14TH
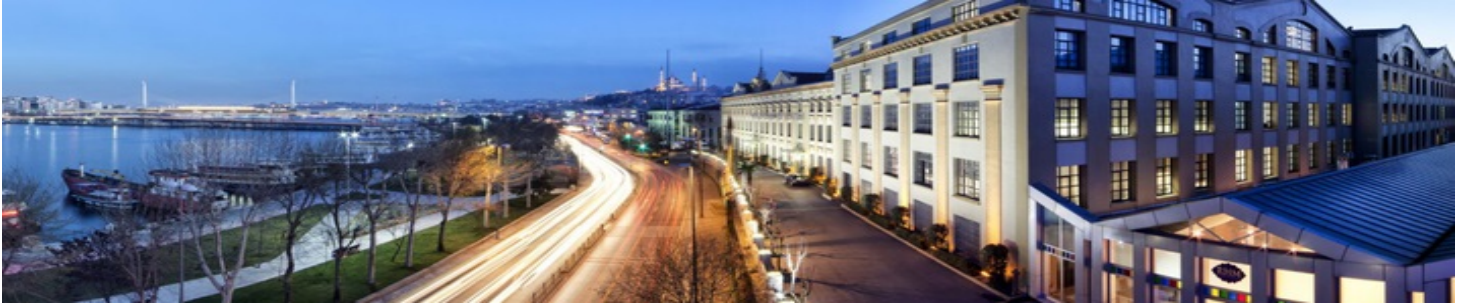# INTERNATIONAL FREE LINGUISTICS CONFERENCE (FLC'23)

14th International Free Linguistics Conference

BOOK OF ABSTRACTS (PREPRINT)

Editors

Yasemin Bayyurt and *Feza Kerestecioğlu*

September 29 – October 1, 2023

Kadir Has University, Istanbul, Turkey

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Contents

In all parts the abstracts are listed in the alphabetical order of the surname of the first presenters.

Message from Conference Chairs

Yasemin Bayyurt
Boğaziçi University

Feza Kerestecioğlu
Kadir Has University

Dear Colleagues,

We are honored to welcome you to the 14th International Free Linguistics Conference that will be hosted by Kadir Has University in Istanbul, Türkiye. We are delighted to present this compilation of abstracts, which provides a comprehensive snapshot of the cutting-edge research and diverse topics that will be explored during our conference.

Founded in 2007 at the University of Sydney by Ahmar Mahboob, the Free Linguistics Conference is a unique gathering in the field of language sciences, fostering inclusivity and knowledge exchange. Covering a broad spectrum of language studies, from language education to applied linguistics and linguistics, the conference defies disciplinary boundaries. Accessibility is a key tenet; there are no registration, attendance, or presentation fees. It is important to highlight the fact that the Free Linguistics Conference remains committed to delivering an exceptional, registration-fee-free annual international conference while actively engaging in global partnerships to address the evolving needs of the language sciences community and disciplines.

The 14th International Free Linguistics Conference will be held from September 29 – October 1, 2023. This year's conference will be dedicated to Women's Rights all around the Globe. In this respect, all our focus speakers are female scholars from all over the world. We are grateful to our focus speakers Adriana Gonzalez from the University of Antioquia, Colombia; Alia Amir from SOAS University of London, the UK; Gülşen Eryiğit from Istanbul Technical University, Türkiye; Hasret Saygı from Istanbul 29 Mayıs University, Türkiye; Priscilla Angela T. Cruz from Ateneo de Manila University, the Philippines; and Wafa Zoghbor from Zayed University, UAE for their insightful contributions to our conference.

The abstracts featured in this book cover a wide range of topics, reflecting the interdisciplinary nature of our conference. From cutting-edge scientific research to innovative technological advancements, from discussions on social and ethical issues to explorations of artistic expression, this collection embodies the spirit of collaboration and exploration that defines our conference.

We extend our sincere gratitude to all the authors who submitted their abstracts and contributed to the success of this conference. We also want to thank our dedicated review committee for their invaluable efforts in ensuring the quality and relevance of the abstracts included here.

We encourage you to engage with the authors and their work during the conference, fostering dialogue, sharing ideas, and forging new collaborations. After all, it is through such interactions that we collectively advance knowledge and drive progress.

We hope you find this abstract book to be a valuable resource throughout the conference. We invite you to immerse yourself in the intellectual journey that lies ahead, to connect with fellow attendees, and to be inspired by the remarkable work presented here.

Once again, welcome to the 14th International Free Linguistics Conference and we look forward to the exciting discussions, insights, and discoveries that will unfold during this event.

Enjoy the Conference and your stay in Istanbul!

Oral Presentations

4. other (Modifying a verb, an adjective, or an adverb).

One hundred tokens from each register have been examined. The third query investigates the semantic types of adjectives and verbs that each adverb typically modifies. The study sheds light on how these two adverbs are used in certain syntactic environments and what are the other connotations of these two adverbs.

Moroccan EFL Teachers' Practices Regarding Promoting Learner Autonomy

Said Oussou
Moulay Ismail University

Learner autonomy has been the concern of a number of researchers in English language teaching. The concept has begun life since the 1980s. It has been considered among education priorities in the Moroccan EFL context, which English language teachers try to implement in their classes. Research revealed that there are correlations between learner autonomy and other variables related to learners, which therefore calls for the promotion of learner autonomy in EFL classes. As such, the present study investigates how secondary EFL teachers promote autonomy in their learners. A quantitative research design was employed in the study to achieve this purpose. Through this design, quantitative data were generated and analyzed. Therefore, a sample of 96 (57 males and 39 females) EFL teachers completed the questionnaire. Findings revealed that EFL teachers promote learner autonomy to a great extent and that the results were conclusive among the teachers' rates of levels of agreement and disagreement regarding the strategies for promoting learner autonomy. Thus, it is concluded that the study reported on the extent to which teachers employ a number of strategies to encourage learner autonomy and that it does not necessarily mean that the study explained the degree to which teachers know how to implement those strategies, as this would be beyond the purpose of the present study.

Discursive Constructions of Same-Sex Sexualities on Nigerian Twitter

Olubunmi Oyebanji
Bamidele Olumilua University of Education, Science and Technology

Same-sex relationship is a critical topic globally, especially as non-heterosexuals often get marginalized both overtly and covertly. Previous studies on same-sex sexualities in the African context have examined the discursive construction of non-heterosexuals in Newspapers, with little attention paid to how gay people are discursively constructed on social media. Therefore, this study examines the discursive construction of same-sex sexualities in the tweets of Nigerians. However, differing prosodic features show that heteronomativity is mainly emphasized in the Nigerian corpus. Drawing on Critical Discourse Analysis (CDA) and Systemic Functional Linguistics (SFL), this study examines the identities that Nigerian LGBT people construct for themselves on Twitter. I do this by considering discourses from the #EndHomophobiaInNigeria which trended on Nigerian Twitter in 2020. Findings revealed that words, clauses and other discursive strategies construe LGBT people as humans whose rights should be respected, a community, and resilient. The significance of this study lies in the potential insights it provides into some of the struggles of the LGBT people for social acceptance and inclusivity, especially in a homophobic environment like Nigeria, and the linguistic strategies explored to resist homophobia.

Development of Attitude Scale Towards Vocational Foreign Language Course

Selda Özer
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In language teaching/learning, attitudes are crucial both for students to learn a foreign language and for language teachers to improve the curriculum, instructional methods, and course materials to better align with students' needs and interests. Positive attitudes can lead to increased engagement, active participation, and a higher likelihood to successful language learning. On the other hand, negative attitudes might hinder learning and discourage students from fully engaging in language learning. Vocational foreign language courses are designed to equip students with language skills relevant to specific fields. Measuring

attitudes towards vocational foreign language courses is important for enhancing language learning, fostering motivation, providing students with linguistic proficiency necessary in their fields and ensuring that vocational foreign language courses are responsive to the needs of students and the job market. The study aimed to develop a reliable and valid attitude scale for students towards vocational foreign language courses. In order to create initial items, students from different departments at a vocational college who took vocational foreign language course in 2013–2014 academic year were asked to write an essay expressing their feelings and thoughts about the course. Fiftyeight voluntary students wrote and submitted their essays. The repeated expressions at cognitive, affective and psychomotor levels written by 58 students in their essays were determined. In addition, attitude scales towards English language course were examined and items like the ones in these attitude scales were created. In this way, 40 initial items were taken to the draft scale. In order to ensure the validity of the scale items, the draft scale was presented to an expert in assessment and evaluation, an expert in curriculum development and three English language instructors. Considering the suggestions of the experts, 12 out of 40 items were eliminated, and the draft was reduced to 28 items for trial application. Thus, a 28-item scale (17 positive and 11 negative) was designed. The scale items were also examined by two Turkish language instructors in terms of Turkish grammar rules and intelligibility. As a result of the examination, some items were rearranged in terms of clarity. After the expert opinions, a 5-point Likert-type scale (1: strongly disagree, 2: disagree, 3: neutral, 4: agree, 5: strongly agree) was formed. Preliminary form consisting of 28 items was applied to a group of 158 voluntary students taking vocational foreign language course at a vocational college in 2014–2015 academic year. Before exploratory factor analysis (EFA), item-total correlation coefficients were analyzed, and the coefficients ranged from 0.618 to 0.827. For EFA, KMO coefficient was analyzed to check whether sample size was adequate for factor analysis and Barlett's test was examined to check whether variables are distributed normally. KMO coefficient was 0.953 and Barlett's test was 0.00. Then, EFA was applied to determine the factor loadings and construct validity. EFA showed that the eigenvalues of 28 items in the scale were distributed to four factors higher than 1, which explained 65.668% of the total variance. The contribution of the four factors to the total variance was 52.525%, 5.127%, 4.284% and 3.731%, respectively. The eigenvalues of the factors were 14.707; 1.436; 1.200 and 1.045, respectively. Factor loading values of all the items in the scale were high in the first factor and ranged from 0.619 to 0.829. Next, Scree Plot was analyzed, and there was a rapid decrease after the first factor. The fact that the first factor loading values of all items in the scale were high, that the variance explained by the first factor was significant, and that the eigenvalue of the first factor was three times higher than the eigenvalue of the second factor were evidences that the scale had one factor. Moreover, the first factor alone accounted for 52.525% of the total variance. The fact that a factor explains more than 30% of the total variance can be considered as an indicator that the scale has one factor. Therefore, it was concluded that the scale had a one-factor structure. Cronbach Alpha reliability analysis was estimated as 0.96. The psychological scales with 0.70 and higher Cronbach Alpha values are regarded as reliable scales. Therefore, attitude scale towards vocational foreign language course was regarded to be a reliable, valid and one-factor scale. 331 voluntary students taking vocational foreign language course at two vocational colleges in 2015-2016 academic year participated in the confirmatory factor analysis (CFA) study to test the one-factor structure of the developed scale and convenience of the model proposed after EFA. Fit indices of the one-factor model were analyzed and chi-square ($\chi^2 = 1068.43$, sd $= 350$, $\chi^2/$sd $= 3.05$, $p < 0.001$) was found significant. When estimated fit indices (RMSEA $= 0.08$ and CFI $= 0.81$) were examined, the values were observed to be close to the ones expressed in the literature but not at the expected level. After examining modification indices about the variables in the model, it was observed that errors of some items were related to each other. Based on these indices, error correlations for the item pairs under the same latent variable were added to the model, and the model was retested. Final CFA exhibited that chi-square values ($\chi^2 = 727.55$, sd $= 336$, $\chi^2/$sd$=2.17$, $p < .001$) were significant, and fit indices of the model were (RMSEA $= .06$, SRMR $= .06$, IFI $= .90$, CFI $= .90$) were acceptable. Therefore, the results of the CFA indicated that the model had acceptable fit indices. Factor loading values and error correlations of the items were observed to be statistically significant. After CFA, Cronbach Alpha reliability analysis of the one-factor scale was estimated as 0.93. In conclusion, the study successfully developed a 28-item Attitude Scale towards Vocational Foreign Language Course, demonstrating its reliability and validity. The scale can be used to assess students' attitudes towards vocational foreign language courses, which is vital for language teaching and improving vocational foreign language curricula to better meet students' needs and interests.