

ULEAD 2025 CONGRESS

26-27 SEPTEMBER 2025

ABSTRACT DEADLINE: 01 SEPTEMBER 2025



John Silver
RELO



Prof. Dr. Ali Derakhshan
Golestan University



Prof. Dr. Kadriye Dilek Bacanak
Gazi University



Amir Esmkhani
Teacher Trainer
National Geographic Learning



Shannon Roach
Teacher Trainer, RELO



Ashanti Matthew Lee
Teacher Trainer, RELO

9th International Conference on Research in Applied Linguistics

14th International ELT Research Conference

(ELT-ICRAL 2025)

Language Unbound: Shaping the Future of Language Education

ABSTRACT BOOK

Editors

Prof. Dr. Dinçay KÖKSAL

Assist. Prof. Dr. Sedat BECEREN

Assoc. Prof. Dr. Aydan IRGATOĞLU

September 2025

ULEAD 2025 CONGRESS

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9TH INTERNATIONAL CONFERENCE ON
RESEARCH IN APPLIED LINGUISTICS

14TH INTERNATIONAL ELT RESEARCH CONFERENCE

"Language Unbound: Shaping the Future of Language Education"

Ankara Hacı Bayram Veli University | School of Foreign Languages
congress.ulead.org.tr

Uluslararası Eğitim Araştırmacıları Derneği (ULEAD) bünyesinde Ankara Hacı Bayram Veli Üniversitesi'nde düzenlenen ULEAD 2025 (ELT-ICRAL 2025) kongresinde Türkiye dışından 25 farklı ülkeden katılımcı olmuştur. (İran, Katar, Amerika Birleşik Devletleri, Romanya, Kanada, Kuzey Kıbrıs Türk Cumhuriyeti, Kazakistan, Azerbaycan, Hindistan, Kırgızistan, Nijerya, Malezya, Suriye, Cezayir, Etiyopya, Hollanda, Özbekistan, Çin, Tunus, Nepal, Pakistan, Ukrayna, Vietnam, Endonezya, Rusya Federasyonu). Kongrede en az iki hakem tarafından değerlendirilen 168 tebliğ sunulmuştur. Kongredeki tebliğlerin %57,14'ü Türkiye dışından 25 farklı ülkeden katılan katılımcılar tarafından sunulmuştur.

The ULEAD 2025 (ELT-ICRAL 2025) conference, organized by the International Association of Education Researchers (ULEAD) at Ankara Hacı Bayram Veli University, was attended by participants from 25 different countries outside Turkey. (Iran, Qatar, United States, Romania, Canada, Turkish Republic of Northern Cyprus, Kazakhstan, Azerbaijan, India, Kyrgyzstan, Nigeria, Malaysia, Syria, Algeria, Ethiopia, Netherlands, Uzbekistan, China, Tunisia, Nepal, Pakistan, Ukraine, Vietnam, Indonesia, Russian Federation). A total of 168 papers, evaluated by at least two referees, were presented at the conference. 57.14 % of the papers presented at the conference were submitted by participants from 25 different countries outside Turkey.

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Bu kitabın basım, yayın, satış hakları Uluslararası Eğitim Araştırmacıları Derneği'ne aittir. Anılan kuruluşun izni alınmadan kitabın tümü ya da bölümleri mekanik, elektronik, fotokopi, manyetik ya da başka yöntemlerle çoğaltılamaz, basılamaz, dağıtılamaz.

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Ying Wang, China Three Gorges University, China

Keynote Speakers

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John SILVER

John Silver is a Regional English Language Officer with the U.S. Department of State, currently serving at the U.S. Mission to Türkiye. John has also served in Dakar, Washington DC, Kyiv, and Astana. Prior to working with the State Department, John was a Senior English Language Fellow in Ukraine, India, Afghanistan, and Russia, and a Soros Senior Teaching Fellow in Azerbaijan and Mongolia. John also served as a Peace Corps Volunteer in Kazakhstan from 1994-1996. John holds a bachelor's degree in literature from San Diego State University and is a graduate of the School for International Training's Master of Arts in Teaching Program. A focus of John's work in Ukraine, Kazakhstan, and Türkiye has been the development of English for Media Literacy programs for teachers, students, and university curricula.

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Prof Dr. Ali Derakhshan

Ali Derakhshan is Professor of Applied Linguistics at the English Language and Literature Department, Golestan University, Gorgan, Iran. He has been a member of the Iranian Elites Foundation since 2015. He has also been selected as a distinguished researcher by the Teaching English Language and Literature Society of Iran in 2021. He received a distinguished researcher award in Humanities and Social Sciences from the Ministry of Science, Research, and Technology in 2024. He is currently a Yunshan Chair Professor at the School of English Education, Guangdong University of Foreign Studies (GDUFS), Guangzhou, China. As authenticated by the Essential Science Indicators (ESI) Database, Clarivate Analytics shows his name among the world's top 1% of scientists in 2024. His name appeared in Stanford University's list of the world's top 2% of the most influential scientists in 2022, 2023, 2024, and 2025. He has published in accredited international journals, including Computers and Education, Review of Educational Research, Computers in Human Behavior, Language Learning & Technology, Education and Information Technologies, Applied Linguistics, Language Teaching Research, System, Assessing Writing, Applied Linguistics Review, Studies in Second Language Learning and Teaching, Journal of Multilingual and Multicultural

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Development, ELT Journal, English for Specific Purposes, Innovation in Language Learning and Teaching, International Review of Applied Linguistics in Language Teaching, International Journal of Applied Linguistics, Thinking Skills and Creativity, Current Psychology, Asia Pacific Education Researcher, European Journal of Education, Educational Studies, Pragmatics and Society, Journal of Psycholinguistic Research, Porta Linguarum, Learning and Motivation, etc. His recent monograph, *Loving pedagogy in second and foreign language education: Underlying components, measurement, and ecological systems*, was published by Springer in 2025. His monograph, *the "5Cs" positive teacher interpersonal behaviors: Implications for learner empowerment and learning in an L2 context*, was published by Springer in 2022. His co-authored book *Instructed second language pragmatics for the speech acts of request, apology, and refusal: A meta-analysis* was published by Springer in 2023. His research interests are educational psychology, technology in language education, teacher education, learner individual differences, and cross-cultural interpersonal factors in language education.

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Prof. Dr. Kadriye Dilek Bacanak

She completed her undergraduate and graduate studies in the Department of English Language and Literature at Selçuk University. After working for a while as a lecturer in the same department, she earned her Ph.D. in English Language Education in the Department of Foreign Languages at Gazi University, Faculty of Education. She received the title of Associate Professor in the same field in 2015 and became a Full Professor in 2020. Since 2010, she has been working as a faculty member at Gazi University. She has served as a project manager and academic advisor in institutions such as the Ministry of National Education, the European Union, and TÜBİTAK. She has published national and international articles, book chapters, and conference papers in her fields of interest, which include English culture and literature, linguistics, sociolinguistics, discourse analysis, vocabulary instruction in foreign language education, and the use of technology in foreign language teaching.

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Amir Esmkhani

B.A. in English literature in 2000, Tehran, Iran

M.A. in TEFL in 2008, Tehran, Iran

Post-graduate degree in Information Communication Technology in 2012, Monash University, Melbourne, Australia

Founded IZ language school in Iran in 2002

Joined British Council Teacher Training in 2006

Taught English at Monash University English Language Centre, Melbourne, Australia, 2012-2016

Originated the online seminar series titled "Disseminating Knowledge Beyond Borders" which hosted great scholars such as Professors Noam Chomsky, Stephen Krashen, Dianne Larsen Freeman, and John O'Toole, in 2020.

Joined the National Geographic Learning Turkey team in 2020 as an Academic Advisor and Educational Consultant.

His areas of expertise are teacher training, educational psychology, as well as drama pedagogy.

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Shannon Roach

Shannon Roach is an experienced global educator and teacher trainer. Beyond the classroom, she engages in mentoring and training instructors and pre-service teachers, supports study abroad programs, and collaborates in the development of content, curriculum, and courses that support instructors and English learners across disciplines.

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Ashanti Matthew Lee

Ashanti is an English Language Fellow at Çağ University in Mersin, Türkiye. He holds a master's degree in Education with a specialization in Curriculum Development and Design and is TEFL/TESOL certified. Ashanti began his career as a substitute teacher in Massachusetts before transitioning to a tutoring role in New York. He then moved to South Korea to be a high school English teacher, which he continued to do before transitioning to a role as an Associate Professor at Hoseo University.

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CONFERENCE PROGRAM

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ULEAD (ELT – ICRAL 2025) CONGRESS PROGRAM

Registration

Friday, 26 September / 08:30 - 09:00 Facilitated Q & As Event Venue: Blue Hall

Welcoming Speech

Friday, 26 September / 09:00 - 09:10 Business Meeting Event Venue: Blue Hall

Prof. Dr. Dinçay KÖKSAL

President and Chair of ULEAD 2025 Conference

Zoom Link:

<https://hbv-edu-tr.zoom.us/j/5182329974?pwd=mEDHUEgTRMcAZ9daA9dSmBdvQaN6AU.1&omn=9514568>

Password: 123456

Welcoming Speech

Friday, 26 September / 09:10 - 09:20 Business Meeting Event Venue: Blue Hall

Assoc. Prof. Dr. Aydan IRGATOĞLU

Director of School of Foreign Languages, Ankara Hacı Bayram Veli University

Zoom Link:

<https://hbv-edu-tr.zoom.us/j/5182329974?pwd=mEDHUEgTRMcAZ9daA9dSmBdvQaN6AU.1&omn=9514568>

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Opening Speech

Friday, 26 September / 09:20 - 09:30 Business Meeting Event Venue: Blue Hall

Prof. Dr. Kürşat GÖKTÜRK

Vice Rector of Ankara Hacı Bayram Veli University

Zoom Link:

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Mini Concert

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Friday, 26 September / 09:30 - 10:00 Invitation Only Event Venue: Blue Hall

Keynote Speaker

Friday, 26 September / 10:00 - 11:00 Keynote Event Venue: Blue Hall

John SILVER

Regional English Language Office

RELO Presentation

Zoom Link:

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Coffee Break

Friday, 26 September / 11:00 - 11:15 Coffee Break Event Venue: Blue Hall

Keynote Speaker

Friday, 26 September / 11:15 - 12:00 Keynote Event Venue: Blue Hall

Prof. Dr. Ali Derakhshan

Golestan University, Gorgan, Iran

Zoom Link:

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Lunch

Friday, 26 September / 12:00 - 13:00 Lunch Break

Keynote Speaker

Friday, 26 September / 13:00 - 13:45 Keynote Event Venue: Blue Hall

Prof. Dr. Kadriye Dilek BACANAK

Gazi University

Zoom Link:

<https://hbv-edu-tr.zoom.us/j/5182329974?pwd=mEDHUEgTRMcAZ9daA9dSmBdvQaN6AU.1&omn=9514568>

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Coffee Break

Friday, 26 September / 13:45 - 14:00 Coffee Break

Keynote Speaker

Friday, 26 September / 14:00 - 14:45 Keynote Event Venue: Blue Hall

Amir Esmkhani

National Geographic Learning Turkey

Zoom Link:

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Coffee Break

Friday, 26 September / 14:45 - 15:00 Coffee Break

Keynote Speaker

Friday, 26 September / 15:00 - 15:45 Keynote

Ashanti Matthew Lee , RELO

Zoom Link:

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Day 1 Session 1 -Online Classroom 1

Friday, 26 September / 15:45 - 17:00 Online Abstract Session Event Venue: Hall

6 Moderator: Seda YAPAR

- Reclaiming Rigor in Applied Linguistics Research

Kyle Lachini (QA)

- Empowering ELT Pedagogy through Photovoice: Exploring Students' Personal Transformation and Critical Reflection in English Language Teaching Class

Wiwiek Afifah (ID)

- Gamification in Language Education: Engaging Learners Through Play

Cosmina Ecaterina Nicolae (RO)

- Innovative Pedagogies Beyond Achievement: A Systematic Review of Post-Method Approaches in English Language Institutes

Zahra Kouhestanian (TR), Öznur Semiz

Zoom Link:

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<https://hbv-edu-tr.zoom.us/j/94234554012?pwd=M9wt2NZcBBaK3MhwOLq1MQhKxtRIQp.1>

Password: 995612

Day 1 Session 1 -Online Classroom 2

Friday, 26 September / 15:45 - 17:00 Online Abstract Session Event Venue: Hall

7 Moderator: Okan ÖZLER

- Integrating Authentic Materials in Language Education: Bridging Classroom Learning and Real-World Contexts
Melat Menen Wubete (ET)
- The Impact of Intercultural Competence on Language Learning: Preparing Global Citizens
Halimeh Aida (ET)
- Integrating Social Media in Language Education: Fostering Communication and Collaboration
Finbar Manriquez (NL)
- The Role of Language Assessment in Promoting Learner Autonomy and Self-Directed Learning
Jamal Junah (IN)

Zoom Link:

<https://hbv-edu-tr.zoom.us/j/5999521277?pwd=WlZkZzRnSDdrZXhma2lRUUnZTMStOUT09&omn=919785715>

Password: Not required

Day 1 Session 1 -Online Classroom 3

Friday, 26 September / 15:45 - 17:00 Online Abstract Session Event Venue: Hall

8 Moderator: Fatma Sezgin

- Translanguaging: A New Paradigm for Multilingual Language Education
Amara Kayla Majumdar (NL)
- Mindfulness in Language Learning: Enhancing Focus and Retention
Salman Kanoa (NG)
- Redefining Language Education: Integrating Cultural Narratives in Curriculum Design
Jane Norman (NG)
- Exploring the Role of Emotional Intelligence in Language Learning Success
Anitya Bhavana (IN)

Zoom Link:

<https://hbv-edu-tr.zoom.us/j/99764015764?pwd=aRYyzVwOIhmhOxvT6qJyglXcCWEtkq.1>

Password: 588797

Day 1 Session 1 -Online Classroom 4

ULEAD 2025 CONGRESS

26-27 SEPTEMBER 2025

ABSTRACT DEADLINE: 01 SEPTEMBER 2025

Friday, 26 September / 15:45 - 17:00 Online Abstract Session Event Venue: Hall

9 Moderator: Sedat Beceren

- Evaluating Curricular Reform in English Preparatory Programs: Instructors' Views on the Move to a Modular System

Sedat Beceren (TR)

- Erken Çocuklukta Sosyal Duygusal Öğrenme Becerilerinin Desteklenmesinde Dijital Hikâye Anlatımının Rolü

Burcu Beceren, Ceren Baydemir, Seda Sarıtaş (TR)

Zoom Link: <https://us04web.zoom.us/j/76479633074?pwd=B1MFKE8DdgLXb2Agiwhbpdg5Xw6FlP.1>

Password: 9UmASF

Day 1 Session 1 -Online Classroom 5

Friday, 26 September / 15:45 - 17:00 Online Abstract Session Event Venue: Hall

5 Moderator: S. Burcu ÖZYURT

- EFL Students' Views Regarding the Use of Metacognitive Reading Strategies

Ferzan Atay, Fatih Pehlivan (TR)

- Evaluating Pre-Service English Teachers' Error Analysis: Competences and Perceptions

Şeyda Selen Çimen (TR), Orçin Karadağ, Şevki Kömür

- Comparative Analysis of ICT and Artificial Intelligence Elements in the Turkish Century Maarif Model English Curriculum with International Standards

Orçin Karadağ (TR)

Zoom Link:

<https://hbv-edu-tr.zoom.us/j/99110821413?pwd=z8auPGnN55f0Uoz12te3YdjEVdI3Zl.1>

Password: 552957

Day 1 Session 1 -Onsite Z-01

Friday, 26 September / 15:45 - 17:00 Oral Abstract Session Event Venue: Hall 1 Z-

01 Moderator: Yeliz BAŞAR

- Translanguaging and Code-Switching in Bilingual Education: A Literature Review of Research on CLIL Classroom Practices

Elçin Durmuş (TR)

- Emotional Expression In CLIL Classrooms: An Analysis of the Role of Anxiety and Language Proficiency in Young Learners

Sema Nur Bozok (TR)

- School Experience: The First Step in the Professional Teacher Identity Development of Pre-Service Teachers

ULEAD 2025 CONGRESS

26-27 SEPTEMBER 2025

ABSTRACT DEADLINE: 01 SEPTEMBER 2025

Gülsev Pakkan (TR)

- Integrating Artificial Intelligence and Drama in ELT: Pathways to Sustainable Teacher Education

Manolya Sağlam (TR)

Day 1 Session 1 -Onsite Z-02

Friday, 26 September / 15:45 - 17:00 Oral Abstract Session Event Venue: Hall 2 Z-

02 Moderator: Aydan IRGATOĞLU

- Fueling the Flame: How Resilience and Perseverance Drive EFL Teachers' Work Engagement

Aydan Irgatoğlu (TR)

- Reformulating EMI: Toward Language-Aware Pedagogies in Turkish Higher Education

Mehmet Şengül (TR)

- English Language Teaching and Global Awareness: Rethinking Pedagogy through the Lens of Sustainable Development

Bengu Aksu Ataç (TR)

- Using Online Games and ChatGPT to Enhance EFL Vocabulary Learning

Aydan Irgatoğlu (TR)

Day 1 Session 1 -Onsite Z-03

Friday, 26 September / 15:45 - 17:00 Oral Abstract Session Event Venue: Hall 3 Z-

03 Moderator: Cihan Yazgı

- A Scale Development Study for Measuring the Difficulties Encountered in Learning Arabic

Emrullah Dalmış (TR)

- J.D. Salinger's craftsmanship and the closing paragraph of "A Perfect Day for Bananafish"

Cihan Yazgı (TR)

- Analysing Philip K. Dick's "Survey Team" in the Context of Contemporary Environmental and Societal Challenges

Cihan Yazgı (TR)

- Dil Öğretiminde Kültürlerarası İletişim Yetkinliği Intercultural Communication Competence in Language Teaching

Mahmoud Mansour (SY)

- Türkiye Yüzyılı Maarif Modeli İlkokul 2-4. Sınıflar Arapça Dersi Öğretim Programının Çocuklara Yabancı Dil Öğretimi Bağlamında Değerlendirilmesi

Gürkan Dağbaşı (TR), Murat Özcan

Gala Dinner

Friday, 26 September / 18:00 - 19:00 Networking Event

Venue: to be announced

Day 2 Session 1 -Online -Classroom 1

ULEAD 2025 CONGRESS

26-27 SEPTEMBER 2025

ABSTRACT DEADLINE: 01 SEPTEMBER 2025

Saturday, 27 September / 09:30 - 10:30 Online Abstract Session Event Venue: Hall

6 Moderator: Yeliz BAŞAR

- Addressing Linguicism in the Classroom: International Higher Education Perspectives for Applied Linguistics and Language Teacher Education

Marnie Jo Petray (US), Gail Clements

- NON-VERBAL LANGUAGE IN PRAGMATICS AND IN TEACHING FOREIGN LANGUAGE CONVERSATION

Irina-Ana Drobot (RO)

- The Role of Emotional Self-Regulation in Predicting Technology Addiction and High-Risk Behaviors among University Students

Merdad Amiri (IR)

- Improving ELT Students' Academic Writing through AI-Driven Collocation Support
Cüneyt Demir (TR)

Zoom Link:

<https://hbv-edu-tr.zoom.us/j/91703799734?pwd=SAbmYl6plcu6bflRa4vInfeb9lxiap.1>

Password: 983663

Day 2 Session 1 -Online -Classroom 2

Saturday, 27 September / 09:30 - 10:30 Online Abstract Session Event Venue: Hall

7 Moderator: Hasret Derya ERTEN

- THE REPRESENTATION OF TOPONYMS IN THE EPIC OF "MANAS" IN KYRGYZ AND ENGLISH LANGUAGES

Гулкумар Сарыбекова (KG)

- Functional semantic characteristics of synecdoche in Uzbek and English languages

Shakarjon Zaripova (UZ)

- Mapping Quality of Research in Different Methodological Orientations: The Case of Mixed-methods Research

Mohammad Amini Farsani (IR)

Zoom Link:

<https://hbv-edu-tr.zoom.us/j/94951338480?pwd=u1DAXEaLpawaB9QFxxQhrAX5Bs2VN9.1>

Password: 830140

Day 2 Session 1 -Online -Classroom 3

Saturday, 27 September / 09:30 - 10:30 Online Abstract Session Event Venue: Hall

8 Moderator: Yakup UZUN

- Embracing Multimodal Learning: The Future of Language Education

ULEAD 2025 CONGRESS

26-27 SEPTEMBER 2025

ABSTRACT DEADLINE: 01 SEPTEMBER 2025

Adesina Emem (NG)

- Transforming Language Education for the Digital Age with AI

Jhanvi Panvar (IN)

- Collaborative Language Learning: Building Communities Through Peer Interaction

Titela Cazacu (RO)

- The Impact of Project-Based Learning on Language Proficiency and Critical Thinking

Jamila Berkesh Zane (ET)

Zoom Link:

<https://hbv-edu-tr.zoom.us/j/99394597394?pwd=pQgOe3zTHPhQz5WXbwwufnJkuIXcf.1>

Password: 584574

Day 2 Session 1 -Online -Classroom 4

Saturday, 27 September / 09:30 - 10:30 Online Abstract Session Event Venue: Hall

9 Moderator: Nurdan YURDUSEV

- Differences In The Use Of Authorial Stance In Academic Writing Between Native And Non-native English Speakers

Asya Tilbe Gündüz (TR), Eda Duruk, Ömer Gökhan Ulum

- Brain-Inspired AI Feedback: Adapting to Learners' Emotions

Melanie Rastgari (CA)

- Demystifying the role of Grit in feedback seeking behavior

Jalal Azari (IR)

- Temporal Mastery: Teaching English Time Expressions to Foreign Language Learners in Higher Education

Surayyo Marimbaeva (UZ)

Zoom Link:

<https://hbv-edu-tr.zoom.us/j/98592645626?pwd=UojlwKWFNkF2DUMH4M4x9a213a28j4.1>

Password: 584574

Day 2 Session 1 -Online -Classroom 5

Saturday, 27 September / 09:30 - 10:30 Online Abstract Session Event Venue: Hall

5 Moderator: Merve DEVECİ DEMİR

- Adaptive Feedback AI for Enhancing Critical Thinking and Problem-Solving Skills in ELT

Olena Soloviova (CN)

ULEAD 2025 CONGRESS

26-27 SEPTEMBER 2025

ABSTRACT DEADLINE: 01 SEPTEMBER 2025

- **The Impact of AI-Based ESL Instruction on the Development of Cognitive and Emotional Intelligence in Children: A Cross-Cultural Study of Iranian and Canadian Learners**
Nika Saheb Alfosool (CA)
- **The Role of Artificial Intelligence in Education: Benefits for Educators and Students**
Morteza Khodaei (IR)
- **Bridging the Gap: How AI-Driven Writing Feedback Supports Language Learners Within Vygotsky's Zone of Proximal Development**
Maryam Karimi (IR)

Zoom Link:

<https://hbv-edu-tr.zoom.us/j/95615023425?pwd=uz17aDcKXyVnXO2tjURZwbaWnpoPbx.1>

Password: 869120

Day 2 Session 1 -Onsite Z-01

Saturday, 27 September / 09:30 - 10:30 Oral Abstract Session Event Venue: **Hall 1 Z-**

01 Moderator: Büşra ÇANDIRLI SAZAK

- **Gendered Voices in the Classroom: Integrating Discourse Analysis into Language Education Materials**
Güven Mengü, Elif Yaren Çoban (TR)
- **Metaphors as Cultural and Cognitive Tools: Integrating Conceptual Metaphors into English as a Foreign Language Classrooms**
Güven Mengü, Sena İzlem Tuna (TR)
- **Exploring the Role of 'Okay' in EFL Classroom Interaction: A Conversation Analytic Study**
Sude Kırık (TR), Cihat Atar
- **Yabancı Dil Eğitiminde Yapay Zeka: Fırsatlar, Zorluklar ve Eğitimsel Yaklaşımlar Artificial Intelligence in Foreign Language Education: Opportunities, Challenges, and Educational Approaches**
Mohamad Mansour (SY)

Day 2 Session 1 -Onsite Z-02

Saturday, 27 September / 09:30 - 10:30 Oral Abstract Session Event Venue: **Hall 2 Z-**

02 Moderator: Elif Meltem BİRSÖZ ÖZKÖSE

- **The Impact of Drama Activities on Transactional Language Retention**
Fatma Zehra Şahin (TR), Cemal Çakır
- **Interpretation of Metaphorical Space Expressions by Turkish EFL Learners**
Damla Akduman (TR), Selma Elyıldırım

ULEAD 2025 CONGRESS

26-27 SEPTEMBER 2025

ABSTRACT DEADLINE: 01 SEPTEMBER 2025

- **BOOSTING 21ST CENTURY SKILLS: A PROFESSIONAL DEVELOPMENT PROGRAMME FOR IN-SERVICE ENGLISH TEACHERS**

Şeyda Savran Çelik, Dinçay Köksal

- **Views of Prospective ELT Teachers about Artificial Intelligence**
Arif Sarıçoban (TR)

Day 2 Session 1 -Onsite Z-03

Saturday, 27 September / 09:30 - 10:30 Oral Abstract Session Event Venue: Hall 3 Z-

03 Moderator: F. Yasemin B. ÖZKAN

- **Overcoming Demotivation: Writing Strategies Used by Turkish EFL Learners**

Kaveh Jalilzadeh (TR)

- **EFL Teachers' Perceptions and Practices in Using Generative AI for Listening Material Development**
Ümmügül Mutlu Köroğlu (TR)

Day 2 Session 1 -Onsite Z-04

Saturday, 27 September / 09:30 - 10:30 Oral Abstract Session Event Venue: Hall 4-Z

04 Moderator: Zafer SARI

- **Exploring the Impact of Growth Mindset on Foreign Language Enjoyment, Anxiety, and L2 Grit for EFL High School Learners**

Gökçe Nur Türkmen (TR), Bora Demir

- **AI-Enhanced Digital Book for Literary Instruction**

Gökçen Bahadır (TR), Fidel Çakmak

- **An exploration of AI ethical reflection of EFL pre-service teachers: From awareness to action**
Gökçen Bahadır (TR), Fidel Çakmak

Coffee Break

Saturday, 27 September / 10:30 - 10:45 Coffee Break

Day 2 Session 2 -Online -Classroom 1

Saturday, 27 September / 10:45 - 12:00 Online Abstract Session Event Venue: Hall

6 Moderator: Okan ÖZLER

- **Bridging Language Education and Cultural Identity with Culturally Responsive Teaching**

Mahendra Sonewane (IN)

- **The Influence of Digital Storytelling on Language Learning Engagement and Creativity**

Jeroen Van Den Berg (NL)

- **Exploring the Intersection of Language and Identity in Multilingual Classrooms**

Ethan Luam (ET)

- **Exploring the Mediating Role of Growth Mindset Between AI Self-Efficacy and AI Adaptation Willingness in Pre-Service Language Teachers**
Bora Demir, Sarp Nail Kaya (TR)

ULEAD 2025 CONGRESS

26-27 SEPTEMBER 2025

ABSTRACT DEADLINE: 01 SEPTEMBER 2025

Zoom Link:

<https://hbv-edu-tr.zoom.us/j/5999521277?pwd=WlZkZzRnSDdrZXhma2lRUUnZTMStOUT09&omn=919785715>

Password: Not required

Day 2 Session 2 -Online -Classroom 2

Saturday, 27 September / 10:45 - 12:00 Online Abstract Session Event Venue: Hall

7 Moderator: **Büşra ÇANDIRLI SAZAK**

- **Pragmatic Analysis of Listening Texts on the Basis of Speech Acts**
Emine Özlem Özpolat (TR), Nalan Kızıltan
- **An Analysis of ChatGPT's Impact on Academic Writing Skills Among English Foreign Language (EFL) Learners**
Burcu Aydın (TR)
- **Teaching African American Slave History through Margaret Atwood's The Handmaid's Tale and The Testaments**
Hale Zargarzadeh, Ayda Khodabakhshi (IR), Alireza Khalili Najafabad
- **"Using Storytelling to Foster Communication Skills in English Learners**
Nargiza Murzahmedova (KG)
- **The impact of Using Artificial Intelligence on Enhancing EFL Language Fluency and self-regulation for the Intermediate Students**
Bahar Pourkave (IR)

Zoom Link:

<https://zoom.us/j/97074493897?pwd=sAqTrH70fQvggPG5chy6FqgaVai6AP.1>

Password: P1fahC

Day 2 Session 2 -Online -Classroom 3

Saturday, 27 September / 10:45 - 12:00 Online Abstract Session Event Venue: Hall

8 Moderator: **Elif Melterm BİRSÖZ ÖZKÖSE**

- **Hybridity, Third Space, Mimicry, Unhomeliness, Postcolonial theory**
Sara Dehghanfar (IR)
- **Character Education Values in Roy's The God of Small Things**
Sotoudeh Mijani (IR), Hale Zargarzadeh
- **Teaching Empathy Through Multicultural Literature in English Education**
Sarvinov Umarova (UZ)
- **Girit, AI and feedback**

ULEAD 2025 CONGRESS

26-27 SEPTEMBER 2025

ABSTRACT DEADLINE: 01 SEPTEMBER 2025

Neda Etemadi (IR)

Zoom Link:

<https://hbv-edu-tr.zoom.us/j/92635299004?pwd=sRklNAD28qoMk52kCSJIDCWbTmJA8U.1>

Password: 697706

Day 2 Session 2 -Online -Classroom 4

Saturday, 27 September / 10:45 - 12:00 Online Abstract Session Event Venue: Hall

9 Moderator: F. Yasemin B. ÖZKAN

- Translanguaging Pedagogy as a Pathway to Academic Writing Development
Eda Akdeniz (TR), Nurdan Gürbüz
- Critical reading strategies used by university students in their English reading comprehension
Hang Trinh, Thuy Nguyen (VN)
- Teacher Immunity and Professional Identity in a Changing Educational Context: Perspectives from ELT teachers
Güneş Saygı (TR)
- A Comparative Study of Iranian EFL Learners' Misbehavior in Online Classrooms Across Educational Levels
Zahra Hashempour (IR), Azizeh Chalak, Hossein Heidari Tabrizi

Zoom Link:

<https://hbv-edu-tr.zoom.us/j/92409153597?pwd=Dh7eilqKMV3FImRayuJVfx54W7Y73k.1>

Password: 803408

Day 2 Session 2 -Online -Classroom 5

Saturday, 27 September / 10:45 - 12:00 Online Abstract Session Event Venue: Hall

5 Moderator: Gizem KAPTAN

- The Interrelationship between Foreign Language Enjoyment and Self-Efficacy: A Comparative Study of 2nd- and 4th-Year ELT Students
Samet Taşçı (TR)
- Artificial Intelligence, Emotional Intelligence, Human-Centered Pedagogy, Personalization
Dr. Santosh Kumar Behera,, Azra Tajhizi (IR)
- From Grammar Check to Cultural Check: AI's Role in Contextualized Language Learning
Shailija Vasudeva, Azra Tajhizi (IR)
- The Role of AI in innovative second language acquisition
Zenab Shabbir (PK)

ULEAD 2025 CONGRESS

26-27 SEPTEMBER 2025

ABSTRACT DEADLINE: 01 SEPTEMBER 2025

- EFL learners' perceptions and frequency of using ChatGPT for L2 writing as predictors of writing achievement
Zeynep Daşer (TR), Canan Karaduman

Zoom Link:

<https://hbv-edu-tr.zoom.us/j/93103497143?pwd=rqaUMimnFkEfQlTR0nn1ZeH4gPHZLA.1>

Password: Not required

Day 2 Session 2 -Onsite Z-01

Saturday, 27 September / 10:45 - 12:00 Oral Abstract Session Event Venue: Hall 1 Z-

01 Moderator: Merve DEVECİ DEMİR

- The Study of Otherness in Kazuo Ishiguro's Never Let Me Go and Saadi Shirazi's Selected Poems
Asghar Heidari (TR)
- The Role of Theoretical Studies in the Cognitive and Linguistic Development of Advanced Language Learners
Asghar Heidari (TR)
- Research as a Proxy Agent for Professional Development, Wellbeing and Collective Agency
Fatma Tanrıverdi-Köksal, Hale Işık Güler
- A Systematic Literature Review on Digital Game-Based Vocabulary Learning (DGBVL) in EFL Contexts
Duygu Şahin Arslan (TR)

Day 2 Session 2 -Onsite Z-02

Saturday, 27 September / 10:45 - 12:00 Oral Abstract Session Event Venue: Hall 2 Z-

02 Moderator: S. Burcu ÖZYURT

- ESP TEACHER EDUCATION: WHY, WHAT AND HOW
Mustafa Kemal Şen (TR), Dinçay Köksal
- Benefits of COIL for Pre-Service EFL Teachers
Öznur Alver (TR), Nurdan Gürbüz, Tarkan Gurbuz
- Measuring the Impact of Artificial Intelligence Literacy Training in ELT: A Mixed-Methods Study with Pre-Service Teachers in Turkey
Beyzanur Altun (TR)
- Measuring the Impact of AI Literacy Training in ELT: A Mixed-Methods Study with Pre-Service Teachers in Turkey
Beyzanur Altun (TR), Elham Zarfsaz
- The impact of artificial intelligence on problem-solving, planning, and continuous learning in ELT

ULEAD 2025 CONGRESS

26-27 SEPTEMBER 2025

ABSTRACT DEADLINE: 01 SEPTEMBER 2025

Arif Sarıçoban (TR)

Day 2 Session 2 -Onsite Z-03

Saturday, 27 September / 10:45 - 12:00 Oral Abstract Session Event Venue: Hall 3 Z-

03 Moderator: Seda YAPAR

- Improving Preservice Teachers' Task Instructions in Practicum: An Action Research Study

Ihsan Ünalı, Mehmet Bardakçı

- A Study on Pragmatic Awareness of Sarcasm and Its Pedagogical Implications for Preservice ELT Teachers

Ayşe Bethan Güven (TR), Meral Ceylan

- The Importance of Culture in the Use of Fixed Expressions

Selma Elyıldırım (TR), Damla Akduman

Day 2 Session 2 -Onsite Z-04

Saturday, 27 September / 10:45 - 12:00 Oral Abstract Session Event Venue: Hall 4-Z

04 Moderator: Yakup UZUN

- PRE-SERVICE ENGLISH TEACHERS' PERCEPTIONS OF TEACHER AGENCY, EMPATHIC CONCERN AND PERSPECTIVE-TAKING SKILLS: THE MEDIATING ROLE OF PROFESSIONAL PLANS AND THE CONFOUNDING ROLE OF EMOTIONS

Zeynep Övdür Uğurlu (TR), Altay Eren

- Uncovering Pre-service EFL Teachers' Emotions Through Poetry Writing

Tuba Karagöz Dilek (TR), Cem Balçıklı

- The Impact of Using Memes in University Prep Classes on Learners' Willingness to Communicate

Ali Ihsan Karagenc (TR), Nazlı Gündüz

- Artificial Intelligence in English Language Teaching: A Meta-Synthesis of Research Trends

Sabriye Şener, Ayten Çokçalışkan (TR)

Poster Sessions

Saturday, 27 September / 10:45 - 12:00 Poster Session Moderator: Fatma SEZGİN

- Discussion-oriented flipped classroom in increasing linguistics students' motivation in learning English

Svitlana Fedorenko (UA)

- Developing moral competence of future specialists in the military sphere in the ESP course

Dmytro Bernadin (UA)

- Problem of educating a polycultural personality

Olha Ameridze, Svitlana Rubtsova (UA)

ULEAD 2025 CONGRESS

26-27 SEPTEMBER 2025

ABSTRACT DEADLINE: 01 SEPTEMBER 2025



9TH INTERNATIONAL CONFERENCE ON
RESEARCH IN APPLIED LINGUISTICS
14TH INTERNATIONAL ELT RESEARCH CONFERENCE

"Language Unbound: Shaping the Future of Language Education"
Ankara Hacı Bayram Veli University | School of Foreign Languages
congress.ulead.org.tr

For onsite presentations: Foyer

For online presentations: Derslik 5

Zoom link:

<https://hbv-edu-tr.zoom.us/j/96041564180?pwd=3jp9gsc8U9o40UYosB7aHin3Sqb7c9.1>

Password: 753589

LUNCH

Saturday, 27 September / 12:00 - 13:00 Lunch Break

Day 2 Session 3 -Online -Classroom 1

Saturday, 27 September / 13:00 - 14:00 Online Abstract Session Event Venue: Hall

6 Moderator: S. Burcu ÖZYURT

- Instructing Adolescent Female Students in EFL Classes through Alice Walker's The Color Purple

Fariba Nickfard (IR), Hale Zargarzadeh

- University Staff's English Language Challenges, Coping Strategies, and Needs in Communicating with International Students

Majid Chodan (IR), Hamid Allami

- Integrating Artificial Intelligence into Scenario-Based Learning for Problem-Solving: Insights from ESP Practitioners in Algerian Higher Education

Imane Tiaiba, Ouafa Ouarniki (DZ)

- Types of Mediation Activity in ESP Teaching

Oleksandra Bondarenko (UA)

Zoom Link:

<https://hbv-edu-tr.zoom.us/j/96805465806?pwd=bKEozKHIY0QOD9FFJjEh8EA6qVKH2e.1>

Password:607282

Day 2 Session 3 -Online -Classroom 2

Saturday, 27 September / 13:00 - 14:00 Online Abstract Session Event Venue: Hall

7 Moderator: Seda YAPAR

- UNDERSTANDING THE REALITIES OF ESP TEACHING IN HIGHER EDUCATION: A QUALITATIVE STUDY OF CONSTRAINTS AND COPING STRATEGIES

Kadir Lüta (TR), Bora Demir

ULEAD 2025 CONGRESS

26-27 SEPTEMBER 2025

ABSTRACT DEADLINE: 01 SEPTEMBER 2025

- **Writing Language for Specific Purposes with Artificial Intelligence Assistants: Prompts for Developing Virtual Reality**
Negin Foroughi, Saeed Khazaie (IR)
- **From Belief to Practice: A Study of Iranian TEFL Teachers' Instructional Decision-Making**
Manzar Shabanpour (IR), Atefeh Nasrollahi
- **Internet platforms used in online language teaching**
Bakyt Aitbayeva (KZ)

Zoom Link:

<https://hbv-edu-tr.zoom.us/j/99634619462?pwd=N82nbQKQRo7EtQvFe3thBUftwjo2rk.1>

Password: 100914

Day 2 Session 3 -Online -Classroom 3

Saturday, 27 September / 13:00 - 14:00 Online Abstract Session Event Venue: Hall

8 Moderator: Yakup UZUN

- **A Gender-Based Analysis of Observance and Non-Observance of Gricean Maxims among Teachers in an Educational Setting**
Sevda Durmaz (TR), Elham Zarfsaz
- **The Influence of eTwinning Projects on the Development of Specific Skills in Middle School Students**
Burnete Eleonora (RO)
- **THE EFFECT OF COMIC STRIPS ON TURKISH EFL LEARNERS' MOTIVATION AND READING COMPREHENSION**
Fatemeh Hassanirokh (IR)
- **Do Learning Styles Predict Language Test Success? Evidence from EFL Learners**
Elham Zarfsaz (TR), Zafer Susoy

Zomm Link:

<https://hbv-edu-tr.zoom.us/j/97968105143?pwd=kEHLpQtrM1HQdbbxjSqmdVVxStQg7O.1>

Password: 896096

Day 2 Session 3 -Online -Classroom 4

Saturday, 27 September / 13:00 - 14:00 Online Abstract Session Event Venue: Hall

9 Moderator: Yeliz BAŞAR

- **Freshman College Students' Preferences and Perceptions of Screencast Feedback and Text Feedback Modes in Slw Course**
Ferzan Atay, Ömer Faruk Dilaver (TR)

ULEAD 2025 CONGRESS

26-27 SEPTEMBER 2025

ABSTRACT DEADLINE: 01 SEPTEMBER 2025

- The impact of a Gamified EFL learning platform on Iranian primary school students' speaking development.
Sheida Abhari (IR)
- Assessment and Educational Materials: Is There Any Relationship?
Dinesh Kumar Thapa (NP)
- The Effect of Lexical Features on Iranian EFL Learners' IELTS Essay Writing
Rajab Esfandiari (IR), Nazila Esmaeily

Zoom Link:

<https://hbu-edu-tr.zoom.us/j/98715547749?pwd=7KDJodMLBUA1gn3JqVaMl0aCkJSaCac.1>

Password: 243663

Day 2 Session 3 -Online -Classroom 5

Saturday, 27 September / 13:00 - 14:00 Online Abstract Session Event Venue: Hall

5 Moderator: Yeşim PİRİR

- AI and feedback seeking behavior
Mojgan Rashtchi (IR), Fatemeh Alizadeh
- Rethinking AI for Inclusion in Multilingual Classrooms
Maryam Mohseni (IR)
- Emotionally Intelligent AI: Revolutionizing Personalized Learning
Nurlana Imanva (AZ), Noushin Rahimian Khormazard
- Challenges of Writing Assessment and Feedback Provision via AI among Turkish EFL Teachers
Behzad Nezakatgoo (IR), Alirezanavid Moghdam

Zoom Link:

<https://hbu-edu-tr.zoom.us/j/98241178698?pwd=PzC0DU4YXJtXEmUfqTjpL0Ubb7PzFW.1>

Password: 737312

Coffee Break

Saturday, 27 September / 14:00 - 14:15 Coffee Break

Day 2 Session 4 -Online -Classroom 1

Saturday, 27 September / 14:15 - 15:15 Online Abstract Session Event Venue: Hall

6 Moderator: Zafer SARI

- The Global Evaluation of English: Historical, Economic, and Cultural Perspective
Ananda Majumdar (CA)

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- **Does Explicit/Implicit Instruction Raise Indirectness of EFL Students? Focus on the Employment of Request Mitigators**
Sadegh Sadeghidizaj (IR)
- **Enhancing EFL Pronunciation Accuracy: The Role of Teacher Guidance and Online Dictionary Tools**
Alieh Nasrollahi Mouziraji (IR), Atefeh Nasrollahi
- **Exploring Self-Regulated Learning Strategies of Turkish University EFL Learners**
Irem Nur Bıyık (TR), Burçak Yılmaz Yakışık

Zoom Link:

<https://hbv-edu-tr.zoom.us/j/95737493632?pwd=I9NGE1ZlF1aDgGNbJsbThwTmVlTV5o.1>

Password: 858369

Day 2 Session 4 -Online -Classroom 2

Saturday, 27 September / 14:15 - 15:15 Online Abstract Session Event Venue: Hall

7 Moderator: **Nurdan YURDUSEV**

- **speaking anxiety and performance of the learners in peer conversation and chatgpt as an interlocutor**
Kadriye Dilek Bacanak (TR), Sara Ghanbarzadeh
- **Becoming an Entrepreneur: The Journey of an EFL Teacher**
Ayşegül Toka (TR), Elif Bozyiğit
- **A Comparative Study of Undergraduate English Teacher Education Programs in the United States and Turkey**
Mehmet Tunaz (TR)
- **Çocuklukta Dijital Ortamların Dil Edinimi Üzerindeki Rolü. The Role of Digital Environments in Language Acquisition During Childhood.**
Ahmad Alruhban (SY)

Zoom Link:

<https://hbv-edu-tr.zoom.us/j/91713499199?pwd=TIQRGdTDVWDEj1mITxzYbdtVCPXaIE.1>

Password: 497364

Day 2 Session 4 -Online -Classroom 3

Saturday, 27 September / 14:15 - 15:15 Online Abstract Session Event Venue: Hall

8 Moderator: **Merve DEVECİ DEMİR**

- **Investigating Translanguaging as a Teaching and Learning Practice in a Multilingual Context at Tertiary Level**
Burcu Bür Yiğit (TR), Ahmet Aycan

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- **Challenges of Learning Reading Comprehension during Online Classes among Intermediate Students of Hormozgan Province**
Shahrzad Arabmokhtari (IR), Reza Kafipour, Atefeh Mohseni
- **On the Feasibility of a Context-based Approach to Language Assessment: A Model abbreviated in SPEAKING**
Gholam-Reza Abbasian (IR)
- **Teacher Experience and Student Discipline in EFL: A Study on Beliefs About Speaking Self-Assessment**
Nasibeh Bagherpour (IR)

Zoom Link:

<https://hbv-edu-tr.zoom.us/j/97784707129?pwd=aNe4BqXUuQ7fvAnVI5OjqieAvbxWF4.1>

Password: 817729

Day 2 Session 4 -Online -Classroom 4

Saturday, 27 September / 14:15 - 15:15 Online Abstract Session Event Venue: Hall

9 Moderator: Hasret Derya ERTEN

- **Electronic Portfolios: A Review and Evaluation of an Alternative Method of Assessment**
Maryam Molhseni (IR)
- **Educational Materials and Assessment: How Do EL Teachers View The Relationship?**
Dinesh Kumar Thapa (NP)
- **The Impacts of the Last Language Assessment Regulations on English Language Teachers' Assessment Practices**
Dilara Kebelek (TR), Handan Çelik
- **Contextual Validity of Lexicogrammar Items in a National High-Stakes EFL Exam: Evidence from the Turkish YDS**
Lale Gökçe Genç (TR), Emre Uygun

Zoom Link:

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Password: 447938

Day 2 Session 4 -Online -Classroom 5

Saturday, 27 September / 14:15 - 15:15 Online Abstract Session Event Venue: Hall

5 Moderator: Gizem KAPTAN

- **Savoring strategies and Role of AI in feedback forward**
Adel Dastgoshadeh (IR)

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- Navigating the Algorithmic Age: Culture, Feedback Literacy, and the Integration of AI

Alireza Asltaleb Maghferat (IR), Amirreza Akhlaghi Ilkhchi

- From Blackboards to Bots: EFL Teachers in the Age of AI

Sibel Ersel (KK)

- Voices as Codes: Unlocking New Dimensions in AI-Mediated Teaching

Inamul Azad (IN)

Zoom Link:

<https://hbv-edu-tr.zoom.us/j/97495683322?pwd=L2rALcHzPAWYF0sjXyix4hsbkSIOyC.1>

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Coffee Break

Saturday, 27 September / 15:15 - 15:30 Coffee Break

Day 2 Session 5 -Online -Classroom 1

Saturday, 27 September / 15:30 - 16:30 Online Abstract Session Event Venue: Hall

6 Moderator: Hatice DELİBAŞ

- Justice-Oriented Assessment: The Role of Asset-Based Approaches in L2 Testing and Assessment

Rajab Esfandiari (IR)

- The Power of Peer Feedback: Enhancing Language Skills Through Collaborative Assessment

Shaan Ramezanpour (IN)

- How to Teach Technical Writers and Translators

Nataliia Glinka, Iryna Voloshchuk (UA)

- Translation as Mediation Tasks in EFL Classrooms: A CEFR-Oriented Case Study in West Africa

Hatice Delibaş (TR)

Zoom Link: <https://hbv-edu-tr.zoom.us/j/92313207606?pwd=jG51Fo2JYnXCiTsOQEQRd3TKS4IiC3.1>

Password: Not required

Day 2 Session 5 -Online -Classroom 2

Saturday, 27 September / 15:30 - 16:30 Online Abstract Session Event Venue: Hall

7 Moderator: Büşra ÇANDIRLI SAZAK

- The Mystery of the Encounter between Grace and Human Freedom in the Vision of Saint John Cassian

Edvica Popa (RO)

- Language and intercultural communication

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Sawsen Ben Zeyed (TN)

- The Acceleration of Neologism: A Study of New Word Formation in the Digital Age and Its Sociocultural Implications

Irina Permyakova (RU)

- UNDERSTANDING CULTURE SHOCK THROUGH THE LENS OF INTERCULTURAL COMMUNICATION: A CRITICAL REVIEW

Hande Kavsara (TR), Nurcihan Yürük

Zoom Link:

<https://zoom.us/j/97465722492?pwd=GaaEXzKQvfrphdU2aK3nbJlrUso6gr.1>

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Day 2 Session 5 -Online -Classroom 3

Saturday, 27 September / 15:30 - 16:30 Online Abstract Session Event Venue: Hall

8 Moderator: Elif Melterm BİRSÖZ ÖZKÖSE

- The Role of gratitude Emojis in Cross-cultural online communication

Rokhatoy Abidova (UZ)

- INTEGRATION OF DIGITAL APPLICATIONS IN HIGH SCHOOL PHYSICS CLASSES

Burnete Eleonora (RO)

- Developing a Model of Teacher Agency for Iranian EFL Teachers

Mehrdad Amiri (IR)

- The Efficacy of Affective Scaffolding on EFL Learners' Listening Comprehension and Anxiety

Aylar Ghazyani (IR), Atefeh Nasrollahi

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Day 2 Session 5 -Online -Classroom 4

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9 Moderator: F. Yasemin B. ÖZKAN

- Collaborative Writing for Chinese-Speaking Students in an American Pre-University Program

Christine Jalleh (MY)

- What's really going on in Iranian High School English Classes? An Epistemological Ethnography

Marzieh Bagherkazemi (IR), Nasibeh Bagherpour

- FAIRY-TALE DISCOURSE IN THE PROCESS OF TEACHING RUSSIAN LANGUAGE

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Maiya Myrzabekova (KZ), Mariya Sunar

- Emotionally Intelligent AI: Crafting Feedback that Understands Students' Feelings
Nurlana Imanva (AZ), Fabian Chavez, Epole Sandrine, Gordon Phillips

Zoom Link:

<https://hbu-edu-tr.zoom.us/j/94487355597?pwd=vdyZUAID9jSuGnb1rsD4EBLdh0b0IG.1>

Password: 339934

Day 2 Session 5 -Online -Classroom 5

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5 Moderator: Yeşim PİRİR

- English for Specific Purposes in the Azerbaijani Context: Needs Analysis and Discourse
Approaches for Emerging Professional Majors

Sevinj Zeynalova (AZ), Arzu Mursalova

- The Future of Smart Teaching Beyond Boundaries

Meryem Akçayoğlu, Azra Tajhizi (IR)

- A Qualitative Meta-Synthesis of Critical Thinking in AI-Assisted Academic Writing

Eyüp Dilber (TR), Mohammadreza Valizadeh

- The intersection of technology and well-being
Alaviyya Nuri (AZ)

Zoom Link:

<https://hbu-edu-tr.zoom.us/j/98669906635?pwd=gp94ANXTTSbxxRfUz4ODE79iy7VWs3.1>

Password: 535219

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9TH INTERNATIONAL CONFERENCE ON
RESEARCH IN APPLIED LINGUISTICS

14TH INTERNATIONAL ELT RESEARCH CONFERENCE

"Language Unbound: Shaping the Future of Language Education"

Ankara Hacı Bayram Veli University | School of Foreign Languages
congress.ulead.org.tr

Opening Speech of the Congress

Prof. Dr. Dinçay Köksal, the President of ULEAD

Distinguished guests, esteemed colleagues, and dear participants,

It is with great pleasure and pride that I welcome you to the 14th International ELT Research Conference, continuing a tradition of scholarly excellence that began in **1999**, and the 9th International Conference on Research in Applied Linguistics. This year, our theme is **"Language Unbound: Shaping the Future of Language Education."** This hybrid event, jointly hosted by Hacı Bayram Veli University School of Foreign Languages, in cooperation with ULEAD and Çanakkale Onsekiz Mart University.

It is with sincere gratitude that I thank you for joining us today and for generously sharing your expertise, insights, and scholarly work.

For 28 years, the ELT Research Conference has served as a vital platform for educators, researchers, and practitioners to exchange ideas, present findings, and inspire innovation in English Language Teaching. This conference was guided by the enduring vision of Prof. Dr. Cem Alptekin, whose contributions to applied linguistics and language education continue to shape our academic community. He personally encouraged us to organise the first ELT Research Conference in Çanakkale in 1999.

Before we begin, I would like to take a moment to offer our deepest respect and remembrance to the esteemed scholars who are no longer with us, yet whose contributions continue to shape our field and our lives.

We honour the memory of **Prof. Dr. Özcan Başkan, Prof. Dr. Cem Alptekin, Prof. Dr. İsmail Hakkı Erten, Prof. Dr. İskender Sarıgöz,** and **Prof. Dr. Gül Durmuş Köseoğlu,** along with all the distinguished academics who have dedicated their lives to advancing language education and research. Their wisdom, mentorship, and scholarly legacy have left an indelible mark on our community.

It is thanks to their pioneering work and enduring influence that we can gather here today, united in purpose and inspired to carry their vision forward. We remember them with heartfelt gratitude and reverence.

In recent years, we have had the privilege of organizing this event, alongside the Conference on Research in Applied Linguistics, further enriching its interdisciplinary scope.

In the field of language education, we need innovative approaches more than ever, -ranging from teacher training and curriculum development to the integration of technology and artificial intelligence. Every study and scientific inquiry in these areas holds great value.

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9TH INTERNATIONAL CONFERENCE ON
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Today and tomorrow, we will have the privilege of engaging with scholars from various regions of our country and around the world. I firmly believe that their work in English Language Teaching and Applied Linguistics will offer us fresh perspectives on current issues and shed light on practical applications in the field.

Realizing meaningful progress in our field requires that we empower teacher-researchers - encouraging their active participation in research processes and supporting their contributions with confidence and purpose.

Considering that the world has become a digital village, we must explore ways to eliminate the barriers that hinder the acquisition and effective use of digital skills in educational processes.

We are delighted to welcome a line-up of **renowned keynote speakers**, including **John Silver, Prof. Dr. Ali Derakhshan, Prof. Dr. Kadriye Dilek Bacanak, Amir Esmkhani, Shannon Roach**, and **Ashanti Matthew Lee**, who will share insights from their scholarly work and help us explore the future of language education.

Throughout the congress, we invite you to engage actively in sessions, workshops, and poster presentations. This is a unique opportunity to reflect on current challenges, share groundbreaking research, and collaborate on shaping the future of our field.

We also encourage scholars from around the world to submit proposals for oral presentations, workshops, or poster sessions on the listed themes or other relevant topics in ELT and Applied Linguistics.

Finally, we extend our heartfelt thanks to the Rector of Hacı Bayram Veli University, Prof. Dr. Mehmet Naci BOSTANCI, for opening the doors of the university to this event, Assoc. Prof. Dr. Aydan IRGATOĞLU, Co-president of the Conference, Assist. Prof. Dr. Sedat BECEREN, the head of the conference organizing committee, members of the organizing committee, scientific board members, all contributors, reviewers, and organizers, whose dedication has made this event possible. Your commitment keeps this tradition alive and thriving.

Welcome once again. We wish you a productive, inspiring, and memorable congress.

Thank you for your contribution and participation.

26 September 2025, Ankara, Türkiye

Prof. Dr. Dinçay Köksal

The President of ULEAD

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ABSTRACTS

The developmental trajectory of L2 students' positive achievement emotions and flow experience within AI-enhanced classrooms: A latent growth curve modeling (LGCM)

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Abstract

The integration of “artificial intelligence” (AI) in L2 classrooms has garnered remarkable attention due to its potential to enhance students' language achievements. While existing research has highlighted the implications of incorporating AI into L2 classrooms, there remains a gap in understanding how this incorporation may affect students' achievement emotions and flow experiences. To narrow this gap, this intervention study sought to assess the influence of AI-enhanced instruction on L2 students' positive achievement emotions, namely pride, hope, enjoyment, and their flow experiences. Furthermore, with the aid of “latent growth curve modeling” (LGCM), the study tried to track the developmental trajectory of L2 students' positive achievement emotions and flow experiences over the course of a semester. To these aims, a large sample of 217 L2 students was recruited and randomly divided into the control or experimental groups. To measure participants' flow and positive achievement emotions, two questionnaires were administered to them at distinct intervals throughout the intervention. The results evinced a notable enhancement in both the flow experience and positive achievement emotions of participants who were exposed to AI-enhanced instruction. This research underscores the critical role of AI-enhanced instruction in fostering students' positive achievement emotions and flow experiences within L2 classrooms.

Keywords: Achievement Emotions, AI-Enhanced Classrooms, Enjoyment, Flow, Latent Growth Curve Modeling

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Differences in the Use of Authorial Stance in Academic Writing between Native and Non-native English Speakers

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Abstract

This corpus-based study aims to explore the differences and similarities in the use of stance devices between native and non-native English-speaking academic writers. Stance devices, such as hedges and boosters, are essential tools for conveying authors' attitudes and positioning their claims in academic discourse. While these devices are crucial for expressing certainty, doubt, or emphasis, their usage patterns may differ across writers from different linguistic backgrounds. This research compares the frequency and types of stance devices employed in conclusion sections of academic writing by native and non-native English speakers. A corpus-based analysis was conducted on a collection of academic papers written by both groups, with a focus on the stance markers present in the texts. The findings revealed significant differences in the use of stance devices, with native writers displaying a broader range of hedging and boosting strategies compared to their non-native counterparts. Non-native writers were found to use fewer and more formulaic stance markers. These results highlight potential challenges faced by non-native English writers in adopting a full range of stance devices, which may affect the credibility and authority of their academic work. The study contributes to a deeper understanding of academic writing practices across different language backgrounds and offers practical insights for non-native writers to enhance their academic communication skills.

Keywords: stance devices, authorial stance, discourse markers, native and Turkish academic writers, cross-cultural writing

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Gendered Voices in the Classroom: Integrating Discourse Analysis into Language Education Materials

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Abstract

Although gendered communicative styles have been widely documented in sociolinguistic research, their pedagogical implications for English as a Foreign Language material design remain insufficiently addressed. Current teaching resources often reproduce normative speech models and limit learners' exposure to the full spectrum of linguistic diversity. This study addresses this gap by investigating how gendered discourse patterns can inform the creation of inclusive and socially responsive EFL materials. Using a comparative discourse analysis of unscripted interviews with Lady Gaga and Mark Zuckerberg, the research examines salient linguistic features such as hedging, tag questions, lexical selection, and turn taking. The analysis draws on established sociolinguistic frameworks developed by Lakoff, Tannen, Holmes, and Coates. The findings confirm earlier observations that female speakers tend to display expressive, relational, and emotionally attentive styles, while male speakers frequently employ assertive, information-oriented, and emotionally restrained communication. Based on these insights, the paper proposes a gender-sensitive model for material development that incorporates authentic examples of both feminine and masculine speech. This model aims to cultivate learners' critical awareness of how language constructs power relations and gendered identities while enhancing their socio-pragmatic and intercultural competence. By embedding discourse-informed tasks into classroom practice, educators can challenge prescriptive norms, promote linguistic inclusivity, and situate language learning within a broader framework of identity negotiation and social awareness.

Keywords: Gender-sensitive pedagogy, discourse analysis, EFL materials, inclusive language, sociolinguistic competence

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Metaphors as Cultural and Cognitive Tools: Integrating Conceptual Metaphors into English as a Foreign Language Classrooms

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Abstract

While conceptual metaphors have long been recognized as fundamental to human cognition and culture, their potential as pedagogical resources in EFL contexts remains underexplored. Existing language teaching practices often prioritize literal communication and grammatical accuracy, which leaves metaphorical competence, essential for advanced comprehension and authentic discourse, insufficiently developed. This paper addresses this gap by investigating how conceptual metaphors in English embody culturally embedded cognitive patterns and how these can be systematically incorporated into EFL instruction. Drawing on a Neo-Whorfian perspective and the framework of Conceptual Metaphor Theory, the study examines metaphorical expressions in abstract domains, elucidating their role in shaping thought and perception. The analysis highlights the cultural specificity of many metaphors, underscoring the challenges they pose for language learners unfamiliar with the underlying conceptual mappings. It is argued that integrating both the cognitive and cultural dimensions of metaphor into classroom practice can enhance learners' ability to interpret figurative language, expand their lexical repertoire, and engage in richer intercultural communication. The paper concludes with pedagogical recommendations for embedding metaphor instruction into EFL curricula, thereby fostering learners' capacity to move beyond literal meaning and interact with English in more authentic, culturally attuned ways.

Keywords: EFL pedagogy, conceptual metaphor theory, cultural cognition, Neo-Whorfian perspective, intercultural communication

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Fueling the Flame: How Resilience and Perseverance Drive EFL Teachers' Work Engagement

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Abstract

Work engagement among instructors leads to positive outcomes for their well-being at work. Given the significant influence of instructors' job involvement in academic domains, attention has been made to the determinants of this notion. This research examines the determinants of job engagement among English as a foreign language (EFL) instructors, using a model that considers perseverance and resilience. The survey included 213 EFL instructors from several state colleges. Participants were asked to complete three enquiries: resilience, persistence, and job satisfaction. The data was validated using the Modified Confirmatory Factor Analysis (CFA) Model and structural equation modelling (SEM). The study found a strong link between engagement at work, resilience, and perseverance, with resilience being the most effective predictor of teacher job engagement. Resilience and perseverance predict around 78% and 71% of job engagement improvements, respectively. The study's findings include suggestions for the advancement of Positive Psychology and associated topics in studies and classroom instruction to assist instructors and students in improving their job engagement by focusing on resilience and persistence of effort.

Keywords: EFL instructors, perseverance, resilience, job involvement

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Reclaiming Rigor in Applied Linguistics Research

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Abstract

The rapid mass production of less rigorous research in applied linguistics risks undermining the integrity and depth of scholarly dialogue. The increasing pressure to publish quickly, coupled with inconsistent review practices, and has created an environment where methodological weaknesses, insufficient theoretical grounding, and superficial analyses are more likely to pass unchallenged. This presentation addresses that challenge by introducing a structured, context-sensitive framework for critical review, one that seeks to replace mechanical, checkbox-style assessments with a principled, thoughtful engagement in the conceptual, methodological, and interpretive dimensions of research.

At the core of the framework is a clear taxonomy of review criteria that systematically addresses research design, theoretical underpinnings, data analysis, and clarity of reporting. Rather than treating these elements as isolated checkpoints, the approach situates them within a coherent, evaluative process that recognizes the interplay between a study's aims, methods, and interpretations. Practical strategies are provided for formulating evidence-based, unbiased critiques that focus on enhancing the work rather than simply identifying its shortcomings.

The presentation will also draw on authentic examples to illustrate how these principles can be applied across different types of scholarly output. An ethical stance underpins the framework, emphasizing the importance of constructive, respectful engagement that balances critical rigor with professional collegiality. By equipping reviewers, discussants, and supervisors with adaptable tools, the approach promotes transparency, fairness, and methodological soundness, ultimately contributing to higher standards of research practice and fostering a more robust and respectful academic discourse within the field of applied linguistics.

Keywords: Reclaiming Rigor in Applied Linguistics Research

Exploring the Role of ‘Okay’ in EFL Classroom Interaction: A Conversation Analytic Study

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Abstract

The field of Conversation Analysis for Second Language Acquisition (CA-for-SLA) helps us to understand the classroom interaction patterns, strategies, and the roles of the participants during the conversation. Hence, CA-for-SLA offers a comprehensive perspective in revealing how second language acquisition and use occur, along with how teachers' classroom interactional competence shapes the learners' participation. According to Walsh (2006), classroom interactional competence (CIC) encompasses interactional skills and comprehensively addresses how teachers manage classroom interaction in line with pedagogical goals. Additionally, it is argued that the Self-Evaluation of Teacher Talk (SETT) framework, as part of CIC, is a useful tool for better understanding the pedagogical goals and interactive competencies of English language teachers. The SETT framework is a key reference for understanding and analyzing classroom interaction, offering valuable insights into how teacher talk aligns with pedagogical objectives. In this regard, the use of ‘Okay’, which may be perceived as a minor aspect of teacher talk, plays an important role in teachers' classroom interactional competence. However, to our knowledge, the role of the ‘Okay’ as a part of the interactional competence of English language lecturers has not been investigated in detail. Accordingly, this study aims to explore the interactional organization of ‘Okay’ that shapes English language teachers' classroom interactional competence within the SETT framework. The data for this qualitative study consists of five hours and forty minutes of classroom audio recordings of four different lecturers at a higher education institution in Türkiye. The data are analyzed using conversation analysis by specifically focusing on the Sequence Organization of Schegloff (2007) and the SETT framework as a part of CIC (Walsh, 2006; 2011). The findings suggest that in an educational setting, ‘Okay’ has multifunction rather than accepting or closing the previous turns. In contrast, it shapes the classroom interaction, and it is an indicator of the English language teachers' classroom interactional competence. As a result, the findings provide significant implications for English language teacher education and training in Türkiye.

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Keywords: Classroom Interactional Competence, Conversation Analysis, Okay, English Language Teaching.

The Impact of Drama Activities on Transactional Language Retention

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Abstract

Drama is one of the most effective and engaging methods in English language teaching (ELT). Drama offers language learners creative and experiential learning opportunities. Therefore, the role of drama activities in ELT has received increasing attention. Drama can help practice every day transactional language, which involves the exchange of factual or propositional information. Drama activities to teach transactional language can involve learners in communicative language learning environments while ensuring language retention. Among different memory systems, episodic memory, which includes recalling specific personal events situated in time and place, enables individuals to recall past experiences and use them to inform future actions and decisions. Episodic memory can play an important role in language retention, as well. Our study investigates the impact of drama activities on the retention of transactional language within the episodic memory. Most existing studies primarily focus on episodic memory and bilingualism or multilingualism. However, very few studies have investigated the impact of drama activities on retention within the episodic memory. Ten preparatory school students from a foundation university in central Türkiye participated in our study. Six drama activities, including miming, role-play, and creative drama, were conducted to collect data in seven weeks. Data were collected through free recall tests measuring short-term and long-term memory, Likert-scale observation checklists, and reflective journals written by students. Ten transactional phrases were taught in each drama activity. To assess short-term memory, free recall tests were assigned immediately after each drama activity. Another free recall test was assigned in the seventh week to assess long-term memory. The observation checklists, which include four criteria: participation, engagement and interaction, pronunciation and fluency, and confidence and body language, were completed for each student during every activity by another instructor. Reflective journals were written by the participants after the activity for allowing them to express their opinions and reflect on the experience. Quantitative analyses include

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descriptive statistics of observation checklists, correlation tests, and comparison of short-term and long-term memory scores. Qualitative analysis of reflective journals was conducted using Creswell's thematic analysis approach. The preliminary results showed that drama activities contributed to short-term memory recall. However, over time, participants' retention decreased significantly. Furthermore, Kendall's tau-b test indicated that better short-term performers also achieve higher long-term retention. Reflective journals were scored regarding reflection depth by two raters to ensure reliability. Spearman's rho correlation suggested that participants who wrote deeper reflective journals performed better on the long-term memory recall tests. Observation data showed consistently high participation and engagement levels. Qualitative data provided insights into participants' perception of the drama activities. Thematic analysis of the journals revealed recurring themes, such as collaborative learning, language retention and real-life application. Participants stated that drama activities created contexts for them to practice real-life language in a fun and engaging way. Overall, our study contributes to ELT by demonstrating that drama is an effective approach not only for engagement and better communication skills but also for language retention.

Keywords: drama activities, episodic memory, transactional language, reflective journals

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Interpretation of Metaphorical Space Expressions by Turkish EFL Learners

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Abstract

This study addresses the issue of how intermediate-level Turkish EFL learners interpret expressions referring to metaphorical space in English and the extent to which they distinguish these from expressions indicating space literally as well as distractors being non-metaphorical. Relying on Conceptual Metaphor Theory (CMT), Image Schema Theory, and Embodied Cognition, the research highlights the cognitive and cultural dimensions of metaphor comprehension in second language acquisition. Although metaphorical expressions are widespread in English and have universal spatial schemas, such as PATH and CONTAINER, their interpretation requires abstract reasoning and cultural awareness, both of which can show variety from one language to another.

In view of the earlier research indicating that, learners frequently encounter difficulties with metaphorical language because of conceptual mismatches between L1 and L2, limited metaphor awareness, and insufficient instructions given in EFL context. Turkish offers a unique case for analysis owing to its rich metaphorical tradition and significant overlap with English in spatial metaphors. However, even the existence of conceptual parallels may not be adequate for using them as learners may misinterpret figurative language when they consider literal translation or have limited exposures to idiomatic usage.

Keeping these points in mind, data was collected from 20 Turkish university students at intermediate proficiency (B1–B2). Participants completed a 30-item English-to-Turkish translation task, consisting of ten metaphorical space expressions (e.g., “He fell for her”), ten literal space expressions, and ten neutral distractors. Based on semantic accuracy, particularly the preservation of metaphorical meaning

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the results were analyzed as correct and incorrect. Descriptive statistical analysis was used to identify patterns of comprehension and misinterpretation.

Findings revealed high overall performance on literal and neutral sentences (98–100% accuracy). Yet, the percentage for metaphorical space expressions was low compared with the other sentences (88.5%). Some metaphorical expressions, especially those giving learners a clear spatial imagery like “get out of her comfort zone,” were well-comprehended, while idiomatic or emotionally-loaded phrases like “He fell for her” gave way to frequent literal misinterpretations. Analysis of incorrect responses showed that there were recurring error patterns, such as literal translation, semantic flattening, and omission of metaphorical meaning. They suggest that learners often focus on surface-level processing and fail to activate deeper conceptual mappings. In the study the influence of individual differences were also observed. Some learners had strong metaphor sensitivity and produce culturally appropriate Turkish equivalents. This implies that metaphor comprehension is under the effect of both language instruction and learners’ broader conceptual and linguistic awareness in L1 and L2.

Considering the findings of the study, the conclusion drawn from the study is that Turkish EFL learners do recognize metaphors but they need explicit instruction for metaphorical space expressions. It is evident that focusing on image schemas, cross-linguistic comparison, and conceptual awareness, metaphor instruction should be integrated into EFL curricula. Such instruction can help learners go beyond literal interpretations and engage more deeply with figurative meaning.

Keywords: space metaphors, metaphor awareness, CMT, EFL, SLA

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A Gender-Based Analysis of Observance and Non-Observance of Gricean Maxims among Teachers in an Educational Setting

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Abstract

A Gender-Based Analysis of Observance and Non-Observance of Gricean Maxims among Teachers in an Educational Setting

Effective communication among teachers is a cornerstone of professional collaboration, knowledge sharing, and positive student outcomes. While considerable research has focused on teacher–student interactions, less attention has been given to teacher-to-teacher communication, particularly from the perspective of Grice’s Cooperative Principle. This study investigates how male and female teachers in a Turkish secondary school observe and violate Gricean Maxims Quantity, Quality, Relation, and Manner in both formal and informal professional interactions. It further examines the influence of gender and context on communication patterns and their implications for collaboration in educational environments.

The research employed a mixed-methods design, integrating qualitative and quantitative approaches to provide both statistical insight and contextual depth. Participants included 19 teachers (11 male, 8 female) from diverse subject areas, representing a range of teaching experiences. Data were collected through non-participatory observations and audio recordings of teacher interactions in staff meetings, departmental discussions, and informal conversations during break times. An observation checklist was used to document adherence to and violations of the maxims. Audio-recorded conversations were transcribed, translated, and systematically coded for maxim adherence, violations, and contextual influences. Quantitative analysis involved frequency counts and chi-square tests, while qualitative analysis provided thematic insights into how gender, context, and professional roles shaped communication dynamics.

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Findings indicate that both male and female teachers demonstrated high adherence to the Maxim of Quality, reflecting shared values of accuracy and reliability in professional exchanges. However, gender-specific patterns were observed in other maxims. Male teachers frequently violated the Maxim of Quantity, often engaging in verbosity as a strategy to assert authority or demonstrate expertise. They also showed higher rates of violations of the Maxim of Manner, introducing ambiguity or unnecessary complexity into their speech. Female teachers, by contrast, adhered more consistently to the Maxims of Quality, Relation, and Manner in formal settings. Yet, in informal conversations, they displayed slightly higher rates of violations of the Maxim of Relation, often through digressions or anecdotal shifts intended to build rapport and inclusivity.

Context emerged as a significant variable in communication dynamics. Formal interactions, such as staff meetings, encouraged higher adherence across all participants, as conversations were structured around task-oriented goals. Informal contexts, however, revealed greater violations particularly of the Maxims of Quantity and Manner reflecting the role of humor, relational strategies, and personal storytelling in less structured exchanges. These patterns underscore the adaptability of communication strategies to situational demands, while also highlighting the potential challenges posed by maxim violations in maintaining clarity and efficiency.

The study concludes that gender and context jointly shape the observance and non-observance of Gricean Maxims among teachers. Female educators' greater adherence to maxims, especially in formal contexts, reflects a relational communication style that fosters clarity, inclusivity, and collaboration. Male educators' higher frequency of violations, particularly verbosity and ambiguity, aligns with task-oriented but sometimes less precise communication styles. These findings emphasize the role of intersectionality gender, professional role, and cultural norms in shaping conversational behavior within educational settings.

Implications for practice suggest that teacher education and professional development programs should integrate communication training that balances task-oriented goals with relational inclusivity. Raising awareness of gendered communication styles, contextual influences, and pragmatic principles can enhance collegial collaboration and strengthen school culture. Ultimately, the study contributes to pragmatics and educational communication research by providing a gender-sensitive framework for analyzing how teachers negotiate conversational norms in professional settings.

Keywords: Keywords: Grice's Maxims, Cooperative Communication, Gender Differences, Intersectionality, Teacher Collaboration, Educational Practices, Educational Outcomes

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Exploring the Impact of Growth Mindset on Foreign Language Enjoyment, Anxiety, and L2 Grit for EFL High School Learners

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Abstract

Linguistic skills and the effectiveness of instructional methodologies have always been the focus on language instruction. However, recent studies show that successful language acquisition not only centers on the cognitive methods but also highlights the importance of psychological factors that shape learner's engagement and achievement in language classes. Beliefs, emotions, motivation, anxiety and much more affect how students experience and succeed in language learning and acquisition. This study aims to fill that gap by examining how high-school EFL learners' growth-mindset beliefs relate to their levels of enjoyment, anxiety, and grit in English learning. By exploring the relationships among these variables, the study aims to contribute to a more holistic understanding of learner psychology in EFL contexts and to highlight the importance of fostering not only linguistic competence but also psychological well-being in language education.

Keywords: growth mindset, enjoyment, anxiety, L2 grit

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Addressing Linguicism in the Classroom: International Higher Education Perspectives for Applied Linguistics and Language Teacher Education

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Abstract

Linguicism, or discrimination based on language, accent, and linguistic background (Skutnabb-Kangas, 1988), remains a pervasive form of inequity in higher education. Linguistic hierarchies in higher education contexts, most often privileging standardized English, shape issues such as multilingual identity, student participation, faculty evaluation, and pedagogical practices. This presentation explores how linguistic discrimination manifests in international higher education and considers implications for applied linguistics research and language teacher education. Building on Clements and Petray's (2021) investigation of linguistic discrimination in U.S. higher education, this presentation highlights similar issues but in global contexts. The current subjects outlined in this presentation are, English-medium instruction (EMI) universities, multilingual student populations in Anglophone institutions, and auto ethnographic explorations of academic immigrants working in adopted cultures.

Our presentation addresses four dimensions: (1) case studies and manifestations of linguicism in higher education; (2) pedagogical responses that can be integrated into TESOL and applied linguistics programs, including translanguaging, critical language awareness, and reflective teacher practice; (3) institutional and policy implications for preparing educators to challenge linguistic prejudice, and (4) a new initiative in progress for analyzing linguistic discrimination in international higher education contexts across 6 global regions: Africa, Asia, Europe, Latin America and the Caribbean, North America, and Oceania. In particular, we emphasize how teacher-training programs can embed anti-linguicism pedagogy into curricula, positioning language diversity as a resource rather than a deficit. While academic English proficiency may be expected in some aspects of international education like publishing, we argue that expanding the academic landscape to include authentic voices in other English varieties and their research is an antidote to an ideology that privileges only those deemed worthy of

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speaking with native-like proficiency. By highlighting international perspectives and applied linguistics frameworks, this presentation calls for reorienting teacher education toward linguistic justice and concludes with recommendations for educators, administrators, and policymakers to align internationalization efforts with equity-driven pedagogy.

Keywords: Linguicism; Applied linguistics; Teacher education; International higher education; Translanguaging; Linguistic justice

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Empowering ELT Pedagogy through Photo voice: Exploring Students' Personal Transformation and Critical Reflection in English Language Teaching Class

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Abstract

Students' personal transformation and critical reflection play an important role in ELT as they can encourage students to achieve actual English as both second and foreign language used outside the classroom and educational aims of the classroom itself. In the dilemmatic learning situation such as students of English Literature Study Program joining ELT dominating with teaching practices demo, such a role might be bigger. However, these two important issues have not been adequately explored. This research study was conducted to fill the gap by exploring students' personal transformation and critical reflection. This study paper applied photo voice method to address students' personal transformation and critical reflection. Seventy-nine students taking ELT, English literature study Program, Ahmad Dahlan University voluntarily participated in the research. The data of student's photos and the description of their perception in understanding the ELT were analyzed using the model from Erlingsson & Brysiewicz (2017) consisting of four steps: (1) condensation, (2) coding by using MAXQDA, (3) categorizing, and (4) finalizing the themes. This study was to answer the three research questions: (1) what are the experiences of personal transformation and critical reflection expressed by the ELT students through their selected photos and its description, (2) what factors appear to influence students' personal transformation and critical reflection, perceived by the ELT students during learning ELT and (3) how do photo voice demonstrate the interrelationship between personal transformation and critical reflection and how did they contribute to ELT pedagogy through? The finding revealed that students' personal transformation directly connects critical reflection covering students' beliefs, attitudes, and cognitive frameworks. They lead beyond simply picking up knowledge or skills in ELT classroom.

Keywords: Critical Reflection, ELT, Personal Transformation, Photovoice

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Non-Verbal Language in Pragmatics and In Teaching Foreign Language Conversation

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Abstract

The purpose of this paper is to analyze the way in which non-verbal language occupies an important part in daily conversation. This is why we cannot ignore it in foreign language teaching. Various activities that focus on spoken communication can help students practice using and reading non-verbal language, such as role-play. Dialogues with another colleague in a foreign language can be a good exercise to include non-verbal cues together with knowledge of the foreign language grammar and vocabulary. This is where pragmatics also has an important role, that of drawing our attention to the way in which spoken language depends for understanding the message being transmitted by using our knowledge of the context for clues, as well as that of the use of non-verbal language, which is present in pragmatic competence as well. Pragmatics refers to studying how context can influence the interpretation of the meaning of a certain word or sentence in communication. Pragmatics focuses on social interactions and the way in which speakers can understand and use language in these contexts. Non-verbal language such as facial expressions, gestures, posture, eye contact, use of personal space (proxemics) and intonation, tone, pauses (paralinguistic) are significant elements in understanding any communication. In pragmatics, it helps offer us clues as to what the speaker intends to tell us based on how he or she tells us. We can have access, by examining non-verbal language, to meaning beyond words (such as sarcasm and irony), we better understand politeness, authority or emotion expressed by the interlocutor. In addition, non-verbal language offers us clues as to signaling turn-taking in conversation, and it can help us clarify or contradict the spoken words, e.g. in the case where someone says that he or she is fine, but instead accompanies this statement with a frown. Foreign language learners need to consider that another language function just like their own, with non-verbal cues being part of communication. Since they may use non-verbal language and understand it intuitively, without being aware of the process, a good exercise may be to show students a video and to ask them to comment on non-verbal cues.

Keywords: psychology, intent, voice tone

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Overcoming Demotivation: Writing Strategies Used by Turkish EFL Learners

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Abstract

Learning a foreign language requires motivation, but many factors can cause students to become demotivated. English language teachers need to understand what causes this demotivation and how to counter it. This study explores the strategies Turkish EFL (English as a Foreign Language) learners use to stay motivated in L2 (second language) writing.

For this qualitative case study, researchers conducted semi-structured interviews with 20 English writing lecturers from public and private universities in Istanbul and Ankara. The interviews were transcribed, and the data was analyzed using MAXQDA software to identify common themes and strategies.

The findings revealed that Turkish EFL teachers use 18 different strategies to help learners overcome demotivation. The most common strategies reported were:

Writing in a group

Writing about interesting topics

Writing about new topics

Writing about familiar topics

Writing about simple topics

Writing about relevant topics

These findings offer practical insights for both English writing teachers and students.

Keywords: Demotivation, teaching writing skills, writing strategies

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The Role of Emotional Self-Regulation in Predicting Technology Addiction and High-Risk Behaviors among University Students

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Abstract

This study investigated the relationship between emotional self-regulation and the prediction of technology addiction and high-risk behaviors among first-year students at Farhangian Teacher Education University in Tehran. The research used a descriptive and correlational design. The study population consisted of 340 freshmen from various majors during the 2023-2024 academic year. A random sample of 150 male and female students completed the Technology Addiction Questionnaire, the Youth Risk Assessment Questionnaire, and the Emotional Self-Regulation Questionnaire. Data were analyzed using descriptive statistics (mean and standard deviation) and multivariate linear regression. The findings revealed a significant negative correlation between emotional self-regulation and both technology addiction and high-risk behaviors ($p < .05$). Furthermore, emotional self-regulation was a stronger predictor of high-risk behaviors than it was of technology addiction. The results suggest that counselors and clinical psychologists at Farhangian University should focus on psychological variables, particularly emotional self-regulation, as a preventative measure for technology addiction and high-risk behaviors.

Keywords: Emotional self-regulation, High-risk behaviors, Technology addiction, University students, Iran

Improving ELT Students' Academic Writing through AI-Driven Collocation Support

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Abstract

For English Language Teaching (ELT) students, academic writing presents ongoing difficulties, especially when it comes to using collocations correctly and naturally, which are essential for accuracy and fluency. This study examines how well AI generative tools may help ELT students at Siirt University develop their collocational competency in academic writing. Over the course of a semester, twenty undergraduate students submitted twelve draft essays, each of which was later edited with the aid of artificial intelligence (AI) technologies like Grammarly and ChatGPT. The correctness, density, appropriateness, impact on writing quality, variety, distribution, and complexity of collocation use were assessed using two rubrics. With mean mistake rates dropping from 7.4 to 2.1 per essay, the results show that AI-supported edits significantly improved collocation correctness, density, and contextual appropriateness. Essays that had been revised showed improved overall writing quality, more even distribution across sections, and a wider range and complexity of collocations. The reliability of the assessment was further confirmed by strong correlations between AI scoring systems and human evaluation. According to the study's findings, artificial intelligence (AI) tools can be a useful adjunct to traditional pedagogy in collocation-focused writing training, encouraging student autonomy. Results show how incorporating AI into ELT programs may help with enduring difficulties with academic writing.

Keywords: Collocations, academic writing, writing feedback, generative AI, learner autonomy

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Pragmatic Analysis of Listening Texts on the Basis of Speech Acts

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Abstract

In communication, effective comprehension is essential between and among the interlocutors. Since the subject matter of Pragmatics is to analyze intention of the interlocutors, this study aims to identify how well speech acts are used in textbooks to raise the pragmatic awareness of learners, and improve their pragmatic competence through listening texts they are exposed to. A descriptive-qualitative methodology has been used along with Content Analysis. The data have been collected through the randomly selected listening comprehension sections of an A2-level textbook Life by National Geographic Learning. Their corresponding audio scripts have been retrieved from the publisher's official website for the content analysis. 798 interlocutors' utterances have been totally analyzed with regard to Searle's (1979) speech act classification by two independent inter-raters for reliability; the monologues have been excluded. The findings reveal that all five categories of speech acts, such as assertives, directives, expressives, commissives, and declarations seem to have been represented in the textbook. Nevertheless, their distribution does not seem well balanced. According to the results, out of 798 utterances, there are 357 assertives (44.7%), 238 directives (29.8%), 139 expressives (17.4%), 58 commissives (7.3%), and 6 declarations (0.8%). The results suggest that assertives remain the most frequently used speech act type, while declarations are the least represented. Given that the use of speech acts contributes to pragmatic competence in communication, the analysis of the speech acts in listening texts may support learners' speaking skill development, and corroborate language teachers to use authentic teaching materials. Therefore, textbooks should integrate all types of speech acts more equally in order to reflect natural language use better.

Keywords: speech act theory, language teaching, textbooks, pragmatics

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The Representation of Toponyms in the Epic of "Manas" In Kyrgyz and English Languages

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Abstract

The epic also includes many place names that have become outdated and are no longer in use, as well as names that are still used today but whose meanings have become archaic. It is also worth noting that information about the connection between the Manas epic and the Turkic peoples is found within the epic itself. The Manas epic is regarded as one of the historical and cultural treasures of the entire Turkic world. There is ample evidence showing that certain character names, locations of events, and linguistic elements in the epic are connected to the common heritage of Turkic peoples.

Since the Kyrgyz belong to the Turkic language family, they have had intercultural contact with other Turkic peoples since ancient times. Furthermore, some of the historical and cultural elements found in the content of the Manas epic also indicate close ties with other Turkic peoples. Names of characters, ethnic terms, geographical toponyms, and linguistic features found in the epic reflect the shared history and cultural relations of ancient Turkic peoples. This gives us reason to consider the Manas epic as an invaluable heritage of Turkic civilization as a whole.

It is also possible that the names of the main characters in the epic were altered over time through intercultural interaction. For example, the following names are believed to be either historically associated with Turkic heroes or closely related to names and concepts found across the Turkic world:

- **Manas** – the central hero of the epic. While the exact etymology of the name is unclear, some researchers suggest it is connected to Turkic words. For instance, the word "man" in Turkic is said to mean "soul," "heart," or "strength."
- **Almambet** – this name is thought to derive from Turkic-Muslim naming traditions. "Alim" (or "alym") means a knowledgeable or learned person, and "bet" may refer to "face" or signify "honorable" or "upright."

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- **Bakay** – this name is also found in the folklore of other Turkic peoples and is often associated with a wise elder or sage-like character.

There is a saying among the people: “The more stars there are in the sky, the more Kyrgyz there are.” The Kyrgyz ethnonym has a long history. By studying the routes traveled by the Kyrgyz people and their toponyms, it has been established that these toponyms are located within the territory of the Kyrgyz Republic.

Studying the epic and conveying the events as truth to readers requires understanding the names of geographical places, their meanings, the historical periods when they were named, and the living conditions of the people based on these geographic names. It is important to classify toponyms into groups. Most of the lands inhabited and traveled by our ancestors consist of mountains, ridges, valleys, and bodies of water such as rivers. Among the types of toponyms, oronyms, astionyms, and hydronyms predominate.

Studying the Manas epic is not merely an examination of a literary masterpiece—it is a deep exploration into the historical reality of the Kyrgyz people. By analyzing the events described in the epic as geographic and historical facts, one can trace the origins of place names (toponyms), their meanings, the time periods during which they emerged, and the living conditions of the people in those areas. This highlights the need to classify and study toponyms based on a typological and systematic approach.

Keywords: territory, astonym, area, toponym, vowel sound, transliteration, translation, oronym, proper name, ethnonym.

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Functional semantic characteristics of synecdoche in Uzbek and English languages

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Abstract

Synecdoche is a rhetorical and literary device in which a part of something represents the whole, or vice versa. As a figure of speech, it is frequently used to enrich language, evoke emotion, and create layered meanings in both written and spoken discourse.

This article explores the definition, types, functions, and cultural significance of synecdoche across literary traditions and communicative contexts. Synecdoche is a literary and rhetorical device in which a part of something is used to represent the whole, or vice versa. It is closely related to metonymy and metaphor but has its own distinct function and nuance. This figure of speech is widely used in literature, everyday language, political discourse, and even advertising to create vivid imagery, enhance emotional expression, and add depth to meaning.

There are two primary types of synecdoche:

- **Part for the whole** (e.g., "All hands on deck" – where "hands" represent sailors),
- **Whole for the part** (e.g., "The world watched" – where "the world" refers to people globally).

Synecdoche enables writers and speakers to be more concise and impactful. By referencing a specific part, they evoke the entire concept or object without naming it directly. This creates a more poetic or symbolic tone. In poetry, synecdoche often enhances rhythm and layers of meaning. In prose, it aids in character development, setting the scene, or revealing cultural or emotional associations.

From classical literature to modern-day media, synecdoche remains a relevant and powerful tool. Writers such as William Shakespeare, Homer, and modern journalists and advertisers use it to enrich their messages. In visual art and cinema, synecdoche also functions metaphorically – for example,

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showing a single object or person to represent an entire society or idea (as seen in the film *Synecdoche, New York*).

Understanding synecdoche allows for deeper literary analysis and appreciation of how language operates on symbolic and emotional levels. It is a vital concept in both stylistics and semiotics, bridging the gap between language and interpretation.

In literature, synecdoche serves stylistic and symbolic functions—compressing complex ideas into concise images or symbols. Classical works, such as those by Homer and Shakespeare, demonstrate synecdoche as a tool of poetic economy. In modern usage, it permeates journalism, advertising, and political rhetoric, offering persuasive force and emotional resonance.

This study also highlights how synecdoche differs from related devices such as metonymy and metaphor, while often overlapping in function. Drawing from examples in English and Uzbek literature, the article underlines how this rhetorical figure reflects social and cultural mindsets, contributing not just to aesthetics but also to ideology and worldview. Synecdoche, therefore, is not merely a linguistic shortcut but a lens through which writers and speakers shape perception.

By understanding synecdoche in depth, scholars and students gain insight into how language encodes meaning and emotion. The article concludes by arguing for greater attention to rhetorical figures in discourse analysis, translation studies, and cross-cultural communication.

Keywords: synecdoche, rhetorical device, literary analysis, part-whole relationship, metonymy, metaphor, discourse, symbolism

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Investigating Translanguaging as a Teaching and Learning Practice in a Multilingual Context at Tertiary Level

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Abstract

In recent years, English has moved beyond the concept of simply transmitting the native language to non-native speakers and teaching a single, centralized form of English to them. Particularly with the World Englishes paradigm, English has evolved into a multilayered and dynamic structure in which learners incorporate their own linguistic and cultural elements. In other words, it can be enounced that English learners have begun to create their own "English" with their own linguistic and cultural backgrounds. In this context, the concept of translanguaging has become a subject of debate.

Translanguaging can be roughly defined as linguistic systems in which non-native speakers switch between their native language and English while speaking English. These linguistic systems are unique to each non-native speaker, incorporating traces and experiences from their own linguistic and cultural background. It is clear that the linguistic system created by each non-native speaker has unique effects on the processes of using and perceiving English.

In this context, this study conducted in-class translanguaging practices with 212 students in the Department of English Language and Literature, primarily native speakers of Turkish, Kurdish, and Zazaki, and asked them to share their views and approaches to translanguaging. The method of the study is mixed method, student opinions were obtained through both a survey and a semi-structured interview form, and quantitative data were analyzed with the SPSS program and qualitative data were analyzed with the thematic analysis model. These analyses revealed that students had a positive attitude toward translanguaging practices, contributing to their learning process by making it more dynamic and engaging. Furthermore, the fact that students have the opportunity to utilize their own linguistic and cultural codes when communicating in English also had a positive impact on their attitudes toward English.

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Keywords: Translanguaging, Multilingual, Multilingualism, Language Teaching

An Analysis of ChatGPT's Impact on Academic Writing Skills among English Foreign Language (EFL) Learners

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Abstract

ChatGPT has gained attention of people with diverse backgrounds, including educational professionals. It is believed that AI-based tools facilitate the teaching and learning experience (Azap, 2025; Karataş et. al., 2024; Çetin et. al., 2024). A wide variety of tasks such as translation, summarizing text, creative writing, responding to prompts can be performed by ChatGPT (Health, 2023; Eke, 2023; Ghafouri et al., 2024). This study investigates the effectiveness of ChatGPT for essay writing for EFL students. Twelve preparatory class intermediate level students studying School of Foreign Languages at a university in Turkey participated in the study. They were first asked to write an essay without ChatGPT's assistance and then rewrite the essay again according to ChatGPT's revising tools. The researcher evaluated the two different versions of each student's essays according to writing assessment criteria for essay writing such as cohesion and coherence, grammatical range and accuracy, vocabulary use, task achievement and capitalization & punctuation. The researcher used a Likert scale for evaluating each essay. The findings suggest that students received significant improvements in their essays when using ChatGPT. Improvements were seen in the organization of the essays such as writing a topic sentence, supporting sentences, and concluding sentence. They had an experience for writing cohesive paragraphs and ChatGPT helped them use better vocabulary and grammatically correct sentences. ChatGPT also corrected some mistakes with capitalization or punctuation that make some parts hard to follow which cause the essay to look informal and unprofessional. The results of the study indicated that AI tools such as ChatGPT can enhance students' writing skills and can be a useful tool for foreign language settings. It is also believed that ChatGPT technology in foreign language instruction can help educators to develop effective teaching strategies.

Keywords: ChatGPT, Academic Writing Skills, English Foreign Language (EFL) Learners

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Embracing Multimodal Learning: The Future of Language Education

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English Abuja Language For Everyone

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Abstract

In an increasingly interconnected world, the future of language education must adapt to the diverse needs of learners. This paper explores the concept of **multimodal learning**, which integrates various modes of communication—such as visual, auditory, and kinesthetic—into language instruction. By leveraging technology and innovative pedagogical strategies, educators can create immersive learning environments that cater to different learning styles and preferences. The study examines successful case studies where multimodal approaches have enhanced language acquisition, engagement, and retention among students. Furthermore, it discusses the implications of these methods for curriculum design, teacher training, and assessment practices. As we move towards a more inclusive and dynamic educational landscape, embracing multimodal learning can empower learners to navigate the complexities of language in real-world contexts. This paper aims to provide actionable insights for educators and policymakers to shape the future of language education in a way that is responsive to the evolving linguistic and cultural landscape.

Keywords: Multimodal Learning, Language Education, Pedagogy, Technology Integration

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Transforming Language Education for the Digital Age with AI

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Abstract

The rapid advancement of **artificial intelligence (AI)** presents unprecedented opportunities for transforming language education. This paper explores how AI technologies can be integrated into language learning environments to enhance personalized instruction, assessment, and engagement. By utilizing AI-driven tools such as chatbots, language learning apps, and adaptive learning platforms, educators can tailor experiences to meet individual learner needs, fostering greater motivation and proficiency. The study examines various case studies where AI has been successfully implemented in language classrooms, highlighting its impact on student outcomes and teacher effectiveness. Additionally, the paper addresses potential challenges, including ethical considerations and the need for teacher training in AI integration. As we navigate the complexities of the digital age, embracing AI in language education can empower learners to develop essential communication skills and cultural competencies necessary for success in a globalized world. This paper aims to provide insights and practical recommendations for educators and institutions looking to leverage AI in shaping the future of language education.

Keywords: Artificial Intelligence, Personalized Learning, Language Education, Digital Transformation

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Collaborative Language Learning: Building Communities through Peer Interaction

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Abstract

In an era where communication transcends borders, fostering collaborative language learning is essential for developing linguistic and intercultural competencies. This paper investigates the role of **peer interaction** in language education, emphasizing the benefits of collaborative learning environments. By creating opportunities for students to engage in meaningful dialogues, share experiences, and co-create knowledge, educators can enhance language acquisition and build a sense of community among learners. The study presents various collaborative strategies, such as project-based learning, online discussion forums, and language exchange programs, which have proven effective in diverse educational settings. Through qualitative analysis, we explore the impact of these approaches on student motivation, confidence, and language proficiency. Additionally, the paper discusses the implications for curriculum design and teacher training, advocating for a shift towards more interactive and student-centered pedagogies. By prioritizing collaboration in language education, we can empower learners to navigate the complexities of communication in a globalized world, fostering not only language skills but also empathy and cultural understanding.

Keywords: Collaborative Learning, Peer Interaction, Language Acquisition, Community Building

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Gamification in Language Education: Engaging Learners through Play

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Abstract

Gamification has emerged as a powerful tool in language education, transforming traditional learning environments into dynamic and engaging experiences. This paper explores the concept of **gamification** and its application in language learning, highlighting how game-based elements can motivate students and enhance their language skills. By incorporating challenges, rewards, and interactive activities, educators can create immersive learning experiences that foster engagement and retention. The study examines various gamified approaches, including mobile applications, online platforms, and classroom games, analyzing their effectiveness in promoting language acquisition and learner autonomy. Through quantitative and qualitative research, we assess the impact of gamification on student motivation, participation, and language proficiency. Additionally, the paper addresses potential challenges, such as balancing educational objectives with entertainment and ensuring inclusivity for diverse learners. By embracing gamification, language educators can cultivate a vibrant learning atmosphere that not only improves linguistic abilities but also nurtures a lifelong love for language learning.

Keywords: Gamification, Language Learning, Student Engagement, Game-Based Learning

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The Impact of Project-Based Learning on Language Proficiency and Critical Thinking

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Abstract

Project-based learning (PBL) has gained recognition as an effective pedagogical approach in language education, promoting active engagement and real-world application of language skills. This paper investigates the role of **project-based learning** in enhancing language proficiency and fostering critical thinking among students. By engaging learners in collaborative, hands-on projects that require them to use language in meaningful contexts, educators can create dynamic learning experiences that go beyond traditional classroom instruction. The study presents various PBL frameworks and successful case studies from diverse educational settings, highlighting their impact on student motivation, language acquisition, and problem-solving abilities. Through qualitative and quantitative research, we analyze how PBL encourages learners to take ownership of their education, develop teamwork skills, and apply language in authentic situations. Additionally, the paper addresses potential challenges in implementing PBL, such as assessment methods and resource allocation, while providing practical recommendations for educators. By integrating project-based learning into language curricula, educators can cultivate a more engaging and effective learning environment that prepares students for the complexities of communication in a globalized world.

Keywords: Project-Based Learning, Language Proficiency, Critical Thinking, Collaborative Learning

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Freshman College Students' Preferences and Perceptions of Screencast Feedback and Text Feedback Modes in Slw Course

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Abstract

Fast changing and developing technological advances offer many opportunities and facilities to English Language Teaching. In this respect, the main purpose of this study is to investigate the effect of screencast feedback, which is a technological advancement, and text feedback on students' preferences and perceptions. The preferences and perceptions of freshman college students about screencast feedback and text feedback were investigated by comparing screencast feedback with text feedback, which is a more classical mode of feedback. Two modes of feedback were given to 15 first-year teacher candidates at a state-run university in this process for their four journal reflections in the second language writing course. At the end of the semester, the data about the students' perceptions and preferences were collected through questionnaires, open-ended questions, and interviews. The data obtained were analyzed by dividing into two headings and using the mixed methods. Firstly, qualitative data were analyzed by coding technique, and secondly, quantitative data were analyzed by using SPSS-23. The analysis shows that although screencast feedback has advantages, as compared to text feedback, in terms of clarity, future use, motivation, language awareness, and emotional intimacy, it also has weaknesses such as impracticality due to incompatible file extensions and slow upload problems. Despite these advantages and disadvantages, the freshmen's preferences and perceptions seem to be in favor of text feedback today although the difference is still negligible.

Keywords: Second language writing, feedback, text feedback, screencast feedback, screencasting

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Innovative Pedagogies beyond Achievement: A Systematic Review of Post-Method Approaches in English Language Institutes

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Abstract

In pedagogy in the English language, the onset of the post-method era (Kumaravadivelu, 1994, 2001, 2003) provides a paradigm shift from prescriptive to learner-centered, context-sensitive, and teacher-autonomous practices. The systematic review considers emergent pedagogical strategies implemented in English language institutes move beyond traditional boundaries of learner achievement, balancing success according to holistic development. Carrying out a PRISMA-aided protocol, published studies from 1994 to 2023 were identified that were published and relevant and available in ERIC, JSTOR, Web of Science, and Google Scholar using the terms holistic learning outcomes, learner autonomy, post-method pedagogy, and innovative practice. The thematic synthesis of the chosen studies unveiled the growing importance of Task-Based Language Teaching (TBLT), Content and Language Integrated Learning (CLIL), flipped classrooms, multimodal literacy, culturally responsive pedagogy, reflective practice, differentiated instruction, and creative writing. The evidence across a range of institutional and cultural settings indicates that not only do they contribute to linguistic competence but also go beyond to develop critical thinking, intercultural understanding, emotional intelligence, learner autonomy, and lifelong learning. These findings resonate with Kumaravadivelu's principles of particularity, practicality, and possibility; situate post-method pedagogy as a force of cognitive, social, and affective change. The continuing challenges remain in the areas of teacher preparedness, test equity, and resource disparities. Synthesizing three decades of research, this review reaffirms the imperative for reconceptualizing ELT success beyond the scope of standardized testing towards holistically, sustainably, and contextually responsive methodologies. The article concludes with its policy implications for teacher training, curriculum change, and institutional policy, and with an invitation to comparative and longitudinal research capable of further pursuing the international generalizability of post-method pedagogies.

Keywords: post-Method Pedagogy, English Language Teaching, Innovative Strategies, Holistic Learning, Learner Autonomy

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EFL Students' Views Regarding the Use of Metacognitive Reading Strategies

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Abstract

The key factor in achieving success in a foreign language is the comprehension. When readers struggle with comprehension, to overcome this challenge, they employ various strategies. The aim of this study is to determine the views of EFL learners' on metacognitive reading strategies. It examines the views of EFL students regarding their use of metacognitive reading strategies when reading academic texts. The study adopts a descriptive design due to its purpose of fully defining the existing situation about the metacognitive reading strategies among students. The participants of the study consist of preparatory class students studying at Inonu University School of Foreign Languages. Both qualitative and quantitative research methods were employed to determine students' levels of awareness regarding the subject within the scope of the research. Data were collected through Mokhtari and Sheorey's Survey of Reading Strategies (2002) and semi-structured interviews. The study demonstrated the significance of metacognitive techniques for raising academic achievement and reading comprehension. The detailed analysis showed that participants strongly prefer certain strategies like paying extra attention when the text is hard, translating into their native language, and re-reading for better understanding. The qualitative data from the study indicates a strong reliance on support strategies, particularly the use of reference materials and translation tools, indicating a need for external aids in comprehension.

Keywords: Reading Strategy, Metacognition, Metacognitive Reading Strategy

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Translanguaging and Code-Switching in Bilingual Education: A Literature Review of Research on CLIL Classroom Practices

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Abstract

The purpose of this study is to examine how translanguaging and code switching strategies are used in bilingual education and how they are positioned in teaching processes. These two strategies are considered not only as language switching but also as pedagogical tools used by teachers to regulate classroom communication, reinforce meaning, and support content transmission. The study evaluates the theoretical foundations of translanguaging and code switching, their relationship with language policies, and their pedagogical functions. Subsequently, six empirical studies focusing on how these strategies are implemented in the classroom are analyzed. These analyses examined the types of orientations teachers exhibited in their use of strategies, the impact of contextual factors on strategy preferences, and how strategies were implemented in a planned or intuitive manner. In addition, the reflection of strategies on teacher and student roles and their possible contributions to classroom interaction are evaluated comparatively. The study aims to analyze the relationship between the theoretical definitions of translanguaging and code-switching strategies and their applications in the context of bilingual education, with the goal of presenting a comprehensive pedagogical perspective on how these strategies function in bilingual educational settings.

Keywords: Translanguaging, Code-switching, CLIL, Bilingual Education, Classroom Strategies, Contextual Factors

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Mapping Quality of Research in Different Methodological Orientations: The Case of Mixed-methods Research

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Abstract

The field of applied linguistics has witnessed two methodological research movements, each highlighting research issues in various, yet complementary, sense. The first research era, the *ancillary era* (1985-2013), subscribing to the *anecdotal and descriptive-based movement*, has inspired a group of studies which exclusively address the proportion of quantitative, qualitative, and mixed methods research studies that appear within applied linguistics journals over a specified time (e.g., Gao, Li, & Lu, 2001; Henning, 1986; Lazaraton, 2000). On the other hand, it was not until the early 2010s that methodological issues in applied linguistics have elevated to that of '*meta-research era*.' "The study of research itself" or "research on research" movement, with the motto of '*better evidence for better science*,' can foster and support robust science (Ioannidis, 2018, p. 1). The message echoes are that quality of research matters. With this said, this invited presentation will focus on the quality assurance of studies published in AL journals with different methodological orientations. More specifically, it will address the quality of mixed methods research and soundness of the findings in light of the recent improvements of MMR in applied linguistics. At the end, it will provide fresh lines of research and procedure to boost meta-inference.

Keywords: Applied Linguistics, Meta-research, Quality, Mixed-methods research

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Brain-Inspired AI Feedback: Adapting to Learners' Emotions

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Abstract

This research presents a brain-inspired AI feedback system designed to respond dynamically to learners' emotional states, aiming to improve engagement and learning outcomes. Utilizing principles from affective neuroscience, the system interprets multimodal signals—including facial expressions, speech patterns, and physiological data—to identify emotions during learning activities. Based on this information, the AI customizes feedback aspects such as difficulty level, tone, and timing to suit the learner's cognitive and emotional condition. Initial pilot studies with university students reveal enhanced knowledge retention, lowered anxiety levels, and greater learner satisfaction compared to conventional feedback approaches. The study explores the integration of neuroscience into AI tutors to develop more personalized, emotionally aware educational technologies. Ethical considerations and design challenges are also addressed, underscoring the importance of human-centered methods in advancing adaptive learning solutions.

Keywords: affective neuroscience, adaptive feedback, emotional AI, personalized learning, education technology

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Speaking Anxiety and Performance of the Learners in Peer Conversation and ChatGpt as an Interlocutor

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Abstract

Learning a foreign language both as a means of communication and as a cultural endeavor to understand and perceive cultural varieties and difference has become one of the main channels of contact and communication among human beings. Regarding the difficulties and complexities that learners might consider while learning a foreign language, there have been many resources available and studies that have investigated the possible ways that might decrease those negative effects. This study investigates the anxiety level that learners experience while talking to chatgpt and the conversation to their peers. The participants of the study are 28 university students who are B1 level. These participants are put into experimental and control groups. Control group participants conducted the conversation to peers and experimental group ones conducted the talk to chatgpt. The results of the analysis of the study revealed that the experimental group participants had less anxiety compared to the control group participants. The interview results that were conducted by experimental group also supported the results.

Keywords: speaking anxiety, speaking performance, chatgpt, peer conversation, interlocutor

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Discussion-Oriented Flipped Classroom in Increasing Linguistics Students' Motivation in Learning English

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Abstract

The purpose of the study is to reveal the capacity of discussion-oriented flipped classroom based on video educational materials related to developing personal potential to increase linguistics students' motivation in studying the course "Practice of English".

A mixed methods research approach was exploited in the study, with an intervention design represented by a descriptive cross-sectional quantitative-based (pedagogical experiment; survey) and qualitative-based (observation of the participants in the educational process; analysis and generalization of the problem under research) design. The instruments utilized included questionnaires to assess the students' motivation before and after the intervention. The quantitative values of the dynamics of the students' motivation to learn English were determined with the method of mathematical statistics.

The analysis of the data obtained demonstrated positive dynamics in the levels of the students' motivation to learn English. It can be explained by the fact that we made an effort to provide students with an opportunity not only to actively interact exploiting English as a tool, but also to gain understanding and acquire skills that were not easily assessed. Furthermore, on the one hand, the students brought to the English classroom discussions their understanding of different issues related to the development of personal potential. On the other hand, the students' willingness to demonstrate their autonomy in working the videos provided assist teachers of the English course in exploring the possibilities of such learning resources in enhancing students' motivation to learn English.

A discussion-oriented flipped classroom serves as an effective intrinsic motivator, and our research showed that it has positive impact on the students' motivation when implemented in the English course. The positive dynamics of the students' motivation to learn English were experimentally proven.

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Furthermore, video is a valuable tool, which allows teachers to dilute the narrow professional focus of linguistic material in the English course with linguacultural and personality-based psychological concepts.

Keywords: discussion-oriented flipped classroom, English, linguistics students, video educational materials

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Demystifying the role of Grit in feedback seeking behavior

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Abstract

This paper explores the intricate relationship between Feedback Literacy and grit, two critical components for fostering student success and resilience in educational settings. Feedback Literacy, defined as the capacity to seek, interpret, and use feedback to improve one's work and learning, is a foundational skill for navigating the complex feedback environment of modern education. Concurrently, grit—the passion and perseverance for long-term goals—provides the motivational engine for sustained effort in the face of challenges. While both concepts are independently recognized as significant predictors of academic achievement, this study argues that they are mutually reinforcing. Specifically, a high level of Feedback Literacy can enhance grit by transforming potentially discouraging feedback into actionable insights, thereby maintaining motivation and perseverance. Conversely, a gritty student is more likely to actively seek and engage with feedback, demonstrating the sustained effort required to develop and apply feedback literacy skills. This conceptual paper synthesizes existing literature to propose a theoretical model where Feedback Literacy acts as a cognitive and practical tool that enables the effective application of grit, while grit provides the motivational and behavioral framework necessary for the development of Feedback Literacy. We discuss implications for educational practice, suggesting that interventions aimed at improving one skill should consider their reciprocal relationship with the other to maximize student growth and resilience.

Keywords: feedback, grit, feedback literacy

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Temporal Mastery: Teaching English Time Expressions to Foreign Language Learners in Higher Education

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Abstract

Students learning a foreign language in English-medium higher education frequently encounter intricate temporal systems, including tenses, aspects, and time adverbials, which can vary greatly from those in their native languages. This study uses a mixed-methods approach across various universities to identify the common challenges learners face in expressing and understanding English temporality, as well as to assess specific instructional interventions aimed at addressing these issues. Quantitative diagnostic tests show common L1 transfer errors and gaps in understanding aspectual contrast. Meanwhile, qualitative data gathered from classroom observations and teacher interviews point to difficulties in metalinguistic awareness and applying knowledge in context. Using scaffolded tasks such as timeline mapping, enhanced input, and narrative sequencing shows clear improvements in students' understanding of time and their overall fluency. The study suggests an integrated syllabus framework and a professional development model designed to enhance temporal instruction in English-medium curricula, based on the findings presented.

Keywords: Temporality, tense, aspect, temporal adverbials, second language acquisition

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Bridging Language Education and Cultural Identity with Culturally Responsive Teaching

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Abstract

Culturally responsive teaching (CRT) is essential for creating inclusive language education environments that honor and reflect the diverse cultural identities of learners. This paper explores the principles of **culturally responsive teaching** and their application in language education, emphasizing the importance of recognizing students' cultural backgrounds as integral to their learning experiences. By incorporating culturally relevant materials, perspectives, and teaching practices, educators can foster a sense of belonging and engagement among students. The study presents various strategies for implementing CRT in language classrooms, such as using multicultural literature, facilitating discussions on cultural norms, and encouraging students to share their linguistic heritage. Through qualitative research, we analyze the impact of culturally responsive practices on student motivation, language proficiency, and cultural awareness. Additionally, the paper addresses challenges educators may face in adopting CRT, including curriculum constraints and biases, while providing practical recommendations for effective implementation. By embracing culturally responsive teaching, language educators can create a more equitable and enriching learning environment that empowers all students to thrive.

Keywords: Culturally Responsive Teaching, Language Education, Cultural Identity, Student Engagement

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The Influence of Digital Storytelling on Language Learning Engagement and Creativity

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Abstract

Digital storytelling has emerged as a powerful tool in language education, combining technology with narrative to enhance student engagement and creativity. This paper explores the impact of **digital storytelling** on language learning, emphasizing its potential to foster both linguistic skills and imaginative expression. By allowing students to create and share, their own stories using multimedia elements—such as images, audio, and video—educators can provide authentic contexts for language use that resonate with learners' interests. The study presents various case studies where digital storytelling has been successfully integrated into language curricula, highlighting its effects on student motivation, collaboration, and language proficiency. Through qualitative analysis, we examine how this approach encourages learners to take ownership of their narratives, develop critical thinking skills, and engage with diverse cultural perspectives. Additionally, the paper discusses the challenges of implementing digital storytelling, including access to technology and training for educators, while offering practical strategies for effective integration. By harnessing the power of digital storytelling, language educators can create dynamic and interactive learning experiences that inspire creativity and enhance language acquisition.

Keywords: Digital Storytelling, Language Learning, Student Engagement, Creativity

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Exploring the Intersection of Language and Identity in Multilingual Classrooms

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Abstract

The relationship between language and identity is a complex and dynamic aspect of multilingual education that significantly influences learners' experiences. This paper investigates how **language and identity** intersect in multilingual classrooms, emphasizing the importance of recognizing and valuing students' linguistic backgrounds as integral to their learning. By exploring the ways in which language shapes personal and cultural identities, educators can create inclusive environments that empower students to express themselves authentically. The study presents various pedagogical strategies for fostering discussions around language and identity, such as identity mapping, storytelling, and collaborative projects that celebrate linguistic diversity. Through qualitative research, we analyze the impact of these strategies on student engagement, self-esteem, and language proficiency. Additionally, the paper addresses challenges educators may face in navigating identity dynamics and offers practical recommendations for creating supportive classroom environments. By embracing the intersection of language and identity, language educators can cultivate a richer, more equitable learning experience that honors the unique voices of all students.

Keywords: Language and Identity, Multilingual Education, Inclusive Pedagogy, Student Empowerment

A Scale Development Study for Measuring the Difficulties Encountered in Learning Arabic

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Abstract

The aim of this study is to identify the difficulties encountered by Arabic preparatory class students in their learning process based on their own perspective and to methodologically present the process of developing a valid measurement tool based on this qualitative data. Designed as a case study within a qualitative research framework, the study group consists students from the Arabic translation and interpretation department at a state university. Data were collected through open-ended questions administered via an online form and the resulting content was analyzed using thematic analysis. The analysis revealed that student difficulties converged under four main themes: (1) Grammatical and structural difficulties, (2) Lexical difficulties (3) Productive skills (writing-speaking) (3) Receptive skills (reading-listening). The findings indicate that the four themes were expressed with the high frequency and that the challenges were closely interrelated. In conclusion this exploratory student-experience-based approach was found to play a fundamental role in generating items for a scale measuring learning difficulties and ensuring its content validity.

Keywords: Arabic Language Teaching, Scale Development, Learning Difficulties Qualitative Research

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Integrating Authentic Materials in Language Education: Bridging Classroom Learning and Real-World Contexts

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Abstract

The use of authentic materials in language education offers students valuable exposure to real-world language use, enhancing their communicative competence and cultural understanding. This paper explores the integration of **authentic materials**—such as newspapers, podcasts, videos, and social media content—into language curricula, emphasizing their role in creating engaging and relevant learning experiences. By utilizing materials that reflect the language as it is used in everyday contexts, educators can foster critical thinking and encourage learners to connect their studies with the world around them. The study presents various strategies for incorporating authentic materials, including task-based learning, project work, and thematic units, while analyzing their impact on student motivation, language proficiency, and cultural awareness. Additionally, the paper addresses potential challenges, such as material selection and accessibility, and offers practical recommendations for educators to effectively implement authentic resources in their teaching. By embracing authentic materials, language educators can create a more dynamic and meaningful learning environment that prepares students for real-life communication.

Keywords: Authentic Materials, Language Education, Communicative Competence, Cultural Understanding

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The Impact of Intercultural Competence on Language Learning: Preparing Global Citizens

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Abstract

Intercultural competence is increasingly recognized as a vital component of language education, equipping learners with the skills necessary to navigate diverse cultural contexts. This paper explores the role of **intercultural competence** in language learning, emphasizing its significance in fostering effective communication and understanding in a globalized world. By integrating intercultural training into language curricula, educators can help students develop awareness of cultural differences, enhance empathy, and improve their ability to engage with speakers from various backgrounds. The study presents various instructional strategies for promoting intercultural competence, including cultural simulations, cross-cultural exchanges, and reflective discussions on cultural norms and values. Through qualitative research, we analyze the impact of these strategies on student engagement, language proficiency, and cultural awareness. Additionally, the paper addresses challenges in implementing intercultural education and offers practical recommendations for educators to create inclusive and culturally responsive learning environments. By prioritizing intercultural competence, language educators can prepare students to become informed global citizens capable of meaningful communication across cultures.

Keywords: Intercultural Competence, Language Learning, Global Citizenship, Cultural Awareness

Teaching African American Slave History through Margaret Atwood's the Handmaid's Tale and the Testaments

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Abstract

Literature is “to teach” and “to delight,” thus contends Horace, the eminent Roman poet and critic from antiquity. Even though this Horatian dictum has aroused controversy in literary history, educators draw on the wealth of literary texts to appeal to the students’ senses, captivate their minds, and engross their imaginations to educate them while entertaining them. Literary texts spark critical reading and dialogic arguments among the students about different issues such as history, politics, homosexuality, nature, human rights, religion, etc. For teaching African American history, for instance, secondary and high school teachers can include Margaret Atwood’s novels, *The Handmaid’s Tale* (1985) and *The Testaments* (2019), in their syllabi. They can employ the content-based model of teaching on these novels. Teaching history within a story would excitingly motivate students and engage them in constructive group discussions. Drawing on the parallelism between Atwoodian tales and slave narratives, the teachers can pose topics for class discussions on African slavery. Among the diverse human categories in these novels, the Handmaids, similar to the black slaves, are subject to the dominant regime’s atrocities. They suffer family disintegration, forced breeding, and rape. Similar to the slavery era, they are renamed and barred from reading and writing. The students emotionally engage with the plight of the Handmaids and while debating their predicament, their knowledge and insight of this dark epoch of history increase. They empathize with the oppressed group and learn a history lesson that is how to be human and how to recognize and respect others in multiracial and multicultural contexts.

Keywords: The Handmaid's Tale, The Testaments, Content-based Approach, Dialogic Teaching, Being Human.

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Using Storytelling to Foster Communication Skills in English Learners

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Abstract

Storytelling is a dynamic and interactive method for developing communication skills among English language learners (ELLs). Rooted in Communicative Language Teaching (CLT), it offers authentic, context-rich opportunities for learners to use English in meaningful ways. Through activities such as personal narratives, collaborative story-building and visual prompts, students enhance vocabulary, grammar, fluency, and listening skills while reducing speaking anxiety. Storytelling also fosters cultural exchange, allowing learners to share personal and traditional tales, thus promoting intercultural understanding. This paper outlines practical strategies for integrating storytelling across proficiency levels, from simple repetitive patterns for beginners to complex narratives for advanced learners. It also recommends the use of digital tools, culturally relevant content, and assessments valuing creativity and communication. Storytelling emerges as both a linguistic and cultural bridge, enriching the English language learning experience.

Storytelling has long been recognized as a powerful pedagogical approach, engaging learners cognitively, emotionally, and linguistically. In English language teaching (ELT), it serves as a bridge between language form and authentic communication, helping learners practice English in real, meaningful contexts. This paper explores the effectiveness of storytelling in enhancing communication skills among English language learners (ELLs), with emphasis on speaking fluency, vocabulary development, listening comprehension, and grammatical competence.

Grounded in the principles of Communicative Language Teaching (CLT) and socio-cultural learning theory, storytelling creates immersive learning environments where interaction and meaning-making take center stage. It transforms the classroom from a place of mechanical drills to one of shared narratives, where English is used as a living tool for self-expression and social connection. Storytelling activities—such as group “story circles,” improvised endings to known tales, and picture-based narrative

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building—combine input (listening and reading) with output (speaking and writing) in an integrated skills approach.

One of storytelling's greatest strengths lies in its adaptability. For beginners, simple repetitive structures can be used to build confidence and reinforce core vocabulary. Intermediate learners can experiment with more descriptive language, while advanced students can refine their use of idioms, complex grammatical forms, and stylistic techniques. This adaptability ensures that storytelling remains relevant and challenging across all proficiency levels.

Beyond linguistic development, storytelling offers important affective benefits. Many ELLs face anxiety when speaking English, fearing mistakes or negative evaluation. In storytelling, the focus shifts from flawless grammar to meaningful message delivery, reducing performance pressure. The narrative context provides natural scaffolding, helping learners plan, remember, and organize their speech. As confidence grows, learners are more willing to take risks, leading to improved fluency and communicative competence.

Storytelling also functions as a medium for cultural exchange. When learners share personal or traditional stories, they bring elements of their cultural identity into the classroom. This not only enriches peer learning but also fosters empathy and global awareness. Exposure to stories from other cultures deepens learners' understanding of English as a language used in diverse contexts worldwide.

The paper presents practical recommendations for integrating storytelling into ELT. These include selecting age-appropriate and culturally relevant materials, combining oral storytelling with technology (such as digital story apps, podcasts, and collaborative writing platforms), and using assessments that value creativity, coherence, and communicative impact alongside linguistic accuracy.

The findings underscore that storytelling is not merely a supplementary activity but a transformative method. It has the capacity to turn the English language classroom into a lively, collaborative space that nurtures linguistic ability, cultural appreciation, and learner confidence—making it an essential tool for modern English language teaching

Keywords: List, computer, books, pictures, games

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Hybridity, Third Space, Mimicry, Unhomeliness, Postcolonial theory

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Abstract

The current study explores the identity formation of postcolonial subjects and their sense of unhomeliness represented in V. S. Naipaul's two major novels: *A Bend in the River* and *Half a Life* through postcolonial cultural perspective. Drawing mainly on Homi Bhabha's theories of hybridity and unhomeliness along with Stuart Hall's assertion of unfixed cultural identity, Avtar Brah and Doreen Massey's ideas about home and place, this thesis attempts to illustrate the colonial subjects and the postcolonial immigrants' predicament in search for home and identity and the transformation that occurs in their identities and sense of home. The thesis, apart from chapters of introduction and conclusion consists of three main chapters. The theoretical framework which consists of a brief discussion about postcolonial background and theory and an elaboration on the ideas of Bhabha and three aforementioned critics is extended and qualified in Chapter II. Bhabha defines hybridity as originating from a "third Space" in-between the two (or more) cultures. The issue of hybridity is represented in Chapter III which deals with the postcolonial subjects' process of identity formation that goes through stages of mimicry, alienation and finally the recognition of the necessity to reconstruct anew an identity out of the multicultures has been evinced especially through two pivotal characters of the novels: Salim and Willie, who both live in the chaotic situation of the newly independent countries of Africa and Asia. The fourth chapter revolves around the concept of unhomeliness and the issue of home and illustrates the colonized subjects and the postcolonial immigrants' displacement, deracination and homelessness; it argues that the longing for homeliness is an unlikely quest for the displaced subjects, and that the imperative of the postcolonial world requires them to see the world as unhomely, changing and hybrid. Finally, the concluding chapter speaks of Naipaul's affinity with his characters and epitomizes the study; it further reveals the dawned conclusions, and makes suggestions on possible further studies.

Keywords: Hybridity, Third Space, Mimicry, Unhomeliness, Postcolonial theory

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Character Education Values in Arundhati Roy's *The God of Small Things*

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Abstract

This study investigates the representation of character education values in Arundhati Roy's *The God of Small Things* (1997), through the application of Abrams' expressive approach, with a particular attention to the embodiment of Roy's authorial perspective. As a semi-autobiographical novel, *The God of Small Things* reflects significant aspects of Roy's life, which serve as contextual foundations for the lives of the characters. The protagonist, Ammu, is a divorcee, like Roy's mother. Ammu's father, like Roy's father, is a tea planter; and Ammu's social reprimand for her actions resonates with Roy's own encounters with legal threats stemming from her political activism. The analysis employs the concept of instructional value as articulated by Eyre and Eyre, which is divided into two principal categories; values of being and values of giving. Within the narrative, multiple passages demonstrate the embodiment of values such as honesty, love, courage, peaceability, purity, and justice. Ammu's journey as the central character illustrates a process of moral learning and serves as a valuable resource for teaching young minds. While *The God of Small Things* has been extensively examined through the lenses of gender studies, postcolonial ecofeminism, race, class, and cosmopolitanism, it has not previously been approached through the integrated lens of Eyre and Eyre's pedagogical framework alongside Abrams' expressive theory. This paper argues that the use of literature as a tool for teaching moral principles fosters the education of both individuals and society, while also presenting opportunities for advancing literature-based character education in the future. The findings indicate that literature serves as a powerful medium for cultivating moral values, shaping identity, and promoting ethical development. In conclusion, Roy has crafted a profound narrative in which moral instruction is subtly embedded; not through overt didacticism or repetition, but through an immersive reading experience that shapes the moral consciousness of readers.

Keywords: Arundhati Roy, Ammu, moral principle, teaching literature

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The Study of Otherness in Kazuo Ishiguro's *Never Let Me Go* and Saadi Shirazi's Selected Poems

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Abstract

The concept of Otherness has been a topic of debate for centuries, as human beings have begun to recognize differences. Any confrontation of the *Self* with the non-self would assist one in comprehending the alterity between them more deeply. The concept of othering the other person is represented in various contexts across different historical periods, whether directly or indirectly. In attempting to discover the phenomenon, one may need to consider divergent aspects of a study in divergent circumstances. This study intends to reveal some feasible reasons behind one's brutality against others and the emergence of such a self-stemming constructive mindset by going through Kazuo Ishiguro's novel, *Never Let Me Go*, and M. Saadi Shirazi's selected poems. The current study also intends to discuss the assumed gap between the *self* and the *other*, which may appear based on dissimilar beliefs, cultural distinctions, ideological temptations, gender-based visions, and man's needs or desires in a philosophical context. The investigation will focus on the perspectives of the twentieth-century philosopher Emanuel Levinas and his outlook on the relationships between the Self and the Other, as manifested in his notable works.

Keywords: *Never Let Me Go*, Otherness, Self and the Other, Levinas

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J.D. Salinger's craftsmanship and the closing paragraph of "A Perfect Day for Bananafish"

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Abstract

This paper argues that J.D. Salinger's "A Perfect Day for Bananafish" resembles to an iceberg in the way it operates—which is different from the way Hemingway's short fiction operates on his principle of the iceberg. The reader of "A Perfect Day for Bananafish" does not realise its depth of meaning until they reach the terse, clinical final paragraph of the story: Seymour Glass retrieves an Ortgies pistol, performs a sequence of mechanical gestures, and fires a bullet through his right temple. The final paragraph suddenly turns a small piece of ice floating on water into a startlingly vast body of ice, to follow up on the initial analogy. This paper argues that that paragraph functions as a retroactive engine, compelling readers to reread the entire narrative and, through stylistic restraint, to confer a quasi-sacral reverence upon Seymour and everything he does. Close-reading the paragraph's sensory indexes, syntactic parataxis, and procedural diction reveals how Salinger displaces moral commentary into the reader's interpretive labor. The bananafish fable, Muriel's perfumed banality, and Seymour's tenderness with Sybil are reconfigured as a constellation of signs that register entrapment, social impermeability, and authentic contact, respectively. Through a close reading of the final paragraph, the paper demonstrates how Salinger engineers an aesthetic of enforced reverence.

Keywords: J.D. Salinger, A Perfect Day for Bananafish, close reading, reader response, narrative closure

Analysing Philip K. Dick's "Survey Team" in the Context of Contemporary Environmental and Societal Challenges

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Abstract

Philip K. Dick's short story "Survey Team" (1954) is full of contemporary resonances; it serves as a compelling narrative that addresses the issues that are troubling our contemporary society. At first glance, the story presents itself as a mid-century Cold War survival fantasy. It is set in a dystopian future where Earth has become uninhabitable due to nuclear devastation, which prompts humanity to seek refuge on Mars. However, a deeper examination reveals that the subtext of the narrative extends far beyond this immediate plot and addresses the critical themes that are increasingly relevant in today's discourse on climate change, extractivism, colonialism, and techno-solutionism. Its narrative of ecological collapse resonates with the discourse on Anthropocene, and its potential critique of the notion of techno-solutionism is especially relevant to the discourse on Post humanism—particularly to transhumanism. In conclusion, Philip K. Dick's "Survey Team" transcends its narrative as a mere cold-war survival fantasy. By situating the story within contemporary discussions on ecological destruction and societal challenges, this paper aims to underscore the enduring relevance of Dick's work and its capacity to provoke critical reflection on our current trajectory.

Keywords: Philip K. Dick, Survey Team, climate change, techno-solutionism, ecological destruction

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The Role of Theoretical Studies in the Cognitive and Linguistic Development of Advanced Language Learners

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Abstract

This article explores how theoretical studies contribute to the linguistic and cognitive development of learners at higher levels of language proficiency. While advanced learners are often believed to benefit mainly from practice-based and communicative methods, the role of theory-focused learning—such as analyzing characters in novels and short stories, linguistic analysis, grammatical frameworks, and metalinguistic reflection—remains underexplored. Drawing on perspectives from applied linguistics and second language acquisition, the study investigates how exposure to theoretical knowledge fosters a deeper understanding of structural patterns, improves critical thinking, and encourages independent learning strategies. The findings show a dual benefit: engaging with theory not only enhances learners' interpretive and analytical abilities but also strengthens their capacity to handle complex linguistic situations. Ultimately, the paper argues that incorporating theoretical studies into advanced language programs can complement practical skills, creating a more balanced, and sustainable path to near-native proficiency.

Keywords: Theoretical studies, Metalinguistic awareness, Linguistic theory, Communicative learner autonomy.

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Teaching Empathy through Multicultural Literature in English Education

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Abstract

In today's increasingly interconnected and diverse world, English language education extends beyond the acquisition of grammar and vocabulary to include the development of essential social and emotional competencies. One such competency is empathy, which enables learners to understand and respect perspectives different from their own. Multicultural literature, with its rich representation of diverse voices, narratives, and cultural contexts, offers a unique and powerful medium for fostering empathy in English classrooms. This presentation explores how multicultural literary texts can be integrated into English language education to promote linguistic proficiency while nurturing intercultural understanding and tolerance.

Multicultural literature introduces learners to experiences of migration, identity, inequality, resilience, and belonging as told by authors from varied cultural and linguistic backgrounds. By engaging with these narratives, learners are encouraged to "step into the shoes" of characters whose realities may be far removed from their own. This process not only enriches their comprehension skills but also promotes emotional engagement with the text, enabling students to view literature as a mirror reflecting human diversity and shared values. For example, immigrant narratives in young adult fiction or postcolonial poetry provide learners with opportunities to discuss cultural adaptation, discrimination, and the quest for identity in ways that go beyond the textbook.

The pedagogical framework proposed in this presentation emphasizes active and reflective engagement with texts. Activities such as literature circles, role-play, guided discussions, and reflective journaling allow students to critically analyze cultural differences while developing empathy. For instance, literature circles encourage learners to voice their interpretations collaboratively, while role-plays help

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them embody characters and perspectives that challenge their own assumptions. Journaling tasks further extend this engagement by prompting students to connect characters' experiences with their personal or local cultural realities.

In addition to fostering empathy, the integration of multicultural literature strengthens critical literacy by encouraging learners to question stereotypes, examine issues of power and representation, and engage with ethical dimensions of cultural diversity. At the same time, such practices promote linguistic skills by immersing learners in authentic language use and varied registers across genres. Teachers, therefore, play a crucial role in guiding learners through culturally sensitive discussions while ensuring inclusivity and respect.

The findings suggest that incorporating multicultural literature into English language education is not an optional supplement but a vital strategy for preparing learners to participate in a multicultural and multilingual world. By promoting empathy, educators cultivate classrooms that go beyond language instruction to become spaces of dialogue, respect, and human connection. The presentation concludes with practical recommendations for text selection, curriculum design, and teacher training that align language learning with the values of empathy and intercultural competence.

Keywords: empathy, multiculturalism, education

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Translanguaging: A New Paradigm for Multilingual Language Education

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Abstract

Translanguaging has emerged as a significant pedagogical approach in multilingual language education, allowing learners to leverage their full linguistic repertoire in the learning process. This paper explores the concept of **translanguaging** and its implications for language teaching and learning. By encouraging students to fluidly navigate between languages, educators can create inclusive environments that validate diverse linguistic identities and enhance comprehension. The study examines various translanguaging strategies, such as collaborative group work, bilingual resources, and code-switching, that have been successfully implemented in diverse educational contexts. Through qualitative research, we analyze the impact of translanguaging on student engagement, language proficiency, and cultural awareness. Additionally, the paper addresses potential challenges, including curriculum constraints and teacher preparedness, advocating for a shift in mindset towards embracing linguistic diversity as a resource rather than a barrier. By adopting a translanguaging approach, language educators can foster a more equitable and effective learning experience, empowering students to thrive in a multilingual world.

Keywords: Translanguaging, Multilingual Education, Linguistic Diversity, Language Proficiency

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Emotional Expression in CLIL Classrooms: An Analysis of the Role of Anxiety and Language Proficiency in Young Learners

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Abstract

This study explores the impact of individual differences and emotional factors in children's foreign language acquisition process in CLIL (Content and Language Integrated Learning) classes. According to the studies in the literature, it has been revealed that students' success in language learning is closely related not only to cognitive variables but also to individual and affective characteristics such as motivation, anxiety level, learning styles and internal/external orientations. While Dörnyei (2001, 2005) presents a comprehensive approach to the integration of motivational strategies into classroom practices; Ellis (2004) and Zafar and Meenakshi (2012) make important contributions with their studies explaining the systematic effects of individual differences in the learning process. In this direction, it has been concluded that the CLIL approach should offer a structure that is responsive to individual differences, flexible and pedagogically flexible.

Keywords: CLIL, Foreign Language Learning, Individual Differences, Motivation, Anxiety, Learning Strategies, Language Acquisition, Second Language Education

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Integrating Social Media in Language Education: Fostering Communication and Collaboration

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Abstract

The rise of social media has transformed the way individuals communicate, offering unique opportunities for language education. This paper investigates the integration of **social media** platforms in language learning, emphasizing their potential to enhance communication skills and foster collaboration among learners. By utilizing tools such as blogs, discussion forums, and social networking sites, educators can create authentic contexts for language practice, encouraging students to engage with peers and native speakers in real-time. The study presents various case studies showcasing successful social media initiatives in language classrooms, highlighting their impact on student motivation, language proficiency, and cultural exchange. Additionally, the paper addresses challenges related to digital literacy, privacy, and the need for effective guidelines to ensure a safe learning environment. By embracing social media as a pedagogical tool, language educators can cultivate a vibrant, interactive learning community that not only improves linguistic abilities but also prepares students for effective communication in a digital world.

Keywords: Social Media, Language Education, Communication Skills, Digital Literacy

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The Role of Language Assessment in Promoting Learner Autonomy and Self-Directed Learning

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Abstract

Language assessment plays a critical role in shaping learners' experiences and outcomes, particularly in fostering autonomy and self-directed learning. This paper examines the impact of **language assessment** practices on student motivation and engagement, emphasizing the importance of formative assessments that empower learners to take charge of their own learning journeys. By implementing assessment strategies such as self-assessment, peer assessment, and portfolio-based evaluations, educators can encourage students to reflect on their progress, set personal goals, and develop metacognitive skills. The study presents various case studies displaying effective assessment practices that promote learner autonomy in diverse educational contexts. Through qualitative research, we analyze the relationship between assessment methods and student outcomes, exploring how supportive assessment environments can enhance language proficiency and confidence. Additionally, the paper addresses challenges related to traditional assessment models and offers practical recommendations for educators seeking to create more learner-centered assessment practices. By prioritizing assessment as a tool for empowerment, language educators can cultivate independent, motivated learners who are equipped to navigate their language learning paths.

Keywords: Language Assessment, Learner Autonomy, Self-Directed Learning, Formative Assessment

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Translanguaging Pedagogy as a Pathway to Academic Writing Development

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Abstract

Academic writing in English for Academic Purposes (EAP) is widely acknowledged as one of the most demanding skills for university students in English as a Foreign Language (EFL) context. Beyond grammatical accuracy and lexical range, academic writing requires generating ideas, developing arguments, organizing texts, and demonstrating critical engagement with knowledge. For many students, these expectations are intensified by English-only ideologies in higher education, which restrict the use of their full linguistic repertoires and heighten anxiety in the writing process. In response to these challenges, translanguaging pedagogy has been increasingly explored as a promising approach for supporting academic writing development. Rather than treating languages as separate systems, translanguaging emphasizes the flexible and integrated use of multilingual resources, allowing learners to mobilize their entire linguistic repertoire as a tool for meaning-making and problem-solving. In this context, this presentation highlights the investigation of the potential role of translanguaging in academic writing, with a particular emphasis on the prewriting stages, where students often encounter the greatest difficulties. Through this focus, the presenters aim to underscore the role of translanguaging in enhancing EAP writing practices and fostering more inclusive approaches to academic literacy.

Keywords: Translanguaging, academic writing, English for academic purposes, multilingual pedagogy, higher education

Critical Reading Strategies Used By University Students in Their English Reading Comprehension

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Abstract

Critical reading is widely recognized as a vital skill in both general learning and foreign language acquisition. However, many students overlook it, and their engagement with critical reading strategies remains underexplored. Such neglect has created a noticeable gap between the recognition of critical reading as an essential competence and its actual practice in academic settings. This study investigates undergraduate students' use of critical reading strategies in English reading at a Vietnamese university. A mixed-methods design was employed, combining the Survey of Critical Reading Strategies (SOCRS) (Nguyen, T.B.T. and Trinh, T.H., 2025) administered to 799 students across cohorts with semi-structured interviews conducted with 16 participants. The SOCRS (Nguyen, T.B.T. and Trinh, T.H., 2025), a psychometrically robust instrument, collected essential demographic data and Likert-scale responses on the use of pre-, while-, and post-reading strategies, while the interviews provided further insights into students' reasoning and challenges. The findings revealed a clear and consistent hierarchy of strategy use: pre-reading strategies were employed most frequently, followed by while-reading strategies, whereas post-reading strategies were least utilized. Among these, rereading and paying close attention to textual details were particularly common, reinforcing students' dependence on surface-level strategies. This reliance was further reflected in their frequent use of dictionary consultation, contextual guessing, and predicting content from titles. In contrast, higher-order strategies-summarizing, questioning, analyzing, and comparing texts-were used far less often. These results indicate that although students recognize the importance of critical reading, they engage insufficiently in deeper analytical and evaluative practices. The study highlights the need for explicit instruction, systematic scaffolding, and targeted training to foster higher-order critical reading skills, particularly in post-reading processes, thereby strengthening learners' critical literacy and better preparing them for future academic and professional demands. Overall, the study not only sheds light on students' current practices but also provides valuable and practical pedagogical implications for curriculum designers and teachers seeking to cultivate critical literacy in EFL contexts.

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Keywords: Critical reading strategies, Survey of Critical Reading Strategies (SOCRS), EFL

ESP Teacher Education: Why, What And How

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Abstract

English for Specific Purposes (ESP) teaching requires specialized pedagogical expertise; however, many educators enter the field without targeted training. This study conducts a systematic review of research on ESP teacher education to determine the major trends in its development, challenges, and future directions. By analysing theoretical frameworks, empirical studies, and reflective practitioner reports in Scopus, ERIC, Web of Science, and SpringerLink database, the review addresses three research questions: Why is ESP teacher training needed? What competencies define effective ESP educators? Moreover, how are programs worldwide addressing these needs? The findings reveal that there is a demand for interdisciplinary collaboration as ESP teachers increasingly work alongside subject-matter experts, necessitating training in teamwork and domain-specific discourse analysis. In addition, it is evident that a pedagogical shift from generic and traditional materials to contextualized, needs-based design, involving corpora and digital tools is strongly advised. Key findings also indicate that ESP instructors face professional identity tensions. That is, many ESP teachers struggle to balance language expertise with limited subject knowledge, highlighting the need for confidence-building strategies. As for the trends in the field, fragmented training models are observed. While some universities try to integrate ESP into ELT / TESOL programs, others rely on ad hoc workshops, signaling a gap in standardized curricula. This present study concludes that it is urgent to systematize ESP teacher education through policy alignment, competency frameworks, and blended learning models.

Keywords: ESP teacher education, systematic review, pedagogical trends, ELT / TESOL, interdisciplinary teaching

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Instructing Adolescent Female Students in EFL Classes through Alice Walker's *The Color Purple*

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Abstract

From the dawn of history, orature and literature have entertained the imagination of human beings. In the field of teaching English as a foreign language (TEFL), literary works are functional as alternative or supplementary educational resources. By portraying life-like moments effectively, they can teach valuable life lessons to the students while fostering a deeper understanding of language and its nuances. As UNICEF reports, there is a high rate of adolescent female school dropout in some countries like Niger, Chad, and South Sudan, to mention but a few. To propose a solution to this problem, we contend that schools can include Alice Walker's *The Color Purple* (1982) in their curriculum to broaden students' understanding of the role of literacy in their lives. Celie, the protagonist of this novel, suffers from the domestic patriarchy of her stepfather and husband; she is gagged and muzzled by physical and sexual harassment. By educating herself, she emancipates herself from the yoke of the patriarchal system and starts a new life for herself. High rates of adolescent female student dropout emanate not just from social and economic problems but also from attitudes toward female literacy in families. Surprisingly, uneducated and unqualified mothers are sometimes responsible for this social ill since they cannot appreciate the importance of education. Teachers could discuss passages from this novel to enlighten female students about the adverse outcomes of illiteracy, which may lead to early marriages, low self-esteem, sexual abuse, and social exclusion. Literature has the power to captivate students' imagination; hence, this novel can be very constructive in healing this social problem.

Keywords: *The Color Purple*, female student dropout, literacy, Content-based approach, critical reading

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University Staff's English Language Challenges, Coping Strategies, and Needs in Communicating with International Students

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Abstract

English is spoken as an International Language (EIL) across diverse environments, including internationalized higher education. The growing global interconnection has contributed to the rise of English as a pivotal means of communication between university staff and international students. In this regard, university staff in internationalized higher education institutions are required to be adequately familiar with EIL so as to reach effectiveness in their communication; otherwise, they may encounter challenges. Therefore, this study set out to explore Iranian university staff's language-related challenges, coping strategies, and needs with regard to their communication with international students. To this end, ten staff members of a university in Iran—seven males and three females—were interviewed concerning their language-related challenges in their communication with international students, along with their solutions for addressing these challenges. Furthermore, they were prompted to express their language-related needs to foster more effective communication. Adopting thematic analysis, findings revealed that staff's insufficient English proficiency, lack of knowledge in students' native languages—Arabic in this case—and students' insufficient English proficiency were regarded as the major hurdles to staff members' communication with international students. However, they employed their own strategies to resolve the communication issues, such as using translation apps, AI tools, getting help from an interpreter, using gestures, and using single words. Additionally, the members expressed that, to enhance communication, they initially need to attain an acceptable level of general English. Subsequently, they should reach sufficient English competence in specific academic and research-relevant contexts. To conclude, the success of communication between university staff and international students is heavily dependent on their competence in using EIL. Staff's language-related challenges in communication—arising from either their insufficient English proficiency or unfamiliarity with students' native languages—can be mitigated through using translation apps, simplified language, etc. Above all, general English proficiency should be prioritized over specialized English to promote effective communication.

Keywords: University Staff; Needs Analysis; International Students

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Integrating Artificial Intelligence into Scenario-Based Learning for Problem-Solving: Insights from ESP Practitioners in Algerian Higher Education

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Abstract

The integration of Artificial Intelligence (AI) is reshaping the pedagogical landscape of language education in general and that of English for Specific Purposes (ESP) in particular. This study explores the practices and perceptions of ESP practitioners in Algerian higher education regarding the integration of Artificial Intelligence (AI) into scenario-based learning (SBL). While SBL has long been recognized as an effective approach for fostering problem-solving skills, its potential when combined with AI remains largely unexplored in the Algerian context. Adopting a qualitative research design, the study draws on semi-structured interviews conducted with ESP teachers across several Algerian universities. The interviews focused on teachers' current practices, their use of SBL, and their attitudes toward AI-enhanced teaching, particularly in relation to creating, implementing, and assessing scenario-based activities. The findings reveal a mix of enthusiasm and apprehension. While many teachers see AI's potential to automate scenario creation, personalize learning, and provide instant feedback, others express significant concerns. These include a fear of over-reliance on technology, a lack of institutional support, and insufficient professional development. The study concludes with recommendations for stakeholders to help bridge the gap between traditional teaching and innovative, AI-powered methodologies, ultimately better preparing both teachers and learners for a digitally driven world.

Keywords: AI integration; ESP; Scenario based learning; Algeria Higher Education; Problem Solving; Teachers Perceptions

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Types of Mediation Activity in ESP Teaching

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Abstract

The purpose of the study is to conduct an analysis of the methods and approaches to mastering mediation activities by technical students in the ESP classes, and, on this basis, develop exercises aimed at developing students' mediation skills in different types of mediation activities.

The study was mixed methods research. It had a descriptive cross-sectional quantitative-based and qualitative-based (observation of the participants in the educational process; comparison and generalization of pedagogical experience on the problem under research; analysis of the data collected in a statistically valid manner) design.

The main types of mediation (non-interactive mediation, interactive mediation and mixed mediation) exploited in the educational process of the ESP are highlighted. With the help of non-interactive mediation, students learn to work independently: writing reports, summaries, and reviews. As for interactive mediation, the forms that are introduced into the ESP teaching are as follows: role-playing, textualization of intentions. Mixed mediation is performed by the teacher; the mediator performs not only an intermediary function, but also carries the function of an active communicator. As a result, after a detailed analysis of mediation and its role in the learning process, a set of specialized exercises for the development of mediation activity was compiled. Each exercise is based on the maximum development of mediation skills in students of technical specialties.

The main types of work in the ESP classroom were: 1) text mediation: selecting what students have understood and retelling it in their own words to help others understand; 2) concept mediation: collaborating with others to discuss ideas and solutions and reach new conclusions; 3) communication mediation: supporting the acceptance of different points of view. The fundamental role of the nature and structure of mediation activity in ESP learning is emphasized. The various opportunities to develop

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meaningful and authentic language and communication activities based on mediation skills mean that ESP can be given a renewed rationale, structure, and set of references. This will potentially lead to more meaningful learning outcomes.

Keywords: ESP, mediation, students of technical specialties.

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Understanding the Realities of Esp Teaching In Higher Education: A Qualitative Study Of Constraints And Coping Strategies

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Abstract

This qualitative study explores the challenges faced by English for Specific Purposes (ESP) instructors in higher education institutions in Turkey. Despite growing interest in ESP as a response to the need for more discipline-specific language instruction, limited attention has been paid to the practical constraints instructors face in designing and delivering effective ESP curricula. Drawing on semi-structured interviews with nine ESP instructors from diverse academic fields, the study investigates issues related to needs analysis, curriculum design, material development, instructional methods, and institutional support. The data were analyzed using Braun and Clarke's (2006) thematic analysis framework, revealing five key themes: lack of subject-matter knowledge, inadequate institutional support, and scarcity of relevant teaching materials, limited professional development opportunities, and misalignment between curriculum and learner needs. The findings highlight a gap between theoretical models of ESP course development and on-the-ground realities faced by instructors, particularly those without specialized ESP training. The study contributes to the international literature by providing context-specific insights from a non-Anglophone higher education setting and calls for more interdisciplinary collaboration, structured ESP training, and policy support to improve ESP instruction. Implications are discussed for curriculum designers, teacher educators, and institutional leaders aiming to enhance the quality and relevance of ESP education.

Keywords: English for specific purposes (ESP), higher education, language instruction, teacher challenges, qualitative research

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Developing moral competence of future specialists in the military sphere in the ESP course

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Abstract

The purpose of the study is to conduct a theoretical study of the issue of moral competence and methods of its assessment; to develop an experimental questionnaire for studying the moral competence of future specialists in the military sphere during the course of ESP.

A method for the study of moral competence "Moral dilemmas" was developed and tested. The statistical analysis of the results was carried out exploiting the statistical package SPSS for Windows.

A theoretical analysis of existing approaches to the study of the pedagogical and psychological content of the moral competence of future specialists in the military sphere has been carried out. The possibilities of assessing the moral enhancement and measuring the moral competence of future specialists in the military sphere are considered. A new diagnostic instrument for studying the moral competence of a future specialist in the military sphere during the ESP course has been developed and tested.

The effectiveness of the stimulus material used to assess moral competence is determined both by the content of a realistic moral conflict significant for the subject, and by the ability to reflect the context of the presented situation as a whole, giving an idea of the interests and goals of the participants in the situation, directly or indirectly involved in it, of the contradictions of their interests, intentions, goals, of possible options for their behavior based on the identification and analysis of leading motives, their experienced and interrelated, that is, providing the opportunity for future specialists of the military sphere to sympathize with the participants in the situation in cases of different outcomes of the development of events modeled in ESP.

Keywords: ESP, moral competence, future specialists in the military sphere

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Writing Language for Specific Purposes with Artificial Intelligence Assistants: Prompts for Developing Virtual Reality

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Abstract

Recent Language for Specific Purposes education integrates Artificial Intelligence into game-based language learning modules to improve different skills, including writing. However, few self-made Virtual Realities are available for university language learning. Recognizing the importance of prompts for developing self-made Virtual Realities, we investigate how Artificial Intelligence assistants help writing prompts for replicating the world in these games. In so doing, a sequential explanatory mixed methods design was adopted. One thousand and six hundred and sixty-five sophomores from writing classes in five universities of Asia were recruited and randomly divided into an Artificial Intelligence group and a control group. After a sixteen-week intervention, the ANCOVA results revealed that writing prompts with Artificial Intelligence assistants facilitated accurate representation of the world in self-made Virtual Realities which in turn resulted in outperformance in academic and professional writing. Qualitative analysis of the participants' briefing notes suggested ample scope for creativity in developing prompts with Artificial Intelligence assistants. The study also addresses instructional applications and proposes avenues for future research.

Keywords: Artificial Intelligence, Language for Specific Purposes, Prompt, Virtual Reality, Writing

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English for Specific Purposes in the Azerbaijani Context: Needs Analysis and Discourse Approaches for Emerging Professional Majors

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Abstract

English for Specific Purposes (ESP) has long been recognized as a learner-centered approach that equips individuals with the linguistic tools they need to function effectively in their professional domains. With the increasing demand for specialized communication skills, ESP has shifted from merely providing technical vocabulary to fostering the ability to participate in professional discourses. English for Specific Purposes (ESP) has become an essential component of higher education worldwide, responding to the growing demand for professional communication skills tailored to specific domains. In Azerbaijan, recent educational reforms and the expansion of university majors demonstrate a commitment to aligning academic programs with labor market needs. As new fields of study emerge in business, journalism, translation, and management, ESP is increasingly viewed not only as vocabulary instruction but also as a means of developing discourse competence and pragmatic awareness relevant to professional success.

This study investigates ESP within the Azerbaijani context, where the increasing number of specialized majors highlights the urgent need for tailored English instruction. While global studies in ESP often focus on universal models, this research addresses the local perspective by examining how universities can design ESP curricula that directly support the requirements of Azerbaijan's rapidly evolving professional landscape. The study emphasizes that ESP must extend beyond vocabulary lists to encompass discourse competence, intercultural communication, and pragmatic awareness relevant to local and global labor markets. The research builds on the premise that language learning is most effective when aligned with real-world communicative practices. Needs analysis is therefore not limited to the identification of lexical gaps but extends to the examination of authentic communication patterns, genres, and registers relevant to specific fields.

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The research employs a qualitative needs analysis framework. Data were collected from both undergraduate students enrolled in newly established majors and professionals already employed in relevant sectors. Instruments included questionnaires, semi-structured interviews, and the collection of authentic professional texts (e.g., press releases, business reports, academic papers, workplace correspondence).

The findings indicate a gap between student expectations and workplace realities. Learners expect ESP to supply field-specific vocabulary, yet professional practice demonstrates the necessity of mastering discourse strategies, register adaptation, and context-sensitive communication. These insights underline that effective ESP instruction must merge needs-driven vocabulary with discourse-based tasks that mirror authentic professional interaction.

By focusing on the Azerbaijani higher education context, this research contributes locally and internationally to the growing discussion on the alignment of language education with labor market demands. Its implications extend to curriculum designers, policymakers, and educators committed to bridging the gap between academic preparation and the realities of professional communication.

Keywords: English for Specific Purposes, Azerbaijan, needs analysis, discourse analysis, labor market, higher education

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Teacher Immunity and Professional Identity in a Changing Educational Context: Perspectives from ELT teachers

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Abstract

The world is becoming increasingly intercultural, and many schools are experiencing an influx of children from diverse nations and backgrounds, making the teaching profession more demanding and challenging. Under these circumstances, the correlation between teacher immunity and factors such as fossilization, efficacy, and maladaptation can be analyzed more accurately and in greater depth. This study aims to reveal ELT teachers' profiles, perspectives on foreign language teaching, and the challenges they face. The participants were selected through convenience sampling, and their teaching experience ranged from 5 to 29 years. The participants were encouraged to reflect on their professional identity, including how they perceive themselves ideally, how they believe they are expected to be, and the type of teacher they fear becoming. They also considered changes observed in the profession and their personal teaching experiences. Finally, questions related to motivation were included to examine factors that enhance or diminish their enthusiasm for teaching. The study employed a qualitative research design to gain deeper insight into the teachers' experiences, collecting data through semi-structured interviews that examined participants' professional growth and the development of teacher immunity over time. The analysis of the qualitative data revealed that participants observed changes in their profession over the years, including shifts in class dynamics, the increased use of technology, and greater flexibility in teaching. They also emphasized a stronger focus on students' needs, along with improved self-confidence, willingness to learn, and personal growth. Participants reported that teacher immunity had developed through experience, ongoing learning, consistent effort, and increased productivity over time. At the same time, they expressed concerns about fossilization, linking it to challenges in self-improvement and feelings of burnout. They also identified issues related to professional competencies and shortcomings within the education system as contributing factors. The findings further showed that teachers' motivation was influenced by several factors, including course materials and resources, physical deficiencies, high expectations, school administrators, students,

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prestige, colleagues, and other individuals. Overall, the findings demonstrate that teachers are adapting to evolving educational contexts through shifts in class dynamics, increased technology use, and greater flexibility, accompanied by a stronger focus on students' needs, enhanced self-confidence, and personal growth. Sustaining teacher professional development, however, requires not only individual effort and follow-up opportunities but also systemic reforms to prevent burnout and maintain professional vitality.

Keywords: Professional development, ELT teacher immunity

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Improving Preservice Teachers' Task Instructions in Practicum: An Action Research Study

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Abstract

Drawing on iterative cycles across an academic year, this paper documents the design, implementation, and results of an action research project on instruction delivery to adolescent language learners within a teacher education program at a Turkish state university. With this project, we aimed to improve the effectiveness of task instructions delivered by preservice teachers during practicum. The project involved 12 preservice teachers, two mentor teachers, and 80 adolescent learners aged 13-15. The project consisted of two main stages: an awareness raising stage and an intervention stage. During the first stage, the preservice teachers were observed and interviewed in practicum sessions, and observations, interviews, and field notes indicated that the most prominent problem was related to task instructions during teaching sessions. The second stage focused on improving the preservice teachers' task-instruction skills using a structured instruction protocol to promote their learners' task comprehension and on-task behaviors. The protocol included key steps, such as calling for attention, goal clarification, micro-demo, and brief rehearsal. The results of the project indicated that, although technical procedures improved preservice teachers' task instruction to some extent, task confusion among learners persisted. Observations, interviews, and field notes indicated that effective task instruction depended on other factors, such as vocal delivery, language clarity, nonverbal alignment, and cognitive load management.

Keywords: task instructions, preservice teachers, English as a foreign language (EFL), practicum, action research

A Study on Pragmatic Awareness of Sarcasm and Its Pedagogical Implications for Preservice ELT Teachers

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Abstract

Sarcasm is a significant aspect of language, and since it serves various communicative functions, it is crucial for a speaker to understand this pragmatic feature. The ability to interpret sarcastic utterances goes beyond looking at literal meaning, and it is more of an investigation using the interplay of prosody and semantic context (Peters et al., 2016). Learners are not expected to solely have a good command of English based on knowledge of grammatical rules and functions, but also a good understanding of language aspects beyond literal meaning, where they can understand the social and cultural norms associated with the language (Kasper & Rose, 2002). This study aimed to investigate preservice English teachers' pragmatic awareness of sarcasm and their beliefs about its integration into EFL classrooms. The participants were first- and fourth-year preservice ELT teachers. A mixed-methods design was employed, specifically Explanatory Sequential Design, incorporating a sarcasm comprehension task, a belief questionnaire featuring Likert-type and open-ended items, and semi-structured interviews. The Sarcasm Comprehension Task was adapted from Woodland and Boyer (2011). The prompts, which were taken from the original study, consisted of various scenarios in which a speaker was being either sarcastic or sincere. The questionnaire consists of three parts. Firstly, it begins with a section that collects demographic information from the participants. It includes questions about the grade the participants are in, their experience of being taught sarcasm, and how often they encounter and use it. The second section aims to collect the participants' beliefs about the role of sarcasm in language learning. This section is divided into different parts to cover key topics relevant to the study's scope. These parts include the importance of sarcasm in English learning, the explicit teaching of sarcasm in ELT, and the challenges in teaching sarcasm. This section was designed with a Likert-type rating system, allowing participants to choose an answer ranging from strongly disagree to strongly agree to indicate the extent to which they agreed or disagreed with the given statements. The belief questionnaire concludes with four open-ended questions that allow participants to further elaborate on their beliefs. Descriptive

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statistics were used to analyse quantitative data, while a thematic analysis approach was used for qualitative responses. The results indicated that fourth-year students performed better than first-year students in sarcasm identification, suggesting a possible relationship between proficiency level and pragmatic competence. While participants generally supported the teaching of sarcasm in EFL contexts due to its relevance for real-life communication, cultural awareness, and critical thinking, some expressed reservations regarding its formal inclusion in the curriculum. These findings point to the importance of systematic training in pragmatics throughout teacher education.

Keywords: Pragmatic awareness; Sarcasm; Preservice English teachers; Teacher education; Pragmatic competence; Turkish ELT context

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From Belief to Practice: A Study of Iranian TEFL Teachers' Instructional Decision-Making

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Abstract

This study explores the alignment between teaching beliefs and classroom practices among Iranian upper-intermediate and advanced TEFL teachers. Out of 150 teachers who completed a preliminary questionnaire, 15 were purposefully selected to participate in semi-structured interviews. The interviews focused on areas where discrepancies emerged between teachers' reported beliefs and their actual instructional practices, allowing for in-depth clarification and understanding of the factors contributing to these mismatches. The qualitative data from the interviews were analyzed using thematic analysis, following Braun and Clarke's (2006) six-phase framework, which involved coding, identifying themes, and interpreting patterns related to belief-practice congruence. Findings revealed that while teachers often hold progressive beliefs about communicative and learner-centered instruction, their classroom practices were frequently shaped by contextual limitations, traditional assessment pressures, and perceived learner readiness. The study also highlighted instances where reflective awareness enabled teachers to adapt their methods in line with their beliefs, demonstrating the dynamic nature of belief-practice interactions. These insights have implications for teacher education and professional development, emphasizing the importance of supporting teachers in bridging the gap between theory and practice. The study contributes to a deeper understanding of teacher cognition and instructional decision-making in the TEFL context.

Keywords: teacher beliefs, classroom practice, TEFL, semi-structured interviews, teacher cognition

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English Language Teaching and Global Awareness: Rethinking Pedagogy through the Lens of Sustainable Development

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Abstract

The integration of global awareness into English Language Teaching (ELT) has gained considerable attention in recent decades, particularly in relation to the United Nations Sustainable Development Goals (SDGs). Positioned at the intersection of language education, intercultural communication, and global citizenship, ELT provides a unique platform for equipping learners with both linguistic competence and critical awareness of contemporary global challenges. This comparative study examines how global awareness is conceptualized and operationalized within ELT practices across different educational contexts, with a particular focus on the incorporation of SDG-related themes such as quality education (SDG 4), gender equality (SDG 5), climate action (SDG 13), and peace, justice, and strong institutions (SDG 16). Employing a mixed-methods design, data were collected through surveys, classroom observations, and semi-structured interviews with prospective English language teachers in diverse institutional settings. The analysis is informed by theories of global competence (Byram, 1997; OECD, 2018) and critical pedagogy (Freire, 1970), offering a multidimensional perspective on the role of language education in fostering sustainable development. Findings reveal both convergences and divergences in teachers' approaches to integrating global issues, shaped by curricular frameworks, institutional policies, and sociocultural contexts. The study argues that embedding global awareness in ELT not only enhances linguistic and intercultural competence but also positions learners as active agents of social change. Implications are discussed for curriculum development, teacher education, and policy alignment with the SDGs.

Keywords: English Language Teaching, Global Awareness, Sustainable Development Goals, Global Competence, Critical Pedagogy

Pre-Service English Teachers' Perceptions of Teacher Agency, Empathic Concern and Perspective-Taking Skills: The Mediating Role of Professional Plans and the Confounding Role of Emotions

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Abstract

This study aims to examine how pre-service English teachers' perceptions of professional agency are related to their empathetic tendencies, professional aspirations, and emotional experiences toward teaching. The primary objective of the research is to explore the interaction between pre-service teachers' socio-emotional competencies and professional motivations, and their tendencies to perceive themselves as effective and competent individuals within educational settings, within the framework of a multidimensional model. The data were collected from 971 pre-service English teachers studying at various public universities in Türkiye. Structural equation modeling was used for data analysis, and the findings revealed that the empathic concern and perspective-taking construct significantly and strongly predicted teacher agency. However, professional plans did not play a mediating role in this relationship, suggesting that long-term career goals may be less influential during the early stages of professional development compared to immediate emotional and interpersonal experiences.

Emotions related to teaching, particularly anxiety and joy, showed significant associations with teacher agency; high levels of anxiety negatively affected agency, while joy contributed positively. These findings indicate that emotional awareness and socio-emotional skills play a central role in the development of teacher agency. In conclusion, the findings suggest that not only pedagogical knowledge and skills but also social-emotional competencies such as empathy and emotion regulation should be supported in teacher education programs in a structured way. Furthermore, it is important to conduct research based on longitudinal and mixed-method approaches to develop a deeper understanding of how teacher identity and agency are shaped over time.

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"Language Unbound: Shaping the Future of Language Education"

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Keywords: Teacher agency, empathic concern, perspective-taking skills, emotions, career plans

Internet platforms used in online language teaching

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Abstract

The article analyzes internet platforms effectively used in remote language teaching. Nowadays, online language learning is widely used. Online training is a form of organization of training by viewing each other on the current screen with the help of Internet resources. Distance education is the education that takes place between a teacher and a student, a teacher and a student at some distance, accompanied by information technologies. Distance education is a practice that allows for mutual cooperation, connects teachers, students and resources located in different geographical regions through special technologies. Distance education is a requirement of today. Now a digital society, a digital environment is forming and we live in a digital world. Because in today's global world, digital technologies, various gadgets, digital media, mobile applications and various digital devices have become a part of our lives. It changed our lives and opened up many possibilities. Developed countries are increasingly increasing their opportunities to use technologies for human benefit. "How can these opportunities be used effectively in language teaching? How to teach the ability to freely express thoughts verbally and in writing in Kazakh? Questions arise: "What methods and technologies should be used to motivate the language learner?" The main task of the teacher is to adapt the language learner to learn the language in practical terms. The article analyzes internet platforms effectively used in remote language teaching. Nowadays, online language learning is widely used. Online training is a form of organization of training by viewing each other on the current screen with the help of Internet resources. Distance education is the education that takes place between a teacher and a student, a teacher and a student at some distance, accompanied by information technologies. Distance education is a practice that allows for mutual cooperation, connects teachers, students and resources located in different geographical regions through special technologies. Distance education is a requirement of today. Now a digital society, a digital environment is forming and we live in a digital world. Because in today's global world, digital technologies, various gadgets, digital media, mobile applications and various digital devices have become a part of our lives. It changed our lives and opened up many possibilities. Developed countries are increasingly increasing

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Keywords: platform internet language practical

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The Interrelationship between Foreign Language Enjoyment and Self-Efficacy: A Comparative Study of 2nd- and 4th-Year ELT Students

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Abstract

The present study investigates the interrelationship between foreign language enjoyment and foreign language self-efficacy among undergraduate students enrolled in an English Language Teaching (ELT) program. The purpose of the study is twofold: first, to examine the extent to which enjoyment and self-efficacy are related in the context of foreign language learning; and second, to compare the levels of these constructs between second-year and fourth-year students. Understanding these dynamics is important for identifying factors that foster positive emotions and strong competence beliefs in prospective English teachers. The participants consisted of 69 ELT undergraduates at a public university in Türkiye, including 36 second-year and 33 fourth-year students. Data were collected using two standardized self-report instruments. The Foreign Language Self-Efficacy Scale (FLSES) includes nine items measuring learners' perceived ability across the four language skills, while the Short Form of the Foreign Language Enjoyment Scale (S-FLES) comprises nine items divided into three sub-dimensions: teacher appreciation, personal enjoyment, and social enjoyment. Both instruments employ a five-point Likert response format. Descriptive statistics were calculated to provide an overview of the participants' responses. Correlation analyses were conducted to investigate the link between enjoyment and self-efficacy, independent-samples t-tests were used to compare second- and fourth-year students, and regression analyses were employed to explore the predictive role of enjoyment on self-efficacy. The findings revealed a moderate, positive correlation between foreign language enjoyment and self-efficacy, indicating that students who enjoy language learning tend to hold stronger beliefs about their own capabilities. Furthermore, fourth-year students reported higher levels of both enjoyment and self-efficacy compared to their second-year peers, though the differences were modest in size. Regression results confirmed that enjoyment was a significant predictor of self-efficacy across the sample. In conclusion, the study underscores the close link between enjoyment and efficacy beliefs in language learning and emphasizes the importance of fostering positive emotions and competence beliefs in ELT programs, particularly during the early years of study.

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Keywords: Foreign language enjoyment, self-efficacy, ELT students, teacher education

Uncovering Pre-service EFL Teachers' Emotions through Poetry Writing

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Abstract

There has been a growing interest in the concept of teacher emotions in the field of language teacher education in recent years. This interest has also begun to be reflected in the territory of language teacher education in Türkiye. The existing research on this topic mostly points to the relationship of teachers' emotions and their identity. Furthermore, student teachers are known to experience both positive and negative emotions during their teaching practicum. The current study aimed to explore the hidden emotions of pre-service language teachers through the medium of poetry writing. Our participants included seven pre-service EFL teachers, who were asked to write poems about their experiences and emotions during their twelve-week teaching practicum each week. We used thematic analysis to analyze the qualitative data collected in this study. The data analysis yielded five major themes: (1) student teachers' positive emotions in practicum and their sources, (2) student teachers' negative emotions in practicum and their sources, (3) student teachers' identity conflicts in practicum, (4) learning through experience in practicum, and (5) reflecting on practicum experiences. The results indicate that poetry writing, serving as a reflection tool both for past and future experiences, can reveal student teachers' emotions and experiences and can be used for the professional development of pre-service language teachers during their teaching training.

Keywords: teacher emotions, poetic inquiry, language teacher education, student teachers, practicum

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Mindfulness in Language Learning: Enhancing Focus and Retention

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Abstract

Incorporating mindfulness practices into language education can significantly enhance learners' focus, retention, and overall well-being. This paper explores the concept of **mindfulness** and its application in language learning environments, emphasizing the benefits of cultivating present-moment awareness among students. By integrating mindfulness techniques—such as meditation, breathing exercises, and reflective practices—educators can create a supportive atmosphere that reduces anxiety and fosters a positive learning experience. The study examines various mindfulness strategies that have been successfully implemented in language classrooms, analyzing their impact on student engagement, language acquisition, and emotional resilience. Through qualitative research, we assess how mindfulness practices can help learners develop greater self-awareness and improve their ability to absorb and retain new language concepts. Additionally, the paper discusses the implications for teacher training and curriculum design, advocating for a holistic approach to language education that prioritize mental well-being alongside linguistic proficiency. By embracing mindfulness, language educators can empower students to navigate the challenges of language learning with greater confidence and clarity.

Keywords: Mindfulness, Language Learning, Emotional Resilience, Student Engagement

Boosting 21st Century Skills: A Professional Development Programme for In-Service English Teachers

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Abstract

This study examines in-service English Language Teachers' perceptions and practices regarding 21st-century learning and innovation skills in classroom settings. Employing an explanatory sequential mixed-method design, this study examined the perceptions and application of 21st-century skills among in-service English teachers. A total of 100 volunteer teachers participated in a questionnaire through convenience sampling, while 15 teachers were interviewed, and they attended in a Professional Development Program based on incorporating 21st Century Skills into English Language Classroom process. Quantitative data from 100 questionnaires and qualitative data from 15 in-depth interviews, lesson plans, and reflection reports were analyzed. These participants subsequently created lesson plans integrating 21st-century skills and prepared reflection reports based on their teaching experiences. The results revealed a disconnect: while teachers appreciate the significance of 21st-century skills, they face significant barriers to implementation due to a lack of training. The study therefore underscores the necessity of targeted professional development to broaden teachers' perspectives and enhance their practical competencies in this area.

Keywords: 21st Century Skills, In-service English Teachers, Professional Development Program

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The Influence of eTwinning Projects on the Development of Specific Skills in Middle School Students

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Abstract

eTwinning projects have become a powerful educational tool for connecting students and teachers across Europe. In middle schools, these projects play a crucial role in enhancing 21st-century skills, fostering collaboration, creativity, digital literacy, and intercultural awareness. This article explores how participation in eTwinning projects contributes to the personal and academic development of middle school students.

Keywords: eTwinning, middle school, skills, digital literacy, communication, collaboration, intercultural education, active learning.

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The Effect of Comic Strips on Turkish EFL Learners' Motivation and Reading Comprehension

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Abstract

The aim of this study was to shed light on the nature of comic strips - an ignored genre in Turkish English language textbooks - and to assess the probable effect of using comics as reading materials on Turkish intermediate EFL learners' motivation to read. It was also aimed to find out whether using comic strips has any effect on students' comprehension of comics and accordingly comprehension of other reading materials. Two groups of Turkish teenage intermediate EFL learners were selected for this study. The participants were 91 fifth and sixth grade students from Final School in Erzurum. A Nelson Proficiency Test was administered in order to determine the homogeneity of the two groups. Then, the learners were assigned to experimental and control groups and participated in a reading program. The students' motivation to read was assessed at the beginning and end of the study administering the Motivational Questionnaire (Mori, 2002). Morris' questionnaire was a 20-item seven point Likert scale questionnaire, measuring how foreign language students feel about reading.

The pre- and post-test data obtained from the students' responses to the questionnaire was fed into SPSS and a Pearson product-moment correlation coefficient was used to analyze the raw data. The analysis showed that the students' motivation to read increased significantly at the end of the reading program. It was found that the experimental group students' reading motivation was highly correlated with reading comics. The study demonstrated the importance of looking beyond the dry and bookish format texts. The findings of this study may shed new light on the relationship between the kind of reading genres used in language classes and the students' motivation to read the materials. These findings have important implications for offering new insights to material developers for the development and inclusion of enjoyable reading materials in English textbooks, because a textbook partly written in comics' format can be a very good choice to make changes in foreign language learners' views toward the textbooks.

Keywords: Comics, Comic Strips, Motivation, Reading Comprehension

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The Impact of a Gamified EFL Learning Platform on Iranian Primary School Students' Speaking Development

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Abstract

This research examined how a gamified English language learning system improved the speaking capacity of Iranian children. We tracked 80 students, with 40 in two groups. One group practiced through our system over six weeks and earned points and badges for speech practice, whereas the other underwent traditional teaching methods. We evaluated all kids for speaking abilities through questionnaires pre- and post-experiment. Results showed that the ones who used the gaming platform improved considerably in confidence and fluency. Pronunciation also improved but not as significantly. We were most impressed by how the game facilitates greater learning engagement. Kids were less anxious to speak English when they were being rewarded and saw leaderboard progress. Competitive elements must, however, be kept in check to be sure learning is being kept as the foremost concern. The results suggest that engaging motivational learning games can allow language educators to assist timid young kids in overcoming shyness to speak English. The study offers teachers recommendations on how to promote child language learning and enjoyment.

Keywords: The impact of a Gamified EFL learning platform on Iranian primary school students' speaking development

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Assessment and Educational Materials: Is There Any Relationship?

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Abstract

Education is the only way individuals can acquire specialized skills and knowledge for their development. Teaching and learning are two prevailing activities in education, which require the formulation of learning experiences to be taught (materials), the development of strategies for delivering those learning experiences (instruction), and the degree of achieving instructional aims and suitability of materials to the learners (assessment). The relationship between materials and teaching is linear since every teaching process depends on the elements of materials, such as the goals of the material content, the nature of the subject matter (e.g., Physics, English Language), the psychology of learning, and teaching methods. A linear relationship can be found between materials and assessment. A well-developed material can be assessed to determine its suitability to learners, teachers, and society. The materials assessment results (educational goals, type, and organization of learning experiences) are given to material developers for modification and improvement. A relationship can be found between elements of teaching and assessment. The statements of instructional objectives, time required for teaching, and instructional methods and strategies are the elements of teaching that can be assessed. In the teaching process, assessment is needed to determine the suitability of the teaching topic to the learners' ability and age, determine the suitability of teaching goals and aims to the learners' ability and duration of teaching, and determine the relevance of learners' previous knowledge; determine the relevance of teaching methods and strategies to the topic and aims of teaching. Overall, assessment can provide the necessary information to improve teaching (formative) and go to a new topic (summative).

Keywords: language teaching; material development; assessment

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EFL Teachers' Perceptions and Practices in Using Generative AI for Listening Material Development

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Abstract

Generative Artificial Intelligence (AI) has a crucial role in reshaping English language teaching, offering opportunities to design engaging and learner-centered instructional materials. Despite the growing availability and promises of these tools, little is known about how they are implemented by teachers and the challenges and opportunities teachers encounter in practice. To bridge this gap, the present study aimed to explore how English as a Foreign Language (EFL) instructors perceive and use AI tools for developing listening materials. Data were gathered from four teachers through focus group interviews and individual think aloud sessions. Artefacts including AI-generated listening materials and instructors' written interactions with AI tools were also used for triangulation. The data were analysed through thematic and content analysis. The results showed that instructors used various AI tools for planning, scriptwriting, audio generating, and tasks designing. The teachers also acknowledged that generative AI provided them a valuable support by reducing time to develop materials, enabling them to control and adapt the content. However, these tools also had several limitations since using them requires specific competence and knowledge. The results of this study have pedagogical implications for EFL instructors as well as for teacher educators by highlighting the importance of developing critical awareness of how and when to use AI tools in the development of language learning materials.

Keywords: teachers' use of Generative AI, listening material development, teachers' perceptions towards AI

The Effect of Lexical Features on Iranian EFL Learners' IELTS Essay Writing

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Abstract

The development of writing skills is an essential part of teaching and learning a foreign language. Furthermore, rich and in-depth knowledge of lexical features is highly needed in academic discourse. The present study, therefore, investigated the effect of lexical features, specifically lexical diversity, richness, and sophistication, on Iranian EFL learners' performance in IELTS essay writing. The study underscored the significance of vocabulary knowledge, its contribution to improving writing quality, and the crucial role of lexical diversity and the acquisition of academic language in academic writing. To address these objectives, the study involved an in-depth analysis of the writing essays produced by 60 intermediate female Iranian EFL students. The data were analysed through one-way multivariate analysis of covariance (MANCOVA), as implemented in SPSS (version 25). The findings revealed that the experimental group had a significantly higher mean than the control group on posttest of lexical diversity, lexical richness, and lexical sophistication. The study's findings not only highlight the pivotal role of lexical features in IELTS essay writing but also point to the need for further exploration of additional aspects of Iranian EFL learners' IELTS essay writing, such as syntactic complexity, lexical complexity, and emotionality. These areas present valuable avenues for future research that can significantly contribute to a more comprehensive understanding of the linguistic features and emotional aspects of Iranian EFL learners' IELTS essay writing, ultimately informing language instruction, assessment, and materials development

Keywords: IELTS essay writing, lexical diversity, lexical richness, lexical sophistication, lexical features

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Redefining Language Education: Integrating Cultural Narratives in Curriculum Design

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Abstract

As globalization reshapes communication, language education must evolve to reflect the rich tapestry of cultural narratives that influence language use. This paper proposes a framework for integrating **cultural narratives** into language curricula, emphasizing the importance of context in language learning. By incorporating stories, traditions, and perspectives from diverse cultures, educators can foster a deeper understanding of language as a living entity shaped by its speakers. The study highlights innovative teaching practices that utilize storytelling, multimedia resources, and community engagement to create immersive learning experiences. Through qualitative research, we analyze the impact of this approach on student motivation, cultural awareness, and language proficiency. The findings suggest that embedding cultural narratives not only enhances linguistic skills but also cultivates empathy and global citizenship among learners. This paper aims to inspire educators to rethink curriculum design, ensuring that language education is not just about grammar and vocabulary, but also about the stories that connect us all.

Keywords: Cultural Narratives, Language Curriculum, Global Citizenship, Storytelling

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Exploring the Role of Emotional Intelligence in Language Learning Success

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Abstract

Emotional intelligence (EI) plays a crucial role in the language learning process, influencing students' motivation, resilience, and interpersonal skills. This paper examines the impact of **emotional intelligence** on language acquisition, highlighting how understanding and managing emotions can enhance learners' experiences and outcomes. By fostering EI in the classroom, educators can create supportive environments that encourage risk-taking, collaboration, and effective communication. The study presents various strategies for integrating emotional intelligence training into language curricula, such as reflective practices, peer feedback, and role-playing activities. Through qualitative research, we analyze the relationship between EI and language proficiency, exploring how emotionally intelligent learners are better equipped to navigate challenges and engage with diverse cultural contexts. Additionally, the paper discusses the implications for teacher training and curriculum design, advocating for a holistic approach that prioritizes emotional development alongside linguistic skills. By recognizing the importance of emotional intelligence, language educators can empower students to become more effective communicators and empathetic global citizens.

Keywords: Emotional Intelligence, Language Learning, Motivation, Interpersonal Skills

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Evaluating Curricular Reform in English Preparatory Programs: Instructors' Views on the Move to a Modular System

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Abstract

This study examines instructors' perspectives on the transformation of the English preparatory language program from a yearlong structure to a modular system. The investigation focuses on how instructors perceive the rationale, implementation process, and potential outcomes of this curricular shift. Data were collected through questionnaires and semi-structured interviews with instructors at a School of Foreign Languages. Findings reveal that instructors generally acknowledge the modular system's potential to enhance flexibility, address varying proficiency levels, and create clearer learning milestones for students. However, concerns were raised regarding assessment practices, workload distribution, and possible discontinuity in students' language learning trajectories. Instructors also emphasized the need for strong administrative support, professional development opportunities, and ongoing evaluation during the transition process. Overall, the study highlights the importance of incorporating instructor perspectives in managing educational reforms and provides recommendations for facilitating a smoother and more sustainable transformation of preparatory language programs.

Keywords: English Preparatory program, program evaluation, modular system, insights of instructors

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The Global Evaluation of English: Historical, Economic, and Cultural Perspective

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Abstract

This research examines the evolution of English as a global language. It focuses on its importance in business, media, and diplomacy. The goal is to investigate the historical, political, and cultural factors that have contributed to English becoming a global language. The study used a mix of methods. It included a literature review of historical texts, analysis of case studies in international business, and surveys about language use in global settings. The findings indicate that the spread of English was facilitated by the historical expansion of the British Empire, the economic dominance of the United States, and the emergence of global media. English serves as a practical tool for communication and is often viewed as a symbol of social and economic status in many parts of the world. The primary conclusion is that historical events, cultural exchanges, and economic factors shape the role of English as a global language. This study enhances our understanding of language in global communication and highlights the importance of recognizing language diversity, even with one language being dominant.

Keywords: English, Literature, International, Linguistic

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Does Explicit/Implicit Instruction Raise Indirectness of EFL Students? Focus on the Employment of Request Mitigators

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Abstract

The main goal of this study was to investigate the difference in outcomes of teaching pragmatics to see if any improvements can bring about in pragmatic awareness and production of the speech act of request by explicit and implicit methods. The participants were Iranian sophomore students at Tabriz Azad University in the field of Teaching English as a Foreign Language (TEFL). The explicitly-taught students benefited from overt metapragmatic discussions, yet the implicitly-taught group's attention was drawn to pragmatic phenomena with no overt metapragmatic explanations, but with covert consciousness-raising, practice and role plays. A third group of students who had no instruction in pragmatics acted as a control group.

Assessment of the students' awareness and production was undertaken by a discourse completion test (DCT). The results of data analyses revealed that students' speech act comprehension and performance improved significantly in both the explicit and implicit instruction groups, but that the improvement was greater in the case of the explicit group. No improvement was observed in non-pragmatic input in the control group. The provisional conclusion is that pragmatic competence is capable of being taught successfully even in an EFL setting like Iran, especially where pragmatic learning is addressed explicitly.

Keywords: Explicit/implicit instruction; pragmatic awareness; request responses, MDCTs

Enhancing EFL Pronunciation Accuracy: The Role of Teacher Guidance and Online Dictionary Tools

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Abstract

This study investigated the comparative efficacy of two distinct instructional approaches on the pronunciation performance of Iranian intermediate EFL learners: traditional in-class teacher-led practice versus self-directed learning using online dictionary pronunciation tools. A sample of 50 learners was divided into two experimental groups. A target list of 120 new words introduced during the course was prepared to serve as the foundation for all assessment and practice. The first group received explicit pronunciation instruction from a teacher, focusing on segmental features (specific vowel and consonant sounds) and suprasegmental feature (stress) through controlled and communicative drills. The second group was trained to use the audio features of reputable online dictionaries (e.g., Oxford Learner's Dictionaries, Cambridge Dictionary) for self-study, where they could independently listen to and imitate model pronunciations of individual words and example sentences. A pre-test ensured the groups' homogeneity in pronunciation accuracy. Following a six-week intervention period, a post-test was administered, which included a reading aloud task and a targeted word list, rated by blinded independent raters using a validated pronunciation rubric. Results indicated that both groups showed significant improvement from the pre-test to the post-test. However, the teacher-led group demonstrated statistically superior gains in the accurate production of suprasegmental features and overall intelligibility. The findings suggest that while online dictionaries are a valuable autonomous learning tool for phonetic accuracy, teacher-led instruction provides a more comprehensive framework for developing the prosodic elements critical to fluent and intelligible speech. The study highlights the value of integrating both methods within a balanced pronunciation syllabus.

Keywords: EFL learners, online dictionary tools, pronunciation accuracy, suprasegmental features, teacher-led instruction

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Becoming an Entrepreneur: The Journey of an EFL Teacher

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Abstract

Teacher entrepreneurship is an emerging and expanding field of research that has received significant attention in the past 15 years (Keyhani & Kim, 2020b). Although previous studies focused on the outcomes, qualifications, and institutional contexts of teacher entrepreneurship, there is limited research addressing the personal motivations and decision-making processes that lead to entrepreneurial actions (Keyhani & Kim, 2020a; Oplatka, 2014; Ho & Lee, 2023). Thus, this article aims to explore these underlying reasons in the decision-making process through a qualitative single case study of an 8-year experienced Turkish EFL teacher in Türkiye who is a novice entrepreneur in the teaching field. The qualitative data collected via a semi-structured online interview will allow the researchers to have an in-depth understanding of how the novice entrepreneur expresses their decision-making experiences in their own words and offers insights into the “hows” and “whys” of the entrance into entrepreneurial activity in their teaching journey, which marks a significant milestone in their career (Patton, 2015; Yin, 2018). To ensure this, the interview will be analyzed through thematic analysis, utilizing coding of open-ended responses to identify recurring patterns and themes (Patton, 2015), and following Braun and Clarke's (2006) six-phase thematic analysis approach. This study will provide an in-depth and detailed narrative of a teacher's decision to start an entrepreneurial project and contribute to the related literature in the Turkish teacher entrepreneurship context.

Keywords: teacher entrepreneurship, novice entrepreneur, EFL teacher, case study

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A Comparative Study of Undergraduate English Teacher Education Programs in the United States and Turkey

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Abstract

This study provides a comparative analysis of undergraduate English language teacher education programs in the United States and Turkey, focusing on program structure, curriculum content, field experience, and quality assurance mechanisms. A qualitative comparative case study design was employed to systematically examine policy documents, curriculum frameworks, accreditation standards, and related academic literature. Data were collected through document analysis and analyzed using thematic analysis to identify similarities and differences between the two systems. The findings indicate that while both countries share the goal of preparing qualified and effective English language teachers, their approaches differ considerably. U.S. programs are characterized by flexibility in curriculum design, with institutions having autonomy to include elective and interdisciplinary courses. They also emphasize continuous, extended practicum experiences throughout the program and maintain rigorous external accreditation processes through independent agencies such as CAEP, TESOL, and ACTFL. In contrast, Turkish programs follow a highly centralized and standardized curriculum determined by YÖK and MEB, offer limited practicum experiences typically confined to the final year, and rely primarily on internal quality assurance mechanisms with limited external oversight. These differences reflect broader educational governance structures and policy priorities. The study concludes that Turkish ELT programs could be strengthened by integrating reflective teaching practices, extending the duration of field experiences, establishing independent external accreditation systems, and providing continuous professional development for in-service teachers. Drawing on insights from U.S. practices can support the modernization and international alignment of Turkish teacher education, ultimately preparing future teachers to meet the complex demands of globalized English language teaching.

Keywords: English teacher education, curriculum, practicum, accreditation, Turkey-USA comparison

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The Role of Digital Environments in Language Acquisition during Childhood

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Abstract

Nowadays, children grow up surrounded by digital technologies. Tablets, smartphones, educational applications, and online games play an important role in their learning processes. This situation presents new opportunities as well as some challenges for language acquisition. Childhood is considered a critical period during which language development occurs most rapidly. Digital environments provide children with the opportunity to learn new words and expressions, engage in linguistic interactions, and effectively develop communication skills. Research shows that appropriately designed digital content can enhance children's vocabulary and grammar knowledge. For example, interactive story applications support both listening and speaking skills. Additionally, game-based learning tools motivate children to actively use language. However, the unconscious use of digital environments can reduce social interaction opportunities and lead to imbalances in language development. Therefore, guidance from parents and educators, as well as careful content selection and usage duration, is of critical importance. This study examines the effects of digital technologies on children's language acquisition, the advantages they offer, and the potential limitations in a comprehensive manner. Participants will have the opportunity to discuss the pedagogical use of technological tools, digital literacy, and early language learning strategies. In conclusion, when used correctly and consciously, digital environments can become an effective tool that supports language acquisition in childhood and makes learning processes more efficient, enjoyable, and sustainable.

Keywords: Childhood language acquisition, Early language learning, Educational technology, Interactive learning.

Evaluating Pre-Service English Teachers' Error Analysis: Competences and Perceptions

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Abstract

This research aims to examine the competence of university students taking a Second Language Acquisition (SLA) course in detecting linguistic errors in English language learners and their perceptions of this process. The research intends to systematically assess both the development of preservice teachers' error analysis skills and their pedagogical perceptions of error detection processes. The research is conducted with approximately 50 students taking the SLA course in the English Language Teaching programme at Muğla Sıtkı Koçman University's Faculty of Education.

The first objective of the research is to determine the extent to which preservice teachers taking the SLA course can accurately detect errors in linguistic output produced by native Turkish English language learners. In this context, Corder's (1967) distinction between "error" and "mistake" and his approach that errors can contribute to the learning process in language learning are used as a theoretical basis. This section of the research focuses on assessing students' error detection accuracy and analyses the processes of classifying errors and linking them to theoretical explanations.

The second objective is to measure the development of students' error analysis competencies over time. In this context, pre-test and post-test comparisons are made to assess changes in students' error detection skills. Selinker's (1972) theory of "interlanguage" guides this assessment; students' processes of recognising learners' temporary language systems and developing their own instructional perspectives are monitored.

Thirdly, the ability of ELT students to accurately categorise error types (morphological, syntactic, and pragmatic) is analyzed. Theoretical components of Gass and Selinker's (2008) concepts of learning transfer, negative transfer, and target language effects are used to assess students' ability to distinguish

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errors by type. During this process, students' ability to recognise and appropriately classify errors is scored using the developed error analysis rubric.

The fourth students' perceptions of error analysis, their challenges, and the strategies they adopt are examined through qualitative data. Semi-structured individual interviews focus on students' experiences and cognitive and affective responses to the error analysis process. These qualitative data are analysed using content analysis, revealing students' pedagogical perspectives, perceptions, and suggestions regarding error analysis.

The study data are collected using a mixed-methods approach. Quantitative data are obtained through pretests and posttests and analysed using a dependent samples t-test. Qualitative data are assembled from individual interviews and analysed thematically using content analysis. This comprehensive analysis assesses various dimensions, including students' error detection accuracy, error type classification competence, and ability to connect with ELT theories.

This research not only provides a concrete opportunity to observe preservice teachers' cognitive development in language error analysis but also provides an in-depth understanding of their subjective perceptions and experiences regarding error analysis processes. This provides data-based contributions to the role and function of ELT courses in curricula.

Keywords: SLA, Error Analysis, Pre-service Teachers of English

The Impact of Using Memes in University Prep Classes on Learners' Willingness to Communicate

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Abstract

Modern literature has shown that the integration of digital culture and online discourse within English Language Teaching (ELT) not only constitutes an emerging research field but also has the potential to stimulate motivation, engagement, and willingness to communicate (WTC). Internet memes are a powerful tool of popular culture, a fusion of jokes, cultural understanding and easily recognizable visual-verbal images. The current research undertaking explores the application of memes as warm-up activities in University Preparatory English classes and how they might affect WTC by using humor and cultural relevance to suppress the affective filters, and hence, promote communicatively friendly classroom settings. The research is based on Communicative Language Teaching (CLT), affective filter hypothesis by Krashen, and the modern discussions about technology-enhanced learning. Transmitted as cultural artefacts in the internet age, memes are both funny and relatable, as well as linguistic innovations that reflect cultural change. As a regular practice, they inject new idiomatic use, metalanguage and discursive activities in the practice of daily communication, which is a living testimony of how language and culture interact in a dynamic manner. Teachers can use this two-fold role by asking students to work with memes at the beginning of the lesson and, therefore, facilitating the process of transition to more challenging communicative activities and showing students the examples of language change in harmony with digital culture. Earlier studies on humor and WTC have shown that meme-based warm-ups have a positive effect on the willingness of learners to communicate, including the reduction of tension, the increased level of familiarity, and stimulation of the authentic interaction. The memes are often seen as close, and pleasant, which makes students interested and decreases anxiety. Teachers say that memes help them to achieve spontaneous communication without losing academic rigor. In its turn, this paper adds to the growing body of digital pedagogy and communicative competence research, not only by highlighting the opportunities of internet culture with regard to pedagogy of higher education, but also by demonstrating how memes exemplify the ongoing impact of

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cultural change on language use. Conventional to the theme of the conference, which is, developing the Future of Language Education, the discussion is based on the fact that meme-based instructions are to be integrated to achieve the development of learner-centred classes, and at the same time, the discussion presents the facts concerning how the digital popular culture enhances the communicative and linguistic repertoire of students and teachers.

Keywords: memes, willingness to communicate, English preparatory classes, communicative language teaching, and digital culture

Challenges of Learning Reading Comprehension during Online Classes among Intermediate Students of Hormozgan Province

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Abstract

Since English is a foreign language in Iran, students have more problems learning it, especially in reading comprehension skills. One of the main problems of students is that they do not learn English regularly and continuously, and the process of learning is only limited to school, hence their mastery of skills is low and they retain a limited vocabulary in mind. The importance of the present study was to investigate the effect of online classes on the learning process of reading comprehension in English language. For this purpose, the researcher used pre-test and post-test with control group and experimental groups in the research design. The participants were divided into two experimental groups and a control group. The Test of Reading Comprehension (TORCH) was used as a pre-test, and after conducting the pretest, the researcher started the reading comprehension treatment for six weeks. Both groups had online classes for six weeks. The experimental group had online reading comprehension classes with new educational techniques, but the control group had face-to-face sessions. The participants took a post-test of reading comprehension to measure their progress in reading comprehension. The results were collected for qualitative data analysis. The researcher compared the pre-test of both groups through independent sample t-tests to ensure that both groups were homogenous in terms of their reading comprehension. The researcher also used the Independent Samples t-test and ANOVA technique to compare the mean scores of the two groups on the post-test and pre-test. The findings of this study showed that online education affects language learning. The results of this study help programmers in online English teaching to implement methods that are more new in online teaching planning. Besides, this study hopes to aid educationists to be duly prepare for any challenges of online education (such as what happened during the Covid-19 era). In order to gain better result in this new teaching approach, it is necessary to have some updates and modifications in educational systems, to

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equip the institutions with high-tech devices and facilities required for online platform, to make students and teachers adjust with online methods of learning and instruction and finally to have a supportive family to ease the process of learning.

Keywords: Keywords: E-reading, Online Teaching, Reading Comprehension, Reading Strategies

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Comparative Analysis of ICT and Artificial Intelligence Elements in the Turkish Century Maarif Model English Curriculum with International Standards

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Abstract

This study analyses the information and communication technologies (ICT) and artificial intelligence (AI)-based instructional elements of the Turkish Century Maarif Model English Curriculum, considering international standards and current literature. The integration of ICT and AI in the context of English language teaching has been supported by rapidly developing research over the last decade and has become a critical element in student achievement, motivation, and self-directed learning skills. However, to what extent the new curriculum developed in Türkiye incorporates these technologies and how much it aligns with international trends has not yet been adequately examined. Considering this gap, this study employs qualitative content analysis and examines the Turkish Century Maarif Model English Curriculum document. The program's presence, scope, and level of implementation are evaluated via the categories revealed through content analysis as digital material use, digital literacy, e learning and LMS, online assessment and evaluation, learning analytics, adaptive learning systems, and chatbot/automated feedback. The findings indicate that digital material use and digital literacy are at a moderate level; however, e-learning is at a basic level, and online assessment and evaluation are limited. Learning analytics is only at a conceptual level, while AI-based tools such as adaptive learning systems and chatbots are completely lacking. These results reveal significant shortcomings when compared to the international literature. Studies in the past decade have shown that ICT and AI applications affected English language teaching. For instance, AWE (Automated Writing Evaluation) systems improve writing performance (Mekheimer, 2025; Söğüt, 2024; Zhang & Hyland, 2021), and ASR (Automatic Speech Recognition)-based tools have moderate to large effects on pronunciation teaching (Ngo et al., 2024; McCrocklin, 2016). Chatbots increase student motivation and speaking output (Babanoğlu et al., 2025; Huang et al., 2024; Yuan, 2024), while generative AI creates new pedagogical opportunities in

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writing and critical thinking (Han et al., 2023; Lee et al., 2025; Liu et al., 2025). Furthermore, enhancing teachers' AI and digital pedagogical competencies (DigCompEdu, 2017; ISTE, 2020; UNESCO, 2019) are critical for the sustainable integration of these tools. In conclusion, while the Turkish Century Maarif Model English Curriculum demonstrates partial success in ICT integration, it falls short of international standards in terms of AI applications. To align the programme with international trends, AI-based personalised learning tools, online assessment applications, and digital competency training for teachers urgently need to be integrated into the curriculum. This study presents both the current situation and evidence-based recommendations for policymakers and educators.

Keywords: English curriculum, ICT, artificial intelligence, content analysis, international standards

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On the Feasibility of a Context-based Approach to Language Assessment: A Model abbreviated in SPEAKING

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Abstract

Trend of conceptualizations on the construct of language and multi-dimensionality approach to it on one hand and insights from SCT have highlighted the role of context (i.e., internal and external ones) in language education in general and its assessment in particular on the other. That is, SCT approaches SLA as a pendulum movement from intra-psychological plane to inter-psychological plane; interplay between internal and external worlds. Aligned with this trend, language assessment is also purposefully approached assessment FOR, OF and AS learning, which justifies appreciating the role of context in its design, implementation and interpretation of both process and product. To shed some lights on the issues, this presentation first touches upon the theoretical underpinnings of context-based approach to language assessment. Then, the notion of context is conceptualized and elaborated in line with justifying the context-based assessment. Last, a tentative model of context-based language assessment represented in the components of SPEAKING (i.e. Setting, Participants, End, Agent, Key, Instrument, Norm, and Genre) is suggested, its feasibility is elaborated, and assessment strategies are discussed.

Keywords: Assessment; Testing Strategies; Context; SLA

Teacher Experience and Student Discipline in EFL: A Study on Beliefs about Speaking Self-Assessment

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Abstract

This study investigated the beliefs of English as a Foreign Language (EFL) teachers and students regarding EFL learners' speaking self-assessment, with a specific focus on how teaching experience and academic discipline influence these beliefs. A total of 114 teachers, categorized into low (1–5 years), mid (6–10 years), and high (10+ years) experience groups, and 171 undergraduate or postgraduate students majoring in English Literature, Linguistics, or English Language Teaching (ELT), participated in the study. Two parallel 39-item Likert-scale questionnaires were developed and validated through expert review and pilot testing ($\alpha = .979$ for teachers, $\alpha = .986$ for students). Data were collected via purposive sampling and analyzed using one-way ANOVA and post-through convenience sampling and analyzed using one-way ANOVA and post hoc tests. The results indicated statistically significant differences in teachers' beliefs based on experience level, with highly experienced teachers expressing more favorable views toward speaking self-assessment. Similarly, students' beliefs varied significantly across academic disciplines, with ELT students demonstrating the strongest support for learner self-assessment practices, followed by Linguistics and then Literature students in Linguistics and then those studying English Literature. These findings suggest that both professional experience and academic background play a pivotal role in shaping beliefs about learner autonomy and assessment. The study highlights the importance of integrating self-assessment training into teacher education and EFL curricula to promote emphasizes the importance of integrating self-assessment training into teacher education and EFL curricula to foster reflective and independent learning.

Keywords: Academic discipline, English as a Foreign Language, speaking self-assessment, student beliefs, teacher beliefs, teaching experience.

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Electronic Portfolios: A Review and Evaluation of an Alternative Method of Assessment

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Abstract

Electronic portfolios are considered as invaluable means of teaching, learning, and assessment. This paper aims at reviewing and evaluating the concept of electronic portfolios used in various educational settings. Electronic portfolios are used as the result of development of portfolios. After providing different definitions of the term, advantages and disadvantages are discussed as well. Beside on the review of the related literature, opinions of scholars and empirical studies, the researcher believes that it would be advisable for all teachers to start using e-portfolios in their own classes, adapting them to their educational context and enjoy the many of advantages offered through them. E-portfolios not only support students' learning, but also encourage their self-assessment, use of self-regulation strategies and their critical thinking.

Keywords: electronic portfolio, alternative method of assessment, language teaching

Educational Materials and Assessment: How Do EL Teachers View The Relationship?

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Abstract

Formal education is the only way individuals can acquire specialized skills and knowledge for their development. Teaching and learning are two important activities in education, which require the preparation for the learning experiences to be taught (materials), the development of strategies for delivering those learning experiences (instruction), and the collection of evidence for achieving instructional aims (assessment). Materials can be textual, video, audio, or mixed ones. The relationship between materials and teaching is direct and often linear since every teaching process depends on the elements of materials, such as the nature of language and genres contained in the materials, the nature of the subject matter (e.g. reading, writing, and grammar), the psychology of learning, and teaching methods. This situation becomes even more prominent in a context where teaching- learning is dependent mostly on textbook materials as in Nepal. A well-developed material is expected to be suitable to learners, teachers, and society. In classroom implementation, materials guide the statements of instructional objectives, learning outcomes, time required for teaching, instructional methods, and strategies, and learning assessment. In the teaching process, assessment is needed to determine the suitability of the materials and teaching topic to the learners' ability and age, determine the suitability of teaching goals and aims to the duration of teaching, determine the relevance of learners' previous knowledge, determine the relevance of teaching methods and strategies to the topic and goals of teaching. Overall, assessment can provide the necessary information to improve teaching (formative). This presentation highlights how Nepalese English language teachers assess the materials they use in relation to the suitability of the materials to their instructional goals and strategies, instructional time, learners' backgrounds, and learning assessment activities.

Keywords: English language teaching; teaching-learning materials, assessment

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The Impacts of the Last Language Assessment Regulations on English Language Teachers' Assessment Practices

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Abstract

Language assessment is one of the key areas of teacher competences, and needs to take place consistently and thoroughly in language classrooms. Despite its various benefits such as insights into students' progress, language development, and instructional planning and practices, comprehensive language assessment persists as an important weakness in many language classrooms. Teachers, often, majorly administer 'grammar' tests of gap filling, matching, and multiple choice to ascertain whether specific grammar structures have been learnt besides limited assessment of reading and vocabulary knowledge. However, the regulations introduced by the Ministry of National Education on September 9, 2023 require language teachers to administer listening and speaking tests separately while they can assess grammar, vocabulary, reading, and writing through pen and paper tests. The teachers also need to use rubrics, checklists, and scales besides games for young learners' assessment. At this point, the preparedness of English teachers for this change and their ability to integrate the regulations into their assessment practices matters, although the literature reports inadequate preparedness due to training, time, and experience constraints. Hence, through open-ended surveys we elicited secondary school English language teachers' (N= 12) responses regarding if the new regulations influenced their language assessment practices. The results reveal various responses ranging from confirmation of a change to no change at all. The ones agreeing with the positive impacts of the regulations report that they can better and in a more detailed fashion assess the learning outcomes, and students attribute greater significance to listening and speaking activities. However, some reported that the regulations did not cause any changes as they already assess four skills. Besides, majority said they do not administer game-based assessment. The results highlight some challenges as excessive paperwork and workload despite lack of compatibility for every grade and inadequate time, encountered during the implementation of new changes.

Keywords: English language teaching, language assessment, language teachers, game-based assessment

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Contextual Validity of Lexicogrammar Items in a National High-Stakes EFL Exam: Evidence from the Turkish YDS

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Abstract

This study investigates the structural and contextual features of the first 20 grammar and vocabulary items in ten YDS ("Yabancı Dil Bilgisi Tespit Sınavı" or Foreign Language Proficiency Test) English exams to evaluate their alignment with contemporary views of language proficiency. Drawing on a mixed-method content analysis, the study first identifies the most frequently tested grammatical and lexical structures, and then examines their contextual validity using a three-level rubric. Findings reveal a strong emphasis on sentence-level structures, such as conjunctions and tenses for grammar, and collocations and lexical choice for vocabulary. Most items were found to be semi-contextualized, with fully contextualized items remaining rare. A qualitative analysis of item justifications further showed that contextual decisions were influenced by operational concerns such as scoring ease, standardization, and psychometric stability, rather than communicative relevance. These findings suggest that the YDS operate within a structurally conservative testing philosophy, which may inhibit the assessment of pragmatic competence and discourse-level interpretation. The study argues that national high-stakes exams like the YDS do not merely assess knowledge but shape educational priorities through washback effects. As such, meaningful reform is needed to incorporate discourse-rich, pragmatically anchored item types to align assessment practices with communicative language teaching goals and SLA research.

Keywords: communicative competence, contextual validity, high-stakes testing, language assessment, SLA-informed test design

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Justice-Oriented Assessment: The Role of Asset-Based Approaches in L2 Testing and Assessment

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Abstract

Informed decisions play a central role in the future lives of test candidates, and when such decisions are based on biased, unjust tasks and activities in high-stakes assessments, test candidates are most likely to face dire consequences, which will cause irreparable damage to them. In recent years, fairness and ethics have been proposed as criteria to consider when developing assessments for multilingual students. The use of asset-based approaches is one way to advance social justice, promote fairness, and contribute to equitable treatment of students from diverse cultural backgrounds. Asset-based approaches primarily focus on culturally relevant, culturally sustaining, culturally responsive, and critical features, which may best suit the wide range of students belonging to different cultures and languages. In this conceptual paper, I will argue how such approaches can be implemented in L2 testing and assessment and how testing specialists can use them in the development of L2 assessments. The ultimate goal is to show how investing in these methods can contribute to fair assessments, advance social justice, and consider equity, diversity, and inclusion.

Keywords: asset-based approaches, justice, fairness, critical assessment

Do Learning Styles Predict Language Test Success? Evidence from EFL Learners

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Abstract

This study explores the predictive relationship between EFL learners' learning styles and their performance on vocabulary and cloze tests. A total of 90 intermediate-level EFL learners participated in the study, all of whom were selected through the Oxford Placement Test and assessed using a validated learning style questionnaire and two language tests. The learning styles investigated included visual, auditory, tactile, kinesthetic, group, and individual preferences. Pearson correlation and multiple regression analyses were employed to analyze the data. Results revealed significant positive correlations between vocabulary performance and three learning styles, visual, tactile, and auditory, while cloze test performance was significantly predicted by visual and auditory styles. Despite the significance, the effect sizes were modest, suggesting that while learning styles contribute to performance variation, they do not serve as strong standalone predictors. The findings support the integration of learner differences into classroom practices and language assessment design. Implications for differentiated instruction and test development are discussed, particularly within the context of Turkish EFL education.

Keywords: : learning styles, vocabulary test, cloze test, language assessment, EFL, learner differences

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The Power of Peer Feedback: Enhancing Language Skills through Collaborative Assessment

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Abstract

Peer feedback is a transformative practice in language education that fosters collaboration and enhances language skills among learners. This paper investigates the role of **peer feedback** in the language learning process, emphasizing its potential to improve writing, speaking, and critical thinking abilities. By engaging students in providing constructive feedback to their peers, educators can create a supportive learning environment that encourages reflection and self-assessment. The study presents various models of peer feedback implementation, including structured peer review sessions, collaborative writing projects, and oral presentation evaluations. Through qualitative research, we analyze the impact of peer feedback on student motivation, language proficiency, and interpersonal skills. Additionally, the paper addresses challenges such as ensuring effective feedback quality and managing group dynamics, while providing practical recommendations for educators to facilitate successful peer feedback experiences. By integrating peer feedback into language curricula, educators can empower students to take an active role in their learning, fostering a sense of community and enhancing overall language acquisition.

Keywords: Peer Feedback, Language Education, Collaborative Learning, Student Assessment

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How to Teach Technical Writers and Translatores

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Abstract

We take it as axiomatic that scientific and technological progress nowadays is inconceivable without actively exchanging specialized information between people speaking different languages. Multilingual information exchange in the field of science and technology is of great significance. Scientists and technical experts have to follow the most current information that appears abroad in periodicals and specialized literature. Foreign language helps them get information about the achievements of modern science and technology.

English is the universal language of science and technology. In many academic libraries around the world, English-language scientific and engineering journals take up as much as 50% of the total book and periodical budget. An increasing percentage of scholarly papers written in English (over 80%) inevitably means that an increasing proportion of papers are being both written and read by members of the scientific and technological community who do not have English as their first language. In many senses, the scientific paper is one of the most important manifestations of the role of English as a language of wider international communication.

For a modern engineer, technical expert or research worker, it is absolutely necessary to have a practical command of foreign languages. A scientist who can read the literature of his or her field in several languages has a much better grasp of the subject.

Unfortunately, not all scientists master a foreign language thoroughly enough to read original scientific and technical literature. They often turn to translators for help.

The translation industry requires **a comprehensive mastery of translation competence**, which has several hard skills: language expertise, translator capability of decoding and coding oral and written

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communication, and subject matter knowledge of the relevant terminology systems with which the translator works.

The normative learning component "Translation and editing of professional texts. Translation of scientific and technical literature" is the basis for the translator's professional competence formation. In particular, students acquire the necessary knowledge about the inventory for translation and editing of professional texts of various genres and develop the skills to solve individual translation tasks within the code switching between English and Ukrainian languages.

The learning component objectives are to sharpen the abilities to:

- perform adequate written translation and edit professional texts from
- various fields of knowledge following the standard requirements for translation;
- operate with subject matter terminology to solve professional tasks, namely knowledge of the terminological base of scientific and technical discourse and the basic terminology of the main professional languages of science and technology for the translation tasks;
- use translation methods and techniques to overcome lexical, grammatical
- and stylistic problems while translating technical documentation.

Learning objectives:

1. Elaborate on the genres of sci-tech literature and their linguistic features.
2. Reflect on competences for a translator of sci-tech literature: hard and soft skills

Keywords: professional text, scientific and technical translation, type of text, translation technique, terminology, standardization

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Translation as Mediation Tasks in EFL Classrooms: A CEFR-Oriented Case Study in West Africa

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Abstract

Abstract

This paper explores the use of translation-oriented mediation tasks by means of folktales of Mali in English as a foreign language (EFL) classroom in the context of West Africa. Based on 2020 companion volume of Common European Framework of Reference for Languages (CEFR), the study particularly focuses on one mediation descriptor: Translating a written text. Within the CEFR mediation framework, translation is reconceptualized as intercultural meaning making process that helps learners bridge between languages and cultures. Accordingly, this study was carried out at a state university in Mali with 15 Malian undergraduate students at the B1-B2 level of English proficiency. A mixed method case study design was adopted to acquire both qualitative and quantitative data. The data, in this sense, was collected from three sources: (1) Folktale translations produced by learners through translation-based mediation, (2) focus-group discussions to analyze learners' perceptions towards translation process and folktales (3) pre and post-tests to measure learners' improvement related to translation-based mediation tasks. The results of the study indicate that Malian EFL learners were able to produce comprehensible folktale translations, which are consistent with the B1 mediation scale of CEFR, and engagement with folktales through translation helped them activate their pluricultural repertoire, which might be a novel finding in terms of application of CEFR mediation within West African context. The results of the study are noteworthy in that they offer distinctive insights into how translation could be utilized as a CEFR mediation task through authentic materials such as folktales. In this regard, this study is expected to make a valuable contribution to both EFL pedagogy and Translation Studies due to its innovative approach reframing translation as mediation task and its application of CEFR within the context of foreign language teaching in West Africa where related research remains limited.

Keywords: Translation, Mediation, CEFR, West Africa.

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The Importance of Culture in the Use of Fixed Expressions

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Abstract

The role of culture in comprehending and producing language, particularly fixed expressions such as chunks, fixed phrases, and idioms is quite crucial and foundational. Language that has a complex structure is a part of culture from which it emerges. In constructing and conveying messages to the parties communicated, in addition to grammar, lexical items play an important role. These items contain chunks, which are pre-fabricated word combinations, and idioms whose meanings are not easily deducible from the literal meaning of their components. They all carry not only cultural meanings but also pragmatic functions. However, they usually do not have direct equivalents across languages and hence effective translation of such expressions requires cultural competence beside linguistic proficiency in the language.

Fixed expressions are shaped in accordance with the sociocultural norms of a community and reflect values, behavioral expectations, and communication styles. For instance, an expression of sympathy or appreciation in one culture may involve different degrees of sincerity or formality. Therefore, relying on the literal translation of these phrases can give way to misunderstandings, even offence. Likewise, idioms being connected with a community's traditions and history can cause problems when the translators do not consider culture in their use. Therefore, being aware of the cultural embedding of such expressions is essential to have a proper communication.

In view of these explanations, this study focussed on the use of cultural expressions in translating sentences. Data used in the study came from sentences translated by fifty learners majoring in English and translation engines. The learners taking part in the study were given a cloze test assessing their proficiency level and 14 sentences to be translated from Turkish into English. These sentences were also translated into English by using Deepl Translate, ChatGPT, and Google Translate. The results of the study indicated that learners whose level of language proficiency was intermediate had difficulty in

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translating cultural expressions. They mostly translated the sentences through paraphrasing them. They also attempted either to translate the expressions literally rather than idiomatically or to omit the target expressions in their translations. The results obtained from machine translation were not very promising, too.

This paper discusses the main findings of the study in detail and considers the pedagogical implications in terms of learners and teachers.

Keywords: idioms, lexical items, fixed phrases, translation, paraphrase

The Mystery of the Encounter between Grace and Human Freedom in the Vision of Saint John Cassian

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Abstract

The patristic support of the syntheses of modern and contemporary theologians is vast, starting generally with the Cappadocian Fathers and ending with St. Gregory Palamas. Shaped in an Christological context, the idea of the real participation of human nature in the process of salvation – to the point of deification – can be considered as a defining feature of Orthodox theology. St. John Cassian is a special case in the development of the Christian tradition. For an author raised in the Eastern tradition, the Pelagian dispute would rather highlight the limits and inadequacy of human reason to comprehend the mystery of salvation. The firmness with which he opposes Pelagius will not lead St. John Cassian to the Western solution, his theology remaining faithful to Eastern predecessors such as St. John Chrysostom.

Keywords: grace, deification, liberty, pelagianism, salvation, will

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Language and Intercultural Communication

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Abstract

Language and intercultural communication are inextricably linked, as language functions not merely as a vehicle of information, but also as a cultural system that shapes, reflects, and negotiates meaning between speakers of different backgrounds. This study examines the complex role of language as both a bridge and a barrier in intercultural encounters, highlighting how linguistic choices, pragmatic strategies, and cultural schemas influence mutual understanding. Building on theories of linguistic relativity, discourse pragmatics, and intercultural competence, the research investigates how interlocutors construct shared meaning across cultural boundaries while navigating divergent communicative norms.

The analysis emphasizes three central dimensions: the symbolic power of language in representing identity, the pragmatic negotiation of politeness and face across cultural frameworks, and the adaptive strategies speakers employ to mitigate miscommunication. By synthesizing data from cross-cultural discourse studies and sociolinguistic research, the paper argues that successful intercultural communication depends less on the mastery of grammar and lexis alone, and more on the ability to interpret cultural codes embedded in speech acts, metaphors, and conversational styles. Furthermore, language is revealed as a site of negotiation where global forces and local identities intersect, shaping both inclusion and exclusion within multilingual encounters. The findings underscore the necessity of fostering intercultural communicative competence in an increasingly globalized world, where mobility and digital interaction intensify cross-cultural contact. This competence requires not only linguistic proficiency but also cultural reflexivity, empathy, and awareness of one's own communicative positioning. Ultimately, this research positions language as a dynamic, relational practice that mediates cultural difference while simultaneously generating new hybrid forms of communication. Such an approach contributes to a deeper understanding of how linguistic and cultural dimensions intersect, offering insights for applied linguistics, language pedagogy, and intercultural training.

Keywords: Language and intercultural communication

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The Acceleration of Neologism: A Study of New Word Formation in the Digital Age and Its Sociocultural Implications

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Abstract

Abstract

The digital age, marked by global connections and the widespread use of social media, has significantly changed how languages evolve, creating opportunities for cultural exchange and misunderstandings. This research paper argues that the speed of neologism—the creation of new words—has greatly increased, while the methods of forming these words have been altered by digital platforms, which act as unique spaces for global cultures to interact. This study goes beyond just analyzing word structure; it uses a sociolinguistic and intercultural communication perspective to explore how digital neologisms serve as both connections and obstacles in cross-cultural conversations. These new words are powerful cultural symbols, providing important insights into current collective fears, community building, and power relationships worldwide.

The research uses a mixed-methods approach, combining qualitative digital ethnography with an analysis of neologisms from official dictionary watchlists (like Oxford and Merriam-Webster), social media language (from Twitter, TikTok, and Instagram). The analysis identifies and investigates how common word formation methods—such as blending (e.g., "doomscroll"), adding prefixes or suffixes (e.g., the "-core" suffix), and changing the meaning of existing words (e.g., "ghosting")—are utilized in intercultural situations, creating a new layer of global, hybrid vocabulary.

Through detailed case studies, this paper shows how these neologisms help spread cultural ideas (like the Korean term "Mukbang" or the Japanese concept "Karoshi"), while also looking at how platform-specific language ("algospeak") can create isolated cultural vocabularies that impede understanding. The findings indicate that the rapid creation of new words in the digital realm has significant effects on intercultural communication: it democratizes language development, allowing less dominant cultures to insert their terms into the global vocabulary; it leads to the commercialization of cultural slang, often

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removing it from its original context; and it creates a lively, often contested space where global identities are shaped, amplifying both cultural convergence and divergence.

This study concludes that grasping these new word formations is crucial for navigating the complexities of intercultural interactions in the 21st century, as they are foundational to modern global discourse.

Keywords: Intercultural Communication, Neologism, Digital Age, Global English, Cross-Cultural Dialogue

Understanding Culture Shock through the Lens of Intercultural Communication: A Critical Review

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Abstract

Culture shock is a psychological response that arises when individuals encounter unfamiliar cultural environments. While it may initially evoke curiosity, it often leads to challenges and adaptation processes over time. In an increasingly globalized academic environment, international students frequently encounter culture shock, which can significantly influence their adaptation, psychological well-being, and academic integration. For this reason, intercultural communication serves as a key mechanism through which individuals from different cultural backgrounds can interact and adapt. Effective intercultural communication is crucial for international students to successfully negotiate the challenges of a new academic and cultural setting. This study critically reviews the relationship between culture shock and intercultural communication in the context of globalization and the increasing mobility of international students. A literature review was conducted in Google Scholar and Web of Science. Ten peer-reviewed studies published between 2015 and 2025 were systematically reviewed. The reviewed studies indicated that language barriers, differing social norms, and identity-related stress were the most common factors linking culture shock to communication challenges. The findings highlight the need for structured intercultural communication training and supportive policies to minimize culture shock and facilitate adaptation. The review concludes that strengthening intercultural competence and institutional support is essential to reduce culture shock and promote inclusive environments in multicultural societies.

Keywords: Culture shock, intercultural communication, cross-cultural adaptation, globalization.

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Problem of Educating a Polycultural Personality

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Abstract

The study **aims** to highlight and systematize the works of Ukrainian scholars on the problem of educating a polycultural personality. **Methods** of analysis, synthesis, generalization, and systematization of scientific and pedagogical sources on the problem under study are used in a complex. **Results.** The key goal of multicultural education is outlined, which is to educate an individual ready for effective creative life in the conditions of a modern multicultural society. It is noted that the concept of a polycultural personality is a complex pedagogical phenomenon, the content of which includes such categories as "culture" and "polyculturalism". Given the subject of the research, culture is defined as a dynamic process of interaction based on pluralism of values and mutual enrichment between different ethnocultural communities. It is found that in the Ukrainian scientific and pedagogical discourse, polyculturalism is interpreted both as a principle of education and development of modern society, and as an integrative quality of the personality, which is manifested in effective intercultural interaction, opening up to a person the possibility of not only dialogue, but also self-justification in the conditions of the plurality of cultures of the modern world. **Conclusions.** Analysis of the works of Ukrainian scholars allows us to consider the education of a polycultural personality as a complex, systemic process, which is manifested in active intercultural interaction on the basis of dialogical relations and acquired socio-cultural knowledge; contributes to the development of the intellectual and spiritual spheres of the personality necessary for effective life in the conditions of multiculturalism of the modern world; provides personal actualization of the meanings inherent in culture, as well as self-knowledge and self-realization of the personality; depends on the development of modern civilization, the level of development of a certain society, the relationship of culture and education in it, as well as the methods of cultural identification.

Keywords: polycultural personality, polycultural education, culture, polyculturalism, individual cultural self-determination

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Benefits of COIL for Pre-Service EFL Teachers

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Abstract

In our increasingly interconnected world, the definition of language competence has evolved to include intercultural awareness and the ability to communicate effectively across cultural boundaries. This presentation explores how Collaborative Online International Learning (COIL) can foster intercultural competence and enhance language skills among pre-service language teachers. It includes how COIL-based projects can contribute not only to individual student growth but also to broader goals of internationalisation in higher education and intercultural community building. The presenters highlight the reciprocal relationship between language learning and intercultural engagement, arguing that COIL creates meaningful, authentic spaces for this development for pre-service language teachers. The session will conclude with a synthesis of research findings and reflections from our own institutional context, offering practical insights for teacher educators seeking to internationalise their programs through virtual collaboration.

Keywords: Collaborative Online International Learning

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Intercultural Communication Competence in Language Teaching

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Abstract

In today's world, where globalization and international interactions are intensifying, foreign language teaching is not limited to the transmission of grammar rules or the acquisition of basic skills. Language learning also encompasses the ability of individuals to communicate effectively, respectfully, and meaningfully with different cultures, to recognize cultural diversity, and to develop communication in harmony with this diversity. Therefore, intercultural communication competence is regarded as an integral part of language teaching.

Intercultural communication competence requires individuals to develop awareness of different cultures, free themselves from prejudices, show empathy, and demonstrate flexibility in communication processes. The development of this competence within language teaching enables learners to understand language not only in its structural aspects but also within its cultural context. Language is not merely a tool for communication; it is also a reflection of cultural values, norms, and identities. When learners use language with this understanding, they are able to establish healthier and more effective communication with people from different cultures.

The preparation of teaching materials that support intercultural awareness, the inclusion of cultural comparisons in classroom activities, and the development of students' critical thinking skills play a significant role in fostering this competence. Teachers' guidance also contributes to the development of learners' cultural sensitivity, encourages them to question their biases, and helps them adopt a more open perspective.

In conclusion, intercultural communication competence should not be seen as a secondary element but as a primary objective in language teaching. Equipping learners with this competence enhances not only their linguistic abilities but also their cultural sensitivity, empathy, and sense of global citizenship, thus enabling them to become more effective individuals in today's world.

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Keywords: Language Teaching, Intercultural Communication, Cultural Awareness, Empathy, Global Citizenship, Cultural Sensitivity

The Role of gratitude Emojis in Cross-cultural online communication

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Abstract

With the rapid development of digital technologies and globalization, Internet communication has become an integral part of everyday life for modern people. One of the key phenomena accompanying digital interaction is networking—a form of social activity that allows people to establish and develop connections regardless of geographical or cultural differences. Modern virtual communication creates a unique information environment in which verbal communication is increasingly accompanied by visual and paralinguistic elements. In this context, emojis, smileys, GIF animations, stickers, selfies, and memes play a special role, performing not only a decorative but also an important communicative function.

This research focuses on analyzing the functions of gratitude emojis in online communication in a cross-cultural context. The relevance of this topic stems from the growing need to understand how visual markers such as emojis can be interpreted by representatives of different cultures and what nuances arise in the process. Emojis are a universal language of the digital age, but their meanings and functions can vary depending on cultural norms, the context of communication, and the platform on which the interaction takes place.

The article examines how emojis expressing gratitude are used in intercultural communication to reinforce emotional messages, soften formal tones, create a friendly atmosphere, and minimize the risk of misunderstanding. Particular attention is paid to comparing the perception of gratitude emojis in different cultural contexts, such as Western and Eastern societies. It is shown that in some cultures, such as emojis can be perceived as a sign of sincerity and politeness, while in others, they can be perceived as informality, which is inappropriate in certain social situations.

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It also explores how visual elements help overcome language barriers and reduce the distance between communicators. Emojis allow you to convey emotions and intonations that are often lost in text-based communication. In addition, they function as tools of cultural mediation, helping to adapt messages to different audiences. However, despite their apparent universality, emojis require consideration of cultural differences, as the same symbol can have different interpretations in different sociocultural groups.

Thus, gratitude emojis play an important role in cross-cultural online communication, serving as a tool for emotional expression, rapprochement, and cultural adaptation. In the context of global digital interaction, knowledge of the peculiarities of interpreting visual markers becomes a key aspect of effective communication. The results of the study emphasize the need for intercultural competence when using nonverbal means in the Internet space.

Keywords: emoji, gratitude, communication, misunderstanding

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Integration of Digital Applications in High School Physics Classes

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Abstract

The integration of digital applications in high school physics classes has transformed traditional teaching approaches by enhancing student engagement, promoting active learning, and supporting differentiated instruction. This paper explores the educational potential of platforms such as Quizizz, Kahoot, Wordwall, Canva, and Padlet in the context of teaching core physics concepts. Each tool is examined for its specific contribution to improving conceptual understanding, assessment practices, and collaborative learning. A case study involving the use of a digital quiz on density in a middle school physics class highlights the effectiveness of formative assessment tools in providing immediate feedback and identifying learning gaps. The paper also discusses the advantages and limitations of these applications, emphasizing the need for thoughtful integration aligned with curriculum goals. The findings suggest that when used strategically, digital tools can significantly enrich physics education and foster the development of 21st-century skills.

Keywords: Canva, digital platform, games, Kahoot

Research as a Proxy Agent for Professional Development, Wellbeing and Collective Agency

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Abstract

Adopting narrative inquiry, this study explored the experiences of five EFL instructors' becoming academic researchers, specifically focusing on their research practices during their doctoral education journey. Utilizing a metatheoretical framework designed by the researcher, the analysis of the narrated life experiences collected via semi-structured interviews revealed that for these academic research teachers (ARTs), research practices served as a proxy agent that fostered their professional development and wellbeing as well as it fostered collective agentic actions. This study offers important implications for teachers who also assume researcher identity roles as they pursue doctoral education while working as a full time teacher. In addition, presenting the intersection between their teaching and research practices, the study highlights significant implications for the teacher education programs, research communities, school administrations, and policy-makers. (*This conference paper is extracted from the completed doctoral dissertation of Author 1, under the supervision of Author 2.)

Keywords: Research, Identity, Agency, Academic Researcher Teacher (ART), Professional Development, Doctoral Education, Narrative Inquiry

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Developing a Model of Teacher Agency for Iranian EFL Teachers

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Abstract

Teaching is a dynamic activity that necessitates making quick decisions and responding to suit the requirements of students. Teacher agency which is defined as the capacity of teachers to act purposefully to direct their professional growth, find solutions to challenges they face, and improve their practices (Damşa et al., 2021) plays a significant part in the L2 education of the learner. Relying on a qualitative design, the present study focused on developing a model of teacher agency for Iranian EFL teachers. To so doing, following a thorough literature review and preliminary interviews with five informants, the researcher developed a Focus Group Discussion (FGD) protocol to collect the data from ten EFL teachers and five EFL teacher-educators in the Iranian context asking for their views about the components of EFL teacher agency. The collected data were fed into MAXQUDA and were analyzed through open, axial, and selective coding. The results revealed that factors such as teachers' beliefs, their autonomy, pedagogic competence, teaching experience, leadership, and professional qualifications could be considered as the components of EFL teacher agency. The present study findings can be used both to develop and validate an EFL teacher agency inventory and investigate the EFL teachers' awareness of teacher agency principles.

Keywords: autonomy, EFL teachers, leadership, pedagogic competence, teacher agency, professional qualifications, teaching experience

The Efficacy of Affective Scaffolding on EFL Learners' Listening Comprehension and Anxiety

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Abstract

This study examined the efficacy of specific affective scaffolding strategies on the listening comprehension performance and anxiety levels of intermediate English as a Foreign Language (EFL) learners. A quasi-experimental design was implemented with an experimental group (n=30) and a control group (n=30). The experimental group received listening instruction infused with three targeted affective strategies: Encouraging, using verbal routines like “aha,” “ok,” and “good” to provide positive reinforcement and motivate continued effort; Emotional scaffolding, providing feedback focused on the content of the learner’s responses to create a supportive and relaxed learning atmosphere; and Shy tracking, proactively inviting learners identified with low willingness to communicate (WTC) to contribute in a low-pressure manner. The control group received standard listening practice focused solely on skill development without these affective interventions. A pre-test, comprising a standardized listening exam and a Foreign Language Listening Anxiety (FLLA) scale, established baseline equivalence. After a six-week intervention period, a post-test revealed that the experimental group achieved a statistically significant greater improvement in listening comprehension scores. Furthermore, this group reported a markedly greater reduction in listening anxiety compared to the control group. The findings indicate that deliberate, practical strategies like positive verbal reinforcement, content-focused feedback, and inclusive participation techniques are highly effective in lowering the affective filter. This study concludes that integrating such explicit affective scaffolding is essential for fostering a secure environment that promotes both better comprehension and greater psychological readiness for listening tasks.

Keywords: Affective scaffolding, EFL listening comprehension, language anxiety, willingness to communicate (WTC).

Erken Çocuklukta Sosyal Duygusal Öğrenme Becerilerinin Desteklenmesinde Dijital Hikâye Anlatımının Rolü

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Abstract

Okul öncesi dönem, çocukların sosyal-duygusal gelişimlerinin temellerinin atıldığı kritik bir dönemdir. Bu süreçte çocuklar, duygularını tanıma ve ifade etme, empati kurma, problem çözme, iş birliği yapma ve sosyal kurallara uyum sağlama gibi beceriler kazanırlar. Sosyal duygusal öğrenme (SDÖ), bireylerin hem kendilerini hem de çevrelerini anlamalarına, olumlu ilişkiler geliştirmelerine ve sorumlu kararlar almalarına yönelik sistematik bir yaklaşım sunar. Son yıllarda dijital araçların eğitimde yaygınlaşmasıyla birlikte SDÖ becerilerinin kazandırılmasında yenilikçi yöntemler gündeme gelmiştir. Bu yöntemlerden biri olan dijital hikâye anlatımı, okul öncesi dönemdeki çocukların hem bilişsel hem de duygusal gelişimlerini destekleyen önemli bir araç olarak görülmektedir.

Dijital hikâyeler, metin, ses, müzik, animasyon ve görsellerin bütüncül bir şekilde kullanıldığı, çocuğun ilgisini çekebilen çoklu ortam ürünleridir. Geleneksel hikâye anlatımından farklı olarak, dijital hikâyeler interaktif özellikler taşımakta ve çocukların aktif katılımını desteklemektedir. Alan yazında yapılan araştırmalar, dijital hikâyelerin çocukların dikkatini uzun süre odaklayabilmelerini sağladığını, duygu tanıma ve ifade etme becerilerini güçlendirdiğini, empati geliştirmelerine katkıda bulunduğunu ve sosyal problem çözme yetkinliklerini artırdığını ortaya koymaktadır. Ayrıca, dijital hikâyeler çocuklara güvenli bir öğrenme ortamı sunarak hatalardan öğrenme, yeni stratejiler deneme ve sosyal durumları modelleme fırsatı verir.

Sosyal duygusal öğrenme çerçevesinde, dijital hikâyelerin beş temel alana katkı sunduğu görülmektedir:

- (1) Öz farkındalık: Çocukların kendi duygularını tanımasını, güçlü yönlerini keşfetmesini destekler.
- (2) Öz düzenleme: Duygularını kontrol etmeyi, uygun tepkiler geliştirmeyi kolaylaştırır.
- (3) Sosyal

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farkındalık: Başkalarının duygularını anlamayı ve empati kurmayı öğretir. (4) İlişki becerileri: İş birliği yapma, paylaşma ve iletişim becerilerini güçlendirir. (5) Sorumlu karar verme: Çocukların sosyal durumlarda uygun seçimler yapmasına yardımcı olur.

Bu derleme, alan yazındaki güncel araştırmaları inceleyerek dijital hikâyelerin okul öncesi çocukların sosyal duygusal becerilerine etkilerini bütüncül bir şekilde değerlendirmektedir. Araştırmaların çoğu, dijital hikâyelerin özellikle duyguları tanıma, empati geliştirme ve sosyal problem çözme becerilerinde anlamlı katkılar sağladığını göstermektedir. Bununla birlikte, öğretmenlerin dijital araçları etkili kullanabilmesi, hikâyelerin çocukların gelişim düzeyine uygun içeriklerle hazırlanması ve teknolojik imkânların sınıflara entegre edilmesi kritik önem taşımaktadır. Ayrıca, ailelerin sürece dahil edilmesi, dijital hikâyelerin ev ortamında da destekleyici bir öğrenme materyali olarak kullanılmasını sağlayabilir.

Sonuç olarak, dijital hikâyeler okul öncesi dönemde sosyal duygusal öğrenme becerilerinin desteklenmesi için güçlü bir pedagojik araçtır. Çocukların hem eğlenerek öğrenmesini sağlayan hem de sosyal etkileşim becerilerini geliştiren bu yöntem, 21. Yüzyılın dijital çağında eğitim programlarına entegre edilmesi gereken yenilikçi bir yaklaşım olarak değerlendirilmektedir. Gelecekte yapılacak çalışmaların daha fazla deneysel araştırmaya yer vermesi, farklı kültürel bağlamlarda uygulamaların incelenmesi ve uzun vadeli etkilerin değerlendirilmesi önerilmektedir. Böylelikle, okul öncesi dönemde SDÖ becerilerinin kazandırılmasına yönelik dijital hikâye temelli müdahalelerin niteliği ve sürdürülebilirliği artırılabilir.

Keywords: Erken Çocukluk Dönemi, Dijital Hikayeler, Sosyal Duygusal Öğrenme

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School Experience: The First Step in the Professional Teacher Identity Development of Pre-Service Teachers

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Abstract

Identity refers to how people view themselves, and how they perform their assigned roles in specific environments (Burns and Richards, 2009), and English language teacher identity refers to how English language teachers see themselves and how they perform their assigned roles in their teaching environments. How is teacher identity developed? Teachers go through various stages during their careers to develop their identities (Coşgun, 2021). They start their careers as student teachers in pre-service teacher education programs of ELT Departments of Education Faculties in Türkiye. The education they get in these programs can be considered as the first step in developing their teacher identities. Then they continue as novice teachers in their teaching environments, and year after year, they become experienced English language teachers. The professional identity development continues and changes at every stage of teachers' careers. Teachers continuously shape and reshape their identities in a dynamic relation with their past, present, and future selves (Coşgun, 2021).

The stakeholders in the field of English language teacher education need to understand the teacher identity development English language teachers at every stage well since it can sometimes be a significant obstacle in teacher training and professional development programs.

The purpose of this study is to explore the pre-service English language teachers' identity development through the 'School Experience' course they take in their first year, spring term in a foundation university in Ankara.

The research questions of this study are:

1. How do the first year students who take the School Experience course see themselves as English language teachers?

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2. What are their fears for the future, if there are any?

The theoretical framework of this study is the 'Possible Selves Theory' proposed by Markus and Nurius (1986) that explains how individuals think about their future and the kind of person they might become. It focuses on the link between self-concept and motivation. There are three types of Possible Selves:

1. Hoped-for selves – the identities or roles one aspires to (e.g., “a successful teacher,” “a caring parent”).
2. Expected selves – what one realistically expects to become, based on current circumstances.
3. Feared selves – negative outcomes one wishes to avoid (e.g., “a failure,” “unemployed”).

When we look at the relation between the possible selves and the teacher identity development of student teacher in ELT, we can define their identities as:

1. Hoped-for Teacher Selves: ELT students often imagine themselves as **competent, inspiring, and globally aware teachers**.

2. Expected Teacher Selves: Based on training, environment, and social expectations, ELT students also form **realistic images** of themselves.

3. Feared Teacher Selves : ELT students also develop fears about who they might become as teachers.

In short: For ELT students, **possible selves theory explains how their imagined future selves (good and bad) shape their motivation, learning strategies, and evolving professional identity as teachers**.

A qualitative research method will be employed in this study. The students who take the School Experience course will be observed, given feedback, and asked to write reflection papers every week of the term after they go to their schools for observation. The papers will be analyzed and interpreted according to the Possible Selves Theory to answer the research questions.

According to the results, some suggestions will be provided.

Keywords: School Experience: The First Step in the Professional Teacher Identity Development of Pre-Service Teachers

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Collaborative Writing for Chinese-Speaking Students in an American Pre-University Program

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Abstract

This study investigates the impact of collaborative writing on Chinese-speaking ESL students enrolled in an American Pre-University program in Malaysia. Through a quasi-experimental design, the research examined changes in students' writing performance and writing apprehension levels following instruction in collaborative writing using a process-genre approach. Data were collected via pre- and post-tests, as well as questionnaires, and analyzed both qualitatively and quantitatively.

Findings revealed that collaborative writing significantly improved the writing proficiency of less proficient students and positively influenced attitudes toward writing among those with high apprehension. The process-genre approach enabled students to view writing as a structured process, enhancing their understanding of academic writing conventions. Collaborative planning and peer interaction fostered a supportive learning environment, contributing to increased confidence and engagement.

This research highlights the pedagogical value of collaborative writing in ESL contexts, offering insights into effective academic writing instruction for pre-university learners. It underscores the importance of integrating process-oriented strategies to support diverse learners and reduce writing-related anxiety.

Keywords: collaborative writing, pre-university, academic English, TESOL, college composition

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Exploring Self-Regulated Learning Strategies of Turkish University EFL Learners

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Abstract

This study investigated the influences on Self-Regulated Learning (SRL) strategy use among EFL learners. A total of 696 university students completed the Self-Regulated Learning Strategies Scale (Erdoğan & Senemoğlu, 2016). Descriptive results indicated moderate-to-high SRL levels, with the highest scores in motivation-related strategies and after-study regulation. Results of ANOVA revealed significant differences based on study habits ($\eta^2=.104$), weekly English study time ($\eta^2=.046$), and family support ($\eta^2=.035$), with effect sizes ranging from small to moderate. Multiple regression analysis indicated that four variables – study habits ($\beta = .234$), English scores ($\beta = .134$), family support ($\beta = .131$), and weekly study time ($\beta = .085$) – significantly predicted SRL scores, explaining the 13.7% of the total variance ($R^2=.137$). Demographic variables explained modest yet significant portion of SRL differences. Findings highlight the importance of structured study behavior and motivational context. These insights may inform language-teaching practices that aim to support learners' self-regulation capacities across diverse learner profiles.

Keywords: self-regulated learning, EFL learners, individual differences

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Türkiye Yüzyılı Maarif Modeli İlkokul 2-4. Sınıflar Arapça Dersi Öğretim Programının Çocuklara Yabancı Dil Öğretimi Bağlamında Değerlendirilmesi

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Abstract

Ülkemizde son iki yılda öğretim programları adına büyük değişiklikler gerçekleşmektedir. Türkiye Yüzyılı Maarif Modeli olarak adlandırılan yeni öğretim modeli ilkokuldan liseye tüm derslerin hem içeriğinde hem de metodolojisinde köklü değişimler yaşanmasına sebep olmuştur. Arapça öğretim programları da bu değişimi yaşamaktadır. Davranışçı, hümanistlik, bilişsel ve yapılandırmacı yaklaşımlar iletişimsel yöntemle Maarif Modelinde sentezlenmektedir. Öğrencilerin Arapçayı etkili, yetkin ve başarılı bir şekilde kullanmalarını sağlamak için gereken Arapça dil becerilerinin kazandırılmasını amaçlayan öğretim programları kendi içinde 2-4, 5-8 ve 9-10. sınıflar olarak üç gruba ayrılmaktadır. İlkokuldan liseye kadar çok geniş bir yelpazede bazen zorunlu bazen de seçmeli yabancı dil olarak okutulan Arapça 2-4. sınıflarda seçmeli yabancı dil olarak öğretilmektedir. Bu çalışma Türkiye Yüzyılı Maarif Modeli kapsamında hazırlanan Arapça 2-4. sınıflar öğretim programını çocuklara yabancı dil öğretimi ilkeleri bağlamında incelemeyi amaçlamaktadır. Çalışmada 2-4. sınıflar programı sınıf bazında üniteler, alan becerileri, öğrenme çıktıları, süreç bileşenleri, eğilimler, programlar arası bileşenler gibi alt başlıklar halinde bir olayı tüm ayrıntılarıyla ele alan nitel araştırma yöntemiyle elde edilecektir.

Keywords: Maarif modeli, Arapça, 2-4. Sınıf

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Artificial Intelligence in Foreign Language Education: Opportunities, Challenges, and Educational Approaches

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Abstract

In recent years, foreign language education has undergone significant transformation due to technological advancements and digitalization. Artificial intelligence (AI) applications have reshaped the language learning process by making it more personalized, interactive, and data-driven, enhancing both learner and teacher experiences. AI-powered tools provide a wide range of learning opportunities, from teaching grammar and vocabulary to developing speaking and writing skills.

AI systems can monitor student performance in real time, analyze strengths and weaknesses, and adapt learning materials according to individual needs. Features such as speech recognition, automated writing feedback, and error correction enable learners to identify and correct mistakes quickly. Additionally, AI-based digital platforms can offer cultural content, contributing to the development of intercultural communication competence alongside language proficiency.

However, the use of artificial intelligence in foreign language education also presents certain challenges. Issues such as unequal access to technology, data privacy concerns, and lack of pedagogical integration must be carefully addressed. Teachers need sufficient technological literacy and pedagogical guidance to use AI tools effectively. In this context, AI-supported language education requires a redefinition of teacher and learner roles as well as adaptation of educational policies to this transformation.

In conclusion, artificial intelligence emerges as a powerful tool for enhancing students' language skills. When combined with appropriate pedagogical strategies and ethical considerations, AI-supported foreign language education can make the learning process more effective, accessible, and personalized, ultimately fostering improved language competence, and intercultural understanding.

Keywords: language Education, Artificial Intelligence, Language Learning, Digital Education, Educational Technology.

What is really going on in Iranian High School English Classes? En Epistemological Ethnography

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Abstract

A learning environment's "epistemic climate," which denotes the ethos of the community in terms of knowledge and knowing beliefs, is a main determinant of classroom procedures and learning outcome. This ethnographic case study was an investigation of the epistemic orientation of the instructional materials, teacher, and students of an online tenth-grade high school English language classroom in Iran. It specifically sought to unveil beliefs about the core dimensions of L2 learning-specific epistemologies (i.e., beliefs about the nature of L2 knowledge's simplicity, certainty, source, and justification). The researcher's observation and reflective notes paired with semi-structured interview data were qualitatively analyzed through directed qualitative content analysis. Nine epistemology-related themes were extracted from the interview data. The results showed the predominantly absolutist orientation of the materials and students. The teacher, on the other hand, subscribed herself to a view of L2 knowledge as context-contingent and integrated, obtainable from multiple sources, and subject to contextual evaluatism; however, there was a conspicuous incongruence between her beliefs and the epistemological orientation of her teaching practice, the materials, and the students. She explained this observation on account of the mandatory instructional materials and stakeholders' conceptions regarding what L2 achievement is. The findings show the significance of investigating the epistemic orientation of L2 teaching and learning for facilitating students' epistemological development and enhancing their recognition of the context-contingency of L2 knowledge and knowing.

Keywords: absolutism, contextual evaluatism, epistemic climate, knowledge certainty, knowledge simplicity, knowledge justification, knowledge source

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Fairy-Tale Discourse In The Process Of Teaching Russian Language

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Abstract

The article discusses the possibilities of using fairy-tale discourse in a foreign audience to form linguacultural competence, allowing students to structure the national picture of the world, understand the features of the national character and life of the country of the studied language. Fairy-tale discourse is not just a set of stories, but also a complex system reflecting the culture, moral norms, and historical context of society. The basis of the national culture of each nation is its folklore - works created by the people throughout its centuries-old history. Depending on the geographical location of the country, the culture and traditions of the society, fairy tales as a reflection of the national worldview are filled with specific content: a system of images, nomination of characters, their characters, etc. This is where the linguistic picture of the world of the entire people is manifested. Russian folk tales are a striking example of this. In order to implement linguistic and regional studies goals in class, the teacher of the discipline "Russian as a Foreign Language" (RFL) has to use, in addition to materials from textbooks, texts (or fragments) from Russian classical literature (prose, poetry) and illustrations by Russian artists. In an RFL lesson, each foreigner is acquainted with a Russian folk tale, but such a short acquaintance does not play an important role and the cultural and regional studies remain in the background in the process of teaching RFL. Despite the fact that scientific literature today is quite extensive, there is no system of exercises for teaching Russian fairy tales that contribute to the formation of a holistic idea of the worldview of the people and their view of the world. To achieve this goal, it is necessary to create a set of exercises that include subtext and post-text tasks that are focused on all types of speech activity; make reading fairy tales as interesting as possible; use visual aids and tasks; also give students the opportunity to express their opinions. Particular attention is paid to the possibilities of their inclusion in the practice of teaching Russian as a foreign language and their role in achieving not only linguistic and socio-cultural, but also intercultural competence of Russian philologists. When preparing and conducting lessons using Russian folk tales, it is necessary to take into account all three main styles of educational

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and cognitive activity: visual, auditory and kinesthetic, and select appropriate teaching methods and tools for effective perception and assimilation of educational material by students. The combination and alternation of various methods of presenting the material helps to provide space for individual perception of information.

Acquaintance of foreign students with Russian fairy tales can begin with a demonstration of reproductions of paintings by V.M. Vasnetsov (Alyonushka, Bogatyrs, Snow Maiden, The Hut on Chicken Legs, The Sleeping Princess, Baba Yaga, The Frog Princess, Koschei the Deathless, The Princess Who Never Smiled, Sivka Burka, The Flying Carpet, etc.), I.E. Repina (Sadko), I.Ya. Bilibin illustrations for The Tale of the Golden Cockerel, The Tale of Tsar Saltan, Vasilisa the Beautiful), M.A. Vrubel (The Swan Princess). You can also introduce students to portraits of Russian beauties in national dress by the Russian artist Firs Zhuravlev ("Boyaryshnya"), K. E. Makovsky ("Portrait of Princess Zinaida Nikolaevna Yusupova", "Russian Beauty", "Girl in a Pearl Necklace", "Boyaryshnya at the Window with a Spinning Wheel, 1890s", "Boyaryshnya with a Tray"), I. Argunov ("Portrait of an Unknown Woman in Russian Costume"), I. Kulikov ("Boyaryshnya with a Box"). The artists' illustrations help to create a visual representation of the ideals of beauty and national characteristics of Russian clothing ("kokoshnik", "shirt", "belt", "caftan", "sarafan", "apron", etc.)

Keywords: fairy tale discourse, linguacultural competence, worldview, Russian as a foreign language, linguacultural markers, methods of working with fairy tales

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A Comparative Study of Iranian EFL Learners' Misbehavior in Online Classrooms across Educational Levels

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Abstract

In today's most popular form of distance education, online courses, classroom misbehavior remains a significant challenge for EFL teachers. This study aimed to examine the most frequent misbehaviors among Iranian EFL learners across graduate and undergraduate educational levels. The participants were 75 Iranian EFL teachers (41 females and 34 males) from Islamic Azad University in Bushehr and Fars Provinces. Their ages ranged from 28 to 40. The research utilized a mixed-methods approach to collect the data, including a triangulation research design, employing three sets of instruments: a five-point Likert-scale questionnaire, semi-structured interviews, and class observations. The questionnaire was used to identify Iranian EFL learners' misbehaviors during class time. Then, through the subsequent phases of the study, semi-structured interviews and class observations were conducted to confirm the data obtained from the questionnaire. The quantitative data from the questionnaire were analyzed using an Independent Samples t-test to compare misbehavior frequency between the two groups. The study findings provided evidence that there were no significant differences between graduate and undergraduate learners' misbehaviors in most parts, except for the attendance issue. The results of the interview and observation were also in line with the questionnaire results. The findings could offer practical implications for instructors, suggesting that classroom management strategies can be broadly applied across educational levels, though attendance policies may require level-specific approaches.

Keywords: Classroom misbehavior, English as a Foreign Language (EFL), EFL learners, Level of education, Online Classroom

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Using Online Games and ChatGPT to Enhance EFL Vocabulary Learning

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Abstract

This study explored how combining online games with AIGames could support English as a foreign language (EFL) learners studying at the preparatory school of a state university. Two groups of students participated: the experimental group used AIGames, while the control group learned vocabulary through traditional methods. A pre-posttest and a questionnaire were used to measure vocabulary gains and students' attitudes. Results showed that the AIGames group outperformed the control group in all six vocabulary aspects, with the greatest improvement in denotation and spelling, and the least in pronunciation. Students also reported generally positive attitudes toward the new approach, though their perceptions did not directly correlate with vocabulary achievement. These findings suggest that integrating AI with digital games can be a motivating and effective strategy for vocabulary learning in EFL classrooms, offering teachers practical ways to combine technology and play for improved outcomes.

Keywords: game-based learning, ChatGPT, vocabulary acquisition

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Emotionally Intelligent AI: Crafting Feedback that Understands Students' Feelings

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Abstract

The integration of artificial intelligence in higher education necessitates the development of systems capable of recognizing and responding to students' emotional states to enhance learning outcomes. This study presents an emotionally intelligent AI feedback system that combines principles from affective computing and educational psychology to interpret multimodal indicators – such as facial expressions, vocal tone, and interaction behaviours – in real time. By embedding emotional context into feedback delivery, the AI adapts responses to foster learner motivation, alleviate anxiety, and promote resilience, thereby improving engagement and academic performance. Empirical evidence from pilot implementations across varied university settings indicates that emotionally responsive feedback significantly increases students' self-efficacy and overall satisfaction compared to conventional feedback approaches that lack emotional awareness. The paper further examines key design considerations, ethical challenges, and potential pathways for scaling such systems in higher education. This research underscores the importance of integrating emotional intelligence into AI-driven feedback mechanisms to create more personalized, empathetic, and effective educational experiences.

Keywords: emotionally intelligent AI, affective computing, adaptive feedback, student engagement, higher education, personalized learning

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Adaptive Feedback AI for Enhancing Critical Thinking and Problem-Solving Skills in ELT

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Abstract

Developing critical thinking and problem-solving abilities is fundamental for English language learners in higher education, as these skills enable learners to engage effectively with complex texts and communicative challenges. This paper examines an adaptive feedback AI system specifically designed to support university-level ELT students by providing personalized, real-time feedback that fosters analytical reasoning and strategic problem-solving within language tasks. Utilizing advanced machine learning algorithms, the system analyzes learner outputs—including essays, oral presentations, and discussions—and generates context-sensitive feedback aimed at improving critical evaluation, coherence, and linguistic precision. Pilot implementations across diverse ELT courses indicate significant improvements in student engagement, argument quality, and autonomous learning capacity. The study further explores the pedagogical integration of AI-driven feedback tools, addressing challenges related to ethical use, scalability, and alignment with curriculum goals. By advancing intelligent, learner-centered feedback mechanisms, this research contributes to enhancing the development of higher-order thinking skills essential for academic achievement and effective communication in English-medium higher education contexts.

Keywords: adaptive feedback, artificial intelligence, critical thinking, problem-solving, personalized learning

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The Impact of AI-Based ESL Instruction on the Development of Cognitive and Emotional Intelligence in Children: A Cross-Cultural Study of Iranian and Canadian Learners

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Abstract

This study investigates the effect of artificial intelligence (ESL)-based English language education on the cognitive development and emotional intelligence (EI) of children in Iran and Canada. It compares two groups of children aged 6 to 12 from both countries who are exposed to AI-based ESL platforms. Findings show that artificial intelligence-based ESL training not only increases cognitive skills such as memory, attention, and problem solving, but also positively affects emotional intelligence including self-regulation and empathy. Furthermore, during the study, it was found that Canadian children who have wider access to AI-based learning tools outperform Iranian children not only in English but also in learning other languages. This data and information is taken from the author's thesis, which is currently being prepared for defense, and which took approximately eight months of research and revision. Additionally, this study shows how AI-based learning can save time and provide universal access to basic resources for all children.

Keywords: Artificial Intelligence, ESL, Cognitive Skills, Emotional Intelligence, Cross-Cultural Study, Children, Iran, Canada

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The Role of Artificial Intelligence in Education: Benefits for Educators and Students

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Abstract

Artificial Intelligence (AI) is transforming education by enhancing teaching, learning, and administrative processes. Rather than replacing educators, AI serves as a supportive tool, improving efficiency and personalization in education. Key benefits include reducing teachers' administrative burdens through automated grading and scheduling, enabling customized learning experiences tailored to individual student needs, and providing real-time feedback to identify and address learning gaps. Additionally, AI aids school leaders by analyzing data to inform decision-making and resource allocation. However, challenges such as data privacy, algorithmic fairness, and equitable access to AI tools must be addressed to ensure responsible implementation. Ultimately, AI complements teachers by automating routine tasks, allowing them to focus on fostering critical thinking, creativity, and meaningful student engagement—areas where human educators remain indispensable.

Keywords: The Role of Artificial Intelligence in Education: Benefits for Educators and Students

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Bridging the Gap: How AI-Driven Writing Feedback Supports Language Learners within Vygotsky's Zone of Proximal Development

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Abstract

Within the proliferation of AI-assisted language learning and teaching, a steady stream of research has been conducted and the scholars have worked towards the investigating of AI-provided aid in language learning, particularly AI-generated feedback on writing, which is the main focus of this presentation. The essence of AI-driven feedback on writing and its prevalent use by second language learners has drawn researchers' attention to take the relevant pedagogical theories, AI technical advancements, and their ethical implications into in-depth consideration. As far as the pedagogical realm is concerned, Vygotsky's sociocultural theory is bound to incorporate scaffolded feedback generated by AI as a mediator and in the absence of a teacher, in a sense that this scaffolded feedback has great potential to bridge the gaps in learners' knowledge that relates to Vygotsky's Zone of Proximal Development. Technically, advancements in AI tools, including Grammarly for the sake of grammar correction, QuillBot in the interest of vocabulary enhancement, and ChatGPT as an enabler of interactive writing practice, are of paramount importance to point out. On par with these foci, the ethical implications of AI application in the writing territory have alarmingly made researchers pay close heed to plagiarism, hindrance of creativity and critical thinking, bias-laden feedback, and privacy and data exploitation issues. Digital literacy, balanced AI-generated feedback with human instruction, and ongoing refinement are suggestive of a resolution to address these challenges.

Keywords: Bridging the Gap: How AI-Driven Writing Feedback Supports Language Learners Within Vygotsky's Zone of Proximal Development

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The impact of Using Artificial Intelligence on Enhancing EFL Language Fluency and self-regulation for the Intermediate Students

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Abstract

This study investigates the impact of (AI)-mediated instruction on enhancing language fluency and self-regulation (SR) among intermediate (EFL) learners. While English proficiency is critical for global communication, learners often face challenges such as outdated teaching methods. The research addresses a gap in existing literature, which predominantly focuses on students, by targeting intermediate learners. Employing a quasi-experimental design, 70 participants from Tehran were divided into experimental (using AI tools: ChatGPT, DeepSeek, Pi) and control (conventional methods) groups. Pre/post-writing fluency tests (assessed via rubrics measuring quantity, accuracy, complexity, and organization) and a Likert-based Self-Regulation Scale (adapted from established models) were utilized. Over 10 weeks, AI tools facilitated personalized feedback and immersive learning, with data analyzed via paired t-tests, ANOVA, and repeated-measures designs. Results indicated statistically significant improvements ($p < 0.05$) in the experimental group's writing fluency and SR, aligning with prior studies demonstrating AI's efficacy in fostering coherent language production and metacognitive autonomy. However, inconsistent effects on anxiety mirrored earlier findings, underscoring the need for further exploration of emotional impacts. The study validates AI's transformative potential in education, particularly for underrepresented intermediate learners, and advocates for policy reforms to integrate AI tools into EFL curricula. This work highlights AI's role in advancing learner-centered pedagogical strategies while calling for tailored applications to address diverse learning needs.

Keywords: Artificial Intelligence (AI); English as a Foreign Language (EFL); language fluency; self-regulation (SR); intermediate learners

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Artificial Intelligence, Emotional Intelligence, Human-Centered Pedagogy, Personalization

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Abstract

The integration of Artificial Intelligence (AI) into foreign language education is transforming traditional approaches to language learning, offering new possibilities for personalization, accessibility, and efficiency. Yet, these advances also raise concerns about diminishing the vital human aspects of teaching and learning. This presentation investigates the interplay between Emotional Intelligence (EQ) and Artificial Intelligence (AI) in shaping the future direction of language classrooms worldwide. Grounded in current findings from applied linguistics, educational technology, and affective learning research, the argument emphasizes that lasting innovation must address both emotional and cognitive dimensions of learning. Global case studies demonstrate how AI tools—from adaptive tutoring platforms to conversational chatbots can be implemented to promote not only linguistic competence but also empathy, intercultural awareness, and learner motivation. At the same time, the discussion acknowledges ethical challenges such as over-dependence on automation, reduced teacher autonomy, and the potential for depersonalized learning experiences. By reflecting on the balance between technological progress and human-centered pedagogy, the paper proposes an integrated framework in which AI strengthens, rather than replaces, emotional engagement in classrooms. The study concludes with practical recommendations for educators, and developers seeking to create language learning environments that remain innovative yet fundamentally human.

Keywords: Artificial Intelligence, Emotional Intelligence, Human-Centered Pedagogy, Personalization

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From Grammar Check to Cultural Check: AI's Role in Contextualized Language Learning

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Abstract

The integration of Artificial Intelligence (AI) in language education has extended beyond traditional grammar correction, offering opportunities to support learners in culturally and contextually nuanced communication. This presentation examines how AI-powered tools can facilitate not only linguistic accuracy but also sociocultural appropriateness, enhancing learners' ability to communicate effectively across diverse contexts. Drawing on qualitative classroom observations, AI interaction data, and teacher reflections, the study explores the interplay between AI feedback, learner engagement, and pedagogical strategies. Findings indicate that AI can provide real-time guidance on both grammatical structures and culturally sensitive language use, promoting metacognitive awareness and intercultural competence. The presentation also outlines practical methods for integrating AI into language instruction, highlighting considerations for ethical use, learner autonomy, and cultural inclusivity. By bridging technological innovation with applied linguistics, this research offers actionable insights for educators seeking to leverage AI in fostering contextually rich and culturally responsive language learning experiences.

Keywords: Artificial Intelligence, Contextualized Language Learning, Intercultural Competence, Language Pedagogy, Educational Technology

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The Role of AI in Innovative Second Language Acquisition

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Abstract

This study examines the role of artificial intelligence (AI) in advancing language acquisition within educational contexts, with particular attention to its potential to reshape conventional pedagogical practices. Drawing on a review of diverse AI applications—including adaptive learning systems, natural language processing tools, and conversational agents—the study explores both the opportunities and challenges associated with integrating AI into language education.

The findings indicate that AI can substantially enhance learning outcomes by enabling personalized instruction, providing real-time feedback, and incorporating gamified engagement strategies. Collectively, these affordances support the development of vocabulary, grammatical accuracy, and oral fluency. Furthermore, AI facilitates greater accessibility by creating flexible, continuous opportunities for autonomous learning, particularly in resource-constrained environments.

Nevertheless, the study underscores several critical concerns, including issues of data privacy, algorithmic bias, and unequal access to technological infrastructure. Teacher preparedness also emerges as a pivotal factor, as insufficient professional training may impede effective implementation.

Overall, the results suggest that AI should be positioned as a complementary resource rather than a substitute for teachers, with hybrid instructional models yielding the most effective outcomes. It is recommended that policymakers and educators adopt AI in ways that prioritize ethical safeguards, provide systematic professional development, and promote equitable access, while fostering meaningful collaboration between technology and human instruction. Such a balanced integration has the potential to maximize the transformative benefits of AI, while safeguarding the human dimensions of empathy, culture, and critical thinking that remain fundamental to language education.

Keywords: AI, language education

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Integrating Artificial Intelligence and Drama in ELT: Pathways to Sustainable Teacher Education

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Abstract

Artificial Intelligence (AI) and drama-based pedagogy are emerging as complementary innovations in English Language Teaching (ELT), both resonating with global calls for sustainable and future-oriented teacher education. The purpose of this study is to explore how integrating AI-supported drama applications in ELT courses contributes to the professional growth of pre-service teachers, particularly in fostering sustainable teaching practices, reflective thinking, and adaptive pedagogy. Adopting a qualitative case study design, the research was conducted during one academic term with 40 second-year pre-service teachers enrolled in a Drama in ELT elective course at a foundation university in Istanbul, Türkiye. Data collection consisted of two stages: first, participants engaged in drama-based activities supported by AI tools (e.g., AI-driven character simulations, reflective dialogue generators), followed by open-ended questionnaires administered after twelve weeks of implementation. Second, semi-structured focus group interviews were conducted with fifteen volunteer participants to capture in-depth perspectives. Findings from both stages revealed that the integration of AI with drama pedagogy enhanced participants' creativity, intercultural awareness, and problem-solving skills while promoting sustainable approaches to teaching and learning. Moreover, pre-service teachers emphasized the potential of AI to personalize drama activities, extend access to creative resources, and support reflective practices beyond the classroom. The results indicate that combining drama pedagogy with AI technologies not only enriches ELT curricula but also contributes to sustainable teacher education by equipping future educators with innovative tools, ecological awareness, and adaptability for the 21st century.

Keywords: Drama Applications, Artificial Intelligence, English Language Teaching (ELT), Sustainable Teacher Education

EFL learners' perceptions and frequency of using ChatGPT for L2 writing as predictors of writing achievement

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Abstract

The rapid advancements in digital technologies have transformed second language (L2) learning and teaching into a technology-assisted endeavor. The emergence of Chat Generative Pre-trained Transformer (ChatGPT), an artificial intelligence-powered large language model, has attracted particular attention for being an adaptive, personalized learning tool that meets individual learner needs. Accordingly, the integration of this cutting-edge technology into the L2 writing domain has sparked scholarly attention. However, students' voices were overshadowed by the ongoing debates over concerns regarding the responsible use of the tool and its affordances. To fill that void, our study sought to investigate whether EFL learners' perceptions and frequency of using ChatGPT in English writing predict their L2 writing achievement. Guided by the Technology Acceptance Model, this quantitative research, which employed a cross-sectional survey design, was conducted at a Turkish state university and collected data from 205 English-major undergraduates. Descriptive and inferential statistics were employed to analyze the data gathered by using the ChatGPT Perception Scale and students' writing course grades. The results, which suggested that participants held positive perceptions towards ChatGPT use in L2 writing, revealed a significant relationship between students' perceptions and their L2 writing achievement. Participants with more positive attitudes toward the use of ChatGPT for L2 writing had higher writing grades. Learners reported using the tool for writing purposes, but with relatively low frequency. Those who frequently used ChatGPT for their extramural digital writing had higher grades than moderate or rare users. These outcomes highlight the potential of ChatGPT in promoting learners' writing abilities and provide empirical evidence that supports the adoption of this tool in L2 writing pedagogy.

Keywords: ChatGPT, L2 writing, the technology acceptance model, writing achievement, learner perceptions

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Girit, AI and feedback

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Abstract

This study examines the complex interrelationship between feedback-seeking behavior (FSB), grit, and the integration of artificial intelligence (AI) within professional and educational contexts. Feedback-seeking behavior, defined as the deliberate effort to obtain evaluative information regarding one's performance, constitutes a central mechanism for learning and continuous improvement. Grit, conceptualized as sustained perseverance and passion in the pursuit of long-term objectives, provides the psychological resilience necessary for individuals to process and effectively respond to feedback, particularly when it is critical or demanding. The advent of AI introduces a novel dimension to this interaction, as AI-based systems are capable of delivering immediate, scalable, and ostensibly objective feedback. This paper argues that AI-driven feedback mechanisms may strengthen FSB by mitigating the social and affective constraints often associated with human-mediated feedback. Nevertheless, the effectiveness of such mechanisms appears contingent upon individual differences in grit. Learners and professionals with high levels of grit are more likely to capitalize on AI-generated feedback, using it to refine skills and persist through challenges, whereas those with lower levels of grit may disengage or experience cognitive and emotional overload in response to continuous data input. A theoretical model is proposed to illustrate how AI-mediated feedback loops can be optimized to simultaneously enhance FSB and cultivate grit. Implications for future research include the need to investigate the long-term impact of AI-generated feedback on motivation, self-efficacy, and performance, as well as to explore the potential for AI systems to be designed not only as evaluative tools but also as motivational agents that foster resilience and persistence.

Keywords: Girit, AI and feedback

Measuring the Impact of Artificial Intelligence Literacy Training in ELT: A Mixed-Methods Study with Pre-Service Teachers in Turkey

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Abstract

This study evaluates the effectiveness of a structured AI (Artificial Intelligence) literacy-training program for pre-service English language teachers in Turkey. Using a quasi-experimental mixed-methods design, 36 participants engaged in a 40-hour training covering AI concepts, tool integration, lesson planning, and ethics. A validated 27-item AI literacy questionnaire was administered before and after training, and semi-structured interviews with ten participants explored their experiences. Quantitative analysis showed significant literacy improvements ($t(35) = 13.06, p < .001, d = 2.18$), while thematic analysis identified four emergent themes: awareness of AI's educational role increased confidence, pedagogical integration challenges, and evolving professional identity. These results provide empirical evidence of the effectiveness of AI literacy interventions in ELT (English Language Teaching), extending the literature beyond conceptual frameworks toward applied practice. The study underscores the urgency of embedding AI literacy systematically in teacher education to ensure future educators can engage critically, ethically, and effectively with AI technologies in foreign language education.

Keywords: AI literacy, language teacher education, pre-service teachers, mixed-methods research

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AI-Enhanced Digital Book for Literary Instruction

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Abstract

The use of literature in foreign language teaching serves as an essential tool in developing students' linguistic, cultural, and analytical skills. With the advancement of emerging technologies, there is a pedagogical need for an accessible and interactive resource that connects three disciplines: literature, pedagogy, and technology, and supports literary instruction effectively. The present paper proposes a model for an AI-supported, interactive, and open-access digital book designed to improve literacy instruction within English Language Teaching (ELT) programs. Framed with the Design-Based Research approach that employs both qualitative and quantitative methods through iterative cycles of analysis, development, implementation, and revision, the model is planned to include AI-enhanced instruction modules to upskill instruction for critical reading, literary analysis, and creative writing, along with tutorial content to assist instructors. The discussion highlights expected gains for instruction for literary texts in multiple dimensions. At the pedagogical level, the model can provide hands-on, well-defined tasks enhanced with AI technologies. At the institutional level, it can provide curriculum design through professional development initiatives while bridging the gap between disciplinary expertise in literature and its teaching practice. Lastly, at the policy level, it can provide valuable insights for decision-making bodies, which support national strategies for AI transformation in education. Moreover, the proposed model serves as an example of how a structured, evidence-based approach can be used to integrate AI into literature-based language teaching in a way that is both pedagogically solid and contextually relevant.

Keywords: Artificial intelligence; Digital book; literary instruction, Literature in Language Education; Design-Based Research; Pedagogical Model for Literary Instruction

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Artificial Intelligence in English Language Teaching: A Meta-Synthesis of Research Trends

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Abstract

The rapid development of artificial intelligence (AI) has opened new perspectives for English language teaching (ELT) and has increasingly become a subject of inquiry in applied linguistics. Although numerous studies have examined the educational implications of AI, there remains a need for a systematic synthesis that illustrates how this field has progressed and what research trends are emerging. This study aims to review research articles that investigate the integration of AI in ELT and to identify areas where further inquiry is required. The study is designed as a meta-synthesis, one of the qualitative research designs that interpret and evaluate the findings of studies in a given field, highlight their similarities and differences, and generate new insights. Data were collected using the document analysis technique. In the sampling process, predetermined inclusion criteria were applied. Research related to AI and ELT was searched in the Web of Science (WoS) database, and studies published between 2020 and 2025 were selected for analysis. Studies that did not meet the criteria were excluded, while each included article was carefully read, analyzed, coded, and recorded in digital format. The reviewed studies were coded as R1, R2, R3, and so forth. For data analysis, content analysis was employed to categorize themes, reveal overarching patterns, and highlight research orientations. Findings indicate that research has predominantly focused on language skills development, especially writing and speaking, while broader issues such as teacher roles, assessment practices, and intercultural dimensions remain less studied. In conclusion, it can be suggested that the research trends identified in this meta-synthesis highlight significant directions in the integration of AI into ELT, and that further efforts should be made to explore underrepresented areas and strengthen pedagogical applications in the field.

Keywords: Artificial intelligence, English language teaching, meta-synthesis

AI and feedback seeking behavior

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1

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Abstract

With the increase of artificial intelligence (AI) entering into personal and professional domains, the way individuals engage with AI and respond to AI-generated feedback is an area of considerable importance in understanding. In this paper, we consider two interrelated psychological constructs in this context, AI feedback-seeking behavior and savoring strategies. Feedback-seeking behavior has been widely conceived as the active engagement of individuals who actively pursue evaluative information about their performance. While considerable psychological work has examined feedback-seeking behavior in human-to-human interaction, we have considerably less understanding of how this means of engagement changes in complexity when we consider AI as the source of feedback. Studies on human-AI interaction suggest there are many additional complexities related to an individuals' willingness to seek and pursue feedback, and to the motivations, which are linked to feedback-seeking behaviors. For instance, previous research has provided evidence that even the nature of interactions in AI being non-social, can moderate if the participants perceive AI faces any social distancing from them and affects the way motivation is evolved. Some studies have created evidence that the AI generates less believable feedback, which detracts from the motivation to perform better for that specific situation when one receives positive feedback from AI. On the other hand, researchers have recently recognized how the lack of interpersonal threat of AI-mediated feedback may leave AI feedback-contributors more open to interpreting negative AI-generated feedback values for learning, improving self-regulatory practices.

This study also introduces savoring strategies to the discourse on AI feedback. Firstly, savoring is understood to be an emotion-regulation mechanism that used to enhance and prolong positive affect. Traditionally studied and examined through human experiences, it remains under-explored as a concept in AI engagement. Significant questions remain as to whether individuals are able to savor positive AI feedback (e.g., whether they continue to visit and share or mentally replay the experience), regardless of, whether they have a source of social interaction with it.

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As a way of moving the larger observations of the current paper forward, a conceptual framework is proposed to study the interplay of feedback-seeking behavior and savoring strategies in AI-mediated relationships. This paper posits that, influenced by various factors including (i.e., face, perceived utility of the AI, perceived psychological distance), feedback-seeking behavior presents opportunities for savoring. Savoring strategies can be understood to compensate for the different limitations of motivation and emotion experienced in AI-generated feedback. In these ways, the research aims to produce underlying theory and practice for designers of AI feedback-related systems to understand how psychologically supportive features may be built into these systems, and to understand and conceptually design user-facing interventions to encourage and facilitate the use of positive and productive engagement with AI feedback systems as evaluation mechanisms.

Keywords: artificial intelligence, feedback-seeking behavior, savoring strategies, motivation, self-efficacy, emotion regulation, human–AI interaction

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Exploring the Mediating Role of Growth Mindset between AI Self-Efficacy and AI Adaptation Willingness in Pre-Service Language Teachers

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Abstract

This study examined the mediating role of growth mindset in the relationship between digital self-efficacy and artificial intelligence (AI) usage among pre-service English language teachers. Using a quantitative, correlational research design, data were collected from undergraduate pre-service teachers enrolled in an English Language Teaching program at a Turkish university through convenience sampling. Participants completed validated scales measuring digital self-efficacy, growth mindset, and willingness to use AI technologies. PROCESS Model 4 mediation analysis was employed to test the hypothesized relationships, with bootstrap procedures used to assess indirect effects. Preliminary analyses confirmed that all variables met normality assumptions through appropriate statistical tests. Descriptive statistics revealed that participants reported moderately high digital self-efficacy, high AI usage, and moderate growth mindset levels. Contrary to theoretical predictions, digital self-efficacy negatively predicted growth mindset, while growth mindset showed no significant relationship with AI usage. Digital self-efficacy demonstrated a significant negative direct effect on AI usage, despite a positive bivariate correlation, indicating the presence of suppression effects when growth mindset was included in the model. The indirect effect through growth mindset was non-significant, failing to support the mediation hypothesis. None of the four proposed hypotheses was supported, suggesting that growth mindset does not function as a mediating mechanism between digital self-efficacy and AI usage among pre-service English language teachers. These unexpected findings challenge conventional assumptions about technology adoption processes and highlight the complexity of relationships between self-efficacy beliefs, mindset orientations, and AI integration in educational contexts. The results have important implications for teacher education programs and suggest that alternative theoretical frameworks may be needed to understand AI adoption behaviors in educational settings, emphasizing the need for more targeted interventions beyond general mindset development.

Keywords: Digital Self-Efficacy, Growth Mindset, Artificial Intelligence Usage, Mediation Analysis, Educational Technology

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Measuring the Impact of AI Literacy Training in ELT: A Mixed-Methods Study with Pre-Service Teachers in Turkey

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Abstract

This study evaluates the effectiveness of a structured AI (Artificial Intelligence) literacy-training program for pre-service English language teachers in Turkey. Using a quasi-experimental mixed-methods design, 36 participants engaged in a 40-hour training covering AI concepts, tool integration, lesson planning, and ethics. A validated 27-item AI literacy questionnaire was administered before and after training, and semi-structured interviews with ten participants explored their experiences. Quantitative analysis showed significant literacy improvements ($t(35) = 13.06, p < .001, d = 2.18$), while thematic analysis identified four emergent themes: awareness of Artificial Intelligence's educational role increased confidence, pedagogical integration challenges, and evolving professional identity. These results provide empirical evidence of the effectiveness of AI literacy interventions in ELT, extending the literature beyond conceptual frameworks toward applied practice. The study underscores the urgency of embedding AI literacy systematically in teacher education to ensure future educators can engage critically, ethically, and effectively with AI technologies in foreign language education.

Keywords: AI literacy, language teacher education, pre-service teachers, mixed-methods research

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Rethinking AI for Inclusion in Multilingual Classrooms

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Abstract

Artificial intelligence (AI) is rapidly changing multilingual classrooms, especially where language diversity, inclusion, and equity are key concerns. While AI is often seen as a tool for translation and transcription, its impact goes much deeper. This presentation critically examines how AI can both transform and complicate teaching and learning in diverse higher education settings. Drawing on international research, this analysis explores how AI can support inclusive teaching practices by improving accessibility, enabling differentiated instruction, and helping students with various linguistic and cultural backgrounds participate more fully. However, it also raises important questions about the risks of using AI, including algorithmic bias, surveillance, unequal access to technology, and the potential to reinforce dominant language hierarchies. Instead of replacing human teachers, we argue for a more balanced approach where AI is used to enhance a teacher's professional judgment, cultural sensitivity, and ethical decision-making. By viewing linguistic diversity as a valuable asset rather than a barrier, AI can help create more socially just, culturally responsive, and equitable classrooms. Ultimately, this presentation considers how AI, when thoughtfully integrated, can move multilingual education beyond simple translation, leading to a new model that embraces diversity as a core driver of innovation in global higher education.

Keywords: Artificial Intelligence, Multilingual Education, Inclusion, Equity, Language Diversity

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Emotionally Intelligent AI: Revolutionizing Personalized Learning

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Abstract

This paper presents an emotionally intelligent AI feedback system designed to improve student learning in higher education. Using methods from affective computing and educational psychology, the system analyzes multimodal data—such as a student's facial expressions, vocal tone, and interaction behaviors—to interpret their emotional state in real time. The system's main innovation is its ability to adjust feedback based on a student's emotional state, aiming to boost motivation, reduce anxiety, and build resilience. Pilot studies in various university environments show that this emotionally responsive feedback significantly increases students' self-efficacy and satisfaction compared to traditional, emotionally neutral feedback. The paper also discusses important design principles, ethical considerations, and potential scalability challenges. We argue that integrating emotional intelligence is essential for the future of personalized, effective, and empathetic educational technology.

Keywords: Emotionally Intelligent AI, Personalized Learning

Challenges of Writing Assessment and Feedback Provision via AI among Turkish EFL Teachers

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Abstract

Dynamic landscape of English as a Foreign Language (EFL) education in Türkiye, the utilization of artificial intelligence (AI) tools and technologies has brought forth substantial transformations, particularly in the domain of writing assessment and feedback provision. This investigation delves into the challenges encountered by Turkish EFL teachers when adopting AI-based solutions for the evaluation and enhancement of their students' writing skills. The proliferation of AI-driven writing assessment tools has yielded numerous advantages in terms of efficiency, objectivity, and consistency in evaluating students' writing. Nevertheless, the integration of these technologies into the EFL classroom presents a distinctive array of challenges. Turkish EFL teachers have had to adapt to this new educational era while grappling with issues related to technology adoption, cultural and pedagogical disparities, and concerns regarding the diminishing role of human assessment. One of the primary challenges faced by Turkish EFL teachers is the reluctance to embrace AI in education. Traditional teaching methods and practices have long held a dominant presence in Turkish classrooms, leading many educators to be hesitant about replacing human assessment with AI tools. This resistance stems from apprehensions regarding the reliability and validity of AI-based evaluations, as well as the fear that it may dehumanize the educational experience. Cultural and pedagogical differences further complicate the integration of AI in EFL classrooms in Türkiye. Turkish students possess unique linguistic and cultural characteristics that may not always align with the algorithms and models employed by AI systems, potentially resulting in inaccuracies in assessment. Additionally, the Turkish education system places significant emphasis on grammar and rote memorization, aspects that may not always be effectively addressed by AI tools designed for more communicative and context-based learning approaches. Furthermore, the introduction of AI in the evaluation of writing raises concerns regarding the involvement of teachers in the educational process. Many Turkish EFL teachers express

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apprehension that AI may displace them from their traditional roles as evaluators and mentors, thereby diminishing the personal connection between teacher and student. The fear of being marginalized within the education sector can result in job insecurity and a reluctance to embrace these innovative technologies. Notwithstanding these obstacles, it is crucial to recognize the opportunities that AI presents in enhancing writing assessment and feedback in Turkish EFL classrooms. AI has the capability to provide instantaneous feedback, enabling students to promptly identify and rectify errors in their writing. Moreover, AI-based assessment tools can assist in standardizing the evaluation process, reducing the subjectivity associated with human grading. To effectively address these challenges, Turkish EFL teachers must actively engage in professional development and training to acquire proficiency in utilizing AI-based assessment tools. Concurrently, educational institutions should prioritize the development of AI systems that consider the unique characteristics of Turkish EFL learners, promoting cultural relevance and accuracy in assessment. In conclusion, the integration of AI in writing assessment and feedback provision presents both promise and challenges for Turkish EFL teachers. Overcoming resistance to technology adoption, bridging cultural differences, and addressing concerns about the evolving role of educators are significant hurdles that must be navigated. To maximize the benefits of AI in the EFL classroom, a balanced approach that harnesses the strengths of AI while tackling these challenges is indispensable. Collaboration between Turkish educators and policymakers is imperative to ensure that AI technology enhances, rather than replaces, the enriching and dynamic experience of EFL instruction in Türkiye.

Keywords: AI, Writing Assessment Feedback Provisions

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Savoring Strategies and Role of AI in Feedback Forward

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Abstract

In the rapidly evolving landscape of human-AI interaction, understanding the psychological mechanisms that govern how individuals engage with and respond to AI-generated feedback is critical. This abstract proposes a new line of inquiry into the intersection of AI feedback-seeking behavior and savoring strategies. While existing research has explored the drivers and outcomes of seeking feedback from AI, such as for performance enhancement or emotional support, little is known about how individuals process and internalize positive AI feedback. This study addresses this gap by integrating the concept of "savoring" from positive psychology, which refers to the cognitive and behavioral strategies used to prolong and enhance positive emotional experiences. We hypothesize that individuals who employ savoring strategies—such as sharing positive AI feedback with others, building mental memories of it, or using it for self-congratulation—will experience greater increases in motivation, self-efficacy, and well-being. A mixed-methods approach, including a survey of employees or students who regularly receive AI feedback and a series of controlled experiments, will be used to test our hypotheses. The findings will provide valuable insights for designing more emotionally intelligent and effective AI feedback systems that not only provide clear and accurate information but also foster positive psychological outcomes for users.

Keywords: AI feedback, savoring strategies

Navigating the Algorithmic Age: Culture, Feedback Literacy, and the Integration of AI

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Abstract

The rapid integration of Artificial Intelligence (AI) into professional and educational contexts is fundamentally reshaping how individuals receive and process feedback. This transformation necessitates a critical examination of "culture feedback literacy," defined as the collective knowledge, skills, and attitudes that enable individuals within a group to effectively seek, provide, and act on feedback. While AI tools offer unprecedented opportunities for immediate, personalized, and scalable feedback, their widespread adoption introduces new complexities. This paper explores the symbiotic relationship between AI and culture feedback literacy, arguing that a strong feedback culture is essential to harness AI's full potential while mitigating its risks. Specifically, we investigate how AI-generated feedback influences individual and collective feedback literacy, addressing issues such as the critical evaluation of AI outputs, the maintenance of human-centric feedback loops, and the impact of cultural nuances on AI-mediated interactions. We propose that a human-centered approach, which prioritizes the development of critical thinking, emotional intelligence, and ethical awareness, is crucial for fostering a feedback culture that is both digitally and humanely literate. Ultimately, this work provides a conceptual framework for understanding how organizations and educational institutions can cultivate the necessary skills and dispositions to navigate the evolving feedback landscape, ensuring that AI serves as an enabler of growth rather than a disruptor of meaningful communication.

Keywords: feedback literacy, AI, Culture, communication

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From Blackboards to Bots: EFL Teachers in the Age of AI

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Abstract

The rapid digitalization of the 21st century has brought significant transformation to the field of education. This transformation extends beyond the adoption of technological tools, fundamentally reshaping the roles of teachers, pedagogical practices, and patterns of classroom interaction (Hol & Aydın, 2020). In the context of foreign language instruction, the integration of technology is particularly influenced by teachers' digital literacy, their perceptions of digital teaching, and their beliefs about the role of technology in education (Kaya, 2022). Despite the growing presence of AI-based tools in education, teachers' attitudes toward these systems remain ambivalent. This study explores the perceptions of five experienced EFL teachers regarding the use of digital technologies and artificial intelligence in language teaching, adopting an interpretive qualitative approach. The participants were selected purposively based on their professional experience in EFL contexts. Data were collected and analyzed through qualitative methods. Findings indicate that the teachers generally perceive digital tools and AI-powered applications as beneficial for enhancing lesson delivery, increasing time efficiency, and promoting learner engagement. However, concerns were also raised about the potential over-reliance on AI, particularly in relation to academic integrity and the erosion of student autonomy.

Keywords: Key words: EFL teachers, AI, digital literacy, academic integrity, student autonomy.

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An Exploration of AI Ethical Reflection of EFL Pre-Service Teachers: From Awareness to Action

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Abstract

This study examines the ethical reflection of English as a Foreign Language pre-service teachers on AI in three dimensions: AI ethical awareness, AI critical evaluation, and AI for social good. Participants were 72 pre-service EFL teachers from a state university in the southern province of Türkiye. Participants' perspectives on ethical reflection were measured using a previously validated 7-point Likert scale, with response options ranging from "Strongly Disagree" (1) to "Strongly Agree" (7). The data were then analyzed using a quantitative approach. The findings indicated that most pre-service teachers had higher ethical awareness, which consisted of five aspects: transparency, fairness, privacy, responsibility, and non-maleficence. They also demonstrated higher critical evaluation. Interestingly, the findings also showed that putting ethical reflection into action for social good and inclusive practice (community service, support for groups of learners with special needs or disabilities) was less developed, especially among pre-service teachers who had less frequently used AI. These results suggest that integrating AI experiences into foreign language education can be beneficial in promoting the responsible and ethical use of AI in learning and teaching. Such engagement could also foster pre-service teachers' understanding of ethical reflection with AI, particularly in relation to social projects for Community Service. The current study has a key implication that the responsible and ethical use of AI in teaching and learning contexts may increase hands-on practice and improve understanding to use AI for pedagogically and socially beneficial projects.

Keywords: AI ethical awareness, critical evaluation, AI for social good, pre-service EFL teachers, critical perspective on AI outputs

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Voices as Codes: Unlocking New Dimensions in AI-Mediated Teaching

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Abstract

In the swiftly transforming landscape of education, artificial intelligence has moved beyond being a mere tool to become an active mediator in the ways language is taught, learned, and experienced. This presentation investigates how the voices of teachers and learners—considered both literally as channels of communication and metaphorically as carriers of cultural codes—are being reshaped within AI-mediated teaching environments. Focusing on emerging practices in language education, the session illustrates how AI can broaden pedagogical opportunities, tailor individualized learning pathways, and promote collaboration across borders. Simultaneously, it addresses crucial considerations regarding the interplay between technological innovation and the human aspects of teaching. Drawing on diverse international perspectives, participants will gain insights into leveraging AI to enhance inclusivity, creativity, and professional development in language education.

Keywords: AI-mediated teaching, language education, pedagogical innovation, personalized learning, cross-cultural collaboration

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The Future of Smart Teaching beyond Boundaries

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Abstract

As AI increasingly transforms education, decoding algorithms are redefining what it means to teach smartly and effectively. This study examines how intelligent algorithms interpret learning patterns, anticipate student needs, and tailor instruction in real time empowering educators to move beyond traditional boundaries. By combining data-driven insights with pedagogical expertise, teachers can craft personalized, inclusive, and future-ready learning experiences. Participants will explore both conceptual frameworks and practical strategies, gaining actionable insights into harnessing algorithmic intelligence to enhance teaching, amplify engagement, and foster meaningful learning outcomes worldwide.

Keywords: Artificial Intelligence, Adaptive Learning, Smart Teaching, Algorithmic Pedagogy, Personalized Instruction, Data-Driven Education, Teacher Empowerment, Inclusive Learning, Educational Innovation, Global Education

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Views of Prospective ELT Teachers about Artificial Intelligence

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Abstract

There is a growing interest in artificial intelligence technology in education across the world. With the rapid development of technology, there have been tremendous changes in teaching and learning process in our field, too. As a result of this rapid development, ELT educators and researchers have started to search for the role of artificial intelligence in foreign language teaching and learning. Therefore, they are willing to integrate artificial intelligence into their teachings. This study aims at examining the effect of artificial intelligence in foreign language education in Turkey. For this ultimate purpose, a survey on the views of prospective ELT teachers on artificial intelligence will be administered to approximately 150 ELT professionals at beginner levels. At the end of the study, some recommendations will be made for foreign language educators.

Key Words: Prospective ELT teachers, artificial intelligence, views

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The impact of artificial intelligence on problem-solving, planning, and continuous learning in ELT

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Abstract

The integration of artificial intelligence in foreign language teaching is considered to have effects on EFL learners' problem-solving, planning, and continuous learning skills. For this purpose in mind, this paper tries to investigate the views of foreign language teachers and students about the role of artificial intelligence in foreign language teaching and learning in Turkey. Therefore, the researchers have formulated four semi-structured interview questions to obtain thorough responses to these questions. Relying on findings to be obtained in this study some recommendations will be made for foreign language teachers.

Key Words: Artificial intelligence, ELT teachers, problem-solving, planning, continuous learning

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A Qualitative Meta-Synthesis of Critical Thinking in AI-Assisted Academic Writing

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Abstract

This study conducts a qualitative meta-analysis to explore the role of artificial intelligence (AI) large language models (LLMs) in fostering critical thinking skills within academic writing contexts. With the increasing integration of AI tools such as ChatGPT, Claude and DeepSeek in education, understanding their impact on essential cognitive processes like analysis, evaluation, and reflection becomes crucial. Although these tools have profoundly reshaped academic writing practices with numerous positive impacts; however, their role in developing critical thinking skills has been controversial. By synthesizing findings from recent qualitative research (2018–2025), this paper identifies key themes, including the enhancement of analytical skills, challenges to creativity and originality, and strategies educators employ to integrate AI tools effectively. The study employs thematic analysis using Facione's (1990) critical thinking framework to examine the interaction between AI assistance and students' independent cognitive development. Results indicate that while AI prompts can scaffold critical thinking, over-reliance on these tools may hinder originality and problem-solving. The findings also highlight ethical concerns such as authorship, academic integrity, and bias. Recommendations include balanced pedagogical strategies for integrating AI, fostering critical thinking while maintaining academic authenticity. This study provides actionable insights for educators, students, and policymakers, emphasizing the need for ethical AI use and its potential as a catalyst for intellectual growth. Future research directions are proposed, focusing on longitudinal impacts and diverse educational contexts.

Keywords: AI-Assisted Academic Writing, Critical Thinking

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The intersection of technology and well-being

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Abstract

This study explores the lived experiences of individuals navigating the intersection of technology and well-being. Using a phenomenological approach, we delve into how technology shapes perceptions of self, relationships, and daily life, and how these experiences, in turn, influence psychological and emotional states. The research aims to understand the dualistic nature of technology—as both a tool for connection, information, and personal growth, and a source of stress, social comparison, and disconnection. Through in-depth, semi-structured interviews with participants from diverse backgrounds, this study uncovers the essential structures of their experiences, including the tension between online presence and offline reality, the constant negotiation of digital boundaries, and the pursuit of a balance that fosters well-being. Findings highlight themes such as the paradox of "connected isolation," the cognitive load of constant notifications, and the intentional practices individuals adopt to reclaim agency over their digital lives. The abstract concludes by suggesting that a deeper understanding of these phenomena is critical for developing more human-centered technological designs and for promoting digital literacy that supports mental and emotional health in an increasingly interconnected world.

Keywords: technology, well-being, digital boundaries

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A Systematic Literature Review on Digital Game-Based Vocabulary Learning (DGBVL) in EFL Contexts

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Abstract

Digital game-based learning (DGBL) has emerged as a significant pedagogical trend in English language teaching, with a particular emphasis on vocabulary instruction. In recent years, the integration of digital games into language classrooms has been increasingly recognized not only as a tool for entertainment but also as a powerful medium to foster motivation, engagement, and long-term vocabulary retention. Unlike traditional methods, digital game-based vocabulary learning (DGBVL) offers opportunities for learners to interact with language in authentic and meaningful contexts, while also promoting learner autonomy and collaboration.

This study presents a systematic literature review of research published between 2018 and 2023 focusing on the use of digital games for vocabulary learning in English as a Foreign Language (EFL) contexts. The review seeks to identify key findings, trends, and limitations in the existing body of research, thereby offering practical and theoretical insights for teachers, curriculum designers, and researchers. A total of 40 peer-reviewed studies were analyzed, covering a variety of research designs, learner populations, and gaming environments. Both serious games specifically designed for educational purposes and commercial off-the-shelf (COTS) games were included in the review.

Findings reveal a consistent pattern of positive outcomes associated with DGBVL. Most studies reported significant improvements in learners' vocabulary acquisition, retention, and recall, along with enhanced motivation and willingness to communicate in English. In addition, digital games were found to facilitate collaborative learning, provide immediate feedback, and create low-anxiety environments conducive to experimentation and active participation. The interactive nature of games also allowed learners to encounter target vocabulary repeatedly in diverse contexts, which strengthened their ability to transfer knowledge into real-life use.

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Nevertheless, several challenges were also documented. Technological limitations, such as lack of access to devices or stable internet connection, were frequently mentioned as barriers. Moreover, teachers' insufficient training in integrating games effectively into curricula was highlighted as a critical issue. Time constraints within crowded curricula and skepticism from traditionalist educators were also identified as obstacles to the broader adoption of DGBVL.

The review concluded that while digital game-based vocabulary learning is not a panacea, it holds strong pedagogical potential when implemented strategically. The findings underscore the importance of aligning game-based activities with curricular goals, providing scaffolding, and ensuring a balance between entertainment and learning. Future research should include more longitudinal studies, larger sample sizes, and a wider range of learner demographics to provide deeper insights into the long-term effects and applicability of DGBVL. Ultimately, the study argues that digital games, when thoughtfully integrated, can serve as effective and engaging tools for vocabulary development in EFL contexts.

Keywords: Digital Game-Based Vocabulary Learning, Systematic Literature Review, English as a Foreign Language (EFL), Vocabulary Acquisition, Educational Technology