilization and awareness of integration programs. The study also examined communication dynamics between teachers and parents. The findings underscore the central role of language barriers in hindering the academic and social integration of Syrian refugee students. Teachers identified the need for more Turkish language competency as the primary challenge, impacting lesson comprehension and hindering effective communication. Limited awareness and utilization of integration programs were reported, revealing gaps in addressing the holistic needs of Syrian students. The discussion section will delve into the nuanced aspects of language education and its implications for integrating Syrian refugee students. Methodological limitations will be acknowledged, including participant reach and the multilingual survey process. Future research directions will be proposed, emphasizing the need for comprehensive language education programs and a broader understanding of societal attitudes toward the permanence of Syrian refugees in Turkey.

**Keywords:** Critical Education, Refugee Education, Syrian refugee students, teachers, language barrier, coping strategies

# ELT: Annual Plan for Third Grade Students

**Patricia Hernando**  
**Comillas Pontifical University**  
**201912851@alu.comillas.edu**

The present project is a design of an Annual Syllabus in the English area aimed at Spanish third-grade students (8- and 9-year-olds). Although it has been created in accordance with Spanish legislation, it can be adapted to any country 's Education System. In fact, the main emblem of the design is its international component, concretised in a unifying thread: Tina the traveller will be undertaking an exciting road trip through anglophone countries and cities to show the students how English allows them to connect with different people and cultures. The Annual Plan has been created regarding the Sustainable Development Goals (SDG), and the Universal Design for Learning (UDL). Although this Syllabus corresponds to the English area, some other contents of other areas, such as Physical Education, Music, or Arts, will be covered. It is crucial to work following a crossed curriculum since contents remain interconnected on real-life situations, and they should be presented the same way in class. The methodology of the Annual Plan is based on cooperative learning, Gardner's Multiple Intelligence Theory and Guided Discovery Learning (GDL) supported by appropriate scaffolding. The main goal of this project is to continue working on students' English learning process following an intercultural approach. It pursues a conception of English as a fundamental tool to be used not only in academic, but also in other situations that involve communicating and appreciating different cultures in a globalised context like ours. All these aspects must be developed regarding students' motivation and interests to ensure an enjoyable and meaningful learning process.

Keywords: Annual Syllabus, interculturality, cooperative learning, Multiple Intelligences, scaffolding, cross curricular.

# Annual syllabus for 3rd year preschool: STEAM and PBL in English learning

**María Álvaro Miranda**  
**Comillas Pontifical University**  
**mariaalvaromiranda10@gmail.com**

In the present project it is presented an Annual Syllabus, specifically for 5-year-old children, aimed at the second cycle of Early Childhood Education, developed in three different projects and fifteen didactic units, all in the present project. This proposal is developed from the perspective of English learning in order to make it more accessible for children and develop their inner motivation, which will accompany them through all their academic life. For it, the focus designed is called STEAMland, where STEAM and English are the two foundations for the educational intervention, to enhance children to learn English through experimentation and manipulation. The specific context for the present paper will be a fictional school called Kite School, located in Torrelodones, northwest of the Community of Madrid, in a concertado bilingual school. For this, the main methodology will be Project-Based Learning, specifically three projects along the academic year, with the objective of students to be the pivot of their learning process, with their own diversity in order to enhance significant learning. All projects have been designed to follow the STEAMland there: a new universe where STEAM is the main focus, introduced in all units thanks to the storytelling methodology, which encourages reading learning through all EC.

**Keywords:** Early Childhood Education, Annual Syllabus, English, STEAM, Project-Based Learning, Storytelling

# Teaching English Through Stories: An English Syllabus For First Grade

**Marta Morales García**  
**Comillas Pontifical University**  
**202015572@alu.comillas.edu**

The following abstract outlines the objectives, methodology and implications of an Annual Syllabus in the English subject designed with the aim of developing the intercultural competence in students as well as helping students develop proficiency in English language. The syllabus has been designed following the Spanish national curriculum and it's planned to be put into practice in a first grade classroom (6- and 7-year-olds), but its principles and methodology can be easily transferred to any country with a different legislation. As mentioned above, the main goal of this syllabus is to help students develop intercultural competence related skills as well as acquire English language knowledge and experience. The lessons of this plan are planned following an integration of an approach and a methodology: communicative language teaching (CLT) and storytelling. By the integration of these two concepts, the lessons will promote active communication and the use of active language. A syllabus that integrates CLT, storytelling, and intercultural competence development equips learners with the tools they need to effectively communicate in English in intercultural contexts. The stories have been selected taking into consideration some sensible cultural aspects that will be discussed in the lessons. Some lessons also regard the Sustainable Development Goals (SDG) as a way of preparing global citizenship- key for intercultural communication and global cooperation to face the XXI century challenges.

Keywords: Annual Syllabus, intercultural competence, storytelling, Sustainable Development Goals, communicative language teaching.

# **A comparison between request strategies of Turkish pre-service EFL teachers and Turkish in-service EFL teachers**

**Semanur Osanmaz  
Sakarya University**

**[semanur.osanmaz@ogr.sakarya.edu.tr](mailto:semanur.osanmaz@ogr.sakarya.edu.tr)**

The present study was investigated to identify the differences of request strategies between Turkish pre-service and in-service EFL teachers. The importance of this study is to explore which request strategy Turkish pre-service EFL teachers, who are naive, and Turkish in-service EFL teachers, who are older and more experienced, use in the classroom and what factors affect these two groups of teachers' requests. The researchers gathered the qualitative data through semi-structured interviews with the help of Stimulated Recall Technique to explore and gain insights, feelings, and thoughts of both pre-service and in-service EFL teachers. The qualitative data was analyzed through the Content Analysis technique according to Blum Kulks and Olshtain's Request Strategies Classification. However, one of the challenges that researchers encountered in this study is to gather the participants who have the same or close proficiency level of the English language. The findings of this study states that the level of directness Turkish pre-service EFL teachers' most commonly used was 'Conventionally Indirect', followed by 'Direct' and then 'Non-conventionally Indirect'. When it came to in-service EFL teachers, it was seen that the most frequently used type was 'Conventionally Indirect', followed by 'Direct', and lastly 'Non-conventionally Indirect' which was the same with pre-service teachers. According to these results, the data indicates that Conventionally indirect type is running alongside for both pre-service and in-service EFL teachers.

Keywords: Linguistics



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