EXAMPLES OF REFERENCE WORDS

1-Piske et al. are also unconvinced by the influence of formal instruction on foreign accentedness concluding 'there is little evidence to date that amount of formal instruction as such affects degree of L2 foreign accent' (2001: 201), although this would certainly be disputed by, among others, Derwing and Rossiter (2003) and Graeme Couper (2003, 2006).

2-She points out that although a number of more specific anxieties have been identified since the concept of foreign language classroom anxiety (Horwitz, Horwitz & Cope 1986) was accepted, 'so far no instrument has been designed to examine specifically the nature of pronunciation anxiety, which could address feelings evoked by the way one sounds or looks like when talking in a FL' (Baran-Łucarz 2013: 60-61).

3-A study conducted in a L2 writing class at university level concluded that both beginner and intermediate students who comment on their peers’ writing improve their own written proficiency more than those who only received peer feedback, especially at the macro-level of writing (Lundstrom and Baker 2009).

4-As suggested by Rollinson (op.cit.), the peer-review activity (Lesson 5) was carried out in consensus groups, where the students had to negotiate and jointly formulate the feedback.

5-McQuillan and Krashen assumed that learners would be able to read a wide range of texts with relative ease and speed.

6-A study conducted among teenagers in Hong Kong also reported that peers’ texts inspired ideas for the reviewers’ own writing (Tsui and Ng 2000).

7-Indicative of these claims is Julia Hobsbawm’s (2003) suggestion that the contemporary environment demands that journalists should rely on public relations agents in order for them to operate.

8-She claims that ‘journalists need PR not just to give information, but to provide access to sexy spokespeople to fill columns, host programmes and give soundbites’ (emphasis added).

9- The research conducted by the security general directorate also revealed crucial details about the level of sexual violence against young girls.

10- Rodriguez and Bellanca observe, “In some urban classrooms, children arrive  without any notion of sharing behavior. If they have grown up as street survivors,  without strong early mediation for sharing, they may come to school ready to do  battle to the death” (135)

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