

**23<sup>rd</sup> March 2018, FRIDAY**

8.15-9.00	<b>Registration at Gazi University Main Campus, Block C</b>		
9.00-09.15	<b>Opening Speech by Prof. Dr. Abdulvahit Çakır (Z14)</b>		
9.15-10.00 <b>Plenary Session</b>	<b>Prof. Dr. Gölge Seferoğlu "Learning to Teach, Teaching to Learn" (Z14)</b>		
10.00-10.15	<b>Tea and Coffee Break</b>		
	<b>Morning Sessions</b>		
	<b>C 205</b>	<b>C 206</b>	<b>C 207</b>
10.20-10.40	Havva Karakaş <i>Why do ELT/ELL Students Watch Movies with/without Subtitles?</i>	Mustafa Şahin <i>A Study on the Dictionary Use Patterns and Perceptions of Pre-Service English Language Teachers</i>	Nesli Demir <i>Reflection of Intercultural Communicative Competence on MoNE Secondary Education Teaching Programme and Course Books</i>
10.40-11.00	Doğukan Şimşek <i>An Eclectic Approach Practice</i>	Zeynep Taşdemir <i>Conceptual Metaphors on Teaching Vocabulary and Phrasal verbs</i>	Samet Öztürk <i>Target-culture based oral activities and their effect on learners</i>
11.00-11.20	Nur Ece Yücesan <i>Pre-service Teachers' Views on Drama in English Language Teaching</i>	Nagehan Tunaboşlu & Göksun İçöz <i>The Usage of Quizlet to Foster Vocabulary of Primary School English Language Learners</i>	Fatma Horoz & Zahide Nur Kala <i>How Does Study Abroad Affect Second Language Learning</i>
11.20-11.35	<b>Tea and Coffee Break</b>		
11.35-11.55	Selin Onar Özyarar <i>Innovative Ways to Use Child Games in Vocabulary Teaching</i>	Gözdenur Çetin & Emel Nur Er <i>Dyslexia Awareness among Prospective English Teachers at METU FLE Department</i>	Günay Ertürk & Özge Akaner <i>A Study on the Student Teachers' Perceptions of Flipped Learning</i>
11.55-12.15	Pınar Uçan <i>Effects of Online Story Telling on Motivation of EFL Young Learners</i>	Esra Altındağ <i>The Perceptions of Pre-service ELT Teachers about Visually-Impaired Students</i>	Tuğçe Baş <i>Role of Teacher Questions in EFL Classroom: A Comparison Study</i>
12.15-12.35	Çağla Deniz Pulat <i>TPR Applications in Very Young Learner Classes: A Contextual Perspective</i>	Hande Koşansu <i>Can Prospective Mechanical Engineers "Kill Two Birds With One Stone"?</i>	Başak Duman <i>Opinions About Preparing and Applying Lesson Plans in Micro Teaching Sessions and Practicum From Pre-service Teachers</i>

12.35-13.35	<b>Lunch Break</b>		
<b>Afternoon Sessions</b>			
	<b>C 205</b>	<b>C 206</b>	<b>C 207</b>
<b>13.40-14.00</b>	<p>Rabia İrem Demirci <i>Oral Error Correction in English Language Teaching</i></p>	<p>Gizem Yolcu &amp; Seda Demirel <i>Word Association Analysis in Different Proficiency Levels</i></p>	<p>Zeynep Hellaç Aksu <i>Implementing an Online Program ( Duolingo ) in English Classes with Secondary School Students</i></p>
<b>14.00-14.20</b>	<p>Nazlı Yeşim Ömercioğlu &amp; Volkan Aslan <i>The Impact Of Direct and Indirect Written Corrective Feedback On EFL Students' Writing</i></p>	<p>Ahmet Can Uyar <i>Guides for the Acquisition of the Rhythm of the Language</i></p>	<p>İzel Andıç &amp; Simge Çakır <i>English as L2 and L3 in an Arabic Context under L2 French Influence in Productive Skills</i></p>
<b>14.20-14.40</b>	<p>Merve Tuncer <i>Corrective Feedback Given to EFL Learners: Learners' Preferences</i></p>	<p>Demet Karaoğlan &amp; Buket Üzel <i>The Thematic Analysis of Academic Studies in The Field of ELT</i></p>	<p>Esra Metin <i>Pre-service teachers and technology: The competence level of prospective teachers</i></p>
14.40-14.55	<b>Tea and Coffee Break</b>		
<b>15.00-15.20</b>	<p>Ayşe Badem &amp; Zeynep Maden <i>Questioning Practices and Enhanced Student Talk in an EFL Classroom</i></p>	<p>Sümeyye Serenboy <i>Do Natives (NETS) or Non-Natives (N-NETS) Teach English Better?</i></p>	<p>Firdevs Kevser Sezgin &amp; Berfin Eroğlu <i>Language Learning Strategies in Monolingual and Bilingual Learners of English</i></p>
<b>15.20-15.40</b>	<p>Hilal Nur Güler <i>Face saving acts' impacts on speaking courses</i></p>	<p>Rukiye Güçlü &amp; Candan Bayar &amp; Meryem Ayas <i>Differences between Native and Non-native Teachers' Responses to Students' Speech Errors</i></p>	<p>Esra Ayten &amp; Dilşad Yüksel <i>Multiple Intelligences, Multiple Success</i></p>
<b>16.00</b>	<b>Closing</b>		