GELTUS 6

THE FUTURE'S CODE:ELT

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Foreword

Dear Participants,

We are delighted to have you join us for the 6th GELTUS Conference. Carrying forward the legacy of the English Language Teaching Department at Gazi University, we are honored to have colleagues from around the country join us. GELTUS, a student conference, has always provided an opportunity for pre-service teachers to collaborate and learn new skills as we advance in our professions. Our field's future will be broader as we expand our knowledge today and apply it to classrooms of the future. We hope that everyone who takes part in GELTUS this year has an unforgettable time as we get together once more to make contributions to our significant field. We express our gratitude to all those who helped to make the 6th GELTUS Conference possible. We extend our heartfelt gratitude to the Gazi Faculty of Education for sponsoring this year's GELTUS, the Gazi English Language Teaching Society (GELTS) team for organizing the event, and our outstanding presenters for their invaluable contributions to our area and conference.

We extend our gratitude to Res. Asst. Dr. Büşra Çelen for enabling us to embark on this adventure, and Prof. Dr. Paşa Tevfik Cephe for continually broadening our worldview by introducing new perspectives and concepts.

CONFERENCE PROGRAM

Time		C-Z14 Hadiye Sayron	Z-06	Z-07	Z-08
9.30 - 10.00	REGISTRATION (C BLOCK ENTRANCE)				
10.00 - 10.30		OPENING REMARKS			
10.30 - 11.30		Plenary Talk- Abdulvahit Çakır			
11.30 - 11.40		BREAK	BREAK		
11.40 - 12.00			"How to use CLIL for young learners?"Sudem YOĞURTÇU Ayşe Zülal KARADAVARCI (Gazi University)	"Creation, Implementation and Evaluation of Mindfulness Themed Multimodal Language Teaching Materials for Different Language Levels and Skills" Şükran İLİKLİ Hayriye SAĞIROĞLU Eda EĞİLMEZ	"Innovative Approaches to English Language Education: Aligning CEFR Principles, SDGs, and Authentic Learning in the 10th Grade Curriculum" Merve Nur IŞIK (Gazi University)
12.00 - 12.20			"Shaping Tomorrow's Classes: Perspectives of PSTs on AI Integration" Muhammet Talha YAŞAR Ahmet Bengihan OKUYUCU (Amasya University)	"Exploring EFL University Students' Perspectives on Pronunciation Diversity" Ayşe Şeyda POLAT Melike DİŞÇEKEN Enes GÖKGÖZ (Amasya University)	"Foreign Language Anxiety of University Students" Yağız Kaan SOZAK Lara Su YAMAN (METU)
12.20 - 13.30		LUNCH BREAK	LUNCH BREAK		
13.30 - 13.50			"The Impact of Explicit Connected Speech Instruction on Phonological Awareness" Mualla Elif DURMAZ İrem DOĞAÇ(Izmir Democracy University)	"Unraveling the Dynamics of Feedback Cycle: Insights from English-Medium Instruction Context on Poster Presentation" Betül DEMİREZEN Berkand GÖK	"PSTs' Attitudes towards Inner Circle English Accents and Native and Non-Native Communication" Gökçe AKGÜL Birgül GÜLER (Amasya University)
13.50 - 14.10			"Adapting to New Norms: Narratives of Adaptation and Resilience Among ELT Students After the Earthquake" Başak BÜYÜKKARABAĞ (Amasya University)	"Teaching Intensifiers with The Guided Discovery Technique" Melike KAYAR (Gazi University)	"Peer Feedback Dilemma: Exploring the Lack of Peer Feedback Initiatives in Micro Teaching Sessions" Enise KAVCI Halide YUSUFOĞLU (Amasya University)
14.10 - 14.40		COFFEE BREAK	COFFEE BREAK		
14.40 - 15.00			"Breakout or Freakout Rooms? — A Research on The Effects of Online Education in Language Learning Anxiety"Ali YILDIZ Betül DEMİREZEN Şevin KAYA (METU)	"Causes of Low Self-Confidence in Speaking English among EFL Pre-Service Teachers" Kübra GÖRÜNMEK (Amasya University)	"A Sample Lesson Plan for Young Learners: Let's Welcome Puppets to Our Classes" Elif ERTÜRK (Gazi University)
15.10 - 15.40		CLOSING CEREMONY			
15:50 - 16:50		DJ SESSION	(C BLOCK ENTRANCE)		

ABSTRACTS

Abdülvahit ÇAKIR

Turkish History of Teaching European Languages

Turks have more than 200 years of experience in teaching European languages like Italian, French, German and English, which is an invaluable asset for foreign language teachers and all the stakeholders in this area. Turkish governments needed to teach European languages for the first time in 1821. Before this date, governments employed non-Muslim citizens who learned languages in Europe as well as in their minority schools in İstanbul. When the Sublime Port lost its confidence in these people primarily because they spied for other countries, it had to recruit translators from among more reliable people, which marked the day when teaching European languages became an issue of governmental concern. And ever since we have been trying all kinds of methods and techniques to the satisfaction of almost nobody and asking eternal questions like "Biz bu yabancı dil meselesini nasıl çözeceğiz hocam? (Professor, how will we solve this foreign language problem?) Language teaching practices in our history, especially the efforts made after 1821 are too valuable for language educators to overlook. It is only natural and logical to know the ways we have tried so far. This presentation thus aims to highlight the major attempts which have been made by governments to improve foreign language teaching in Turkey.

ABSTRACTS

Sudem YOĞURTÇU
Ayşe Zülal KARADAVARCI

HOW TO USE CLIL FOR YOUNG LEARNERS ?

With this presentation, the presenters want to demonstrate how CLIL (Content and Language Integrated Learning) can be used in a young learners' class upon a lesson plan. First, CLIL can be described as the usage of a foreign language as a tool in the learning of a non-language subject in which both language and the subject have a joint role (Marsh, 2002). While teaching a subject other than language -science, in this case-, some functions of language and grammatical structures come along naturally. In this presentation, through the 2nd unit of the 5th grade science coursebook: "Four Kingdoms of the Living World", CLIL is going to be explained and exemplified. The main structures that are going to be taught in the lesson are ability modals "can/cannot" and the statement of fact "simple present tense". The presenters are going to mention Content and Language Integrated Learning through 4 skills: reading, listening, speaking and writing. All of these skills are going to be practiced in different ways, such as games, quizzes, drawing pictures, and experiments. At the end of the lesson plan, students will have learned how and why living things are classified, what the characteristics and types of microorganisms, fungi, plants and animals are, and how to talk about abilities and inabilities, and how to state facts. By the end of the presentation, participants will have heard and learned about insight into the seamless integration of all four critical abilities and several grammatical structures in CLIL language teaching for young learners.

Keywords: CLIL, Young learners, Science Class

ABSTRACTS

Şükran İKİLİ,
Hayriye SAĞIROĞLU
Eda EĞİLMEZ

Creation, Implementation and Evaluation of Mindfulness Themed Multimodal Language Teaching Materials for Different Language Levels and Skills

Mindfulness, as defined by Kuru Gönen (2022), refers to being fully present in the current moment. This concept can be effectively integrated into language teaching in various ways. This integration may become possible by introducing conscious awareness as a material into language teaching. Providing various concepts to the student in the target language as language input can lead to obtaining efficient language outputs. For instance, incorporating mindfulness materials centered around the "forest" concept into lessons allows students to encounter words and phrases like "breathe", "forest", "fresh air", and "walking on the pathway" in context. According to Kramsch (1993), learning words in context facilitates better retention. Engaging students with mindfulness texts in the target language, along with activities targeting different language skills, can improve their listening, reading, writing, and speaking abilities, as well as pronunciation. Developing listening and reading, which are receptive language skills, is known to also enhance productive skills such as speaking and writing (Sreena & Ilankumaran, 2018). In this context, the preparation of mindfulness-themed multimodal (image, video and podcast) language teaching materials with artificial intelligence, which is the subject of this project, aims to bring a different and new perspective to the subject of technology-supported teaching material development by drawing attention to this triple relationship. This research will be implemented by 5-7 teachers and applied to 100-140 students at various levels (primary school, secondary school and high school). Following the implementation, interviews will be conducted with the teachers, and both dependent variables (students' proficiency in the target language, their motivation, stress, and anxiety levels, etc.) and independent variables (mindfulness- themed multimodal materials) will be analyzed. Within the scope of the research, the effectiveness of using authentic mindfulness texts produced by artificial intelligence tools as multimedia materials in the language learning process will be evaluated.

Keywords: material development for EFL, mindfulness, artificial intelligence

ABSTRACTS

Merve Nur IŞIK

Innovative Approaches to English Language Education: Aligning CEFR Principles, SDGs, and Authentic Learning in the 10th Grade Curriculum

The Common European Framework of Reference for Languages (CEFR) aims educational programs that reflect learners' real life communicative needs, supporting them with communicative tasks (Council of Europe, 2020). Also its aims to develop cultural understanding and intercultural competence, critical thinking skills and a sense of global citizenship. Following this, the Turkish Ministry of National Education (MoNE) suggests English is seen as a mediator for communication and interaction rather than a lesson (MoNE, 2018). To this end, there is a need for more authentic content and product-focused activities. By integrating 17 Sustainable Development Goals (SDG), these objectives can be succeeded. This unit is designed for the 10th Grade, Unit 7 Food and Festivals. This adaptation aims to create a book that enables both teachers and students to think out of the box. It is to show that learning and teaching English can be effective and enjoyable. Both MoNE and CEFR objectives and language proficiency level can-do statements are considered while creating activities and tasks. Diverse types of content such as blogs, videos, podcasts, news, articles, magazines and social media are used. While designing materials some websites are used such as Canva, Flixier; un.org and more. Also, AI tools such as Canva and Elevenlaps are used to create some audio and images. Activities of productive skills are dominant, while authenticity and autonomous learning are prominent in the material. Additionally, pronunciation is emphasized in terms of different activities and purposes, unlike most of the MoNE books. Whereas there is limited focus on language structures, grammar and vocabulary are given in context and supported by meaningful activities. Intercultural elements are integrated for inclusivity and developing positive attitudes towards diversity. Moreover, in the teachers' book, extra activities and suggestions are included.

Keywords: CEFR, Authentic Materials, Intercultural Learning, Sustainable Development Goals (SDGs), AI Tools in Education

ABSTRACTS

Muhammed Talha YAŞAR

Ahmet Bengihan OKUYUCU

Integrating AI, Practicum Classes, PSTs' Views

Artificial intelligence has started to be a part of our everyday lives and affects many areas. Education is one of the areas that are affected by artificial intelligence. As a consequence, integrating artificial intelligence in classes has become an issue for many teachers. However, since artificial intelligence is relatively new in education settings, the research regarding artificial intelligence and language education is scarce. Therefore, this research aims to investigate the role of artificial intelligence in language teaching by studying the views of Pre-Service Teachers (PSTs) of English doing a practicum, on artificial intelligence, its role, and integration in language classes. A pilot study constructed the foundation of the present study which consists of interviewing ten practicum students from different state universities in Türkiye. We transcribed the recordings of the interviews of the practicum students and analyzed them using thematic analysis. This investigation revealed that most of the participants favored using artificial intelligence in language teaching classrooms with some hesitations such as risks of decreasing the creativity of teachers, and questionable reliability of artificial intelligence. These findings also revealed the PSTs' opinions about artificial intelligence usage in language classrooms as well as their thoughts about the inclination of teachers towards artificial intelligence. This research has implications for language teacher education, Computer Assisted Language Learning and teaching, and the integration of artificial intelligence in lesson planning for language classrooms.

Keywords: Artificial Intelligence, Pre-Service Teachers, Language Classrooms

ABSTRACTS

Ayşe Şeyda POLAT
Melike DİŞÇEKEN
Enes GÖKGÖZ

Exploring EFL University Students' Perspectives on Pronunciation Diversity

Pronunciation is an essential component of speaking English. A key challenge for EFL university students learning English pronunciation is the significant diversity of accents such as British Received Pronunciation, General American and General Australian. Previous studies established that many students struggle to understand the differences between various accents, and they often end up speaking with a blend of accents, which can be somewhat confusing to participants. Several elements contribute to influence EFL university students' accents, and this study aims to find out participant's views, personal experiences, and perspectives of their choice of accents on certain lexical items. To achieve this goal, we provided participants with a 95-word text containing 9 specific words and asked them to read it aloud while being audio recorded. Afterward, we posed four questions and asked them to answer these questions regarding environment, education, and media, along with personal experiences. Through an examination of how individuals negotiate their identities and social roles via language acquisition, this research provides valuable insights into the intricate connections among language, culture, and societal norms. Ultimately, this study enriches our understanding of language socialization processes and how individuals position themselves within diverse linguistic and social contexts.

Keywords: Pronunciation, Accent Diversity, EFL (English as a Foreign Language), University Student, Cultural Identity

ABSTRACTS

Yağız Kaan SOZAK
Lara Su YAMAN

Foreign Language Anxiety of University Students

Foreign language classroom anxiety is a concept that has been investigated since the 1980s, yet few studies have examined it in the context of institutions in which the medium of instruction differs from the native language of students. This paper aims to inspect three questions: the prevalence of foreign language anxiety among the students of Middle East Technical University, the effects of anxiety on the students' progression of the four language skills and investigation into the internal and external factors which cause foreign language anxiety. Both quantitative and qualitative data were used to reach the results. For the quantitative method, a research questionnaire was created by using adaptations from the Foreign Language Classroom Anxiety Scale (FLCAS) (Horwitz et al., 1986), and sixty students at METU participated in a thirty-five-question questionnaire that evaluated the degree of anxiety in different situations both inside and outside the language classroom. For the qualitative method, an interview was conducted with ten of the participants who also completed the questionnaire in order to collect more specialized data. Thanks to this study, we can ascertain that although anxiety is not as common as previously thought, it still influences the METU students. The findings indicate that students usually do not feel anxious around native speakers or feel peer pressure. However, they are anxious when they are unprepared to speak before the class. When it comes to the four language skills, speaking and listening cause more anxiety than reading and writing. Moreover, many students do not feel anxiety if they understand what they are reading and are acquainted with the rules of the language. In general, the students reported feeling the least amount of anxiety around native speakers and authentic materials. Therefore, both teachers and the curriculum designers should work on increasing these types of positive interactions in English.

Keywords: foreign language anxiety, internal factors, external factors

ABSTRACTS

Mualla Elif DURMAZ
İrem DOĞAÇ

The Impact of Explicit Connected Speech Instruction on Phonological Awareness

Connected speech, encompassing various phonetic rules, plays a pivotal role in achieving fluency and native-like proficiency in spoken English. Research in the field has shown that instruction on connected speech processing significantly improves pronunciation and speaking skills in second language acquisition while also improving phonological awareness. Despite this, there is a scarcity of studies specifically focusing on Turkish learners of English as a foreign language (EFL) and their proficiency in connected speech. Subsequently, this study presents a comprehensive 5-week pronunciation training program tailored for 10th-grade students in Turkey, with a specific focus on enhancing their understanding and utilisation of connected speech in English. The program puts an emphasis on explicit knowledge about connected speech items; namely assimilation (e.g te**n m**en > temmen), elision (e.g. camera > /kæmrə/), catenation (e.g., he**r e**yes > herays), and intrusion (e.g., do it > do **/w/** it). With an aim of testing the phonological awareness of the students, a pre and post phonological awareness test consisting of 18 Likert scale items (e.g., On a scale from 1–5 "How familiar are you with English assimilation?) were administered in two groups with similar proficiency levels. The experimental group (n=30) took 5 weeks of explicit pronunciation teaching while the control group (n=24) continued the regular English teaching program. The data showed that the control group did not have elevated awareness while the experimental group had a meaningful rise due to explicit teaching in various items (e.g., On a scale from 1–5, "How do you feel about using technology to learn English connected speech?", "Do you think it is important to learn English connected speech?"). All in all, this study aims to show the correlation between explicit pronunciation instruction and phonological awareness, building a foundational reference point for future research.

Keywords: connected speech processing (CSP), explicit pronunciation teaching, phonological awareness, second language pronunciation teaching program.

ABSTRACTS

Sema Betül DEMİREZEN
Berkand GÖK

Unraveling the Dynamics of Feedback Cycle: Insights from English-Medium Instruction Context on Poster Presentation

Feedback activity, which appears in nearly all pedagogical environments, is essentially a bridge between present (i.e., the student's current performance) and a guide for the future (i.e., the desired performance) (Hattie & Timperley, 2007). Correspondingly, the goal, structure, and format of teacher feedback have frequently been the subject of research to explore new and effective approaches and methods in many language learning contexts, including English-medium instruction (EMI). Yet, little attention has been paid to the nature of sequentially organized feedback and its uptake in EMI contexts. Thus, this study aims to examine an interactive feedback session between the lecturer, assistant teachers, and students on students' draft poster presentations as end-of-term projects, and explore how such interactions inform the students' implementations of feedback on the final poster design. Conversation Analysis (CA) of 56 minutes of video recordings from a larger dataset of EMI classroom data (i.e., Food Product and Facility Design), supported with the content analysis of student posters guided the analytical findings. The data suggests that the sequential organization of the feedback and the non-verbal techniques used to direct the feedback influence students' final products. Specifically, students alter their works according to feedback directed not only at their presentations but also at others' presentations. Sequentially, they (1) implement self-assess before receiving feedback and (2) apply the feedback that may/may not be directed to them. The findings display the novel factors that potentially influence students' self-evaluation and contribute to the understanding of the implications of the dynamics of the feedback cycle in EMI classrooms.

Keywords: Feedback, English-medium instruction, Conversation analysis

ABSTRACTS

Gökçe AKGÜL
Birgül GÜLER

PSTs' Attitudes towards Inner Circle English Accents and Native and Non-Native Communication

With the widespread use of English worldwide, the rise of World Englishes (WE) and English as a lingua franca (ELF) paradigms pose a challenge to conventional ideas about English ownership. The recent literature shows that in ELF interactions, English is used as the common language of choice among speakers who come from different lingua-cultural backgrounds. However, there is a dearth of studies looking into Turkish PSTs' attitudes towards inner-circle accents. With this in mind, this study investigates the views of Turkish PSTs of English inner-circle English accents and Native and Non-Native communication. Qualitative data from semi-structured interviews with 11 ELF speakers in Türkiye and the Turkish Republic of Northern Cyprus's English Language Teaching (ELT) programs were thematically analyzed to identify recurring patterns and themes. The interviews focused on exploring the participants' attitudes towards communicating in English with native and non-native speakers, as well as their perceptions of inner-circle accents of English. A preliminary analysis reveals that towards communicating in English both with native and non-native speakers, as well as their perceptions of inner-circle accents of English within their personal and professional spheres. The present study's results are anticipated to provide valuable perspectives on language teacher education.

ABSTRACTS

Başak BÜYÜKKARABAĞ

Adapting to New Norms: Narratives of Adaptation and Resilience Among ELT Students After the Earthquake

In the wake of natural disasters, educational systems face significant upheavals that necessitate rapid adaptation strategies. This qualitative narrative inquiry explores the adaptation and resilience of ELT students following a significant earthquake that disrupted their educational trajectories. This study focuses on understanding how ELT students navigated the shift to online learning or transitioned to face-to-face education at different universities. Purposive sampling was used to select 10 participants who had experienced both online education at their home institution and face-to-face education at a different university post-earthquake. Content analysis was employed to systematically code and interpret the data, allowing for the identification of key themes in the narratives related to educational disruption and resilience. Through in-depth, semi-structured interviews, this research captures the personal narratives of students, emphasizing their decision-making processes, challenges, and the strategies they employed to adapt to new educational environments. The findings reveal significant impacts on students' mental focus and motivation, with many expressing a shift in educational priorities post-disaster. A notable preference was shown for face-to-face interaction, which students felt was crucial for deeper engagement and better understanding of course materials. The narratives also highlighted the importance of supportive learning environments, with some students opting for geographical stability and proximity to family in their decision-making. Additionally, the resilience displayed by students through community and peer support, as well as personal coping strategies, underscores the complex interplay of individual and environmental factors in their adaptation process. This research contributes to the academic discourse by providing insights into the lived experiences of students affected by natural disasters, thereby enriching our understanding of disaster response in educational settings. It also offers practical recommendations for educators, policymakers, and support services aimed at enhancing disaster preparedness and response in educational contexts.

ABSTRACTS

Melike KAYAR

Teaching Intensifiers with The Guided Discovery Technique

The aim of this lesson plan is to give information about how to teach a grammar topic, which is intensifiers, with the Guided Discovery technique. The topic will be taught with the integration of the 'Sports' theme. In this lesson plan, it is explained that each stage of teaching Intensifiers. The teacher selected the adjectives 'very, quite, and 'extremely' as focus words for their lesson. Every activity was tailored to incorporate these words. In addition, the teacher integrated the use of digital tools to improve the student's creativity and digital literacy skills into this lesson. To this aim, Canva, Padlet, and a YouTube video are used in the lesson. For warm-up and pre-activity sessions, the teacher utilized questions, images, a YouTube video, and a Padlet. In the while-activity session, the teacher applied the Guided Discovery technique steps, and then she benefitted from drills and explicit teaching methods to enhance comprehension. To teach the intensifiers to the utmost effective level, to make the students confident and relaxed, Desuggestopedia, Communicative Language Teaching, Audio-Lingual Method, Socratic Questioning, FonF, Analytic syllabus, Task-Based Language Teaching, Constructivism Approach, drills, and explicit teaching are all the matters that are applied in this lesson plan. When a student made a mistake, the teacher utilized reformulating and recasting techniques to correct the student's errors. In the post-activity session, the teacher applied a free activity and a meaningful activity. In the meaningful activity, the teacher used a group activity to enhance collaboration. In the free activity, the teacher assigned a poster presentation to improve the writing skill.

Keywords: Guided Discovery, intensifiers, methods

ABSTRACTS

Enise KAVCI
Halide YUSUFOĞLU

Peer Feedback Dilemma: Exploring the Lack of Peer Feedback Initiatives in Micro-Teaching Sessions

Micro-teaching sessions constitute integral components of pre-service teacher training programs, facilitating practical experiences within classroom settings. These sessions offer numerous advantages, including the provision of constructive feedback to educators, opportunities for self-assessment, improving of teaching methodologies, and developing effective course planning techniques. Despite the important role of feedback in micro-teaching sessions, scholarly literature addressing the reasons behind feedback withholding among participants remains limited. Addressing this scholarly gap, the present study attempts to explain students' hesitancies in providing feedback subsequent to micro-teaching sessions. Drawing upon qualitative data gathered from interviews with third-year students majoring in English Language Teaching, this research adopts a thematic analysis approach. The findings reveal several factors influencing students' feedback-giving behaviors, categorized into three main areas: the classroom's social environment, personal and emotional considerations, and professional and situational influences. Notable among these factors are students' concerns about possible reactions from their peers, feelings of inadequacy, and the constraint of providing feedback within a limited time frame**.** This study has significant implications for the formulation of strategies aimed at supporting teaching practices and increasing students' proficiency in furnishing feedback, particularly within the areas of language teacher education, micro-teaching feedback sessions, and course planning.

Keywords: micro-teaching sessions, pre-service teachers, peer feedback, classroom social climate, personal and emotional, professional and situational

ABSTRACTS

Ali YILDIZ,
Sema Betül DEMİREZEN
Şevin KAYA

Breakout or Freakout Rooms? — A Research on The Effects of Online Education in Language Learning Anxiety

Online education as become the most common way of education during the pandemic. However, both students and teachers have experienced some difficulties while adapting this unexpected situation. The research conducted during the pandemic period when the online education was the only channel of instruction highlights that online education has caused language learning anxiety in students due to the reasons that are not necessarily related to the channel of instruction, but to the other factors such as presence of siblings in the house, and activity types such as breakout rooms. The findings are based on a survey conducted on METU preparatory year students in 2020-2021 educational year, as well as lecturer interviews at the Departmnt of Basic English. The aims of this study are (1) to see the effects of online education on language learning anxiety of METU preparatory year students, (2) to reveal the potential reasons for language learning anxiety in METU preparatory year context (3) to suggest solutions to reduce debilitative anxiety.

ABSTRACTS

Kübra GÖRÜNMEK

Causes of Low Self-Confidence in Speaking English among EFL Pre-Service Teachers

While speaking English, having self-confidence helps individuals achieve success in both their educational and professional lives. Therefore, English language instruction and speaking skills hold great importance for language learners and teachers. However, (pre-service) language teachers often experience a lack of self-confidence when they need to communicate in English in casual and professional settings. This study set out to investigate the affective factors for EFL PSTs' lack of confidence in speaking English. With regard to the research aim, I examined focus group interview data collected from seven EFL PSTs studying at a state university in Türkiye. Evidence from the analysis demonstrate that anxiety, lack of motivation, fear of making mistakes, and fear of ridicule significantly negatively impact EFL PSTs' performance in English speaking within certain every day and educational contexts. Classroom environment, EFL Teachers 'methods and techniques utilized during the courses have significantly affected EFL PSTs' performance in English speaking. Hence, the findings of the study offer some constructive suggestions for practitioners and curriculum developers in the field of language teaching.

ABSTRACTS

Elif ERTÜRK

A Sample Lesson Plan for Young Learners:
Let's Welcome Puppets to Our Classes

This presentation focuses on a lesson plan prepared for 5th graders and Unit 4: My Daily Routine in the Ministry of National Education (MoNE) curriculum. The functions of the unit are "describing what people do regularly" and "telling the time (MoNE, 2018). To integrate the functions into the lesson, a story told with puppets was used. Then, students were provided with practice opportunities with peer and group work activities. In peer-work activity a digital spinning wheel with the students' name on it was used to prevent any problems that could occur during the students' peer selection part. As for post activity, the students worked in groups and wrote down the time they have found in a picture with hidden clocks. The aim of making the students write in sentence level was helping them internalize the language. This lesson plan was used as part of teaching practicum with 5 th graders of a state school in the first semester. The students were mostly engaged with the lesson thanks to the attention-grabbing puppets. As the context was interesting for them, it wasobserved that their motivation to participate in the lesson was high. In the story-telling part, a second telling with the students and a third one told only by the students could have given better results in terms of helping the students to be more familiar and to gain automaticity with the target expressions used. The positive feedback received from the students has shown that, this lesson plan, prepared with the age, interest areas, and the attention span of the 5th grade students in mind, may serve as an example for how to include the students in the lesson rather than give one-sided lectures as well as how to create a friendly atmosphere in which the students are comfortable enough for learning to occur.

Keywords: Young Learners, Puppets, Story-telling

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THANK YOU FOR YOUR PARTICIPATION WE ARE LOOKING FORWARD TO SEEING YOU AGAIN!