



22ND INGED INTERNATIONAL ELT CONFERENCE

Connect, Innovate, and Inspire
Research and Practice in ELT

**BOLU ABANT İZZET BAYSAL
UNIVERSITY**

24-27 APRIL, 2025

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The first day of the conference
is reserved for presentations by
undergraduate students





22nd INGED International ELT Conference
24-27 April 2025
Bolu Abant İzzet Baysal University
Book of Abstracts



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22nd INGED International ELT Conference
<http://www.inged2025.com>
Bolu Abant İzzet Baysal University
24-27 April, 2025



Theme: "Connect, Innovate, and Inspire Research and Practice in ELT"

Date: 24–27 April 2025

Location: Bolu Abant İzzet Baysal University, Turkey

The English Language Teachers' Association of Turkey (INGED) invites you to the 22nd INGED International ELT Conference hosted by Bolu Abant İzzet Baysal University. Join us to explore, discuss, and share innovative ideas, research, and practices in English Language Teaching (ELT).

Conference Focus

The theme, "Connect, Innovate, and Inspire Research and Practice in ELT," encourages participants to share research findings, pedagogical approaches, and creative solutions to contemporary challenges in the field of ELT.

The theme of this year's 22nd INGED International ELT Conference reflects the dynamic and evolving nature of English Language Teaching (ELT) in a rapidly changing world. In today's interconnected and technology-driven society, the teaching and learning of English are no longer confined to traditional classrooms or fixed methodologies. Instead, ELT professionals are now called upon to connect, innovate, and inspire in ways that empower learners and educators alike to thrive in diverse, multilingual, and global contexts through research practices. We mainly focused on the following issues:

Connection in a Globalized World: As English continues to serve as a lingua franca across cultures, it is crucial to foster meaningful connections between people, ideas, and practices. This conference encourages participants to explore ways to bridge cultural and linguistic divides, promote intercultural understanding, and enhance communication in diverse settings.

Innovation for the Future: The integration of technology, artificial intelligence, and digital tools has transformed how languages are taught and learned. ELT professionals are uniquely positioned to drive innovative solutions that make language education more accessible, inclusive, and effective. The conference seeks to highlight cutting-edge research, methodologies, and tools that are shaping the future of ELT.

Inspiration to Overcome Challenges: From addressing the impact of global crises on education to embracing diversity and inclusion, ELT practitioners face numerous challenges. Through collaboration and shared experiences, this conference aims to inspire educators to develop resilience, adaptability, and creativity in their teaching practices.

By bringing together academics, teachers, researchers, and students from around the world, the 22nd INGED International ELT Conference aspires to create a platform where innovative ideas are exchanged, transformative research is shared, and practical strategies are discussed. The conference is designed to empower participants to not only enhance their professional practices but also to influence the broader field of English Language Teaching in meaningful and lasting ways.

We invite you to join us in Bolu this April to connect, innovate, and inspire as we collectively shape the future of ELT.

We welcome submissions on (but not limited to) the following topics:

- Applied Linguistics and ELT
- Artificial Intelligence and Technology in Language Education
- Assessment and Evaluation in ELT
- Classroom Discourse
- Classroom Research
- Critical Pedagogy in ELT
- Cultural Studies in ELT
- Curriculum and Material Development
- Digital Literacy for Language Learners and Teachers
- Educational Ideologies and Classroom Practices
- Inclusive Practices and Special Education in ELT
- Intercultural Communicative Competence
- Literature in ELT
- Mixed Level Classrooms
- Multilingual Classrooms
- Professional Development
- Resilience and Well-Being in Education
- Self-study Research
- SLA Research and Second Language Pedagogy
- Social Justice in ELT
- Sustainability in ELT
- Teacher Education
- Teacher Identity
- Teacher/Learner Agency
- Teachers as Researchers
- Teaching English through Distance and Blended Learning
- Teaching and Learning Practices
- Teaching English to Young Learners
- The Use of Corpora in Language Learning/Teaching
- Translanguaging
- World Englishes, ELF, and EIL

The first day (24 April, Thursday) will be dedicated to undergraduate students' presentations, creating a platform to inspire the next generation of ELT practitioners and researchers.

Important Dates

- Deadline for Proposal Submission: 15 February 2025
- Response to Proposals via Email: 1 March 2025
- Registration for participants and presenters starts: 1 March 2025
- Registration Deadline for Presenters: 15 March 2025
- Conference Dates: 24–27 April 2025 (24 April is reserved for undergraduate students' presentations)

Submission Process

Submit your proposal using the submission form at the link below:
<https://forms.gle/Dknwv3NNtv9RiScQA>

Presentation Types

We invite proposals for the following types of presentations:

Paper Presentation

A paper is a 20-minute session that describes an innovative idea, research, or a procedure through which the presenter has recently gained awareness of an aspect of language, language teaching, and/or learning. It should describe what has been done in relation to theory or practice or may focus on commercial materials or products. Its content should be relevant to the delegates who work outside the presenter's local context as well. The presenter is requested to allocate time for questions and discussion. The summary should be no more than 250 words and should explicitly outline the steps and topics that will be discussed in the paper. 5 minutes should be allocated for question and answer.

Demonstration/Workshop Presentation

A demonstration/workshop is a 40-minute practical presentation that shows how to use or apply a technique(s) or activity/task(s). It is an experiential learning session where participants are actively involved. The summary should be no more than 250 words and should explicitly outline the steps and topics that will be discussed in the paper. 5 minutes should be allocated for question and answer.

Poster Presentation

A poster session gives a visual presentation illustrating or summarizing a project, research study, or a feature of language teaching and/or learning. Each poster will be allocated wall/board space and there will be a 60-minute slot in the program solely for the presentation and discussion of the posters by the presenters and delegates; however, the posters will be on exhibit throughout the conference.

The poster presenters will be expected to be on hand during this slot. Their summary should be no more than 250 words and should explicitly outline and discuss the steps and procedures that they will present in their poster.

Criteria for Proposal Selection

Proposals will be evaluated based on:

- Originality and contribution to the field of ELT.
- Relevance to the conference theme and audience.

- Practical implications for ELT practices.
- Completeness and clarity of research or project phases.
- Respect for the audience's knowledge level.

Proposals should not have been presented in previous INGED conferences.

Important Notes:

- Each presenter can present a maximum of two sessions (papers and/or demonstrations).
- Proposals will undergo blind peer review. Ensure your summary reflects your study's originality, significance, and clarity.
- Accepted summaries will be published on the conference website.
- Joint presenters must register and pay the conference fee individually.

Contact and Additional Information

For questions and updates, contact us at the emails below:

- ingedconference@gmail.com

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PLENARY TALKS



Bridging Worlds: Culturally Responsive Teacher Preparation in Multilingual Contexts

Babürhan Üzüm

Abstract



Ways to pedagogize identity in language teacher education: Critical and innovative teacher-learning activities

Bedrettin Yazan

Abstract

Research on language teacher identity (LTI) explored the complex interplay between professional identity, learning, and practice and concluded that teacher learning involves constructing a professional teacher identity. This research provided implications that LTI should become an explicit goal in teacher education since innovative and transformative teacher learning requires engagement in identity work. The question then becomes, how can we re-envision teacher education practices to situate critical LTI at the epicenter? Addressing this question in my presentation, I will share identity-oriented teacher-learning activities from three ongoing research projects which intended to humanize language teacher education with creative and critical practices. The first activity is identity poster that I have used with colleagues in an 8-week telecollaboration between teacher candidates in undergraduate programs in Türkiye and USA. The second activity is digital language learning story that has been part of a professional development course for in-service ESL and bilingual teachers in the USA. The third activity is critical autoethnographic narrative that I designed as a semester-long scaffolded writing for ESL teacher candidates in a teacher education course. In my presentation, I will provide examples to examine these activities from pedagogical and research perspectives to demonstrate ways of integrating LTI in teacher education.



Uplifting English Language Teachers: Advocating for Well-being and Success

Luis Javier Pentón Herrera

Abstract

In this keynote, I highlight the critical importance of language teacher well-being and success. Drawing from personal stories and available research, I explore the challenges language educators face in today's fast-paced and demanding environments, while offering practical strategies for self-advocacy and resilience. My goal is that by the end of our conversation, teachers feel inspired to recognize their immense value, and embrace challenges as opportunities for growth and positive change.



Feedback that Matters: Crafting our Responses to Align with Student Needs

Mary Scholl

Abstract

In this session we will look at the role that feedback, both from students and to students, plays in how teachers make critical decisions that impact student learning. We will explore the differences between mistakes and errors and different options we have in responding to students. We will look at concrete techniques that teachers can use to both receive feedback from students about their learning and offer feedback to students that potentially matches the students' learning needs. At the end of the session teachers will walk away with a broader sense of possibilities in receiving and responding to feedback and a clear reason why this is our superpower when co-creating learning environments.



INVITED WORKSHOPS



Teaching, Reflecting, Thriving: Practicum Well-being for Future TESOL Teachers

Anıl Rakıcıoğlu-Söylemez

Abstract

This interactive workshop delves into the complex nature of teacher well-being during the practicum phase of TESOL teacher education. Anchored in recent research and practical frameworks, the session addresses the emotional, pedagogical, and relational challenges that pre-service teachers encounter in intricate school environments. Participants will examine four core themes: comprehending practicum ecology and the challenges of workplace learning; cultivating grit and professional self-efficacy in response to setbacks; implementing reflective practices and classroom management strategies that support both teaching and well-being; and engaging with stakeholders through a lens of transversal competencies (e.g., empathy, collaboration, and resilience; UNESCO, 2016). Practical tools, such as the Grit Grid and Efficacy Elevator, are introduced to help participants reframe challenges and maintain reflective motivation during the practicum. Drawing on recent studies (e.g., Mercer & Murillo-Miranda, 2025; Moskowitz & Dewaele, 2021), the workshop emphasizes that practicum well-being is both dynamic and relational, and that reflective practices can serve as strategies for professional growth throughout the practicum. Ultimately, the session promotes a shift from merely surviving to thriving in the TESOL practicum, equipping future teachers with sustainable tools for professional and emotional resilience.



Real or Imagined? Do We Really Care?

Bena Gül Peker

Abstract

Visualization, a technique from Neuro Linguistic Programming (NLP), is defined as “using the power of our imagination in order to create what we want in our lives” (Gawain, 1998). Using our imagination to create a clear image, idea or feeling of something can be a powerful tool not only for personal but also professional gains. For example, visualization can aid in enhancing motivation and reducing stress. It can also improve one’s presence in teaching and support student learning, thus offering a wealth of tools and strategies.

How can we unlock our potential whether in a personal or professional context using visualization? Recent neuroscientific evidence proves that the brain cannot really distinguish between real and imagined experiences. Hence, by vividly imagining a scene, action, or outcome, we can activate the same neural pathways as if we were experiencing it in real life. (Simons, 2017) . Exploring visualization techniques can be an extremely rewarding experience whether the aim is enhance memory, improve one’s skills or simply create the right state of mind.

By way of introduction, this workshop will first draw attention to the importance of visualization within the context of NLP followed by a discussion of the different kinds of visualization which can be used for different purposes. The workshop will then engage participants in two different visualization activities, one of which will be a focus on personal experience and the other on teaching. The participants will get a chance to share their reflections of the two different visualization activities.



A Brief History of Changes in Teacher Knowledge: From Technicians to Practitioners

Ufuk Keleş

Abstract

In this invited speech, I present a brief history of changes in language teacher knowledge in several time periods in the field of language teacher education. I focus on the chronological changes in the discourses and pertinent perspectives about teacher knowledge in ELT scholarship. In particular, I intend to provide a broad, yet vivid picture of the paradigm shifts the field of applied linguistics have lately endured the roots of which may be traced back to around sixty years ago. I will touch on the cognitive turn of the 1980s (see Chomsky, 1959; Lakoff, 1990), the sociocultural turn (see Johnson, 2006; Lantolf, 2000; Swain, 2006), the critical turn of the 1990s (see Kumaravadivelu, 2006; Pennycook, 2001), the social turn of the late 1990s (see Block, 2003; Firth & Wagner, 1997), the affective turn of the 2000s (see Benesch, 2012, 2017; Pavlenko, 2013), the narrative turn (see Barkhuizen, 2011; De Fina & Georgakopoulou, 2008, 2012), and the multilingual turn of the 2010s (see Conteh & Meier, 2014; May, 2014, 2019; Ortega, 2019) and how these turns overlapped into each other and got entangled with each other to form the present stage of the field. These entanglements have also had profound effect on where applied linguistics is headed to in the near future. Next, I will discuss how language teacher educators' approaches towards language learners and language teachers have significantly broadened. In the past, language learners were deemed merely as mimicking users, and later people with the intellectual capabilities to acquire a language in classroom settings. They are now regarded as persons, who are social learners, critical thinkers, and multilingual speakers who have their own beliefs, thoughts, and emotions that guide their active learning process in their habitats be they national or transnational spaces. Likewise, language teachers are now recognized as orchestrators, providers, enablers, sociocultural critics, caring experts, and multicultural envoys rather than being acknowledged only as knowledge transmitters (Freeman & Johnson, 1998).

Lastly, I discuss how language teacher knowledge has been reconceptualized in three back-to-back phases: knowledge-for-practice, to knowledge-in-practice, and from there to knowledge-of-practice (Cochran-Smith & Lytle, 1999). Explaining the nuances across these phases, I argue that teachers who used to be seen as knowledge consumers started to be considered as legitimate knowledge generators (Bulfin & Mathews, 2003).

I believe this (re)capturing of recent records of language teacher education literature will improve fellow English teachers, language teacher educators, and scholars' approach to the field of ELT and encourage them to revisit their theoretical foundations and hands-on experiences.



PANEL PRESENTATIONS



PANEL ABSTRACT

Birds of a Feather Flock Together: Exploring the Role of Culture in Effective English Language Teaching

Çiler Hatipoğlu

English Language Teaching (ELT) is a constantly changing and evolving field shaped by the technological, scientific, political, and economic developments in our countries and the world. Multilingual and multicultural foreign language classrooms are now the norm, and traditional classroom approaches and methods might no longer work; teaching materials prepared with a monocultural point of view might not be sufficient. Therefore, teachers and students need to learn to bridge cultural and linguistic divides and promote intercultural understanding through research-informed practice.

The collection of studies presented in this panel aims to explore the multifaceted nature of culture in diverse educational contexts from a wide array of perspectives (i.e., teaching materials, student-teacher communications, cultural norms in interactions, students' expectations and views about language teaching contexts). To reach their aims, the studies employed mixed methods where both quantitative and qualitative data from various groups of participants and sources were collected and analysed.

The findings of the studies show how taking into consideration the cultural background of the students can amplify the positive effect of the given education and the problems and challenges teachers and students face when it is ignored. These studies collectively contribute to a deeper understanding of how cultural factors, new contexts and communication modes, and social hierarchies shape success and progress in educational settings, offering valuable insights for educators, material writers, teacher trainers, and researchers alike.



PANEL PAPER 1

A Comparative Analysis of Phraseme Constructions in Year 12 English as Foreign Language Textbooks: Turkish and Serbian Perspectives

Çiler Hatipoğlu & Biljana Radic Boyanic

Phraseme constructions (PhraCons), also known as constructional idioms, are syntactic patterns that consist of lexically fixed anchor words and empty slots for fillers (Schlund & Pavlova, 2024). Research consistently shows that idiomatic expressions contribute to developing the communicative competence of foreign language learners (Hatipoğlu & Can Daşkın, 2020), enabling them to use more fluent and natural language while also increasing their motivation to continue learning the target language. Despite the significance of idiomatic expressions, they are often either excluded from foreign language teaching materials or, when included, rarely receive focused attention in the relevant units.

The current study focuses on a specific sub-category of idiomatic expressions – PhraCons – and, as far as the authors are aware, for the first time compares and contrasts their placement, and frequency in English as a foreign language books used in Year 12 classes in Türkiye (i.e., a locally published book) and Serbia (i.e., a book from an international publisher such as Oxford and Cambridge).

The findings reveal interesting similarities and differences between the frequency and placement of PhraCons included in the two sets of books and raise questions related to the processes related to foreign language material design and curriculum development.

References

Hatipoğlu, Ç. & Can Daşkın, N. (2020). A proverb in need is a proverb indeed: Proverbs, textbooks and communicative language ability. *South African Journal of Education*, 40(1), 1-14.

Katrin Schlund, K. & Pavlova, A. (2024). Core and boundaries of the notion of phraseme construction. *Quaderns de Filologia-Estudis Lingüístics*, 29, 23-46.



PANEL PAPER 2

Analysing the Representation of Speech Acts in 12th-Grade Turkish Public School English Textbooks: A Pragmatic and Cultural Perspective

Mustafa Tosun

It is now widely accepted that language learning requires more than just grammar and that knowledge of pragmatics is also essential. Learning when and how to utilise the speech acts of the target language (i.e., when to apologise, how to make polite requests) is a key component of learners' foreign language skills. The best place to present this information to learners of English as a foreign language is through coursebooks, as they “remain the default language learning resource” (Mishan, 2022, p. 1) and “few teachers enter class without them” (Hatipoğlu & Can Daşkın, 2020, p. 1).

This study, therefore, explores how speech acts are presented in 12th-grade English textbooks used in Turkish public schools. First, the frequency and characteristics of the speech acts in the various units are examined. Then, it considers how they are taught and whether the native culture of the authors and students (i.e., Turkish culture) influences the presentation of speech acts in the books. This study employs a mixed-method approach; the quantitative part includes determining the distribution of speech acts across units, while the qualitative analysis involves assessing the pedagogical representation of speech acts across units. Additionally, this study investigated the impact of Turkish cultural values on the presentation and use of speech acts in English textbooks employed in Turkish public schools.

The findings of the study show that there is an unbalanced representation of the different groups of speech acts and that they are mostly represented as formulaic structures rather than parts of authentic communicative contexts. There are also examples showing the effect of native culture on the representation of speech acts in the examined materials.

References

- Hatipoğlu, Ç. & Can Daşkın, N. (2020). A proverb in need is a proverb indeed: Proverbs, textbooks and communicative language ability. *South African Journal of Education*, 40(1), 1-14.
- Mishan, F. (2022). The global ELT coursebook: A case of Cinderella's slipper? *Language Teaching*, 55, 490–505 doi:10.1017/S0261444820000646



PANEL PAPER 3

The Influence Of Hofstede's Dimensions On EFL Students' Speeches: A Cross-Cultural Study Of EFL Students From Diverse Cultural Backgrounds

Hande Fidan

This study examined how Hofstede's individualism-collectivism and masculinity-femininity dimensions (2010) shape the speaking preferences of 40 A2-B1 level EFL learners from different cultural backgrounds, including Türkiye, Nigeria, Russia, Iran, Iraq, Palestine, Yemen, etc. Spontaneous speech patterns were analysed during students' in-class recordings for a job interview task to assess alignment with Hofstede's framework by analysing the modest-assertive and individualist-collectivist utterances in the recordings through qualitative coding and quantitative frequency analysis.

The findings were organised into three patterns: alignment, partial alignment, and contrast with Hofstede's framework. For instance, students from Nigeria, Iran, and Iraq exhibited strong collectivist expressions, such as emphasising family priorities, consistent with Hofstede's categorizations. Conversely, participants from Kazakhstan and Azerbaijan demonstrated a blend of collectivist and individualist patterns that diverged from Hofstede's official scores, potentially due to acculturation effects. Regarding assertiveness, while Somali, Palestinian, Russian, and Turkish students produced assertive utterances in the job interview context, which contrasted with Hofstede's masculine-feminine scores, Libyan and some Syrian students displayed assertive language that aligned with the framework.

The study highlighted how cultural dimensions, acculturation, and task-specific contexts shape students' speech preferences. Moreover, the findings suggested that a single framework could be insufficient to fully assess an entire culture. These insights call on researchers and EFL teachers to design speaking tasks that embrace cultural variability while enhancing cross-cultural awareness. Therefore, this research emphasizes the need for culturally connected teaching practices, innovative task designs that reflect the unique characteristics of EFL students' cultural backgrounds, and inspired EFL teachers who promote inclusive and culturally responsive learning environments



PANEL PAPER 4

International Arab Students' Perceptions of Turkish Politeness in the Preparatory School: Expectations from Turkish Instructors and Classmates

Abdulkadir Erten

As English functions as a lingua franca in globalised educational contexts, understanding politeness across cultures is vital for promoting inclusive and effective communication in multilingual classrooms. This study examines the expectations of international Arab students enrolled in a preparatory school in Türkiye regarding Turkish politeness within the academic setting, both from their instructors and their classmates.

This study was conducted at a private university in Ankara, Türkiye, with a sample of 36 Arab students from various Arabic-speaking countries. It combines Spencer-Oatey's (2002, 2008) Rapport Management Framework with Brown and Levinson's (1987) Politeness Theory. A mixed methods approach was used, gathering data through an online survey consisting of demographic questions, closed and open-ended questions, and situational scenarios.

Findings indicate that Arab students view Turkish politeness as comparatively more direct and individualistic than their own indirect and collectivist cultural norms. Furthermore, religious expressions such as *Jazak Allah Khair* ("May God reward you") are integral to Arab students' politeness strategies, whereas Turkish individuals typically use less ritualistic expressions of gratitude. These insights underscore the necessity for intercultural pragmatics in ELT teacher training to mitigate potential misinterpretations in classroom interactions. Incorporating culturally responsive teaching methods—such as discourse completion tasks and peer role-play—can enhance educators' capacity to bridge linguistic and cultural divides. By adopting these strategies, teacher education programmes can foster resilience and intercultural competence among ELT educators. Ultimately, this research highlights the importance of culturally responsive pedagogy in assisting educators to navigate challenges within globalised ELT, promoting inclusivity, respect, and communication.

References

- Brown, P. & Levinson, S. C. (1987). *Politeness: Some Universals in Language Usage*. Cambridge: Cambridge University Press.
- Spencer-Oatey, H. (2002). Managing rapport in talk: Using rapport sensitive incidents to explore the motivational concerns underlying the management of relations. *Journal of Pragmatics*, 34 (5), 529-545.
- Spencer-Oatey, H. (Ed.) (2008). *Culturally Speaking: Culture, Communication and Politeness Theory*. London and New York: Continuum.



PANEL PAPER 5

An Examination of Politeness Strategies in Middle School Students' Request Messages

Beyza Yalçın & Çiler Hatipoğlu

Students interact with their teachers in diverse ways, including digital platforms, which have become essential for communication in educational settings (Irzawati, 2021). Among these interactions, requests seeking clarification, deadline extensions, or assistance are particularly frequent. When addressing an authority figure, students tend to utilize different request strategies and politeness norms.

This study investigates how middle school EFL students employ politeness strategies in requests to their English teacher via Microsoft Teams, using Brown and Levinson's Politeness Theory as a framework. While prior research has focused on classroom and email interactions, little is known about requests in digital academic platforms; hence, there is a need to address this specific gap in the literature. Additionally, the study explores how Turkish cultural norms, which emphasize respect for authority and implicitness, influence students' preference of language use.

A mixed-method approach is used, combining qualitative content analysis and quantitative frequency analysis of approximately 100 anonymized messages. Findings indicated that students predominantly employed Negative Politeness, with Conventionally Indirect Requests as the most common strategy to mitigate imposition and protect their teacher's negative face. Internal and external modifiers, such as syntactic downgraders and preparators, were frequently used to soften requests. The results highlight students' awareness of power distance and their pragmatic competence in managing face-threatening acts, shaped by cultural values that favor indirectness and deference in hierarchical relationships.

References

Irzawati, I. (2021). The utilization of digital platforms in online learning: EFL students' perspectives. *Indonesian EFL Journal*, 7(2), 131-138. <https://doi.org/10.25134/ieflj.v7i2.4566>



PAPER PRESENTATIONS



Turkish Erasmus Students' Imagined Identity Construction and Language Investment in EFL and Erasmus Contexts

Aleyna Yavuz & Zeynep Gülşah Kani

Abstract

This study examines Turkish Erasmus students' (BA or MA) foreign language motivation based on Dörnyei's (2005, 2009) L2 Motivational Self-System (L2MSS) along with their "imagined identity" development and "language investment" (Norton, 2001) in their "imagined communities" (Anderson, 1991) in Türkiye and Erasmus contexts. This study is among the rare studies that have been conducted with Turkish students with a consideration of both Dörnyei's (2005, 2009) and Norton's (2001) theories. Following a multiple case study design, the study investigates Turkish Erasmus students' English learning stories and experiences to find out how the concepts mentioned above are developed in Türkiye as an EFL context, and how the Erasmus Programme has affected the construction process of these concepts. The study adopts a mixed method approach including both quantitative and qualitative data collection instruments, i.e. two questionnaires, semi-structured interviews, narratives and language tasks. The findings of statistical and thematic analyses about the role of Erasmus in the development of Turkish Erasmus students' imagined identity and language investment will be presented in addition to their expectations about Erasmus. The study is promising to contribute to the motivation studies by proving more insights into the intertwined, and complex L2 identity development of Turkish Erasmus students changing over time and across space.



Advancing EAP Writing Assessments through Generative AI: Towards More Autonomous and Learner-Centric Educational Practices

Alireza Kabiriaslifar

Abstract

This study delves into the potential application of generative AI, specifically tools like ChatGPT, in EAP Writing assessments. The study is grounded in the author's 15 years of experience in EAP teaching and assessment, and this research highlights how AI can significantly support autonomous learning, empowering students by providing personalized, immediate feedback. It also addresses the specific challenges students face in writing tasks before the real test and how to overcome them. Our findings in this study underscore AI's capacity not only to streamline assessment procedures but also to foster a more learner-centered approach and resilient educational systems. The paper, further on, presents the analysis of the strengths of using generative AI for assessing students' EAP essays while also examining their limitations in capturing the nuances of human judgment. Key findings suggest that while AI can offer consistency, it may require further calibration to align with human assessors' standards. The critical role of technology after all in shaping future-ready educational practices is evident and promoting learning-oriented assessment through AI can provide sustainable development goals in Language Education.



A Comparative Corpus Analysis of Anxiety Idioms in Inner and Outer Circle Englishes

Arda Kaval

Abstract

This workshop introduces eclectic lesson planning as a flexible approach to designing engaging classroom activities by integrating multiple models, particularly within the TESOL context. Participants will apply scaffolding-oriented, affordance-based, and linear planning while considering traditional, inquiry-based, collaborative, and assessment-driven models. The discussion also explores modular planning, structuring lesson sections to meet diverse language learning needs. By the end of the session, participants will analyze lesson planning frameworks, evaluate activity structures for engaging diverse learners, and apply strategies to enhance TESOL lesson activities. Through hands-on exercises, they will first examine a sample lesson structured around a single planning model, identifying opportunities to integrate diverse techniques suited for English language teaching. Then, in small groups, they will modify a lesson plan by incorporating scaffolding techniques, flexible elements, and strategies for engaging English language learners. The workshop will allow teachers to explore how traditional and contemporary approaches can be blended to enhance language learning outcomes. It will conclude with a reflection and discussion on the practical applications of eclectic lesson planning in TESOL classrooms. By the end, participants will develop a deeper understanding of flexible lesson planning and gain practical tools to design interactive, student-centered lessons that accommodate English language learners and diverse proficiency levels.



Exploring English Language Instructors' Perspectives on Education for Sustainable Development in Higher Education

Arzu Ekoç Özçelik

Abstract

Education for Sustainable Development (ESD) is a new framework that aims to equip students with the knowledge and abilities necessary to tackle the global issues listed in the Sustainable Development Goals (SDGs) of the UN, such as eradicating poverty and hunger, ensuring gender equality, combating climate change and delivering high-quality education. ESD encompasses diverse social, economic, and environmental themes, and integrating SDGs into English language teaching provides valuable opportunities to enhance students' critical thinking skills and foster a sense of global citizenship. Supported by Yildiz Technical University Scientific Research Projects Coordination Unit, this study employs semi-structured interviews and a survey to investigate how English language instructors in Türkiye perceive ESD and its applicability to their classroom practices in higher education. According to preliminary results, participants acknowledge the significance of sustainability, but they have little knowledge of ESD and how it relates to teaching English. Most of the participants were unsure about how to apply ESD to their lessons and activities. Furthermore, it was discovered that there was little professional development opportunity or institutional support for incorporating ESD into language instruction. Despite these obstacles, language instructors showed a desire to participate in ESD after receiving the necessary training.



Beyond L1 Influence: A Turkish Scale for L2 Willingness to Communicate

Arzu Kanat Mutluođlu

Abstract

For nearly two decades, willingness to communicate in a foreign language (L2 WTC) has attracted significant research interest. Initially conceptualized as a stable personality trait, L2 WTC has been examined concerning factors such as age, gender, culture, motivation, anxiety, and perceived competence. This identification of L2 WTC also leads to a brief conclusion that someone willing to communicate in their first language (L1) would become willing while learning another language. However, assuming a direct transfer from L1 to L2 WTC oversimplifies the complex nature of language learning. As Yashima et al. (2004) argue, L2 WTC cannot merely be seen as a "manifestation of L1 WTC" (p. 124). This discrepancy is particularly evident in research conducted in Türkiye, where L2 WTC is often measured using scales originally designed for L1 contexts. The reliance on these tools underscores the need for culturally appropriate instruments tailored to Turkish learners of L2s. Addressing this gap, the present study aims to develop and validate a Turkish L2 WTC scale. An exploratory mixed methods design was employed to construct the scale. First, qualitative data were collected through an open-ended questionnaire (186 tertiary-level English learners) and interviews (17 participants). These findings informed the development of scale items. The model was then tested through two sets of quantitative data collection, involving a total of 933 tertiary-level English learners. Exploratory factor analysis and confirmatory factor analysis validated the scale's construct, revealing two key subdimensions: L2 WTC inside the classroom and outside the classroom, each represented by seven items. The study contributes to the field by offering a culturally relevant measurement tool for L2 WTC in the Turkish context.



A Bibliometric Analysis: Artificial Intelligence in English Language Teaching

Asya Tilbe Gündüz

Abstract

The present study aims to examine the studies conducted on the use of artificial intelligence in English language teaching around the world and to create a pattern map of these studies by scanning the indexes listed in the Web of Science (WoS) database, which is one of the most widely used indexes worldwide. In the research process, the descriptive survey model and the bibliometric mapping method were used to determine the general characteristics of the studies conducted in the field, including their historical development, content, contributing researchers, institutions, and most frequently used keywords. This research has importance in terms of documenting and investigating the studies that combine artificial intelligence and foreign language teaching, as technology is increasingly intersecting with education. The research findings will provide important data for researchers, institutions, and teachers who plan to use artificial intelligence and foreign language teaching together.



Building a community of practice for language teacher educator identity development and research: A collaborative autoethnography

Aycan Demir Ayaz, Yasemin Tezgiden Cakcak & Işıl Günseli Kaçar

Abstract

Since the sociocultural turn in English language learning and teaching (Johnson, 2006), identity has become a growing research focus. While teacher and learner identities have been widely explored (Barkhuizen, 2021), studies on language teacher educators' (LTEs) identities remain scarce (Yazan, 2019). This collaborative autoethnographic study investigates an emerging community of practice, the Identity-Oriented Language Teacher Educator Community (IDTEC), among EFL teacher educators at a Turkish state university. Although this initiative did not sustain its initial purpose of a long-term mentorship program for novice teacher educators, it brought out IDTEC. Grounded in the community of practice framework (Wenger, 2004) and ecological perspective (van Lier, 2010), this study examines the impact of IDTEC on the possibilities and challenges of negotiating our teacher educator identities and agencies as academics (Dickinson et al., 2020). Data were collected longitudinally via meeting notes and reflective journals. The thematic analysis highlighted the community's role in fostering critical reflexivity, identity negotiation, and empowerment. Findings also revealed varying levels of engagement of the community members due to heavy workloads, and changing research orientations alongside the influence of micro, meso, and macro factors. The study suggests the significance of creating such a CoP to generate a transformative academic culture of solidarity and collaboration among LTEs.



Unveiling the Emotional Journal: L2 Prospective Teachers' Responses to Mentor Feedback

Aynur Kesen Mutlu

Abstract

It is well known that mentors' feedback supports prospective teachers' journey to becoming qualified teaching professionals. Significantly, as well as providing constructive feedback, the mentorship process entails an emotional dimension that may contribute to mentees' professional identity (Ntshangase & Nkosi, 2022). However, how prospective teachers react emotionally to such mentors' feedback remains underexplored in language education research (Bjørndal, 2020; Soylemez & Tuga, 2014). Adopting a qualitative approach, this study examined the emotional responses of prospective EFL teachers to feedback provided by mentors during the teaching practicum experience. Data were collected weekly through semi-structured interviews and reflective journals during a 12-week teaching practicum program in Turkey. The participants included 70 pre-service EFL teachers enrolled in the Department of English Language Teaching. Data analysis was conducted through thematic analysis. The findings of the study revealed a wide range of positive and negative emotional responses ranging from eagerness and motivation about professional development and reflective practice to anxiety about unexpected classroom challenges and meeting student needs, defensiveness regarding their classroom management strategies, and feeling overwhelmed.



Comparison of AI-enhanced Chatbots in ELT, Teacher Education, and Academical Settings

Berkay İsmail Nacak

Abstract

The rise of chatbots in English language teaching (ELT) has introduced a dynamic range of tools with varying features, capabilities, and pedagogical impacts. This presentation focuses on comparing different and popular chatbots that can be used in ELT, and academy examining their effectiveness, accuracy, and usability. By evaluating popular chatbots like OpenAI's ChatGPT, Google's Gemini, and others tailored for language practice, language teacher education, and EFL academy, this talk uncovers how they cater to diverse needs for different settings. Key concepts such as quality feedback for learners, implementing chatbots into teacher education and ethical aspects to use chatbots in academical settings, and more important factors will be explored. The session will highlight each chatbot's strengths and limitations, providing insights into their ideal use cases. This comparative approach aims to equip ELT practitioners with a critical understanding of chatbot diversity, enabling them to select and implement the most effective solutions for enhancing linguistic competence and fostering autonomous learning and opportunities provided by chatbots for ELT and academic settings..



The Relationship Between AI Competence and Teacher Autonomy: A Mixed-Methods Study Among Pre-service ELT Teachers

Berkay Temiz

Abstract

Artificial intelligence (AI) tools are increasingly prevalent in English language teaching classrooms, reshaping teaching and learning. However, the relationship between teacher artificial intelligence competence self-efficacy and teacher autonomy remains unexplored. Chan & Tsi (2023) suggest that the future of education resides in the collaboration between human teachers and AI. According to Lu & Wang (2021), teacher autonomy may foster teachers' critical thinking-focused instruction and meta-cognitive pedagogies in the classrooms. While AI tools have the potential to enhance teacher autonomy, they may also make them reliant on technology. Therefore, a thorough investigation of the relationship between teachers' AI competence self-efficacy (TAICS) and autonomy is warranted. This study will adopt a mixed-methods approach to examine the relationship between TAICS and teacher autonomy. Participants will be senior-year pre-service ELT teachers and actively engaged in their teaching practicum. Participants will be selected from convenient sampling. Data will be collected through questionnaires and structured interviews. TAICS scale will be used to measure AI competence self-efficacy, and the Teaching Autonomy Scale (TAS) will be used to assess teacher autonomy. Quantitative data will be analyzed using SPSS, and interviews will provide qualitative data to elaborate on the quantitative findings to better understand the relationship between AI competence and teacher autonomy.



Adapting to Diversity: Differentiated Instruction Strategies for EFL Classrooms

Cansu Öğrűce

Abstract

In the context of EFL classrooms, differentiated instruction is a crucial strategy for meeting the various requirements of learners. In order to guarantee efficient communication, engaging activities, and fair assessment procedures, this presentation explores practical strategies that EFL teachers might use. It emphasizes strategies for promoting inclusive and transparent teacher-student communication, like using multimodal materials and scaffolding to accommodate a range of language proficiency levels. Teachers will also learn how to create flexible exercises and resources that represent the unique characteristics of each student and encourage participation. The session also highlights cutting-edge assessment and evaluation methods designed to take into account each student's particular learning preferences and skills, promoting development and success. Collectively, these approaches seek to give EFL teachers useful resources to improve student learning in a variety of classroom environments.



Exploring the Role of Face-to-Face Peer Feedback in Collaborative Writing Among Pre-Service EFL Teachers

Cemal akır & Betül Kaptanođlu Arı

Abstract

Peer feedback has been widely recognized as an effective pedagogical tool in English as a Foreign Language (EFL) writing instruction, fostering learner autonomy, critical thinking, and writing proficiency. Within the framework of social constructivism, collaborative writing provides opportunities for learners to engage in meaningful interactions, negotiate meaning, and refine their language output. While previous studies have examined the effects of online and face-to-face peer feedback, limited research has explored the exclusive role of face-to-face peer feedback in enhancing collaborative writing skills in tertiary-level EFL contexts. This study aims to investigate the implementation of face-to-face peer feedback in collaborative writing tasks among pre-service English language teachers. Thirty participants from an English Language Teaching program (3rd and 4th -year students) at a state university in Ankara, Trkiye participated in a series of structured peer feedback sessions. Data were collected through students' written revisions, a Likert-scale questionnaire, and semi-structured interviews. By focusing on the dynamics of face-to-face peer feedback, this study contributes to the growing body of research on peer interaction in EFL writing. It provides pedagogical insights for language instructors aiming to optimize feedback practices in collaborative learning environments.



The Effect of Intercultural Communication Tasks on Students' Intercultural Awareness Level in Multicultural EFL Classrooms

Ceren Duman & Gülümser Efeoğlu

Abstract

In today's interconnected world, the ability to effectively navigate cultural diversity has become vital for meaningful communication and collaboration. Intercultural education not only fosters empathy and openness but also equips learners with the critical thinking and global citizenship skills needed to engage in intercultural exchanges (Allo, 2018; Porto et al., 2017). In the context of English as a Foreign Language education, fostering these competencies is significant, as classrooms often reflect the multicultural dynamics of society (Fantini, 2020; Hoff, 2020). The aim of the current study is to examine how intercultural communication tasks influence the intercultural awareness level of A2 and B2 level EFL students in multicultural English preparatory classes in Istanbul. Using a mixed-methods approach, data were gathered through pre- and post-tests and semi-structured interviews conducted with 57 students. The quantitative results showed a significant improvement in students' intercultural awareness. However, no direct relationship was found between language proficiency and intercultural awareness level. The qualitative findings highlighted the role of intercultural tasks in promoting empathy, cultural understanding, and openness to diversity. These findings underline the importance of incorporating intercultural communication tasks into EFL curricula to help students develop the global citizenship skills necessary for real-world intercultural engagement.



ChatGPT in Writing Feedback: Exploring EFL Teachers' Perspectives and ChatGPT's Feedback Quality

Çağla Ceren Kebeci & Nurdan Özbek Gürbüz

Abstract

Technological improvements have begun to impact all fields, including education. Despite several studies addressing various aspects of AI integration in EFL education, the evaluation of the feedback quality offered by ChatGPT remains relatively unexplored, as well as the gathering of the EFL teachers' perspectives on the incorporation of AI-assisted feedback. In order to address this issue, this study attempts to collect EFL teachers' perspectives both in terms of ChatGPT's feedback generation and the quality of the written feedback on the argumentative essays. Initially, argumentative essays were compiled from 27 first-grade ELT students, and 4 of these were chosen with an expert evaluation. Chosen writings were submitted to the ChatGPT and requested to give feedback by prompting. Subsequent to receiving written feedback from the AI, 6 EFL teachers with diverse backgrounds in age, gender, and teaching experience were interviewed to evaluate the quality of ChatGPT's feedback using a framework consisting of four criteria. Through the inductive/deductive hybrid thematic analysis, it was determined that EFL teachers evaluated the feedback quality produced by ChatGPT as inadequate, particularly in terms of providing a supportive tone and prioritizing essential features of writing. Moreover, it was observed that the participants were in favor of a balanced integration of ChatGPT's feedback generation. Lastly, it was indicated by the participants that ChatGPT could contribute to alleviating the teacher burden and saving time. The study's findings seek to address the gap in the literature about the quality and efficacy of feedback produced by ChatGPT. Furthermore, it aims to elucidate the perspectives of EFL teachers about the utilization of AI in written corrective feedback practices.



Multiliteracy in Practice: Culture Integrated Digital Storytelling in EFL Classes

Deniz Gül

Abstract

The advancing technology provides English as a Foreign Language (EFL) educators with many opportunities to utilize digital resources in their teaching practices. In this sense, besides its contribution to digital literacy skills, Digital Storytelling (DST) becomes prominent with its other multiliteracy features such as multimodality enabling the use of visual, auditory and textual forms together. On the other hand, DST with its project-based nature allows EFL students to take active roles in their own learning processes by ensuring the use of all language skills through various apps. Furthermore, it is crucial to create authentic contexts during DST practices to boost motivation. As an ongoing MA Thesis, this action research aims to reveal EFL students' perceptions towards learning English by providing the required authenticity thanks to the DST tasks integrated with local cultural assets. The study, which is being conducted by a teacher-researcher, includes an eight-hour DST program where a private high school's students have to present a cultural asset related to the city they live in Türkiye by means of multimodal elements. Upon completing their presentations, purposively selected 20 students are asked to participate in a survey and answer evaluative questions to define their perceptions about gaining English Language skills. The qualitatively analyzed results obtained from Google Forms service are indicated as percentages to shed light on new studies in the field of EFL.



Fostering Creativity in Pre-service EFL Teachers: A Four-week Intervention

Dicle Sarıkaya, Hatice Gülru Yüksel & Emrah Özcan

Abstract

Creativity has been recognized as a key 21st-century competence, and teachers play an indispensable role in nurturing creativity (Apak et al., 2012). In the context of language teaching, the promotion of creativity results in a more effective learning environment. Given the increasing emphasis on creativity in modern classrooms, it is important to prepare future educators appropriately. The present study investigates the effects of a four-week intervention on the creativity competence levels of pre-service English as a Foreign Language (EFL) teachers. Data were collected before and after the intervention using the Genius Hour Creativity Rubric (Krebs & Zvi, 2015). The rubric is a self-assessment tool intended to explore creative thinking dispositions in 10 different aspects. The study sample comprised 18 sophomore pre-service EFL teachers enrolled in the English Literature I course at a state university in Türkiye. The intervention incorporated four tasks designed to cultivate deeper engagement with literary texts and included composing a persuasive letter, crafting a creative project, analyzing an artwork after a museum visit, and delivering a presentation on an assigned research topic. The data were analyzed using the Wilcoxon Signed Rank test. The findings suggest a significant improvement in participants' overall creativity levels, which underscores the significance of integrating creativity-focused instructional practices into language teacher education programs.



The Journey of Becoming: Tracing EFL Teachers' Identity Development Through Positioning Theory

Dilara Bağcı & Ayşenur Kılıç

Abstract

When it comes to the field of language learning, the concept of identity plays a pivotal role in shaping teaching and learning experiences. Norton (2000) emphasizes that language and identity are deeply intertwined, with identity influencing and being influenced by social interactions. Positioning theory, as introduced by Davies and Harré (1999), provides a framework for understanding how identities are constructed and negotiated in discourse.

This qualitative study investigates the evolution of EFL teachers' self-positioning from their pre-service years through their teaching careers. The research involves eight EFL teachers who meet specific inclusion criteria, including having 2–5 years of teaching experience and a degree in English Language Teaching (ELT). Data collection includes reflective journals and semi-structured interviews. Reflective journals explore teachers' practicum experiences and current in-service practices, encouraging participants to use metaphors to articulate their self-positioning. Semi-structured interviews further examine participants' narratives and metaphors, offering deeper insights into their evolving professional identities.

The findings highlight how classroom interactions, professional experiences, and self-reflective practices shape teachers' identities and positionalities over time. By employing discourse analysis, this study uncovers the dynamic interplay between language, identity, and teaching practices, contributing to the broader discourse on teacher identity development and positioning. The findings offer theoretical and practical insights into the complexities of identity formation in the context of SLA and EFL teaching.



An Analysis of the Effectiveness of AI-Mediated Interaction in the EFL Context

Duygu Sönmez & Cihat Atar

Abstract

With the recent developments in AI technologies, many fields have been being reshaped immensely in recent years. One area is education and English language teaching. As a novel area, to our knowledge, there are not any studies that focus on the Classroom Interactional Competence (CIC) (Walsh, 2006) of ChatGPT-4 in English language teaching contexts. Accordingly, this study aims to analyze the CIC of ChatGPT-4 while it teaches English as a foreign language. This is a qualitative study in which data were collected from 23 university students. With the prompts prepared by the researchers, ChatGPT-4 was asked to teach according to some pedagogic goals, which produced around 6 hours of data. The data were analyzed by Conversation Analysis via specifically focusing on the SETT framework (Walsh, 2006). Findings of the study suggested that regarding CIC most of the time, ChatGPT-4 successfully set the pedagogic goal and used relevant interactures achieving constructive alignment. In other words, ChatGPT-4 seems to be quite successful at teaching regarding CIC, and it is especially effective in initiating topics, extending talk, and using relevant interactures based on the selected mode. However, it sometimes has problems in identifying the overall goal of an activity, sticking to the current language, doing corrections when needed, and waiting for the turn completion. The study contributes to the use of conversational AI tools for English language teaching purposes.



An Analysis of Student-initiated AI Repair Sequences in the EFL Context

Duygu Sönmez & Cihat Atar

Abstract

With the development of conversational AI technologies, many areas have dramatically evolved in the last few years. English language teaching is one of these areas affected by using chatbots. To our knowledge, there isn't any study investigating student interaction with AI technologies using the Conversation Analysis (CA) methodology in the EFL setting. Therefore, this study's aim is to understand how students interact with ChatGPT-4 in the face of a communication breakdown and how these repair initiations are solved by ChatGPT-4 regarding Classroom Interactional Competence (CIC). Data were collected from 23 EMI university students, and 6 hours of data were qualitatively analyzed based on the repair mechanism of Schegloff et al. (1977) and the SETT framework (Walsh, 2006). The findings of the study display that students initiated repair sequences not only for understanding and hearing problems but also for searching for words and overcoming misunderstandings by ChatGPT-4. Almost all the students' initiations were successfully solved by ChatGPT-4 using some strategies such as repetition, rephrasing the previous utterance, giving explanations, and checking candidate understanding via confirmation. Therefore, ChatGPT-4 seems to have Classroom Interactional Competence since communication breakdowns are repaired accordingly. In conclusion, this study enhances the use of chatbots/conversational AI tools for English language teaching purposes.



Beyond Dominant English: Exploring Linguistic and Cultural Representation in Türkiye's Middle School EFL Textbooks

Ece Firuze Badak & Isgandar Bababaylı

Abstract

Nowadays, English is being learned worldwide for diverse purposes. Materials designers, teachers, and learners in the Expanding, Outer, and Inner Circle countries make use of English to meet their specific needs (Kachru, 1985). Although being taught and learned around the globe, English language textbooks predominantly reflect Standard English varieties and Inner Circle cultures. Addressing this imbalance, this study explores linguistic and cultural representation in middle school English as a foreign language (EFL) textbooks published by the Ministry of National Education of the Republic of Türkiye. Employing content analysis, the textbooks were examined through the lens of Kachru's concentric circles model. Findings indicate a dominant presence of linguistic and cultural elements from Inner Circle countries, overshadowing those from other countries. This imbalance may hinder the development of learners' plurilingual competence, limiting their ability to understand and express themselves in diverse English varieties. Furthermore, it may impede their capacity to mediate between speakers of different cultural backgrounds — essential skills emphasized by the CEFR (2001) and its Companion Volume (2020). Addressing this issue in EFL materials could foster a more inclusive and globally relevant English language education, better-preparing learners for real-world communication in culturally diverse English-speaking environments.



Investigating Tertiary Students' Attitudes and Perceptions Towards English as a Foreign Language

Ecem Eker Uka

Abstract

This quantitative study investigated the level of motivations, practices, and perspectives of university level students who have been learning English as a foreign language in preparatory school of a state university in Turkiye. This research paper highlights the areas of growth and significant challenges by employing a structured questionnaire adopted from Willough, Nambu and Pezzoti (2024). The questionnaire includes items about students' opinions of the classroom atmosphere, their language use sequences, anxiety levels and ideas about teacher support. According to the initial findings, positive attitudes toward the acquisition of English and support from teachers are reported. However, the lack of target language practice in daily interactions and a high level of social anxiety have been observed in the findings. The study will shed a light on practical areas to enhance students' target language success and increase their active involvement by lowering the anxiety.



A Comparative Study of Lexical Density and Lexical Diversity in the Conclusion Sections of Research Articles Written by Turkish and English Researchers

Eda Tabanlı

Abstract

This study investigates the lexical density and lexical diversity of conclusion sections of academic research articles written by native (L1) and non-native Turkish (L2) English writers. Focusing on a comparative analysis, the study aims to determine whether there are apparent differences in lexical richness, especially in lexical density and lexical diversity, between the two groups. Following Ure's (1971) formula, conclusion parts of 10 articles written by native English authors and 10 articles written by Turkish authors, published by international journals is used to investigate the lexical density of L1 and L2 writers. The total of 20 articles on English Language Teaching were analyzed and compared in this study. Lexical density was tested using Textalyser. Narrowing the analysis to conclusion sections, this research aims to contribute to our understanding of how lexical density and lexical diversity may vary in specific academic contexts and how this impacts the clarity and communicative efficacy of academic writing. The results highlight slight distinctions in lexical density and lexical diversity.



Exploring Professional Identity Development in Freshman English Language Teaching Students

Elif Burhan Horasanlı, Zeynep Bilki & Gülsev Pakkan

Abstract

Traditionally, language teacher identity was seen as fixed and stable. However, poststructuralist approaches now conceptualize it as dynamic and evolving, shaped by social interactions and influenced by race, gender, age, language, and nationality (Norton, 2014; Pavlenko, 2003). Norton and Toohey (2011) argue that identity is fluid, continuously negotiated across contexts. While research often focuses on in-service or advanced pre-service teachers, little attention has been given to how identity formation begins during the early stages of teacher education (Barkhuizen, 2021; Kayi-Aydar, 2015).

This study addresses this gap by exploring the identity construction of first-year undergraduate students in the ELT 102 - School Observation course at a foundation university in Türkiye. The course introduces freshmen to real-world teaching by observing classroom dynamics for 8 weeks in one public and one private school. A multiple case study design examines three participants using five data sources: observation notes, reflective journals, course materials, demographic questionnaires, and stimulated recall interviews.

The data is analyzed via positioning theory to identify the shifts in learners' identity construction processes as they navigate various roles during their observations.

Preliminary findings suggest that early exposure to authentic teaching settings significantly supports initial professional identity development, allowing students to connect academic learning with real-world applications. This study contributes to Teaching English as a Foreign Language field by providing insights into identity formation among freshman students—an often overlooked group. It offers practical strategies for incorporating hands-on experiences early in teacher education programs, thereby fostering the professional identity development of future educators from the outset.



Enhancing ESP Vocabulary Knowledge Using Corpus Linguistics Tools: The case of Medical English Terms

Elif Tokdemir Demirel

Abstract

Effective vocabulary learning is vital for mastering English for Specific Purposes (ESP). Rote memorization and predefined word lists are among the traditional methods. Alternative and more innovative tools for fostering vocabulary acquisition are offered by Corpus linguistics. This presentation explores the integration of corpus-based techniques into ESP vocabulary instruction. The study has been carried out in the context of a Corpus Linguistics in Translation Course which aims to provide students with both theoretical knowledge and hands on practice about the incorporation of Corpus Linguistics into Translation Studies. Specifically, the focus of the study was enhancing the teaching of Medical English terms using corpus tools in the context of English Translation and Interpretation studies. The study draws on a mixed-methods approach, analyzing the effectiveness of corpus tools such as concordancers, keyword extractors, and frequency analyzers in identifying and teaching specialized vocabulary in the domain of Medical English. Activities were designed around authentic corpora tailored to these fields, enabling learners to explore collocations, word frequency, and semantic prosody in real-world contexts. Pre- and post-tests, alongside qualitative feedback, were employed to evaluate the impact of this approach on learners' vocabulary retention and usage. Findings are expected to shed light on how much corpus-based instruction improves learners' ability to identify and use relevant terminology, specifically medical English terminology. This presentation concludes by discussing practical implications for ESP educators and also for language teachers and translator trainers emphasizing the accessibility of corpus tools and suggesting strategies for curriculum integration. Attendees will gain insights into leveraging corpus linguistics for tailored and effective vocabulary instruction, ultimately supporting learners' professional and academic success.



Enhancing Digital Game-Based Language Learning Through Mindfulness Practices

Emine Demiröz & Emrah Baki Başođlu

Abstract

Digital games have been used as powerful tools which offer engaging, immersive, and interactive experiences for language learners. They provide meaningful learning contexts where learners are exposed to real-world language use, enhancing their understanding of contextualized language. The integration of digital games into language learning provides numerous benefits, including authenticity, collaboration, and interaction. However, challenges such as learner isolation and interruptions may arise, potentially hindering the effectiveness of these tools. To address these challenges, mindfulness, as a contemplative practice, offers a promising solution. Mindfulness involves consciously engaging with present experiences through heightened awareness of emotions, and its integration into digital game settings has the potential to elevate the quality of language learning experiences. This presentation will explore the theoretical connections between mindfulness and digital games, while demonstrating practical mindfulness strategies that can be effectively integrated into digital game-based language learning environments. Participants will gain insights into the significance of mindfulness in digital game-based language learning and learn how to implement mindfulness practices in their foreign language classrooms, fostering a more balanced and holistic learning experience.



The Impact of Bilingual Translation and Creative Writing Processes on Pre-Service Language Teachers' Linguistic and Cultural Competence: A Comparative Study

Emine Eren Gezen

Abstract

This ongoing study investigates the impact of integrating bilingual translation (Turkish-English and English-Turkish) and creative writing processes on the linguistic, cultural, and creative competencies of pre-service language teachers. The study compares two groups of students: fourth-year students, who completed both translation and creative writing tasks, and first-year students, who only engaged in translation tasks. Data were collected through students' translations, original writings (for fourth-year students), and instructor observation notes. Preliminary findings suggest that the combination of translation and creative writing enhances students' ability to adapt language and cultural content for young audiences, while also fostering creativity. The study also highlights differences in learning outcomes between fourth-year and first-year students, providing insights into the role of academic maturity and prior experience in translation education. This research contributes to the field of translation pedagogy by proposing an innovative approach that integrates translation and creative writing, offering practical implications for language teacher training programs.



Contrast and Concession: A Cross-Cultural Study of Adverbial Usage in ELT Research Articles

Emine Sena Koçak

Abstract

Adverbial clauses are crucial for constructing structural and semantic relationships in academic writing. While prior research has examined adverbial clauses of contrast and concession in various contexts, the use of these clauses in Turkish writers' English has remained underexplored to this day. The present study investigates how Turkish and native English writers employ adverbial clauses of contrast and concession in academic writing, focusing on their frequency and positional use. A total of 30 English Language Teaching (ELT) articles—15 by Turkish authors and 15 by native English authors—were analyzed using a quantitative method. The findings reveal significant differences in usage patterns. While Turkish writers heavily favored the sentence-initial position for concessive adverbs, in particular, 'however', native English writers showed more flexibility, often using the medial position. In addition, native English writers employed a wider range of adverbs overall. These results highlight distinct rhetorical tendencies and suggest that Turkish writers may benefit from increased exposure to diverse syntactic conventions in academic writing.



Harnessing AI Chatbots for EFL Speaking Practice: Student Perceptions and Recommendations

Emre Can Aydemir & Amanda Yeşilbursa

Abstract

AI chatbots are acknowledged as effective educational tools. Their role in English as a foreign language is drawing more attention, especially in speaking skills. This paper presents the learners' perceived challenges and benefits of using ChatGPT to practice speaking skills, and their suggestions for improvement. The participants were 10 young adult learners studying EFL at a state university affiliated language school in Türkiye. They participated in the study over eight weeks. They engaged in weekly interactions with the chatbot and documented their experiences in reflective diaries. The findings underline several benefits, including fostering a warm rapport, expanding vocabulary, and providing extensive information. However, challenges like the chatbot's limited ability to provide tailored language feedback and frequent miscommunications were also identified. To build on the chatbot's existing strengths and address its limitations, participants recommended improving its conversational skills and incorporating individualized feedback to facilitate their learning. These findings contribute to the growing body of literature on generative AI-assisted language learning by exploring the potential of AI chatbots to enhance speaking skills in EFL contexts while also offering recommendations for English teachers, material developers, chatbot makers, and researchers.



The views of tertiary level EFL students on the use of AI-based chatbots for language learning purposes

Emre Dođan & Esmalur eliker

Abstract

As an ever-changing and globalized planet, Earth has witnessed a plethora of technological advancements throughout history, with artificial intelligence (AI) standing out as one of the most influential developments of modern era. Given that, it is unquestionable that AI should be integrated into education, which now places the students into the center of the learning process. Therefore, this study evaluates tertiary-level students' perspectives on AI-based chatbots. Data were collected from 200 students that study at a foundation university in Trkiye via an online survey which is adapted from Measurement of Attitude in Language Learning with AI (MALL:AI). The survey's aim is to evaluate students' views on the communication, teaching, and adaptation capabilities of AI. The survey also intends to explore the students' comfort of communication with AI, to compare AI with real teachers, to explore whether AI-based chatbots could replace human teachers in educational settings. The results show that students perspectives on AI-based chatbots are generally affirmative and most of the students believe that they can learn a foreign language through an AI-based chatbot. Additionally, the students feel no discomfort when interacting with AI-based chatbots. However, they do not believe that AI tools can provide more effective teaching than human teachers.



Using Smartwatches to Measure Anxiety in Collaborative Speaking Tasks: Insights from Cardiogram Data

Erdi Şimşek & Talip Glle

Abstract

Emotions play a crucial role in language learning, with anxiety being the most extensively studied (Dewaele, 2010; Drnyei & Ryan, 2014). Traditional instruments such as the FLCAS (Horwitz et al., 1986) measure anxiety; however, new approaches are needed to account for its fluctuating nature. Since an increased heart rate is a key symptom of anxiety (Oxford, 1999), smartwatches, which provide real-time biometric data, may offer valuable insights (Şimşek, 2022). This study examines fluctuations in students' pulse rates during an information-gap jigsaw speaking task in an English Language Teaching (ELT) context.

In this study, pulse rate changes were monitored using smartwatches equipped with cardiogram tracking while a triad of ELT students engaged in a collaborative reading and speaking activity. Complementary texts on second language teaching—relevant to students' undergraduate studies—were read, information was shared to construct a comprehensive understanding of the topic, and responses were given to teacher-directed questions. The findings indicate that pulse rates among group members exhibited noticeable synchrony, even when individual students were engaged in different cognitive processes (e.g., one student responding while others listened). This pattern provides preliminary evidence for emotional contagion, as it demonstrates that anxiety experienced by one student can influence the physiological responses of peers. Furthermore, the study highlights the potential of smartwatches as a nonintrusive tool for tracking anxiety in classroom-based research. These findings have implications for understanding affective dynamics in collaborative language learning tasks and identifying factors that trigger or mitigate anxiety in group activities.



Perceptions and Attitudes of Pre-service Teachers Towards Social Justice

Esin Dündar

Abstract

The purpose of this study is to reveal the perceptions of pre-service English teachers towards social justice and their opinions of the role of English teachers in preserving it. Pre-service English teachers construct the participant group. To collect the data, Social Justice Scale, developed by Torres-Harding et al. (2012), and open-ended questions are used. For data analysis both descriptive statistics and thematic analysis by following the stages suggested by Braun and Clarke (2012) are applied. Firstly, findings reveal a profile of participants on their perceptions and attitudes towards social justice under the sub-factors, “attitudes towards social justice, perceived behavioral control, subjective norms, and behavioral intentions”. The themes and codes reflect the opinions of participants on what is social justice as a construct and the role of English teachers in preserving it. Based on findings, implications are presented for teacher education programs on how to train socially conscious English language teachers.

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Task-Based Language Teaching in Tertiary Level EFL Settings: Instructor Views

Esmanur Çeliker & Emre Doğan

Abstract

Task-Based Language Teaching (TBLT) has been acknowledged to be a fruitful yet hard-to-implement teaching methodology. As its emergence is based on the Communicative Approach, TBLT's application in EFL classrooms would unsurprisingly be beneficial for language learners due to its communicative and collaborative nature with real-life scenarios. Thus, this quantitative study aims to shed light on the perspectives of Turkish tertiary-level EFL instructors (n=21), their understanding of TBLT, and the reasons why they utilize or refrain from using TBLT in their classrooms. The results of the online questionnaire show that the majority of the participants have a clear idea of the definition and the benefits of TBLT. When it comes to the application of TBLT, the participants stated that they choose to implement TBLT because of the intrinsically motivating, interactive, and collaborative nature of it. In addition, almost half of the participants claimed that TBLT has a positive effect on students' academic achievement. Their reasons for avoidance are mainly the materials they use not being appropriate for the implementation of TBLT, the students not being accustomed to or familiar with TBLT, and the size of the classes. In conclusion, it can be suggested that the implementation of TBLT in tertiary-level EFL classes could be beneficial for the communicative skills of the students in smaller classes with more task-based curriculums.



Use of hedges and boosters by undergraduate Turkish ELT students

Eylül Hürcan

Abstract

Hedges and booster are important role that shows writer's proficiency. hedging is typically defined as acting uncertainly, politely, and indirectly while boosters is typically for showing degree of certainty of statements. The aim of the study is to examine the use of hedges and boosters by analyzing first year Turkish ELT students' paragraphs. Mixed- method was employed in this research. For quantitative analysis, frequency and percentage of hedges and booster in paragraphs were calculated and Hyland's (1998a) classification of hedges and boosters was used while for qualitative analysis pragmatic usage of hedges and boosters was analyzed and the same table which was categorized to their part of speech was used. The study indicated that the number of boosters overcount the number of hedges.



AI Integrated Language Education: Classroom Activities, Material Development and Assessment

Fatih Yavuz & İrem Sıla Özer

Abstract

Artificial Intelligence (AI) is reshaping the field of education. It proposes tools and applications which provide instant outputs enhancing teaching practices. When it comes to language teaching in particular, AI tools offer various opportunities for language teachers. These opportunities provided for the field of English Language Teaching (ELT) could be classified in three categories; classroom activities, material development, and assessment. To begin with, AI could be used while developing and optimizing classroom activities and materials. With the help of AI, teachers could provide students with activities and materials which are contextually relevant and tailored according to the needs of the students (Koraishi, 2023). Furthermore, it could be used while scoring and providing feedback (U.S. Department of Education, 2023). With the use of AI as a scorer and a feedback provider, consistent and reliable results are ensured (Geçkin et al., 2023; Yavuz et al., 2024). AI proposes several advantages by assisting teachers on these classroom related tasks by reducing the time (Celik et al., 2022) invested in them. Even though AI enhances learning and teaching, teachers should be aware of the challenges associated with AI such as plagiarism, deception, misuse or lack of learning, accountability, and privacy (Memarian & Doleck, 2023) and be in control of their teaching (U.S. Department of Education, 2023). In conclusion, AI proposes various areas of use in language education. This paper reviews the related literature on three dimensions of AI use in the classroom activities, material development, and assessment; and discusses current situation, limitations and suggestions.



The Impact of Generative AI on EFL Writing Proficiency: Preliminary Findings from a Qualitative Experimental Study

Fatma Şen & Amanda Yeşilbursa

Abstract

Generative AI tools offer many opportunities to enhance EFL writing proficiency. Yet, their application remains underexplored among young adult learners. This qualitative experimental study investigates the influence of ChatGPT on the writing skills of a group of B1-level students studying EFL at a language school. While the experimental group (n=13) used ChatGPT for weekly writing tasks with personalized AI feedback, the control group (n=6) relied on only teacher-led feedback on the tasks. Pre-tests and post-tests evaluated writing improvements, while reflective diaries and semi-structured interviews captured participants' experiences. Data were analysed using a rubric that included writing aspects, such as content (e.g., coherence) and structure (e.g., accuracy). Preliminary findings indicate that both groups improved writing proficiency, with the experimental group excelling in accuracy and fluency. However, they showed less creativity and weaker organization than the control group, demonstrating greater writing depth and coherence. Opportunities included enhanced lexical and syntactical accuracy. Challenges included the need for teacher guidance and ChatGPT's inability to provide nuanced feedback. These findings suggest that generative AI tools offer both opportunities and limitations for EFL learning. Implications for practice and further research will be discussed.



Exploring Human-Chatbot and Human-Human Interaction in EFL: Insights from EEG and Frontal Lobe Activation

Gamze Turun & Semin Kazazoğlu

Abstract

Recent advancements in artificial intelligence have led to the widespread use of chatbots in language education, enabling structured, task-oriented learning experiences (Guzman & Lewis, 2020; Fryer et al., 2019). While chatbots designed to mimic human conversation are increasingly employed in English language learning environments (Bala et al., 2017; Huang et al., 2022), the neural mechanisms involved in human-human interaction (HHI) versus human-chatbot interaction (HCI), particularly in relation to frontal lobe activation during real-time speaking tasks, remain largely unexplored. This study aims to explore the differences in frontal lobe activation between HHI and HCI during English-speaking tasks, utilizing electroencephalography (EEG). EEG recordings were collected from voluntary undergraduate English majors, with participants divided into two groups: one engaging in HHI and the other interacting with a ChatGPT. Frontal lobe activity was monitored through electrode sites Fz, F3, and F7 to assess neural engagement. Amplitude signals were examined using MATLAB, incorporating the perspectives of two expert neurologists to ensure a thorough and well-informed analysis. The results reveal significant differences in frontal lobe activation, with HHI demonstrating higher neural engagement compared to HCI. This suggests that human-human interaction places greater cognitive and emotional demands on the brain, potentially enhancing social and communicative processing.



Exploration of Turkish Students' Beliefs about their Successes and Failures in English Lessons from the Perspective of Attribution Theory

Gökçe Su Balkan & Kadriye Aksoy Pekacar

Abstract

It is well-known that EFL learners in Türkiye have been studying English for many years, yet unfortunately, many of them are unable to learn, speak, or effectively use the language. This research seeks to explore the reasons behind this inability by investigating what factors students attribute their success or failure to, and to understand how EFL learners perceive themselves, i.e. successful or unsuccessful, based on their English exam scores, using attribution theory as a framework. This research adopts a quantitative approach to investigate EFL learners' attributions for their success or failure in English exam scores. The primary research questions explore to what students attribute their exam results, and whether their age and gender have an impact on their attributions. Data were collected using three surveys which aimed to assess students' attribution patterns. Participants were a total of 178 adolescent students selected from four state high schools—two successful and two less successful in terms of the student's admission points—since the studies are scarce in this context. The data collected is still being analyzed using statistical methods to identify any significant patterns and relationships. The expected outcomes will shed light on the achievement attributions of the EFL learners and root cause of their success and failure in English lessons so that teachers can help change their students' attributions into desired ones.



Exploring the Interrelationship of Emotion Regulation, Teacher Resilience, and Work Engagement among Pre-Service EFL Teachers in a Turkish University Context

Gözde Kırmızı & Berkcan Köse

Abstract

Teaching is an emotionally demanding profession requiring constant adaptation and resilience. Despite burgeoning recognition of the role of emotions in language teaching, applied linguistics research has largely prioritized cognitive processes and overlooked affective ones due to their subjective and nonquantifiable nature, leaving a gap in understanding how emotional competencies develop in teacher education. Addressing this gap, this study explores the interrelationships between emotion regulation strategies, teacher resilience, and work engagement among pre-service EFL teachers in the Turkish context. Using a quantitative cross-sectional design, validated instruments were administered to 61 pre-service EFL teachers during their practicum phase. The analyses, including descriptive statistics, correlation, and multiple regression, revealed that cognitive reappraisal strategy significantly correlated both with resilience and work engagement dimensions, while suppression showed no significant relationships with either construct. Notably, among all work engagement and resilience components, vigor emerged as the only significant predictor of cognitive reappraisal. The positive correlation between work engagement and teacher resilience further suggests these constructs are more interconnected than previously theorized in pre-service EFL teacher development. These findings extend the understanding of how emotional competencies develop during teacher training while highlighting the importance of vigor in facilitating adaptive emotion regulation strategies. The results carry implications for teacher education programs, suggesting the need to explicitly address emotional competence development alongside pedagogical training.



Use of hedges and boosters by undergraduate Turkish ELT students

Hafize Özlem Kuz

Abstract

This study aims to examine and compare the use of hedges and boosters in discussion sections of English Language Teaching and Psychology research articles that were written by Turkish speakers. This study, also intended to discover the frequency and types of hedges and boosters in two disciplines. 10 research articles from each discipline were analyzed through descriptive statistics. The study adopted a corpus-based approach and used quantitative approach to address research questions. According to the results of the descriptive statistics, the number of boosters outnumbered the hedges in both disciplines. These results may imply that in the articles of Turkish writers writing in English, emphasizing the strength of claims is more extensive than reducing the strength of claims. ESL teachers and writing instructors should teach students how to use hedging to make their claims less strong and more balanced.



The Impact of Virtual Reality on Enhancing Middle School Students' Listening and Comprehension Skills in English as a Foreign Language

Hager Mohamed Salaheldeen Ahmed

Abstract

This study investigates the impact of virtual reality (VR) on improving English listening skills among middle school students, focusing on real-life conversation scenarios such as taking a taxi and how to book a hotel through the Mondly app, which aims to learn several languages, including English. The objective of the study is to measure the effectiveness of virtual reality technology compared to traditional methods in developing English listening skills, with a focus on real-world conversational contexts. The study included 40 students in the seventh grade from a middle school in Samsun, Türkiye. The participants were divided into two groups: The experimental group used virtual reality glasses with the Mondly application to practice real-life conversations, while the control group learned the same material using traditional methods. Over the training of three months, both groups have undergone identical training sessions designed to improve listening skills. At the end of the training, a unified listening test was conducted to evaluate their progress, and the data was analyzed using SPSS to compare the performance of the two groups. The results showed a significant improvement in the performance of the VR group compared to the traditional group. Interviews with students using virtual reality indicated that they found immersive scenarios more engaging and practical, and closely aligned with real-life communication needs.



Enacting Meaningful Literacy, Multimodality, and Translingualism in an EFL Writing Course through Poetic Autoethnography

Havva Zorluel Ozer

Abstract

EFL writing education is often contextualized in nonhuman ecologies centered around norms and standards, focusing too much on formality and leaving little space for creativity and negotiation. While it is important for EFL writers to learn the dominant discourses of academic writing, it is also crucial for them to understand the possibilities of writing across differences in an age where digital technologies and the increased mobility of people compel 21st century communicators to negotiate diverse meaning-making resources. While the scholarship presents a meaningful literacy approach as a way of humanizing the language classroom, decolonization of dominant discourses that place overriding emphasis on Standard English/print-only conventions of writing can be done through multimodality and translingualism. This study aims to examine the applicability of these three approaches in the context of an EFL writing course, in search of answers to following questions: 1) How can meaningful literacy, multimodality, and translingualism be applied to the teaching of EFL writing through a poetic autoethnography assignment? 2) How do EFL writers perceive their experiences with this assignment? Data from an online survey establish the perceived benefits of poetic auto ethnography for writing skills development, creativity, and self-expression, while data from students' assignments demonstrate their increased awareness of possibilities for writing across multiple languages and modes.



Differentiation Strategies and Digital Extensive Reading Materials in ELT: Enhancing Learner Engagement

Habibe Özkara & Semin Kazazoğlu

Abstract

This qualitative study explores the implementation of differentiation strategies and the role of extensive reading in English Language Teaching (ELT) for EMI (English as a Medium of Instruction) students, with a focus on students' engagement. The study examines how ELT instructors incorporate differentiation strategies, such as varying task complexity, flexible grouping, and individualized support, and how these strategies, in combination with extensive reading, influence EMI students' learning experiences. The participants of the study were EMI students at İstinye University in İstanbul, Türkiye, representing a diverse linguistic and academic background. Data were collected through semi-structured questionnaires, and classroom observations to capture their views on the effectiveness of differentiation and digital extensive reading materials. The findings suggest that EMI students value tasks designed to match their proficiency levels and enjoy having the freedom to choose their own digital reading materials. However, students also expressed challenges related to the time needed for extensive reading and the potential for cognitive overload due to excessive material variety. The study emphasizes the importance of integrating differentiation and extensive reading from the students' perspective to create a more inclusive and effective ELT environment for EMI learners.



A Suggested Syllabus For Teaching English To Adult Learners Based On EFL Instructors' Perceptions And Brain-Based Learning Discussions

Hilal Alten & Mustafa Tekin

Abstract

In the evolving and globalizing technological era, the number of individuals learning English has increased. In this respect, understanding EFL instructors' perceptions and strategies in adult language education, particularly with brain-based learning principles, has become significant. This study aims to assess instructors' perceptions of teaching adults and evaluate the challenges they face, with the goal of developing a syllabus for teacher training programs. Using a mixed-methods approach, the research integrates quantitative data from a questionnaire by Le Thanh Thao et al. (2022) and qualitative insights from interviews with 50 university preparatory instructors in Türkiye. Analysis revealed that instructors emphasize the importance of diverse techniques aligned with brain-based learning principles. It was found that the most common challenges include addressing diverse learner needs, maintaining motivation, and managing limited classroom resources. Based on these findings, a syllabus was developed focusing on brain-based strategies and practical challenges. The study highlights the importance of aligning teaching practices with cognitive principles and adapting instructional designs for adult EFL learners. This research contributes to bridging gaps in adult language learning and supports inclusive, age-appropriate practices.



“There are two strangers in the school garden:” Constructing EFL Teacher Identity in the World of Contradictions

Isgandar Bababaylı & Rana Yıldırım

Abstract

The pedagogical practices of foreign language teachers are deeply intertwined with their professional identities. The research highlights how facets of their identity influence instructional practices across diverse settings, while simultaneously being shaped by these very contexts. Although numerous cross-sectional studies illuminated aspects of foreign language teacher identity from diverse perspectives, the intricate processes and factors underpinning the formation of professional identity remain unexplored. To address this gap, our study investigates the evolution of professional identity of a preservice English as a Foreign Language teacher during her practicum in a public-school setting in Turkey. As a longitudinal qualitative case study, the data were collected through drawings, one-on-one and focus group interviews, reflective journals, and a classroom observation. This set of data were analyzed using qualitative content analysis, and interpreted by the Cultural-Historical Activity Theory and Expansive Learning Theory. The findings reveal that her professional identity was shaped through learning in response to contradictions inherent in the practicum school. This study may not only inform the refinement of practicum supervision practices but also have implications for the development of teacher education and training initiatives to reduce teacher attrition. Additionally, they may facilitate identities amidst the evolving landscapes of foreign language pedagogy.



Beyond the Syllabus: Bringing Humanity into Your Course Design

Kamila Helmy

Abstract

Humanized teaching is often used in conjunction with online learning; however, the concept can be used with any modality whether blended, hybrid or face to face. Building relationships between teachers and students that develop the intellectual ability of learners starts with human presence. To humanize education, the first step is to humanize ourselves as educators and instructors. Recognizing our biases, whether they are related to race, gender, religion, politics, or socio-economic status, is the initial action in establishing an educational setting that respects the humanity of every student. When humanized courses are implemented early and when learners can relate to instructors beyond the subject-matter and view themselves as part of a learning community, they become more motivated, and able to achieve the learning objective.

This presentation will explore what is meant by the humanistic theory, how we, as teachers, can become humanist and what constitutes a humanized course. It will also delve deep in the principles and elements of humanized teaching and learning, in the effective theoretical frameworks that help educators design and transform their course for humanized learning, and in the activities and strategies that can be implemented to create equity and inclusion.



The Liberating and Therapeutic Role of Teaching and Literature in Dead Poets Society

Maryam Najafibabanazar

Abstract

This paper intends to focus on, study, and discuss on the therapeutic roles of literaryure and teaching literature as a liberating act in dealing with social alienation and identity crisis in Dead Poets society. In Dead Poets Society, the role of the teacher, John Keating (played by Robin Williams), is pivotal in shaping the lives of his students. His approach to education embodies several therapeutic elements that contribute to the emotional and intellectual growth of his students. Keating by creating a safe space, and literature and its various identification tools it provides, paves a secure path for his students toward self discovery and establishing an independence individual voice. And to talk back and defy the power stations at the educational institutes they should comply with. John Keating's therapeutic role as a teacher in Dead Poets Society is characterized by his ability to inspire individuality, foster emotional expression, create a supportive community, challenge conventional norms, and encourage resilience. His impact on his students highlights the profound influence that a compassionate and innovative educator can have on young lives. This paper will highlight how teaching literature is an act of liberating individual's from the vices of oppression, social alienation, and depression.



Understanding L2 Teachers' Feelings of Shame and Guilt: A Qualitative Study on Coping Strategies

Mehdi Solhi

Abstract

While research on second or foreign language (L2) learners' emotional dispositions has recently witnessed a surge of attention, L2 teacher emotions have comparatively received sparse attention. There is specifically a scarcity of research in understanding how English as a foreign language (EFL) teachers experience self-conscious emotions of shame and guilt in L2 teaching. To address this gap, the present qualitative research seeks to identify (1) the antecedents of English as a foreign language (EFL) teachers' shame and guilt proneness, and (2) how they cope with shame/guilt-inducing situations in teaching L2. To achieve this, a cohort of EFL instructors voluntarily participated in the present study. Thematic analysis of data, collected through an open-ended questionnaire and semi-structured interviews, identified four main shame and guilt coping strategies: cognitive approach, behavioral approach, cognitive avoidance, and behavioral avoidance. Overall, the findings indicated that while L2 teachers predominantly relied on cognitive and behavioral approaches to regulate their feeling of guilt in L2 teaching, they were more likely to engage in cognitive and behavioral avoidance when coping with shame-inducing situations. The results are discussed through the lens of educational theories, and pedagogical implications are provided.



A Suggested Critical Language Pedagogy Course Content Based on the Perceptions of EFL Teacher Educators and Pre-Service EFL Teachers

Melek Alp & Mustafa Tekin

Abstract

Critical language pedagogy aims to promote social justice and requires teachers to create critical classrooms. To create such classroom environments, the pre-service EFL teachers should get the necessary training to promote their understanding of the current issues in the world and to learn how to address them in the classroom. Therefore, the implication of critical pedagogy should be investigated in the context of English teacher education. In this regard, the current research aims to analyse the EFL teacher educators' and the pre-service EFL teachers' perceptions of critical pedagogy as well as suggesting a new course design that will include topics regarding critical pedagogy. Firstly, "Critical Language Pedagogy Questionnaire" (Mahmoodarabi & Khodabakhsh, 2015) will be used to collect the data about the pre-service EFL teachers' and the EFL teacher educators' perceptions of critical pedagogy. Then, interviews will be held to have a deeper understanding about their perspectives. The participants' opinions as well as the analyses of the existing course designs will contribute to the development of a new critical pedagogy course design at the end of the research.



Linking English Language Teachers' Burnout with their Self-Efficacy Beliefs

Melek Sapan

Abstract

Most of the professions dealing with human service gain burnout. Teacher burnout and as one of its symptoms, low self-efficacy have started to attract the attention of the researchers nowadays as the most common problem being experienced by teachers. This pilot study aims to investigate whether there is a relationship between the level of burnout and self-efficacy of EFL teachers working at state schools in Turkiye. The current study is quantitative research which uses correlational analysis. 31 participants with different educational and teaching background got involved in the research by completing teacher burnout scale and self-efficacy scale on online platform. The findings of the descriptive statistics showed that EFL teachers had higher level of burnout and medium level of efficacy. The results of the correlation analyses also revealed that there is a significant relationship between all three dimensions of burnout (emotional exhaustion, depersonalization and personal accomplishment) and three dimensions of self-efficacy (student engagement, instructional strategies and classroom management). Some pedagogical implications are recommended at the end of the study.



An Investigation of Communication Strategies in Air Traffic Control-Pilot Interactions

Meral Gümüş & H. Gülru Yüksel

Abstract

ELF studies concentrate on specific areas, leaving its application in various contexts, particularly work-related contexts, underexplored (Ishihara & Prado, 2021). Aviation English is an important, yet often underexplored, area of study on a global scale, and this study focuses on the use of Aviation English in the Turkish context. The aim of this research is to identify the communicative strategies that pilots and Air Traffic Controllers (ATCs) employ when using English as a language of international communication. Additionally, it aims to determine which aspects of radiotelephony (R/T) users find most challenging and require assistance with. To this purpose, R/T communications were analyzed through the lens of discourse analytic approach. The R/T data, which were sourced from Istanbul airports were analyzed by using a combination of two methodologies, Björkman's (2014) collection of pragmatic strategies and the methodologies proposed by Macagno (2022, 2023). The analysis revealed that R/T users change their messaging strategies and moves compared to their initial approach. We found that repetition and meta-dialogue were among the most frequently employed strategies, which complies with previous research (Lichtkoppler, 2007; Macagno, 2023). Furthermore, data indicated that pilots require support regarding Communication Elements. The findings offer valuable insights for Aviation English educators and curriculum designers to integrate the strategies into their lesson plans.



An Examination of the Speaking Exercises in the 11th Grade English Textbook According to the 21st Century Skills

Merve Başkutlu

Abstract

Well-written textbooks help teachers organise their lessons and inspire students affecting their destinies and guide them through linguistic, cultural, and communicative complexities. Fluency in a language and global relationships are fostered and as a result 21st-century talents empower students to be adaptive architects of tomorrow's innovations, competent at navigating the changing terrains of education, job, and living with adaptation, ingenuity, and collaboration. This study examines how the “Spice Up” textbook for 11th-graders in Turkish public schools incorporates 21st-century skills through its speaking activities. The multidimensional character of 21st-century abilities and implicit links between these activities and their outcomes are examined within this study. The qualitative study uses document analysis to get data from the textbook. The findings obtained show that 11th-grade textbook speaking tasks largely match 21st-century skills. Communication is stressed most in the activities, whereas technology use is least.



Culturally Responsive Research in ELT: Bridging AI Innovation with Students' learning Backgrounds

Meryem Akçayoğlu & Azra Tajhizi

Abstract

Culturally Responsive Research in ELT: Bridging AI Innovation with Students' learning Backgrounds

Abstract

In the evolving landscape of English Language Teaching (ELT), Artificial Intelligence (AI) is reshaping research methodologies and instructional approaches. However, the integration of AI in ELT must be culturally responsive, ensuring that innovations align with students' diverse linguistic, cognitive, and socio-cultural backgrounds. This article explores how teachers perceive and apply AI-driven research in ELT to tailor learning experiences that reflect students' unique educational needs and learning styles. Through a critical review of teachers' perspectives, this study examines how AI-powered tools—such as adaptive learning platforms, automated feedback systems, and linguistic analysis technologies—can enhance culturally relevant pedagogy. The findings highlight the importance of a balanced approach where AI-driven research complements traditional, human-centered teaching strategies to foster engagement, inclusivity, and academic success. This study offers insights into how educators can bridge AI innovations with student-centered ELT practices, ensuring that AI serves as a tool for empowerment rather than a one-size-fits-all solution.



Born and Raised by AI: An Analysis of an Academic Writing Course Developed and Instructed with ChatGPT

Meryem Büşra Ünsal & Elif Şimşek

Abstract

At this age of teaching with Artificial Intelligence (AI), ChatGPT by openAI and Clause.ai are the first two free tools that are available for the instructors who would like to give AI a chance in their material development process. In this qualitative exploratory study, two modern languages unit instructors giving an English for Academic Purposes course to undergraduate first year 100% English programs students, shared their experience in updating and developing their academic writing course along with the evaluation tools with the help of ChatGPT 4o, and Claude 3.5 sonnet, both used in free versions. Starting from the process of creating the learning outcomes and the syllabus, the aforementioned chatbots were used to develop in-class reading materials, formative assessment tools and midterm and final evaluation rubrics. Also, to raise an awareness of responsible AI use in academic writing, AI based literature review tools and citation generators were introduced to the students. To increase the validity of the research, students' overall grades were reported and their perceptions towards this course was also analyzed. This study is significant as it presents an insight regarding the use of AI for syllabus design and curriculum development for an academic writing course with the perceptions of both instructors and students regarding the efficiency of the course.



If it is the whole, better? Turkish EFL Learners' Developing L3 German Spoken Skills Translingually

Muhammet Yaşar Yüzlü

Abstract

This study investigates the potential impact of translanguaging pedagogy on Turkish EFL learners' L3 German spoken skills and their perceptions towards its in-class implementation as a heterolingual pedagogy. The study was conducted for 9 weeks with 120 high school students who are absolute German beginners with intermediate English proficiency level. They were divided into four groups randomly, controlling for age, gender, and L2/L3 proficiency level. While the first two groups were monolingual, i.e., Turkish-only and German-only, the second two groups were heterolingual, i.e., Turkish and German as well as Turkish, German, and English. Each group was subject to a 9-week (36 h of teaching) of A1 German spoken skills course. In this mixed methods research, the explanatory sequential design was employed. Two-way ANOVA was employed to examine the interaction effect between group type (monolingual vs. heterolingual) and language combination (Turkish-German vs. Turkish-German-English) on spoken skills outcomes. Results revealed that heterolingual groups outperformed their monolingual counterparts, with the Turkish-German-English group achieving the highest scores. Semi-structured interviews and reflective journals revealed that the students in the Turkish-German-English group reported cognitive and affective benefits by drawing upon all the linguistic resources. Implications are discussed.



Reflecting the Real: Pragmatic Awareness in EFL Teacher Training

Naciye Bayır

Abstract

Pragmatics has well-documented significance in English language teaching and teacher education programs. Teachers with strong pragmatic awareness can prepare their students for real-life communication in many ways. Despite its significance, limited research has focused on the interconnected relationship between pragmatic awareness and teacher education programs, especially in the context of Turkish EFL teachers. Adopting a qualitative research design, this study aims to explore how Turkish pre-service teachers perceive the role of pragmatic awareness in English as a Foreign Language (EFL) teaching and investigates how their teacher education programs shape their understanding and application of pragmatic competence throughout their training. This qualitative study involves seven participants from a state university who, having previously taken elective pragmatics courses in their teacher education program, are now in their final year and currently undertaking their teacher training at secondary schools. These participants shared their experiences and perceptions by answering semi-structured interview questions. This study reveals that education programs need to be developed to better integrate pragmatic awareness into the curriculum. The findings further suggest involving practical, real-world communication strategies can improve pre-service teachers' ability to apply pragmatic competence in the classroom.



The International Role of English: Perspectives of Turkish EFL Students

Nur Gedik Bal & Nuriye Karakaya Yıldırım

Abstract

As English gains global prominence, understanding its perception as an international language is essential. This study investigates Turkish EFL students' perspectives on English as an International Language (EIL) through an explanatory sequential mixed-methods design. A survey was conducted with 308 preparatory program students at a state university in Ankara, followed by interviews with 16 volunteers. Findings reveal that while students acknowledge the global status of English, they prefer British and American varieties due to the perceived difficulty of acquiring multiple varieties and their tendency toward standard varieties. They generally view their cross-cultural communication skills positively, though opinions on integration of cultural content in language education differ—some favour British and American cultures, while others support broader international representation. The majority of students prioritize intelligibility over native-like accents; however, some aspire to a native-speaker accent due to its perceived prestige, improved job prospects, and greater comprehensibility. The study underscores the tension between EIL principles and student attitudes, offering insights into balancing global communication needs with learner expectations in language education



The Effect of Extramural English Activities on Lower Secondary School Learners' Vocabulary Knowledge

Özge Koç & Hatice Gülru Yüksel

Abstract

Learning vocabulary is one of the main goals of foreign language learning. For young English language learners, receptive vocabulary knowledge is crucial as it improves comprehension and output quality, which promotes effective communication skills. Advances in technology and mass media, popularizing English language interactions globally, have provided students with ubiquitous foreign language learning opportunities beyond the classroom. This study investigates the contribution of Extramural English (EE) activities to lower secondary school learners' English language learning. Specifically, the study explores the relationships between EE activities and motivation, language proficiency, receptive vocabulary knowledge, and the learners' perceptions of these activities. This study employs a sequential explanatory mixed methods design, incorporating a quasi-experimental approach. A total of 114 students participated in the study. The participants were selected through purposive sampling. Data were collected using surveys, vocabulary level tests, a 4-week language diary, and focus-group interviews. The findings demonstrated that EE activities substantially improved learners' receptive vocabulary knowledge. There was a significant relationship between language proficiency and participation in EE activities, in contrast to motivation. Qualitative results suggest that keeping EE diaries fostered noticing, facilitating receptive vocabulary learning.



Metaphors in the literal translation of business English texts into Turkish

Özlem Gülsüm Özçicek

Abstract

This study seeks to investigate the relationship between English and Turkish metaphor as presented in business English textbooks, employing various translation methodologies and instruments. In particular, we investigate the use of metaphor in financial language and examine its consequences for translation practice and instruction. In order to accomplish this goal, we examine metaphors in a business English textbook. Results indicated metaphors are not pervasively used, and when they are employed, the preferred way to translate them is free translation with different mapping. This suggests that teaching metaphors to English as Second Language (ESL) learners in Turkey may be challenging as two languages shows slight similarity. The study proposes several strategies for educators to effectively incorporate metaphors into their classrooms, enhancing students' understanding and usage of figurative language.



Teaching on the Margins: A Critical Autoethnography of an EFL Teacher in a Multilingual Refugee Classroom

Rıdvan Gülen

Abstract

As an EFL teacher in a low-resourced Turkish primary school, working with Syrian refugee students has reshaped my understanding of language teaching and my professional identity. My classroom is a linguistically diverse space where Arabic and Turkish are used, yet English remains an unfamiliar academic requirement. With students aged 8–12, each bringing their own histories of displacement and disrupted education, I find myself struggling with linguistic barriers, instructional challenges, and the emotional weight of my role. This critical autoethnographic study (Boylorn & Orbe, 2016) draws from my reflective teaching journal, classroom interactions, and personal experiences to explore how I navigate the complexities of teaching English in a multilingual refugee context. Grounded in Translanguaging Theory (García & Wei, 2014) and Critical Pedagogy (Freire, 1970), my research examines the ways in which my professional identity is shaped by tensions between institutional demands and my commitment to fostering meaningful EFL learning experiences. Findings highlight the emotional and pedagogical challenges of teaching in a context where students' psychological well-being, linguistic identities, and academic struggles intersect. Despite these challenges, moments of connection—when translanguaging facilitates understanding, when a student confidently produces a sentence in English, or when trust is established—serve as reminders of the transformative role education can play.



A Phenomenological Study on the Perceived Effectiveness of CALL Tools on Reading Classes

Rüveyda Betül Asmacı & Erva Bulut

Abstract

The purpose of this study is to explore the experiences of the students who take an English reading course based on many CALL tools as a part of their preparatory class studies. To reach that, a qualitative approach was adopted, and 12 semi-structured interviews were held with students and the data was analyzed through thematic analysis to identify participants' insights and patterns from current and previous instructions of theirs. The findings revealed that the prep school students' hold positive opinions towards the incorporation of the CALL tools in reading classes and regarded these tools as motivation-increasing factors. This implies that including more CALL tools than usual, replacing some outdated methods and tools with their technological, modern equivalents, and increasing the variety and number of tools that are actively used in instruction might result in more in-class participation and motivation towards learning English.



Navigating the Digital Divide: Using Social Media to Bridge Cultural Gaps and Promote Equity in K-12 Education

Salim Yassami & Omid Naeemi

Abstract

The inescapable incorporation of technology into education has both exciting possibilities and significant challenges. What has been referred to as the "digital divide" has only compounded current cultural disparities among students, breeding an inequitable environment, which further influences students' progress academically and curbs their social growth. This article tries to offer strategies on how teachers can use social media to close these cultural gaps, creating equitable and inclusive learning experiences for all their students, regardless of their background and access to technology. The recommended strategies assure access to equitable technology and digital learning resources while deepening culturally responsive digital pedagogy through the utilization of social media to offer students diversified perspectives and experiences. By navigating the complexities of the digital rift, teachers can make use of the power of social media to foster intercultural understanding and advance equity while empowering all students in an increasingly intertwined world.



A Critical Investigation into the Clinical Supervision Model: Constructing Professional Development among Pre- and In-service Teachers

Samet Çağrı Kızırcan & Esim Gürsoy

Abstract

Within educational settings, several supervision models have been implemented. These models are the Developmental Supervision Model, which offers a flexible approach through four distinct methods, the Instructional Coaching, Peer Coaching, and Cognitive Coaching models, all of which involve a pairing between a coach and a teacher to collaboratively address teaching issues. Unlike these models, the Clinical Supervision Model adopts a more structured approach. This model has been incorporated into teacher education programs in Türkiye, enhancing its strategic application in teacher professional development.

The CSM involves collaborative processes among pre-, in-service teachers, and university faculty members. It aims to provide thorough and objective feedback to improve teaching performances using its cyclical stages, thus supporting effective professional development and reflective practice. Although the feedback provided by in-service teachers is acknowledged for its impact on their own professional growth, the extent and mechanisms by which it influences the development of both in-service and pre-service teachers remain as a neglected area in the field of teacher education.

Currently, this case study is in the process of collecting data over two terms. The comprehensive analysis of this data is ongoing, aiming to illustrate the specific impacts and implications of the CSM on the professional development of both pre- and in-service teachers within the context of Türkiye.



A Comparative Analysis of Lexical Density in Research Article Abstract Sections Written by Native and Non-Native English Writers

Seçil Aksoy

Abstract

This study investigates the lexical density of research article abstracts written by L1 and EFL authors. Lexical density, defined as the ratio of content words to the total number of words, is a key characteristic of academic writing. Abstracts, being one of the most condensed genres in academic writing, provide an ideal focus for examining linguistic competence and differences in proficiency between these two groups. The analysis compares 20 abstracts, half written by native English speakers and half by non-native English speakers, using Textalyser, an online computational tool that measures lexical and linguistic features. The abstracts were selected based on specific criteria: length (130–250 words), discipline (English Language Teaching), and publication recency (within the last ten years). The study reveals that non-native English writers (EFL) tend to produce abstracts with higher lexical density compared to their native counterparts. This finding suggests that non-native writers may prioritize concise and content-rich expression, reflecting their focus on adhering to academic conventions, while native writers demonstrate a greater reliance on function words for coherence and nuance.



Beyond the Classroom: Limits of Transformative Intellectualism in The Prime of Miss Jean Brodie

Seda Coşar Çelik & Şermin Sezer-Toraman

Abstract

The portrayal of intellectual and charismatic teachers in fiction can range from idealized figures to complex characters with flaws. In Muriel Spark's *The Prime of Miss Jean Brodie*, the eponymous character epitomizes the latter. The novel offers a compelling exploration of the complex and often destructive influence of a teacher on her students. As a teacher, Jean Brodie embodies the figure of the "transformative intellectual," a concept that highlights the power of education to shape minds and worldviews. However, Brodie's understanding of this role leads to a series of moral and ethical failures. Her ultimate downfall stems from her failure to recognize the limits of her own authority as a teacher and her disregard for the individuality and agency of her students. In this paper, we aim to explore the ways in which Miss Brodie both fulfills and subverts the expectations of a transformative intellectual. By doing so, we also plan to discuss the limits of transformative intellectualism in terms of its potential to liberate and the danger of its misuse.



Interactional Management of Lapses during the First Encounters in a Transnational Virtual Exchange Project

Semih Ekin

Abstract

Virtual Exchange (VE) projects are becoming a predominant practice in language learning and teacher education. However, their context-specific characteristics remain underexplored. This study focuses on a particularly challenging aspect of VE process: the first encounter among tertiary-level students, specifically examining lapses—moments of awkward silence—that occur during these interactions. The VE project was conducted with a partnership of three universities – one each from Germany, Türkiye, and Sweden. All participants worked weekly in transnational teams. The video-mediated interactions of the participants during VE project were screen-recorded, and this data was analyzed using the tools of Multimodal Conversation Analysis. An initial examination of dataset showed that the first meetings featured extended episodes of silences/lapses possibly due to the lack of a shared history among the participants, which put the progressivity of talk constantly at risk. With this in mind, this study aims to present how the VE participants maintain the progressivity of the talk in a video-mediated setting and resolve momentary lapses. The findings show that they manage the lapses effectively using different interactional practices by (i.) deploying elaborations to continue the prior talk, (ii.) asking questions to clarify a topic, to elicit team mate contributions on a topic or to open up a new topic, (iii.) creating a context-specific turn-taking mechanism and a potential next-speaker selection mechanism, and (iv.) silence filling to end the lapses. The findings provide new insights into the interactional dynamics of VE settings, offering valuable contributions to VE researchers, practitioners, and participants.



The Impact of Digital Citizenship Levels on the Adoption of Artificial Intelligence (AI): Insights from English Language Learners

Serap Atasever Belli & Fatih Yıldırım

Abstract

Artificial Intelligence (AI) technology has revolutionized the traditional language teaching and learning practices thereby bringing both widespread challenges and opportunities. The increasing use of AI tools has particularly raised concerns around digital skills and competencies required for participation in the digital community and the use of digital technologies in daily lives, which is related to digital citizenship. In this respect, this study is designed to explore how the digital citizenship levels of learners of English as a foreign language (EFL) affect their adoption of AI. Data collection tools included 'Adoption of AI in Higher Education' Questionnaire developed by Chatterjee and Bhattacharjee (2020) and 'Digital Citizenship Scale' developed by Choi, Glassman and Cristol (2017). These tools were adapted to Turkish by the researchers of this study and administered to 380 students enrolled in English departments across various universities in Türkiye. Reliability and validity of the scales were assessed and determined to be robust. Through Structural Equation Modelling (SEM) for data analysis, the relations among the independent variables, i.e. the subcategories of digital citizenship (online political activism, technical skills, global or local awareness, critical perspective) and the dependent variables, i.e. factors of adoption of AI (performance expectancy, networking agency, the perceived risk, attitudes, behavioral intentions, facilitating conditions and effort expectancy) are assessed and interpreted. This study underscores the need for developing digital skills and competencies and the importance of raising awareness about the relationship between digital citizenship levels and AI use.



Perceived Oral Text Difficulty: Assessing Listening Comprehension of First Year Undergraduates

Seray Tanyer

Abstract

The current paper reports on perceived oral text difficulty in listening comprehension and investigates first year undergraduates' perceptions of oral text difficulty in terms of different variables. The participants of the study were a total of 225 first-year undergraduates enrolling in the program of ELT at a Turkish state university. The data were collected in a session following the listening comprehension final exam of first-year course, namely "Listening and Note-Taking". The participants were requested to evaluate the level of difficulty of three listening texts through a feedback questionnaire in a Likert-scale format just after the exam had been over. The feedback questionnaire specifically focused on the evaluation of exam listening stimuli in terms of certain oral text difficulty variables such as linguistic factors (i.e., lexical difficulty), paralinguistics factors (i.e., speaker accent and rate of speech), cognitive factors (i.e. topic familiarity and background knowledge), and other affective factors (i.e. topic interest and anxiety). The results related to seven difficulty variables and three oral texts revealed some differences in terms of perceived difficulty. It was observed that different difficulty variables were determined as sources of difficulty for different texts. With this respect, the results were discussed regarding the role of difficulty variables in the perceptions of first year undergraduates and related implications/suggestions were presented.



Remote Learning in ELT After COVID-19

Sibel Avcı

Abstract

Virtual Exchange (VE) projects are becoming a predominant practice in language learning and teacher education. However, their context-specific characteristics remain underexplored. This study focuses on a particularly challenging aspect of VE process: the first encounter among tertiary-level students, specifically examining lapses—moments of awkward silence—that occur during these interactions. The VE project was conducted with a partnership of three universities – one each from Germany, Türkiye, and Sweden. All participants worked weekly in transnational teams. The video-mediated interactions of the participants during VE project were screen-recorded, and this data was analyzed using the tools of Multimodal Conversation Analysis. An initial examination of dataset showed that the first meetings featured extended episodes of silences/lapses possibly due to the lack of a shared history among the participants, which put the progressivity of talk constantly at risk. With this in mind, this study aims to present how the VE participants maintain the progressivity of the talk in a video-mediated setting and resolve momentary lapses. The findings show that they manage the lapses effectively using different interactional practices by (i.) deploying elaborations to continue the prior talk, (ii.) asking questions to clarify a topic, to elicit team mate contributions on a topic or to open up a new topic, (iii.) creating a context-specific turn-taking mechanism and a potential next-speaker selection mechanism, and (iv.) silence filling to end the lapses. The findings provide new insights into the interactional dynamics of VE settings, offering valuable contributions to VE researchers, practitioners, and participants.



ELT Scholars' Perspectives and Practices on AI-Assisted Academic Writing

Sibel Korkmazgil & Ahmet Can Uyar

Abstract

In a decade where traditional practices give way to the rapid developments in Artificial Intelligence (AI) technologies, researchers in many fields also witness rapid changes in how such tools reshape the way academic research and writing are approached. Despite the rising voices on the issue, the ethical dimensions of using these tools have not been adequately explored, particularly in the field of English Language Teaching (ELT). Therefore, this qualitatively-designed study sets out to reveal both the ethical perceptions and the practices of ELT scholars on the use of AI tools for academic research and writing. The research efforts focused on the role of AI technologies regarding academic purposes, the way the scholars benefited from them, and the challenges or ethical concerns that arose from their use. Building upon semi-structured interviews conducted with 13 scholars working, studying or publishing in the field of ELT from various universities in Türkiye, the study collected comprehensive insights into the participants' perspectives, experiences, and ethical considerations. After being subjected to content analysis, the findings revealed participants' varying viewpoints and recurrent themes about the utilization of AI tools for academic research and writing. After all, the study opens up a relevant discussion on the effects of AI on academic writing and future practices in the field by highlighting the reflections of ELT scholars.



Evaluating intercultural communicative competence of a Turkish local Efl textbook

Sinem Yıldız

Abstract

The current paper reports on perceived oral text difficulty in listening comprehension and investigates first year undergraduates' perceptions of oral text difficulty in terms of different variables. The participants of the study were a total of 225 first-year undergraduates enrolling in the program of ELT at a Turkish state university. The data were collected in a session following the listening comprehension final exam of first-year course, namely "Listening and Note-Taking". The participants were requested to evaluate the level of difficulty of three listening texts through a feedback questionnaire in a Likert-scale format just after the exam had been over. The feedback questionnaire specifically focused on the evaluation of exam listening stimuli in terms of certain oral text difficulty variables such as linguistic factors (i.e., lexical difficulty), paralinguistics factors (i.e., speaker accent and rate of speech), cognitive factors (i.e. topic familiarity and background knowledge), and other affective factors (i.e. topic interest and anxiety). The results related to seven difficulty variables and three oral texts revealed some differences in terms of perceived difficulty. It was observed that different difficulty variables were determined as sources of difficulty for different texts. With this respect, the results were discussed regarding the role of difficulty variables in the perceptions of first year undergraduates and related implications/suggestions were presented.



Pre-Service Teachers' Professional Identity Constructions Through Telecollaboration Projects

Sultan Maviş & Serdar Şen

Abstract

This study set out to investigate language teacher identity formations of Turkish pre-service teachers through a cross-cultural telecollaboration project conducted between Türkiye and the USA. For the present qualitative study, 51 Turkish pre-service EFL teachers participated in an 8-week-long telecollaboration project with 38 American counterparts. The participants completed a series of tasks related to their teacher identity constructions throughout the project. The data of this study were collected from the posters defining their teacher identities, reflective entries, and focus group oral interviews. Drawing on Yazan's (2018) conceptual framework to understand language teacher identities, thematic analysis is used in order to investigate teacher identity constructions of Turkish pre-service teachers through telecollaboration projects. The findings of the study revealed various aspects of language teacher identity constructions of Turkish pre-service teachers on teacher learning, teacher cognition, participation in communities of practices, contextual factors, and emotions in the context of telecollaboration projects. Based on the findings of the study, several implications for English language teacher education and future studies were suggested. This research contributes to a deeper understanding of English language teacher identity formation and the effect of telecollaboration projects in the process.



A pragmatic insight into EFL coursebooks: the enlightening lens of illocutionary remarks

Şükrü Yiğit Salihoğlu

Abstract

From a practical perspective, it is an undeniable fact that material development and efficiency of pragmatic concepts in EFL coursebooks are fundamental with regard to the teaching of functional usage of language. Traditionally, the scarcity of pragmatic speech acts in coursebooks has been considered a paradigmatic problem that led to inefficient usage of communicative speech acts and inadequate speaking proficiency of EFL learners. Furthermore, pragmatics not only uncovers the student-centered usage but also implicitly contributes to the professional development of teacher as a construction factor in the practical field of ELT. Under the light of this statement, a systematic investigation appears vital to attain concrete concepts consisting accurate comprehension as to distributed speech acts. With the intention of extending the awareness, the study attempts to compare two EFL coursebooks named as Project Explore and Oxford Discover through closely examining their illocutionary speech acts distributions based on the pages and contextualized activities that are prepared in line with the units. It was statistically evident the significant dominance of Project Explore 3 related pragmatic speech act content pages when compared to Oxford Discover 2. However, based on the visual demonstration of the designed activities, the efficiency issue of contextualization holds a prominent position as a problem and prompts reflection about the pragmatic content quality of the course books.



The use of 21st Century Skills (6C) in Secondary School English Classes

Taner Hosseini, Birsen Tütüniş, Özge Köksal & Sevil Momeni Sabani

Abstract

In recent years, the concept of 6C skills—critical thinking, problem-solving, communication, collaboration, cultural respect, and creativity—has gained significant attention in 21st-century education. Schools aim to equip students with these competencies to meet modern demands. Integrating 6C skills into the Turkish secondary school English curriculum, last updated in 2018, has become essential. This project examines how 6C skills are used in English lessons and the proficiency levels of teachers and students.

The project has two phases. First, two scales will be developed: the "6C Skills Scale" to assess teachers' and students' 6C competencies, and the "In-Class Activities Scale for 6C Skills" to measure 6C activity use and awareness. Each scale includes Teacher and Student Forms, resulting in four instruments.

In the second phase, these scales will be applied to English teachers and students in Istanbul's Esenyurt district to evaluate 6C integration. Based on findings, a workshop model will be designed to help teachers improve their own and their students' 6C skills. This workshop program will be proposed to the Ministry of National Education and Esenyurt District National Education Directorate for inclusion in "Teacher Academy" training.



An Examination of Tourism Guiding Students' Anxiety Levels in Occupational Foreign Language Courses

Tolga Fahri akmak & Duygu Dođan

Abstract

This study examines the anxiety levels of tourism guidance university students in an English for Occupational Purposes (EOP) course and explores the relationships between anxiety and demographic variables such as gender, age, and grade level. The study employs a quantitative research design using the survey model. The research population consists of the students from the Tourism Guiding Department at Zonguldak Bülent Ecevit University, Karadeniz Eređli Faculty of Tourism. Data analysis was conducted using SPSS 22. Results showed that students experience moderate levels of anxiety with female students, reporting significantly higher anxiety scores than their male counterparts. However, significant correlations are not found between anxiety and age. Although first-year students exhibit slightly higher anxiety levels than other cohorts, ANOVA results indicate no statistically significant difference among grade levels. Further correlation analysis identifies strong relationships between lack of confidence and anxiety-inducing situations, such as public speaking and being called on in class. Additionally, strong negative correlations are found between self-confidence and anxiety, highlighting the role of confidence in mitigating language-related stress. These findings underscore the need for structured interventions, such as confidence-building activities, preparation-based speaking exercises, and supportive classroom environments, to alleviate students' language learning anxiety.



A Corpus-Based Analysis of English Textbooks Used in Turkish Public Schools

Tuba Arabaci Atlamaz

Abstract

Given the global status of English, the Turkish Ministry of Education (MoE) mandates teaching English from the second grade. To ensure equal access to educational materials and free education, the Turkish government provides textbooks to all students, regardless of whether they attend public or private schools. As essential mediating tools, potentially the only sources, for language learning, textbooks should possess several key characteristics, including being engaging for students and suitable for their proficiency levels. In addition to these traits, textbooks should also expose learners to comprehensive vocabulary as much as possible.

This study aims to analyze the corpus of English textbooks provided for free by the MoE for primary and secondary grades and compare the depth and frequency of the vocabulary with the Oxford 3000 by CEFR list, published by Oxford University Press. The MoE has categorized grades 2-8 as corresponding to A1-A2 levels. While the primary focus of the comparisons is on A1-A2 level vocabulary, higher levels will also be examined.

The study intends to uncover the alignment between the textbooks and the expectations of English language learners at the A1-A2 level. Additionally, it aims to offer recommendations to all stakeholders on how to enhance the quality of these educational materials.



Exploring Students' Attitudes Toward GenAI in Education: The Impact of Gender, Age, and AI Usage Frequency

Tuğba Aydın Yıldız & Şule Çınar Yağcı

Abstract

This study examines students' attitudes toward GenAI in education using the GENAIAS scale developed by Orhan, Aydın Yıldız, and Çınar Yağcı (2024). A survey was conducted with a group of 50 students, and data were analyzed using SPSS, considering variables such as gender, age, and AI usage frequency.

The findings indicate that female students performed better than male students in the Learning/Utility category, suggesting that they perceive AI as more beneficial for learning. Additionally, younger students demonstrated higher scores in the Interest category, indicating greater enthusiasm and curiosity toward AI tools. Furthermore, students who reported using AI more frequently scored significantly higher in the Usefulness category, emphasizing a stronger belief in AI's practical benefits.

These results highlight the influence of demographic factors on students' perceptions of AI in education and suggest that experience with AI tools enhances perceived usefulness. Future research could further explore these relationships across larger and more diverse samples.



A Bibliometric Analysis Study: A Comprehensive Overview of Corpus-Related Research in Türkiye

Tuğba Şimşek-Rackelmann

Abstract

Using corpora has been an indispensable part of language teaching for the last decades and its use is still spreading at an accelerating pace. As there is a reciprocal relationship between the practice of using corpora for teaching and conducting corpus-related research, the number of corpus linguistics studies is increasing around the world parallelly. Nowadays, as a result of the popularity of multidisciplinary research, corpus-related research is not limited to language-related topics but is used in various fields ranging from politics to health sciences. Regarding the growing interest in corpus-related research, comprehensive and systematic overviews of corpus linguistics studies are called for. In line with this need, this study aims to investigate corpus-related research trends in MA and PhD theses written in Türkiye between 1990 and 2024 employing a bibliometric analysis. In addition, the study also aims to reveal the higher education institutions where corpus-related research is the most popular. After reaching the related data such as abstract, keywords, institutions, etc. for each thesis written in Türkiye through the thesis centre of the Higher Education Council, bibliometric analysis was conducted using the tool VOSviewer. The results revealed that the popularity of corpus-related research increased considerably both in MA and PhD theses in the last three decades. Besides, it was found that certain institutions paid more attention to corpus linguistics research compared to others. The findings of the study are significant for observing the trends in the field and spotting the research gap for further studies in the future.



Digital Ethnography of Asynchronous Online Professional Development: Voices from K-12 Secondary English Teachers in Istanbul

Ümmünur Bilgin & Gülümser Efeoğlu

Abstract

The literature underlines the importance of teacher professional development in English language teaching, emphasizing on enhancing pedagogical knowledge and teaching efficacy. (Atay,2008; Boulay et al.,2023b). Beyond academic benefits, TPD is also reported to positively impact teachers' perceptions, and attitudes (Miller,1999). Today, TPD programs are mostly conveyed online due to many reasons, including mobility or efficiency concerns (Ansyari et al.,2022). This study aims to explore the perspectives of K-12 secondary school English teachers in İstanbul on asynchronous online professional development (AOPD) activities. Accordingly, the study seeks to investigate the effectiveness of AOPD activities, revealing teachers' underlying motivation, and examine the relationship between their participation factors and feelings. Digital ethnography, a qualitative research design, was utilized to observe AOPD cultures of teachers. 30 English teachers from different districts of İstanbul took part in the study. Data were collected via multiple qualitative data collection tools involving a demographic form, teaching philosophy statement task on teachers' educational philosophies, reflective journals on 4-weeks AOPD activities of teachers, and narrative inquiry to delve into their experiences. Preliminary findings indicate that English teachers find AOPD activities practical; however, varying perspectives exist such as contextual differentiation and the inclusion of practical content.



Exploring ESP Students' Informal Digital Learning: The Role of Digital Dependency and L2 Motivation

Ümran Üstünbaş

Abstract

The advancement of technology has widespread the use of digital tools in education and transformed language learning processes. Thus, informal digital learning of English, which refers to the process of students improving their language skills by using digital resources has allowed students to learn English in various contexts through digital platforms, applications, and social media, independent of traditional classroom environments. Digital tools not only provide content for the language learning process but also offer opportunities to personalize learning experiences, enhance language skills, and learn how to use the language in real-world contexts. For individuals working in sectors where the language is actively used, such as tourism, English is not only a matter of grammar but also a tool that determines professional success. Thus, ESP students typically approach the language learning process with the motivation of securing better opportunities in their careers and achieving greater success in the sector. Therefore, the way this group of students uses digital tools and how these uses are related to their learning motivation and dependency on digital tools should be studied in greater depth. This study aims to investigate how these factors shape students' engagement with English learning in informal digital environments. Using a mixed-methods approach, data were gathered through surveys and interviews, to examine students' online language learning behaviors and analyzed to identify patterns related to motivation and digital engagement. This research will contribute to a deeper understanding of how digital tools can be better integrated into ESP curricula to support informal learning habits.



Collaborative Online International Learning – COIL Design from the Perspective of Pedagogical Approaches

Zeynep Bilgehan Can & Sertel Altun

Abstract

Collaborative Online International Learning (COIL) is a form of virtual exchange which through its transformative nature provides a ground for the implementation of different pedagogical approaches in the Higher Education field. COIL not only equips the learners with the necessary 21st century skills, but also provides educators with the perspectives needed for a global world. COIL provides an opportunity to internationalize the curriculum by creating dynamic, inclusive and international learning environments. One of the most crucial steps of starting a COIL collaboration is the design process which could be enhanced through the careful examination of the integration of pedagogical perspectives. This paper is framed upon the main question of which pedagogical approaches support an effective COIL design. Through this question, different pedagogical approaches such as online collaborative learning, project based learning, and intercultural learning will be examined in detail. Besides these approaches, some current trends in teaching such as AI integration will be questioned in the theme of designing the virtual exchange. This paper seeks to contribute to the discussion of effective and practical COIL design, while promoting the idea of transforming teaching and learning environments based on the needs of the more complex digital, intercultural and AI enhanced world.



Humanizing ELT Pedagogy through Empathy, Cultural Awareness, and Student-Centered Practices

Zeynep Demirci & Ayşe Kızıldağ

Abstract

Humanizing pedagogy focuses on creating a learning environment that values students' experiences, emotions, and individual needs while promoting empathy, cultural awareness, and personal growth. This presentation explores the practical implementation of human-centered teaching approaches in diverse educational contexts with reference to English language teaching (ELT), emphasizing real-life connections, active listening, and cultural exchange. Based on first-hand teaching experiences across different schools in Türkiye, Zeynep's story highlights how responsive ELT methods can inspire curiosity and break traditional classroom boundaries. From integrating songs and storytelling to presenting students with global perspectives, this approach fosters both linguistic competence and intercultural awareness. The presentation also illustrates how EFL teachers can serve as cultural ambassadors, encouraging students to explore the world beyond their immediate surroundings while challenging gender-based stereotypes and embracing inclusivity. Additionally, the importance of self-reflection and continuous professional development is emphasized, portraying how adapting teaching practices can have a transformative impact on both educators and learners. Audience will gain insights into practical strategies to humanize their teaching practices, foster stronger teacher-student relationships, and nurture holistic learning experiences.



WORKSHOPS



Eclectic lesson planning: Designing flexible and engaging language lessons

Anıl Rakıciođlu-Söylemez

Abstract

This workshop introduces eclectic lesson planning as a flexible approach to designing engaging classroom activities by integrating multiple models, particularly within the TESOL context. Participants will apply scaffolding-oriented, affordance-based, and linear planning while considering traditional, inquiry-based, collaborative, and assessment-driven models. The discussion also explores modular planning, structuring lesson sections to meet diverse language learning needs. By the end of the session, participants will analyze lesson planning frameworks, evaluate activity structures for engaging diverse learners, and apply strategies to enhance TESOL lesson activities. Through hands-on exercises, they will first examine a sample lesson structured around a single planning model, identifying opportunities to integrate diverse techniques suited for English language teaching. Then, in small groups, they will modify a lesson plan by incorporating scaffolding techniques, flexible elements, and strategies for engaging English language learners. The workshop will allow teachers to explore how traditional and contemporary approaches can be blended to enhance language learning outcomes. It will conclude with a reflection and discussion on the practical applications of eclectic lesson planning in TESOL classrooms. By the end, participants will develop a deeper understanding of flexible lesson planning and gain practical tools to design interactive, student-centered lessons that accommodate English language learners and diverse proficiency levels.



Generating Inclusive Setting in Literature Classes

Buket Dođan & Őule Akdođan Kılınç

Abstract

As the world is getting increasingly globalized, every setting includes a great variety of participants with diverse backgrounds and cultures. For the instructors to cater to these various needs and to raise awareness for multiple groups of personas, inclusiveness might serve as a springboard to create a quality learning environment. This interactive workshop aims to foster inclusiveness in and by teaching literature in English undergraduate programs. We plan to engage the participants in experiential activities by addressing the challenges about representation, accessibility, ableism, and cultural appropriation in diverse classroom settings. This workshop will provide some gateways to select texts, design discussion frameworks, and consolidate culture-literacy in literary analysis.



Bringing Stories to Life: Teaching EFL Through Native American Folktales and the Storyline Approach

Çağrı Özköse Bıyık

Abstract

In line with this year's theme, Connect, Innovate and Inspire Research and Practice in ELT, this workshop offers something quite innovative: Teaching EFL using Native American Folktales and the famous Scottish Storyline Approach. Four different folktales in B2 level English (i.e., Why Moon Has One Eye (Isleta Pueblo-the tribe name), How Raven Brought Back the Sun (Koyukon Alhabascan), How Earth Elder Made the Acorn Tree (Pomo) and How Turtle Got Its Shell (Cherokee)) will be distributed across four tables to the participants. Using the Storyline approach, whose steps will be explained first, participants will be asked to develop a Storyline plan based on the Native American folktale they are given. In Storyline, students and the teacher work collaboratively to create a setting and characters; the plot evolves as they address real problems and issues that arise. In the task the participants will be provided guiding points regarding the Storyline approach such as: How much time you have for your Storyline: weeks, hours per week, whether you are going to use the Storyline to explore new curriculum content or consolidate what you have already done, your key questions (KQ) which are central in the Storyline approach. Text-based presentation and guided discovery methods will also be addressed and discussed as appropriate methods to employ when teaching EFL using literary texts. Teachers and researchers will leave the workshop with innovative ideas to connect their learners with indigenous cultures and inspire them by modeling doing something extraordinary. Dr. Özköse Bıyık will also mention the content of the Jean Monnet Module Project she has recently submitted which bridges European literature, EU Values and EFL Instruction through innovative ways.



Integrating Intersectionality into Language Teacher Education: A Curricular Intervention for Pre-Service EFL Teachers

Elif Burhan Horasanlı, Zeynep Bilki & Mehmet Sak

Abstract

This workshop examines the integration of intersectionality into language teacher education as a means of fostering pre-service teachers' identity development and socio-political awareness. Intersectionality, which explores the interplay of overlapping factors such as gender, race, and class in shaping systems of privilege and oppression, provides a critical framework for addressing the complexities of contemporary educational contexts (Cho et al., 2013; Rice et al., 2019). However, its incorporation into pre-service language teacher education remains limited, particularly in formal curricula. The session will present the design and implementation of a Critical Reading and Writing (CRW) course, developed as a curricular intervention to embed intersectionality into Turkish pre-service EFL teacher education programs. The course was designed to enhance critical thinking, reading, and writing skills while fostering reflective engagement with socio-political issues, including gender inequality, social justice, and women's rights—topics selected to address Türkiye's recent socio-political landscape. Participants will gain insights into the pedagogical approaches employed, including iterative writing processes, text analysis, and peer collaboration, which enabled students to critically engage with intersecting issues and develop informed perspectives.

The workshop will also discuss the broader pedagogical implications of integrating intersectionality into teacher education curricula, emphasizing its role in cultivating reflective practitioners equipped to address socio-political challenges, advocate for equity, and create inclusive educational environments. Attendees will leave with a deeper understanding of the transformative potential of intersectionality-focused curricular interventions and practical strategies for implementation in their own educational contexts.



Creating Self-Paced Learning Modules with AI Tools: Exploring the Connection to Student Autonomy

Eylül Karabulut & Uğur Ersöz

Abstract

The advancement in artificial intelligence (AI) has led to the prevalence of these technologies in various fields including English language teaching. This workshop introduces the practitioners to self-paced learning modules by focusing on promoting the autonomy of English language learners. Participants will explore the ways to integrate AI tools such as chatbots, content creators, and instant feedback systems to design self-paced learning modules. The session will start with an overview of learner autonomy and self-paced learning. Besides, related studies about these concepts will be shared for a detailed understanding of their role in the learning process. Following this, AI tools will be introduced by focusing on their functions. The platforms where self-paced modules are designed will be explained in detail. This includes defining a learning goal, selecting suitable AI tools, and ways of embedding them into the modules. The participants will be given hands-on activities to choose the platform and design the outline of their modules by determining the related AI tools. They will be asked to design the introduction part, interactive tasks, and assessment sections by selecting the appropriate AI tools. Finally, the participants will reflect upon their experience in pairs and ask questions. Overall, the workshop aims to equip teachers with the skills regarding the design of self-paced learning modules by embedding intelligent technologies to foster autonomy.



Story Time!

Gülsüm Şıvgın Baş

Abstract

In this interactive workshop, we will explore how stories can transform language learning into a thrilling adventure for both teachers and students. Imagine weaving grammar, vocabulary, and cultural insights seamlessly into tales that ignite imagination and foster linguistic fluency. Through hands-on activities and creative exercises, participants will discover the power of narrative in making language learning not only effective but also enjoyable. From crafting compelling narratives to integrating interactive storytelling techniques, this workshop equips educators with innovative strategies to engage diverse learners.



Future-Proof Extensive Reading & Digital Storytelling

Hatice Karaaslan, Ahmet Çolak & Azra Naz Güler

Abstract

This workshop showcases how extensive reading and digital storytelling, infused with Design Thinking, foster creative, interactive, and reflective learning experiences. Emphasizing innovation and global citizenship, it equips educators with tools to nurture autonomy and future-ready skills. Participants will explore how extensive reading fuels creativity, enabling learners to pitch compact, impactful ideas through digital storytelling. By connecting texts to personal narratives, students create reflective and engaging content, honing both linguistic and critical thinking skills. Grounded in Design Thinking principles—empathy, ideation, and iteration—the session highlights the role of storytelling in developing memorable, learner-driven projects. Practical strategies for incorporating digital tools and fostering collaboration will be shared. Join us to reimagine classrooms as spaces of innovation where reading inspires storytelling, creativity thrives, and learners craft concise, meaningful narratives ready to resonate in a rapidly evolving world.



Harnessing Emotional Intelligence through Short Stories: A Demonstration of Ray Bradbury's All Summer in a Day

Ibrahim Halil Topal

Abstract

Emotions are composite physical and mental states fundamental to humans. They link our behaviors, experiences, and social interactions, acting as windows to our inner world and the outer world's perspectives on us. Emotional intelligence (EI) manifests itself in this turmoil as a compass assisting us in navigating the ebb and flow of life's emotional waters. Because learners have to deal with personal, familial, and academic matters while receiving their education, EI could be an influential instrument in using and managing their emotions and empathizing with others in the classroom. In that regard, short stories might be harnessed as multi-genre literary devices, offering a myriad of affective stimulation. Thus, this workshop aims to raise the attendee's awareness about EI and provide a hands-on experience by demonstrating how to integrate EI into language classrooms. To that end, the attendees will initially be provided with a brief background of EI. They will then be presented to Salovey and Mayer's (1990) Ability Model of EI (AMEI). The attendees will subsequently be informed about the short story "All Summer in a Day." The participants will next be divided into manageable groups to analyze the short story and match relevant excerpts from the storyline using the AMEI framework. The group findings will be shared, and conclusions will be drawn. The attendees will have practical knowledge of analyzing short stories regarding EI and leverage this in actual classroom practice.



Evaluating the Effectiveness of Task-Based Language Teaching (TBLT) in Enhancing ESL Learners' Proficiency: A Longitudinal Mixed-Methods Study

İlke Burçak Çiftçi

Abstract

This study investigates the effectiveness of Task-Based Language Teaching (TBLT) in enhancing English language proficiency among ESL learners. As an instructional approach that prioritizes authentic task engagement, TBLT is designed to foster meaningful language use and communicative competence. The research aims to assess the extent to which TBLT contributes to language proficiency development over time in comparison to traditional grammar-based instruction. Additionally, it explores the factors influencing the successful implementation of TBLT across different learning contexts, including classroom settings and varying proficiency levels.

A longitudinal mixed-methods research design will be employed, integrating quantitative assessments of language proficiency with qualitative analyses of student perceptions and classroom observations. This comprehensive approach will provide insights into the long-term impact of TBLT on learners' language development and the contextual variables shaping its effectiveness. By advancing evidence-based pedagogical practices, the findings of this study will inform curriculum design and instructional strategies, ultimately contributing to the optimization of language learning outcomes in diverse ESL environments.



AI in Action: Empowering Struggling Learners in English

Jasmina Milicevic

Abstract

In line with the conference theme “Connect, Innovate, and Inspire Research and Practice in ELT,” this session explores how Artificial Intelligence (AI) can revolutionize English language teaching by addressing the needs of struggling learners. Titled *AI in Action: Empowering Struggling Learners in English*, the session presents the Erasmus+ project Artificial Intelligence for Early School Leaving (AI4ESL), which integrates cutting-edge AI technology to support inclusivity and adaptability in language education.

This interactive workshop invites educators from diverse contexts—primary and secondary schools, universities, and private institutions—to connect through shared challenges and innovative solutions. Participants will gain hands-on experience with the AI4ESL platform, which personalizes learning tasks, tracks progress, and provides tailored support to bridge literacy gaps. The session includes a live demonstration of the platform, practical activities simulating student experiences, and discussions on how AI can empower teachers to better meet the needs of their learners.

Attendees will leave inspired to incorporate AI tools into their practice, equipped with actionable strategies and access to project resources. By fostering collaboration, innovation, and practical application, this session highlights the transformative potential of AI in reshaping ELT practices and addressing diverse learner needs.



AI in MAXQDA: A Researcher's Guide

Khaled Alostath

Abstract

In this workshop, we will explore the potential of Artificial Intelligence (AI) within MAXQDA, a significant research software for qualitative data and mixed methods analysis. This workshop aims to empower researchers with the proficiency to utilize AI within MAXQDA, paving the way for a more streamlined and insightful research process. The workshop unfolds with a comprehensive overview of MAXQDA's existing capabilities briefly, setting the stage for the introduction of AI and its game-changing applications in data analysis. Participants will then dive into hands-on exercises, navigating the integration of AI within MAXQDA. This includes a deep dive into features such as automated coding, suggested codes and subcodes, MAXQDA transcription, interactive document chat, and more. These exercises are designed to demonstrate how AI can significantly reduce manual coding time, enhance coding accuracy, and reveal hidden patterns within data, thereby enriching the overall analysis process. In conclusion, this workshop offers a unique opportunity to understand and experience the transformative potential of AI within MAXQDA. It invites researchers to embrace this technological advancement, which promises to enhance their research experience significantly, leading to more profound and impactful findings.



The Effectiveness of Co-Pilot (Microsoft AI) Generated P4C Inspired Picture Storybooks for Early Young EFL Learners

Seden Kurt

Abstract

Positive emotions play a crucial role in learning, enhancing students' engagement, resilience, and motivation (Fredrickson, 2001). Given the brain's plasticity, emotions are not fixed states but can be cultivated through intentional practices (Seligman, 2011). This workshop aims to temporarily boost positive emotions in EFL classrooms while reducing stress and anxiety, fostering a more effective learning environment.

Participants will engage in hands-on activities, including mindfulness techniques (breathing exercises, meditation) and interactive role-plays designed to build confidence and emotional well-being. By way of introduction, the session will start with follow a brief overview of the science behind positive emotions and their impact on learning. In the following part, participants will try a series of classroom-friendly strategies, including mindful breathing and guided meditation to reduce stress; role-play scenarios to build emotional resilience and reflective gratitude practices (for example Gratitude Jar, Gratitude Journal) to enhance appreciation. As reflection, participants will share insights and discuss how these techniques can be adapted to their own teaching contexts.

By the end of this interactive session, attendees will leave with practical tools to integrate into their classrooms, fostering a more emotionally supportive and engaging learning environment. The workshop will conclude with a five-minute Q&A session to address implementation strategies.



Give Me a (Brain) Break!

Shannon Roach

Abstract

Students at all levels have a hard time sitting still and focusing for extended periods of time. They are not the only ones who need a break to relax or re-energize. Teachers could always use a break, too. In this workshop, language educators will learn some easy, low resource activities for those moments when you, or your students, just need to take a quick break in order to relax, re-energize, re-focus, or get some nervous energy out before an exam. These activities have the potential to help students (and teachers) refocus attention to the class, build classroom community, and help everyone get a little movement during those especially long sessions.



Energizing ESL Activities for Engaging Learning

Yüstra Yahya

Abstract

This workshop is designed to equip ESL teachers with practical, low-tech, and highly engaging activities to motivate students while developing essential language skills like listening, reading, speaking, and writing. The focus is on creating a fun, interactive classroom environment that fosters participation and enthusiasm for learning.

Participants will experience a variety of dynamic activities that require minimal preparation and no advanced technology, making them accessible for all teaching contexts. These 6 activities include interactive games, that the presenter had created/used in her classes, and they have proved to encourage students to actively use English in meaningful ways. To give an example, the Onion Game will be demonstrated by a layered question ball where students take turns unwrapping and answering questions, fostering curiosity and participation. There is also the 5 Seconds Rule which is a fast-paced game where students have five seconds to answer questions, reinforcing vocabulary, grammar, and quick thinking.

The workshop will also highlight how to adapt these activities to different proficiency levels and classroom sizes, ensuring inclusivity and engagement for all learners. By the end of the session, teachers will leave with a toolkit of ready-to-use ideas that promote student interaction, build confidence, and make learning enjoyable.



UNDERGRADUATE PRESENTATIONS



A Contrastive Analysis of Turkish and English on Reciprocals

Ahmet Şadan Kutay Kendirli

Abstract

This descriptive quantitative mixed study employs embedded design and purposive sampling to analyse the concept of reciprocity by contrastively examining various types of reciprocals and reciprocity available in English and Turkish to formulate how reciprocals function in sentences. To be able to formulate how reciprocals function, this study analyses direct translations of sentences in Turkish to English and sentences in English to Turkish done by 150 advanced-level Turkish speakers English. As a result, the study hypothesises that no reciprocal or anaphoric pronoun should be needed for a verb which is inherently capable of providing a symmetric relation, provided that its predicate is also symmetric. As a result of this shared property between these two languages with vastly different roots, the study predicts that lexical operations might share universal properties between languages. Overall, the study aims to enhance the understanding of lexical operations by providing a general formula for reciprocity that can be applied to multiple languages and, to an extent, enhance the understanding of how language functions.



Teaching English to Children in Rural Areas: Teachers' Opinions and Practices on Technology Integration in Vocabulary Instruction

Aslı Önder

Abstract

This study investigates technology integration in English vocabulary teaching for young learners in rural primary and secondary schools in a Northern Black Sea city where rural population outnumbers the urban. Addressing the limited studies on rural vocabulary teaching, it highlights the significance of leveraging technology, including Web 2.0 tools to enhance vocabulary learning outcomes. In resource-limited rural settings, technology plays a critical role for equal education. However, educators face significant challenges, including inadequate infrastructure, technical issues, and students' limited access to personal devices. Accordingly, the study offers recommendations for enhancing technology integration in vocabulary instruction from teachers' perspectives.

A qualitative case study was conducted with ten EFL educators from rural primary and secondary schools using face-to-face and online semi-structured interviews, followed by thematic content analysis to uncover insights into educators' experiences, practices, and recommendations. Findings reveal that educators actively use technology in their lessons via IWBs, adapting Web 2.0 tools. Despite limited resources, frequent power outages, and inadequate internet access, teachers employ creative solutions, such as utilizing their personal devices and internet connections. In the light of these challenges, educators recommend expanding access to digital tools like tablets and language labs, increasing lesson durations, enriching the EBA platform with gamified activities and interactive content for vocabulary teaching, and offering more practical training on technology use to enhance technology integration in vocabulary instruction.



ELT 3.0 Era

Aysima Erdem

Abstract

ELT and numbers? What is the ELT 3.0 era? The most significant changes in English Language Teaching (ELT) began with the onset of the coronavirus pandemic. The ELT 3.0 era represents substantial developments and new visions in education. ELT 3.0 is an intellectual framework that categorizes ELT into three stages: 1.0, 2.0, and 3.0. Currently, ELT is in the 3.0 stage, where artificial intelligence, adaptive learning systems, and real-time analytics are being integrated into the learning process. The ELT 3.0 era refers to the period from the 2020s to the present. This model incorporates tools such as Google Classroom, Zoom, and Microsoft Teams for collaborative projects and asynchronous learning, enabling global collaboration.

Why should we incorporate artificial intelligence into education when individuals can continue their studies with or without it? The answer lies in enhancing performance. As Garry Kasparov stated, “The solution isn’t less technology, but better humans.”

Will AI Take Our Jobs? While AI can be a valuable tool for assisting with administrative tasks, supporting instruction, and offering personalized learning experiences, it cannot replace the essential human elements of education. The emotional, social, ethical, and creative aspects of learning, which are provided by teachers.

What actions will teachers take? We will continue to collaborate with AI in our classrooms and virtual classes.

Are we ready for the era of ELT 4.0?



Pen friendship in English teaching, applicability and system support

Banu Güneş, Helin Fidan, Duygu Polat & Feyza Doyran

Abstract

This study examines the impact of pen pal exchanges on English as a Foreign Language (EFL) learners, focusing on writing skills, vocabulary acquisition, and cultural awareness. Conducted with preparatory class students at Hasan Kalyoncu University and foreign students (18-27 years old), the research employed qualitative methods, including semi-structured interviews, self-assessment scales, and letter content analysis. A pilot study with seven participant groups via email lasted four weeks.

Findings reveal that pen pal interactions enhance writing fluency, grammatical accuracy, and motivation for language learning. Additionally, cultural exchange fostered intercultural understanding. However, challenges such as response delays and language barriers were noted. To optimize the experience, a mobile application is proposed, regulating response times based on geography and offering built-in language support tools.

This research contributes to technology-assisted language learning by modernizing traditional pen pal practices. Future studies should explore long-term effects and formal integration into language curricula.



The Contribution of Artificial Intelligence-Supported Social Responsibility-Themed Course Contents Enriched with Mindfulness Practices to the English Listening and Speaking Skills of 2nd Grade Students

Berkecan Yıldız, Yusuf Çınar & Nazrin Taghiyeva

Abstract

Technological developments in the field of education have gained an important acceleration, especially with the increasing popularity of AI tools. Artificial intelligence is enriching students' listening and speaking skills by offering various opportunities.

To ensure a meaningful learning experience, a contextual learning environment which is convenient for students' cognitive development is required . With the integration of "here and now" principle, Socially-Responsible Teaching and SDGs to attain social awareness, a meaningful language teaching can be carried out by using English language as a tool for achieving social goals rather than just as a foreign language.

According to Piaget (1964), second grade students are still in the concrete operational stage. Thus, providing a concrete learning process is important. To regulate students emotions and concentration, Mindfulness activities will be integrated into the lesson plans. These activities will contribute to their Social-Emotional Learning, help them understand their environment, emotions and build 21st century skills such as empathy, communication and collaboration.

In this paper, 2nd graders are expected to conduct a project individually or as a group with the help of 21st skills. Studies in this field are not comprehensive. Thus, this project's aim is to shed light on how AI tools can be used effectively especially for teaching English in primary school. This presentation enlightens how AI-supported, Social Responsibility-Themed lesson contents with Mindfulness practices are planned and organized.



The Code-Switching Attitudes of Students in an EMI University

Beyza Saka

Abstract

This study examines the attitudes of bilingual/multilingual students at METU, an EMI university, toward Turkish-English CS. It employs a mixed-methods approach to explore the impact of biographical factors (e.g., gender, sexual orientation, multilingualism, English proficiency level, duration of study at METU) on CS attitudes. It investigates whether METU students perceive CS as a social identity marker distinguishing them from non-EMI university students in Türkiye and whether a misalignment exists between their CS frequency and attitudes. Data collection has been completed, and analysis is currently underway. Preliminary observations suggest that METU students generally perceive CS to be a natural and contextually appropriate practice for bilingual/multilingual speakers. This study aims to contribute to sociolinguistics by providing insight regarding linguistic identity and social dynamics in non-native English-speaking EMI contexts.



The Impact of AI Chatbots on Listening Comprehension Skills and Interactive Listening Strategies of High School EFL Learners

Beyzanur Aslan & Gülümser Efeoğlu

Abstract

Many studies highlight the contribution of AI chatbots in enhancing different language skills and subskills (Liu et al., 2024). The literature suggests that AI chatbots demonstrate the ability to promote active learning, provide personalized educational settings, deliver extensive linguistic input, and facilitate practice opportunities (Jeon, 2024). The current study aims to investigate the relationship between AI chatbots and listening skills, including high school EFL students' perspectives on adopting AI chatbots to improve their listening skills and apply interactive listening strategies. For the purposes of the study, an embedded mixed-methods design was implemented. A convenience sample of 129 A2-level EFL students from a public high school participated in the study. The data were gathered through a demographic questionnaire, Cambridge KET listening tests as pre- and post-tests to assess the listening skills of both the control and the experimental groups, and focus group interviews. Four intact classes were assigned to experimental and control groups. The experimental group received a ten-week treatment with a chatbot to improve their English listening comprehension skills, whereas the control group engaged in regular listening activities without any intervention. Preliminary results indicated that implementing AI chatbots in language learning demonstrates the potential for improving listening skills to identify the main ideas and specific details from auditory input.



"The Future of ELT Careers: Teacher Academy Through Students' Perspectives"

Enes Gökğöz

Abstract

With the launch of Teacher Academy (TA) Türkiye's Ministry of National Education has introduced a new model for teaching training, which has raised discussions among pre-service ELT students in terms of its impact on their career paths. However, to the knowledge of the author, there are no studies looking in PSTs' perspectives on TA's impact on choosing teaching as a career. To fill this gap, this study investigates the perceptions of ELT students concerning the launch of TA, focusing on its effect on their career paths, job interests, and consideration of alternative career options. A survey was conducted among ELT students from various universities, analyzing their answers to statements about Teacher Academy. A content analysis of the data shows that while some students consider as a beneficial step in enhancing teacher training, others express concerns about its impacts on students' career paths and job's future. Besides, a lot of students have started looking at alternative career paths. These findings emphasize the need for clearer communication of the objectives of the TA agenda and its implications for future educators. Furthermore, the study highlights the significance of integrating prospective teachers' feedback into the development of teacher training programs to ensure they address real concerns and expectations.



Reshaping Pre-Service English Teachers' Beliefs about Language Teaching Theory and Practice: Reflections from a Practicum Setting

Enise Kavcı

Abstract

The practicum experience provides pre-service teachers (PSTs) the opportunity to apply theoretical knowledge in real classrooms and gain experience before entering the profession. PSTs are expected to observe lessons, teach, and adapt to the school environment. Despite extensive theoretical training, limited research explores the challenges PSTs face in real classrooms. This study examines how PSTs bridge language teaching theory and practice and how these experiences shape their teaching perspectives. Data were collected through semi-structured interviews with 20 fourth-year students from the English Language Teaching Department, along with the researcher's personal notes and reflections from their internship experience, and analyzed using a qualitative approach with thematic analysis. Preliminary findings suggest that PSTs' experiences fall into two main categories: pedagogical and affective. PSTs often struggle to apply theoretical knowledge, particularly in classroom management aspects such as time and behavior management, leading to frustration. However, they gradually adapt and develop strategies. Their perception of the teacher's role evolves as they recognize the need to balance approachability and authority. The study highlights the importance of strengthening the connection between theory and practice in teacher education, particularly by incorporating more hands-on classroom management training to better prepare PSTs for real teaching environments.



An Examination of Reading Comprehension Activities in the Fifth-Grade EFL Coursebook of MoNE of Türkiye: A CEFR 2020-Based Evaluation

Esin Keysan & Eda Duruk

Abstract

This study evaluates the reading comprehension activities in the fifth-grade English as a Foreign Language (EFL) coursebook, *Move Up*, developed by the Ministry of National Education (MoNE) in Türkiye. The analysis focuses on the alignment of these activities with the CEFR 2020 Companion Volume descriptors for A1-level learners, particularly in fostering reading skills. Employing a mixed-methods approach, the study identifies the coursebook's strengths, such as its use of age-appropriate texts, visual aids, and authentic materials, which support reading comprehension at the beginner level. However, the findings reveal gaps, including a limited variety of reading tasks, an emphasis on literal comprehension over inferential and critical thinking, and the absence of practical text types like directions or public signs. Additionally, the coursebook prioritizes oral and auditory skills, while the representation of reading activities is uneven across units. To enhance the development of reading skills, the study recommends incorporating diverse text genres, culturally rich content, and activities that promote higher-order reading strategies such as predicting and questioning. This evaluation underscores the critical role of well-designed reading materials in developing foundational language skills for A1-level learners, particularly in the Turkish EFL context.



Inclusive Practices to Differentiate ELT Coursebook for the Blind Students

Gökçen Altınay Özer & Zehra Ceren Oğuzmert

Abstract

This study addresses the overlooked needs of Blind students in foreign language education within curriculum design. Inclusive education responding to the diverse needs of students with disabilities is crucial as outlined in the Ministry of National Education (MoNE) 2024 Vision and in the Sustainable Development Goal 4 by the United Nations. In Türkiye, there are 20 K-12 level schools specifically for Blind students, serving approximately 1000 students. As of 2025, around 67,000 students with disabilities study at the K-12 level public schools in the country, which highlights the necessity for adaptable, differentiated and inclusive learning materials that can accommodate students' learning needs. However, students with disabilities, including those who are Blind, are often treated based on a medical model of disability, leading to a lack of need-targeted curriculum designs. This study evaluates English as a foreign language (EFL) course books used at the K-12 level in terms of their adaptability for Blind students, examining their alignment with MoNE standards and vision, as well as comparing them to current global paradigms applied in language education. The study adopts a qualitative approach and, within the frame of social model of disability, utilizes critical discourse analysis to analyze course books used at the K-12 level EFL education for Blind students in Türkiye. The study also utilizes interviews to gather Blind students and EFL teachers' perspectives to assess the inclusiveness of these materials in supporting Blind language learners. The findings offer a framework for the development of an inclusive curriculum and course books that allow for meaningful differentiation to meet the EFL learning needs of Blind students.



Navigating through Curriculum-Free L2 Teaching: The Case for PSTs' Self-Regulated Teaching in English Private Tutoring Settings

Halide Yusufoglu

Abstract

Private tutoring, which has been on the rise with many countries now offering English as a foreign language in primary schools, consists of one-on-one or small group sessions that help students receive support outside of school. While the impact of English private tutoring (EPT) on students, parents, or the education equity is widely discussed in the literature, there still remains a gap regarding the perspectives of teachers—specifically pre-service language teachers (PSTs) offering tutoring. Aiming to address this gap, this qualitative study explores the perspectives of PSTs offering EPT to language learners without a formal curriculum. Data were collected through semi-structured interviews with 15 PSTs majoring in ELT who offer EPT. Preliminary findings from a thematic analysis of the transcribed and coded data suggests that the challenges faced by the participants in a curriculum-free setting fall into two categories: pedagogical aspects and emotional reflections. Pedagogically, the participants struggle with meeting parents' demands and design lessons without a structured curriculum. Emotionally, they report significant stress due to the dual pressures of adapting to the parents' demands and managing their own teaching responsibilities as they navigate through a curriculum-free teaching experience. This study will hopefully contribute to the EPT literature by identifying curriculum as a critical factor of teacher stress in emerging neo-liberal language teaching settings



A Comparative Analysis of Teacher Facilitation, and Language Skills Development in Virtual vs. Traditional EFL Classrooms: Insights from eTwinning Projects

İremsu Usta

Abstract

Using online platforms on our daily lives very often is one of the biggest imprints the pandemic has embedded in our lives, as well as in our classrooms. Another manifestation of this impact in our classrooms is the increased proliferation of projects such as eTwinning, which facilitate engagement with diverse countries and cultures. Through these projects, our students experience intercultural interaction and demonstrate improvements in their language skills. However, the self-confidence challenges prevalent among students who spent their childhoods during the pandemic tend to hinder their progress. This research, which examines the impact of project-specific language skill application and teacher support in both online and traditional classroom settings on student participation, will analyze students in an eTwinning project group of 17 from a private school. The analysis will be based on pre- and post-project Cambridge Pre A1 Starters tests, surveys, video recordings, semi-structured interviews and corpus analysis methods.

Hoping to lay the groundwork for future research, this study inspects the long-term effects of project based learning on language acquisition as well as taking into account the technological advances of the 21st century, especially after the pandemic. The findings are expected to offer valuable implications for curriculum development and instructional strategies.



Cultural Fables in Kindergarten: Exploring Japanese and Turkish Fables Storytelling in Turkey

Kadriye Bayar

Abstract

The aim of this research is to examine the influence of Japanese and Turkish fables on the moral growth and cultural understanding of young children in a Turkish kindergarten environment. Fables play a significant role in forming children's perceptions of right and wrong, in addition to imparting important cultural lessons. This research contrasts the effects of these two distinct narrative traditions to understand how children respond to and absorb the cultural values present in both Japanese and Turkish fables. The focus will be on how these fables contribute to the moral growth, sense of identity, and understanding of societal norms among children.

The research will employ a quasi-experimental methodology, gathering information through both qualitative and quantitative methods. Assessments will include observations, discussions with teachers, and evaluations before and after interventions to gauge children's grasp of ethical lessons and cultural concepts. This approach aims to highlight the educational importance of integrating culturally varied tales into early learning environments. The results will shed light on the ways in which narratives from diverse cultures can enhance early childhood education, foster moral principles, promote understanding across cultures, and develop social abilities.



Perspectives of Pre-Service EFL Teachers on the Impacts of Methodology Courses on Their Teaching

Melis Par & Mert Can Şahin

Abstract

The aim of this project is to reveal the positive and negative effects of English language teaching methodology courses and microteaching practices on pre-service teachers' internship/teaching experiences by gathering pre-service teachers' opinions. English teaching methodology courses and microteaching practices are among the most significant components of the Foreign Language Education curriculum.

Semi-structured interviews and surveys have been developed to collect data from voluntary participants. A three-sectioned survey has been used. The interview part has been conducted with volunteers. Voluntary participants have answered open-ended questions through face-to-face and/or online platforms. The qualitative and quantitative data collected will be processed in detail using software such as MAXQDA to answer the research question: "What are the opinions of pre-service English teachers regarding the impact of methodology courses and microteaching practices on their teaching experiences?" Currently, the research is in the qualitative data collection and analysis stage. The preliminary findings show that student teachers perceive the benefits of microteaching practices to some extent but are also aware of some of their limitations and possible improvements to maximize their positive impacts. At the end of the discussion, necessary recommendations will be provided for further discussion with the instructors teaching these courses.



An Investigation into the Impact of AI Tools on the Development of Academic Writing Skills in ELT Students: A Case Study of Bolu Abant İzzet Baysal University

Muhammed Vefa Sancaktarođlu

Abstract

This study investigates the impact of AI tools, such as ChatGPT and Quillbot, on the development of academic writing skills among ELT students. The research aims to explore whether AI tools limit or enhance the writing proficiency of students. The students studying at Bolu Abant İzzet Baysal University are considered the case in this study. A semi-structured interview form combining both quantitative and qualitative questions has been developed and used to collect data. The data of the study has been collected from 12 participants, from 1st to 4th-year ELT students, identified through a convenient sampling technique. The study examines aspects such as creativity, overall writing development, and students' experiences and opinions on using AI tools in writing. The study also reveals how these tools are employed in the context of academic writing among ELT students. Additionally, the study contributes to the ongoing discussion regarding the use of AI among ELT students by providing insights into how these tools affect learning outcomes, helping to better understand their potential benefits and challenges in the related context. Finally, the study reveals the perspectives of ELT students on the use of AI tools in university-level writing. The results have been interpreted in the ELT context, and implications have been presented for further studies.



The Design and Use of VocabiVentures Game: The Effects of Card Games on Vocabulary Learning Processes of Secondary School Students

Raşit Abdülbaki Burucu, Fatmanur Başaran & Sibel Kahraman-Özkurt

Abstract

This study evaluates the implementation and outcomes of the "Vocabiventures" board game to examine the effects of gamification strategies on English language learning. The primary aim of the research is to investigate the effectiveness of the Vocabiventures game in enhancing students' vocabulary acquisition and motivation for language learning.

The research adopts a mixed-methods approach, collecting both quantitative and qualitative data. Quantitative data were analyzed through a pre-test and post-test experimental design with control groups, while qualitative data were obtained from interviews conducted with students and teachers. ANOVA and Wilcoxon tests were employed for quantitative analyses, and thematic analysis was used for qualitative data.

The findings reveal a significant increase in vocabulary learning among students in the experimental group, who also exhibited higher motivation compared to the control group. The teacher emphasized the game's role in fostering classroom interaction and collaborative skills. The game transformed the language learning process from a knowledge-transfer-based structure into a model where students actively engage in a fun and interactive learning environment.

These results strongly support the potential of gamification strategies in educational contexts. The study demonstrates that Vocabiventures not only enhances language learning but also serves as a model for developing innovative approaches in education. From an educational policy perspective, the systematic integration of gamification strategies into curricula offers an effective solution to improve student motivation and create more interactive learning processes. Furthermore, this study contributes to sustainable innovations in education by laying a foundation for gamification and game-based learning models in various disciplines.



Increasing the Educational Dyslexia Competence of EFL Teacher Candidates: A Quasi-Experimental Intervention

Rukiye Çınar

Abstract

Dyslexia is the most common disability that affects language learning. Dyslexia is a difficulty in reading and comprehending words that do not only affect an individual's native language but also foreign language learning. This study aims to analyze the gaps in EFL teacher candidates' knowledge and beliefs about dyslexia and how additional training can address these gaps. Data were collected from 30 Turkish EFL teacher candidates enrolled in English Language Teaching programs in the Marmara Region. The data were analyzed using SPSS 27.0 through descriptive statistics and the Paired Sample Test, based on the EFL teacher candidates' scores on the Scale of Knowledge and Beliefs about Dyslexia (KBDDS). The additional training was provided using the Dyslexia for Teachers of English as a Foreign Language-Trainer's Booklet, developed within the scope of a European Union Project. The results showed that the participants' knowledge and beliefs about dyslexia were insufficient, and the implemented additional dyslexia training increased the participants' knowledge and beliefs about dyslexia. The findings indicate that incorporating additional training into teacher education programs can enhance EFL teacher candidates' knowledge and beliefs about dyslexia, enabling them to support dyslexic students better. This study was conducted within the scope of the TÜBİTAK 2209-A Research Support Program for Undergraduate Students.



The Task-Based Approach and the Use of Technology in ELT Classroom

Sakibe Özdemir

Abstract

This paper explores the integration of a task-based approach with technology in English Language Teaching (ELT) classrooms. The presentation will focus on important theoretical and practical aspects of integrating digital resources into language instruction using task-based learning (TBL). The presentation will begin with an overview of the task-based approach, discussing its principles and benefits in fostering communicative competence. Next, the role of technology in facilitating task-based learning will be explored, with particular attention paid to the tools and platforms discussed throughout the course, including flipped classroom models, artificial intelligence (AI), and learning management systems (LMS).

After that, the presentation will give examples of how to build effective online learning experiences by designing and implementing technology-enhanced tasks. There will also be discussion of practical technology assessment applications, emphasizing the efficient use of digital technologies to measure student performance. Participants will learn about the best practices and possible drawbacks of integrating technology into task-based learning throughout the presentation. In order to ensure relevance beyond the presenter's local expertise, the discussion will also take into account how these approaches might be modified for use in a variety of teaching contexts. A five-minute question&answer period will conclude the event, promoting an interactive discussion and exchange of ideas regarding the practical use of a task-based approach with technology in ELT classrooms.



Educational Journeys of Female First-Generation Students as Language Learners

Şilan Topdemir, İnci Yılmazlı Trout & Serap Atasever Belli

Abstract

Transitioning from high school to university is a challenging and a crucial life-altering experience, especially for first-generation students. As the first daughter of the family studying at university, female first-generation students experience different social, cultural, and academic experiences compared to their non-first-generation peers during this transition. Proposing a different perspective using the collage method as an arts-based research approach, this research aims to uncover the personal and unique trajectory of female first-generation students during the transition to university. The data collection process involved 15 students majoring in English Language and Literature preparing collages reflecting their experiences as first-generation students and writing a detailed description of their collages. The data analysis involved completing a thematic analysis of the collage descriptions provided by the students. The findings of this study provide a better understanding of female first-generation students' experiences in the process of adaptation to the university culture and education. This study contributes to the literature by making the voices of this underrepresented group in Türkiye heard using an arts-based approach and provides recommendations on how to support them in their educational journeys.



The Role of Communicative Competence and Self-Efficacy Levels in Addressing the Communicative Needs of Foreign Language Learners

Şule Nur Akbaş & Selahattin Yılmaz

Abstract

This study investigates the relationship between communicative competence, self-efficacy levels, and their role in addressing the communicative needs of English language learners in higher education in Türkiye. The study aimed to explore students' self-reported communicative and self-efficacy levels, their relationship with perceived language proficiency, and the perceptions of instructors regarding students' needs. Data were collected through surveys from 157 university students in English-medium programs and semi-structured interviews with five of these students as well as five experienced instructors who offer the English language courses for the students.

Quantitative analysis via SPSS showed students' communicative competence in English was significantly lower than in their mother tongue, with wide variability in English skills. Higher self-efficacy correlated with better linguistic performance. Qualitative findings identified challenges such as fear of public speaking, reliance on translation, and limited exposure to authentic English. Instructors highlighted the importance of context, vocabulary, and interactive learning, while students emphasized supportive teaching and engaging materials. This research contributes to understanding communicative and motivational factors in language learning, offering actionable insights for improving English-medium instruction in higher education.