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**1ST INTERNATIONAL
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Foreword

It is with great pleasure and anticipation that I extend my warmest greetings to all participants and readers of this inaugural CAPELT (Conference on Advancements in English Language Teaching) abstract book. This landmark event, hosted by Nevşehir Hacı Bektaş Veli University, marks the beginning of an exciting journey into the world of English language teaching in a region of rich cultural heritage and profound educational commitment.

Language, as the medium through which we connect, communicate, and comprehend the world around us, plays an indispensable role in our lives. In today's globalized society, English has emerged as a universal language, transcending borders and facilitating cross-cultural interactions. As such, the pedagogical exploration and advancement of English language teaching is of paramount importance.

The pages that follow offer an exciting sight into the diverse array of research, ideas, and practices that will be presented at this conference. They reflect the commitment of educators, scholars, and practitioners who have met at Nevşehir Hacı Bektaş Veli University to share their insights, experiences, and expertise in the realm of English language education.

This conference abstract book is a testament to the dedication of those who have contributed to its creation, and it embodies the spirit of collaboration and inquiry that underpins the field of English language teaching. As we peruse these abstracts, we will encounter innovative teaching methodologies, cutting-edge research, and practical applications that promise to shape the future of language education.

Furthermore, the hosting of CAPELT at Nevşehir Hacı Bektaş Veli University is a reflection of the institution's commitment to fostering excellence in English language teaching and providing a platform for the exchange of ideas and experiences. It is a testament to the university's role as a center of academic excellence and a hub for nurturing the next generation of educators.

As we embark on this exciting journey through the abstracts contained within these pages, let us keep in mind that the ideas presented here are the seeds of progress. They represent the collective wisdom of dedicated professionals who are shaping the trajectory of English language teaching in Turkey and beyond.

I would like to express my heartfelt gratitude to all conference participants, abstract authors, organizers, and supporters for their invaluable contributions to CAPELT. May this abstract book serve as a source of inspiration and a catalyst for dialogue, propelling the field of English language teaching to new heights.

I look forward to the vibrant discussions, collaborations, and discoveries that will undoubtedly unfold during this conference. Together, let us embrace the exciting opportunities and challenges that lie ahead in the dynamic world of English language education.

On Behalf of CAPELT
Organizing Committee
Asst. Prof. Dr. Samet TAŞÇI
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SESSION 5

ELT STUDENTS' REFLECTIONS ON READING AND WRITING COURSE AT PREPARATORY CLASS

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Abstract

The study aimed to analyze ELT students' reflections on reading and writing course at preparatory class. Case study design, one of the qualitative research methods, and convenient sampling technique were used in the study. 15 ELT students at preparatory class participated in the study voluntarily. The data were analyzed using content analysis. After the analyses, the students' opinions were grouped into four categories as (a) objectives and outcomes, (b) content and materials, (c) learning experiences and (d) evaluation process. For objectives, the students stated that they wanted to learn different reading and writing techniques. In terms of outcomes, the students expressed that they had read different kinds of passages and books and learned how to write a paragraph and an essay. For content and materials, although the majority of the students were satisfied with the content, some of them were not satisfied with the course book. In addition, all of the students pointed out that the extra materials provided by the lecturer improved their learning. All the students had unique learning experiences. Some of them admitted that they still struggled with grammar problems in writing, or they could not find anything to write in their writing assignments. All the students expressed their satisfaction with the classroom atmosphere. All the students declared that they were satisfied with the evaluation process as formative assessment was applied at preparatory class. The findings of the study showed that the outcomes of the instruction in preparatory class mostly met the students' expectations and reached the objectives of the course. Despite the fact that the study's subject was reading and writing course, a significant conclusion was that the students' reflections tended to focus more on writing than reading. Based on the results of the study, reading and writing course is recommended to include more teaching writing.

Keywords: ELT students, reflections, reading and writing course, prospective teachers of English.