BİRUNİ ÜNİVERSİTESİ
"Bilimin Geleceği"

ULEAD

ULEAD 2026 CONGRESS

22ND INTERNATIONAL CONGRESS ON EDUCATIONAL RESEARCH
9TH INTERNATIONAL CONFERENCE ON RESEARCH IN APPLIED LINGUISTICS
15TH INTERNATIONAL ELT RESEARCH CONFERENCE



Transformation in Higher Education and Educational Research

13–14 NOVEMBER 2026 · BIRUNI UNIVERSITY, İSTANBUL, TÜRKİYE

BOOK OF ABSTRACTS

KONGRE ÖZET KİTABI

congress.ulead.org.tr

Transformation in Higher Education and Educational Research

Yükseköğretimde Dönüşüm ve Eğitim Araştırmaları

Abstract Book of the ULEAD 2026 Congress

22nd ICRE · 15th International ELT Research Conference · 9th ICRAL

ULEAD 2026 Kongresi Özet Kitapçığı

Editors / Editörler

Prof. Dr. Dinçay KÖKSAL & Prof. Dr. Adnan ÖMERUSTAOĞLU

Grafik Tasarımcı

Emre UYGUN

E-Yayın Koordinatörü

Emre UYGUN

Kasım 2026

CONTENTS - İÇİNDEKİLER

Front Matter · Ön Sayfalar	
Ön Söz	**9**
Foreword	**10**
Honour Board	**11**
Organization Committee	**12**
National Scientific Board	**14**
Keynote Speakers	
Prof. Dr. Carol GRIFFITHS – Girne American University	**18**
Prof. Dr. Cemil ÖZTÜRK – Marmara University	**19**
Prof. Dr. Selami AYDIN – İstanbul Medeniyet University	**20**
Prof. Dr. Mustafa ŞEKER – Yıldız Technical University	**21**
Prof. Dr. Metin BOŞNAK – Istanbul Sabahattin Zaim University	**22**
Asst. Prof. Dr. Gülümser EFEOĞLU – Yıldız Technical University	**23**
Ecem MUSLU, M.A. – Ministry of National Education	**24**
Lect. Emre UYGUN, M.A. – Bursa Uludağ University	**25**
Res. Asst. L. Gökçe GENÇ, M.A. – Çanakkale Onsekiz Mart University	**26**
ABSTRACTS OF PAPERS & POSTERS	**27**
Session 1.1 · Room A102 · AI and Pre-Service Teacher Education	
Beyond AI Integration: Exploring Algorithmic Bias and Epistemic Vigilance in Pre-Service English Language Teacher Education	**28**
From AI Tool Use to Human-AI Co-Creation in Pre-Service Teacher Education	**29**
Between Automation and Authenticity: Revisiting the Human Dimension in Pre-Service EFL Teachers' Training Reports	**31**
Session 1.2 · Room A106 · AI in EFL Instruction: Teachers' Choices and Collaboration	
Beyond One-Size-Fits-All Teaching: Exploring the relationship between AI and Multiple Intelligences	**32**
Selecting AI Tools for EFL Instruction: From Exploration to Classroom Integration	**33**
Exploring Turkish EFL Instructors' Perceptions on Teacher-AI Collaboration: Reflective Practices and Influence on Instruction	**34**
Session 1.3 · Room A107 · Psikolojik İyi Oluş ve Sağlamlık / Psychological Well-being (TR/EN)	
Yetişkinlerde Stresle Başa Çıkma Müdahalelerinin Etkililiği: Sistematik Bir Derleme ve Meta-Analiz	**35**
Gelişmeleri Kaçırma Korkusu ile Psikolojik Sağlamlık Arasındaki İlişki: Kesitsel Bir Araştırma	**36**
Hope and Optimism as Mediators of the Relationship between Psychological Well-Being and Academic Buoyancy	**37**
Session 1.4 · Room B105 · Teacher Education, Mentoring and English-Medium Instruction	
Perceived Effectiveness of the Implementation of English Medium Instruction among Students and Lecturers	**38**
Designing a Language Coaching and Mentoring Course for Pre-Service English Teachers: A Stakeholder-Informed Needs Analysis	**39**
Exploring L1 Use in English Language Teaching: Perceptions of Pre-Service and In-Service Teachers	**40**
Session 1.5 · Room A118 · Transforming Academic Culture and Quality in Higher Education	
Transforming Academic Culture: The Role of Digital Autobiographical Narratives in Critical University Education	**41**
Transforming University Teaching: Building an Institutional culture of Academic Development through Community of Practice	**42**

What Counts as Quality? Negotiating Quality Culture in Kazakhstani Higher Education	43
Session 1.6 · Room B102 · Fen ve Matematik Eğitimi; Eğitimde Etik (Türkçe oturum)	
Eğitim ve Etik İlişkisi	44
Türkiye Yüzyılı Maarif Modeli Fen Bilimleri Müfredatının Alan Becerileri Açısından Değerlendirilmesi	45
Matematik Olimpiyatlarına Katılan Kız Öğrencilerin Olimpiyat Yaşamlarına Dair Otoetnografik Bir Çalışma	46
Session 2.1 · Room A102 · Generative AI, Cognitive Offloading and Assessment	
Cognitive Offloading in Generative AI-Assisted L2 Learning: Implications for Independent Language Performance	48
Thinking with AI or Delegating Pedagogical Decisions? Cognitive Offloading and Self-Regulation in Pre-Service EFL Teachers' Lesson Planning	49
Bringing Dynamic Assessment into Classroom: Development and Design of an AI-assisted Tool	50
Session 2.2 · Room A106 · Teaching Speaking: Task Design and AI Support	
A Comparative Analysis of Speaking Task Design in the Previous and Revised TOEFL iBT	51
Adapting Coursebook Resources with AI: Enhancing Engagement and Communication in Speaking Activities	52
Designing an AI-Based Pre-Speaking Scaffolder for Pre-Intermediate EFL Learners	53
Session 2.3 · Room A107 · Technology-Enhanced Speaking and Writing; AI in Education (TR/EN)	
The Relationship Between ChatGpt Use and Self-Regulated Learning for Improving Speaking Skills Among EFL Learners	54
Digital Multimodel Composing in L2 Writing: Research Trends, Benefits, and Challenges	55
Avantajları ve Dezavantajları İle Eğitimde Yapay Zekâ Kullanımı	56
Session 2.4 · Room B105 · Coursebooks, Materials, Assessment and Flipped Learning	
A Systematic Literature Review of ELT Coursebook Evaluation between 2016-2016	57
Learners' Perceptions of Assessment Practices in English Literature Courses: A Mixed-Methods Study	58
Flipped Classroom Implementations in Learning English Vocabulary with Primary School Learners	59
Session 2.5 · Room A118 · Rethinking Language Pedagogy: Legitimacy, Post-Humanism and Innovation	
Exploring Linguistic Legitimacy and Epistemic Credibility in Turkish EMI Higher Education	60
Beyond Human Utility: Implementing Post-Humanist Pedagogy in Contemporary Education	61
Beyond technology and new methods: rethinking what makes foreign language teaching innovative	62
Session 2.6 · Room B102 · Bilingualism, Willingness to Communicate and Philosophy for Children	
Designing A 14-Week P4C Course for ELT Undergraduates	63
"Do You Speak Robotics?": Contextual Willingness to Communicate in Extracurricular STEM Communities	64
Building a Bilingual Society: Challenges and Practices for Raising Bilingual Children	65
Session 3.1 · Room A102 · AI, Pragmatics and Translation	
The Pragmatics of Prompting: How User (Im)politeness Shapes Response Length and Sentiment in ChatGPT and Gemini	66
From AI Assistance to Critical Revision: A Framework for GenAI-Assisted Specialized Translation Training	67
Translation Of Kazakh Legal Terms into English by Artificial İntelligence Systems: Linguocultural and Legal Limitations	68

Session 3.2 · Room A106 · Teacher Education Institutions and Teacher Careers	
Beyond Teacher Training: Repositioning Algeria's Écoles Normales Supérieures in a Transforming Higher Education Ecosystem	**69**
From Expectations to Reality: Exploring Reality Shock in the Early Careers of EFL Teachers	**70**
All Too Well (Teacher's Version): A Qualitative Longitudinal Design for Tracing English Language Instructors' Well-Being	**71**
Session 3.3 · Room A107 · Learner Achievement, Reading and Writing in EFL	
The Impact of Academic Debate Training on the Argumentative Writing Performance of Turkish B1 EFL Learners	**72**
The Relationship between Family Educational Background and English Academic Achievement of Omani Grade 12 Students	**73**
Peer Tutoring as a Strategy to improve Reading Comprehension in EFL Foundation Classes	**74**
Session 3.4 · Room B105 · Academic Identity, Stakeholder Perspectives and Learning Contexts (TR/EN)	
"There's a Fog in Front of Me": Academic Motherhood and the Ethical Redirection of Professional Identity	**75**
Dil Hazırlık Programlarında Paydaş Perspektifleriyle Kurumsal YZ Politikası ve Uygulama Yönergeleri Geliştirme	**76**
Bitkiyi Görmek Yetiyor Mu? Okul Dışı Doğa Deneyimleri Bağlamında Bitki Körlüğünün Değişime Direnci	**77**
Session 3.5 · Room A118 · AI, Inclusive and Intercultural Education in Diverse Contexts	
The Use of Artificial Intelligence Technologies in Teaching Russian at Kazakhstani Higher Education Institutions	**78**
Negotiating AI in the Amazon: Indigenous Teachers and the Future of Intercultural Education	**79**
Big Ideas for Small Learners: Integrating Sustainability, Social-Emotional Learning, AI Literacy and Digital Citizenship into Primary English Lessons	**80**
The Effects of Inclusive Teaching Strategies on the Academic Engagement of Learners with Hearing Impairment	**82**
Session 4.1 · Online Room 1 · AI in Language Learning: Literacy, Feedback and Intercultural Competence	
The Power to Say "No": Critical AI Literacy and Learner Identity in AI-Mediated English Writing Classes	**84**
A Case Study on the Intelligibility and Effectiveness of Indirect Written Corrective Feedback for A2 Level Learners	**85**
AI-Enhanced ICC: Learning about Cultures	**86**
Session 4.2 · Online Room 2 · Toplumsal Cinsiyet ve Kadın / Gender and Women (TR/EN)	
Toplumsal Cinsiyet Açısından Çocuk Evlilikleri ve Kadın	**87**
Emotional Abuse and Being a Woman in the Context of Gender / Toplumsal Cinsiyet Bağlamında Duygusal Şiddet ve Kadın Olmak	**88**
Sahtekarlık Olgusu (İmposter Fenomeni) Sendromu ve Başarılı Kadın Çalışanlar Üzerine Bir İnceleme	**89**
Session 4.3 · Online Room 3 · Digital and Multimodal Learning, Online Teaching (TR/EN)	
The Role of Digital Multimodal Environments in Second Language Acquisition	**90**
Yükseköğretimde Akademik Okumanın Dönüşümü: Basılı Okuryazarlıktan Dijital ve Çok Modlu Okumaya	**91**
ELT Students' and Instructors' Perceptions About Online Teaching and Assessment during Covid-19	**92**
Session 4.4 · Online Room 4 · Beden Eğitimi ve Spor (Türkçe oturum)	
Beden Eğitimi ve Spor Öğretmen Adaylarının Mesleki Öz Yeterlik Algıları ile Kişilerarası Öz Yeterliklerinin İncelenmesi	**93**
Atletizm Sporcularının Çift Kariyer (Sportif ve Mesleki Kariyer) Süreçlerinin Nitel Olarak İncelenmesi	**94**

Session 4.5 · Online Room 5 · Teacher Education, Professional Growth and Coursebooks	
The Role of Early Field Experiences (EFEs) in Pre-Service EFL Teacher Education: Exploring Perceived Preparedness to Teach	**95**
Can eTwinning function as a professional growth opportunity? eTwinner teachers' evaluations	**96**
Are EFL Coursebooks Making Learners Think?: A Cross-National Examination of Cognitive Demands	**97**
Session 5.1 · Online Room 1 · AI Policy, Governance and Leadership in Higher Education (TR/EN)	
Yükseköğretimde Üretken Yapay Zeka Politikaları	**98**
Artificial Intelligence Policy in the Guangdong–Hong Kong–Macao Greater Bay Area: Governance, Higher Education, and Regional Innovation	**99**
Leadership and Instructional Process Management in Higher Pedagogical Institutions: A Conceptual Perspective	**100**
Session 5.2 · Online Room 2 · Mobility, Intercultural Experience and Pragmatic Competence	
A Broad Picture of the Cultural Experiences of Turkish Erasmus Exchange Students and Their Views on Identity	**101**
Pre-service English Teachers' Global Competences during Erasmus+ Learning Mobility Program	**102**
Pragmatic Competence of Tertiary Level Exchange Students in Türkiye	**103**
Session 5.3 · Online Room 3 · Cognition, Emotion and the Brain in Learning	
Teacher Awareness about Amygdala in Young Learners	**104**
An Electroencephalographic (EEG) Investigation of Cognitive Discourse Functions (CDFs)	**105**
An Investigation of Experiences Regarding Academic Anxiety in University Students	**106**
Session 5.4 · Online Room 4 · Sustainability, AI and Affect in ELT	
From Sustainability Recognition to Classroom Enactment: A Conceptual Framework for English Language Teaching	**107**
When AI Disagrees: Tracing Pre-service EFL Teachers' Professional Judgment in AI-Assisted Lesson Planning	**108**
Technology-Mediated EFL Instruction In Higher Education: Anxiety, Self-Confidence, and Willingness to Communicate	**109**
Session 6.1 · Online Room 1 · Okulda Dijital Teknoloji ve Ölçme (Türkçe oturum)	
Ortaokul Öğrencilerinin Fen Bilimleri Dersinde Yapay Zekâ Kullanım Deneyimlerinin İncelenmesi	**110**
Okul Öncesi ve İlkokul Çocuklarının Ebeveynlerinin Dijital Oyun Rehberlik Stratejilerinin İncelenmesi	**111**
DKAB Öğretmenlerinin Alternatif Ölçme Aracı Geliştirme Becerilerinin Ürün Temelli İncelenmesi	**112**
Session 6.2 · Online Room 2 · Concepts and Terminology in Language	
The Cognitive Structure and Conceptual Features of the "Inclusivity" Concept	**113**
Polysemy and Contextual Differentiation of Cybersecurity Terms in English	**114**
Criteria for Standardizing Social Protection Terminology in English	**115**
Session 6.3 · Online Room 3 · Technology, Feedback and Learner Self-Perception	
Ethical Considerations in Integrating Digital Tools into Practice: Privacy, Access, and Student Feedback	**116**
Impact of Computer Vision-Based Feedback in Physical Education on Motor Performance, Motivation, and Movement Error Detection During Long Jump Learning in a Moroccan High School	**117**
Session 6.4 · Online Room 4 · Language Mobility, Professional Development and Learner Autonomy	
The difference between studying in Turkey through the Erasmus program and the education system in Kyrgyzstan	**119**
From Overseas Immersion to Local Delivery: Evaluating UK Language Mobility Programs for Algerian EMI Teachers	**121**

From Training to Reform: Building Communities of Practice through ICL Professional Development in Algeria	**122**
Beyond Awareness: Exploring University Students' Readiness for Self-Directed Learning and Learner Autonomy	**123**
Posters · 13 November 2026, 08:30–18:15 · Foyer in front of the Central Conference Hall, Level -3	
The representation of women in traditional Kazakh folktales	**125**
Beyond Classroom Walls: Exploring Extramural English Practices among University Students	**126**
Investigating Pre-service English Language Teachers' Perspectives on AI: Ethics, Sustainability, and Pedagogy	**127**
In-Service and Pre-Service English Teachers' Views and Ethical Awareness Regarding AI-Assisted Material Development: A Comparative Analysis	**128**
Multimodal Communication in Turkish - English Bilinguals: Exploring the Influence of Language Proficiency on Gesture Use	**129**
Collaborative Learning in University Language Courses: Teachers' Perspectives in a Multilingual Higher Education Context	**130**
CONTRIBUTORS · KATKI SUNANLAR	**131**

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.

Yayıncı Sertifika No : 68626

Copyright 2026 © by Uluslararası Eğitim Araştırmacıları Derneği. All rights reserved.

ÖN SÖZ

Değerli Eğitim Araştırmacıları, Meslektaşlarımız ve Paydaşlarımız,

Uluslararası Eğitim Araştırmacıları Birliği (ULEAD) himayesinde geleneksel olarak düzenlenen **22. Uluslararası Eğitimde Araştırmalar Kongresi**, **15. Uluslararası İngiliz Dili Eğitimi Araştırmaları Konferansı** ve **9. Uluslararası Uygulamalı Dilbilim Araştırmaları Konferansı** kapsamında hazırlanan **Bildiri Özetleri Kitabı**'nı sizlerle paylaşmaktan büyük bir mutluluk ve onur duyuyoruz. ULEAD, Çanakkale Onsekiz Mart Üniversitesi ve Biruni Üniversitesi iş birliğiyle düzenlenen bu yılki kongremiz, **13–14 Kasım 2026** tarihlerinde İstanbul'da Biruni Üniversitesi ev sahipliğinde gerçekleştirilmektedir.

"Yükseköğretimde Dönüşüm ve Eğitim Araştırmaları" ana teması etrafında şekillenen kongremiz; yükseköğretimde akreditasyon ve kalite güvencesi süreçlerinden yapay zeka ve dijital dönüşüme, etik ve sürdürülebilirlikten öğretmen yetiştirmeye, uygulamalı dilbilimden İngiliz dili eğitimine ve tıp, hukuk, güzel sanatlar ve spor bilimleri eğitimi gibi pek çok disipline uzanan geniş bir yelpazede bilimsel çalışmaları ve saha uygulamalarını bir araya getirmektedir.

Bu yıl kongremiz; **Özbekistan, Kazakistan, Kırgızistan, Azerbaycan, Makedonya, Bosna Hersek, Bulgaristan, Almanya, Umman, İran, Irak, Suriye ve İngiltere** gibi pek çok ülkeden katılım sağlayan değerli araştırmacıların güçlü uluslararası katılımıyla daha da zenginleşmektedir. Bu küresel buluşma, eğitim araştırmalarına farklı kültürel ve akademik perspektiflerden bakılmasına olanak tanırken; katılımcılarımız için bilimsel ağların (network) genişlemesine ve gelecekteki uluslararası iş birliklerinin temellerinin atılmasına önemli bir fırsat sunmaktadır.

Bilginin paylaşıldıkça zenginleştiği ve yeni akademik bakış açıları kazandığı bilinciyle düzenlenen bu etkinlik, yüksek nitelikli akademik çalışmaların paylaşılmasının yanı sıra disiplinlerarası etkileşimi güçlendirmeyi hedeflemektedir. Kongre sonrasında sunulan bildiriler, değerlendirme süreçlerinin tamamlanmasının ardından tam metin bildiri kitabında ve anlaşmalı hakemli dergilerde yayımlanacaktır.

Eğitim sistemimizin ve nitelikli saha uygulamalarının gelişimine katkı sunan tüm düzenleme ve bilim kurulu üyelerimize, davetli konuşmacılarımıza, hakemlerimize ve değerli araştırmacılarımıza en içten teşekkürlerimizi sunar; bu Bildiri Özetleri Kitabı'nın akademik camia için verimli bir kaynak olmasını dileriz.

Kongre Düzenleme Kurulu Adına

Prof. Dr. Dinçay KÖKSAL
ULEAD Başkanı
Çanakkale Onsekiz Mart Üniversitesi

Prof. Dr. Adnan ÖMERUSTAOĞLU
Eğitim Fakültesi Dekanı
Biruni Üniversitesi

FOREWORD

Dear Educational Researchers, Colleagues, and Stakeholders,

We are pleased and honored to present the **Book of Abstracts** for the **22nd International Congress on Educational Research**, the **15th International English Language Education Research Conference**, and the **9th International Conference on Research in Applied Linguistics**, traditionally organized under the auspices of the International Association of Educational Researchers (ULEAD). Jointly organized through the collaboration of ULEAD, Çanakkale Onsekiz Mart University, and Biruni University, this year's congress is hosted by Biruni University in Istanbul on **November 13–14, 2026**.

Centered around the main theme **"Transformation in Higher Education and Educational Research,"** the congress brings together scholarly work and field applications across a broad spectrum of disciplines—ranging from accreditation and quality assurance in higher education, artificial intelligence and digital transformation, ethics, and sustainability, to teacher education, applied linguistics, English language teaching (ELT), and specialized fields such as medical, legal, fine arts, and sports sciences education.

This year, our congress is further enriched by strong international participation from scholars representing diverse countries, including **Uzbekistan, Kazakhstan, Kyrgyzstan, Azerbaijan, North Macedonia, Hong Kong Bosnia and Herzegovina, Bulgaria, Germany, Oman, Iran, Iraq, Syria, and the United Kingdom**. This vibrant international gathering offers a valuable opportunity to examine educational research from varied cultural and academic perspectives, while providing significant potential to expand global scientific networks and lay the groundwork for lasting cross-border collaborations.

Organized with the conviction that knowledge enriches as it is shared and gains new academic perspectives, this event aims not only to disseminate high-quality academic studies but also to strengthen interdisciplinary interaction. Following the congress, presented papers will be published in the full-text proceedings book and in contracted, peer-reviewed journals upon the completion of the evaluation processes.

We extend our sincere gratitude to all members of the organizing and scientific committees, our invited speakers, reviewers, and all esteemed researchers who contributed to the advancement of our educational system and quality field practices. We hope this Book of Abstracts serves as a valuable resource for the academic community.

On Behalf of the Congress Organizing Committee

Prof. Dr. Dinçay KÖKSAL
President of ULEAD
Çanakkale Onsekiz Mart University

Prof. Dr. Adnan ÖMERUSTAOĞLU
Dean of the Faculty of Education
Biruni University

HONOUR BOARD

Prof. Dr. Adnan YÜKSEL
Rector of Biruni University

Prof. Dr. R. Cüneyt ERENOĞLU
Rector of Çanakkale Onsekiz Mart University

ORGANIZATION COMMITTEE

Congress Presidents

Prof. Dr. Dinçay Köksal - President of ULEAD / Çanakkale Onsekiz Mart University, Türkiye
Prof. Dr. Adnan Ömerustaoğlu - Dean of the Faculty of Education, Biruni University, Türkiye

Chairs of the Organizing Committee

Assist. Prof. Dr. Manolya Sağlam - Biruni University
Assist. Prof. Dr. Sedat Beceren - Çanakkale Onsekiz Mart University
Assoc. Prof. Dr. Ömer Gökhan Ulum - Mersin University (ULEAD)

Organizing Committee Members

Prof. Dr. Aysun Yavuz – Çanakkale Onsekiz Mart University, Türkiye
Prof. Dr. Hüseyin Aydın – Biruni University, Türkiye
Prof. Dr. Murat Kurt – Amasya University, Türkiye
Prof. Dr. Gülru Yüksel – Yıldız Technical University, Türkiye
Prof. Dr. Lütfü İlgar – Biruni University, Türkiye
Prof. Dr. Murat Hişmanoğlu – Uşak University, Türkiye
Prof. Dr. Ceylan Ersanlı – Ondokuz Mayıs University, Türkiye
Prof. Dr. Filomena Capucho – Viseu, Portugal
Prof. Dr. Aslıhan Sezgin – Amasya University, Türkiye
Prof. Dr. Badriyah El-Daw – Lebanese University, Lebanon
Prof. Dr. Sevinj Zeynalova – Azerbaijan State University of Languages, Baku
Prof. Dr. Jesús Garcia-Laborda – University of Alcalá, Spain
Prof. Dr. María Jesús Sánchez – University of Salamanca, Spain
Prof. Dr. Bibigul Kussanova – L. Gumilyov Eurasian National University, Kazakhstan
Prof. Dr. Mehmet Küçük – Recep Tayyip Erdoğan University, Türkiye
Assoc. Prof. Dr. Gizem Mutlu Gülbak – Biruni University, Türkiye
Assist. Prof. Dr. Erguvan Uras Eren – Biruni University, Türkiye
Assist. Prof. Dr. Süleyman Doğru – Biruni University, Türkiye
Assist. Prof. Dr. Tuba Kalay Usta – Biruni University, Türkiye
Assoc. Prof. Dr. Ayşin Kaplan Sayı – Biruni University, Türkiye
Assoc. Prof. Dr. Gizem Engin – Ege University, Türkiye
Assoc. Prof. Dr. Rokhatoy Aidova – Urgench State University, Uzbekistan
Assoc. Prof. Dr. Zokhi Jumaniyozov – Urgench State University, Uzbekistan
Assoc. Prof. Dr. Sarvinoz Umarova – Urgench State University, Uzbekistan
Assoc. Prof. Dr. Kürşat Cesur – Çanakkale Onsekiz Mart University, Türkiye
Assoc. Prof. Dr. Ahmar Mahboob – University of Sydney, Australia
Assoc. Prof. Dr. Arzu Çevik – Bartın University, Türkiye
Assoc. Prof. Dr. Nagihan İmer Çetin – Çanakkale Onsekiz Mart University, Türkiye
Assoc. Prof. Dr. Arzu Küçük – Ministry of Education, Rize, Türkiye
Assoc. Prof. Dr. Neslihan Usta – Bartın University, Türkiye
Assoc. Prof. Dr. Tuğba Taflı – Selçuk University, Türkiye
Assist. Prof. Dr. Tuğba Turgut – Amasya University, Türkiye
Assoc. Prof. Dr. Deniz Kürşad – Çanakkale Onsekiz Mart University, Türkiye
Assist. Prof. Dr. Burcu Ak – Bartın University, Türkiye
Assist. Prof. Dr. Yasemin Büyükşahin – Bartın University, Türkiye
Dr. Özlem Kalaycı – Ministry of Education, Bartın, Türkiye
Assist. Prof. Dr. Zerrin Mercan – Bartın University, Türkiye
Assist. Prof. Dr. Christopher Cairney – Middle Georgia State University, USA
Assist. Prof. Dr. Gulmira Usenova – University of Innovation Technologies, Nukus, Uzbekistan
Assist. Prof. Dr. Nergis Ramo Akgün – Çanakkale Onsekiz Mart University, Türkiye
Assist. Prof. Dr. Yasemin Abalı Öztürk – Çanakkale Onsekiz Mart University, Türkiye
Assist. Prof. Dr. Kaveh Jalilzadeh – Istanbul Cerrahpaşa University, Türkiye

Dr. Lotte Lindberg – University of Copenhagen, Denmark
Dr. Gunay Muslumova – Azerbaijan State University of Languages, Baku
Dr. Samira Mammadova – Azerbaijan State University of Languages, Baku
Dr. Yelena Kandalina – Akhmet Baitursynuly Kostanay State University, Kazakhstan
Dr. Şafak Oğuz – EPDAD
Gamze Bulgan – Gazi University

Graphic Design

Emre Uygun – Çanakkale Onsekiz Mart University

Secretariat

Lale Gökçe Genç – Çanakkale Onsekiz Mart University, Türkiye
Emre Uygun – Çanakkale Onsekiz Mart University, Türkiye
Fatma Tuğçehan Bingöl – İstanbul University-Cerrahpaşa, Türkiye
Ahmet Tunahan Kırtaş – Biruni University, Türkiye

NATIONAL SCIENTIFIC BOARD

Prof. Dr. Abdülvahit Çakır, Ufuk University, Türkiye
Prof. Dr. Ahmet Ataç, Manisa Celal Bayar University, Türkiye
Prof. Dr. Ahmet Akkaya, Bartın University, Türkiye
Prof. Dr. Ahmet Kaya, Kahramanmaraş Sütçü İmam University, Türkiye
Prof. Dr. Ahmet Tekbıyık, Kahramanmaraş Sütçü İmam University, Türkiye
Prof. Dr. Altan Alperen, Gazi University, Türkiye
Prof. Dr. Arif Altun, Hacettepe University, Türkiye
Prof. Dr. Arif Sarıçoban, Ufuk University, Türkiye
Prof. Dr. Arslan Kalkavan, Recep Tayyip Erdoğan University, Türkiye
Prof. Dr. Arzu Sema Ertane Baydar, Erzincan Binali Yıldırım University, Türkiye
Prof. Dr. Asuman Seda Saracaloğlu, Adnan Menderes University, Türkiye
Prof. Dr. Aydan Ersöz, INGED, Türkiye
Prof. Dr. Ayla Çetin Dindar, Bartın University, Türkiye
Prof. Dr. Ayşe Akyel, Yeditepe University, Türkiye
Prof. Dr. Aysu Erden, Maltepe University, Türkiye
Prof. Dr. Aysun Yavuz, Çanakkale Onsekiz Mart University, Türkiye
Prof. Dr. Ayşe Kıran, Hacettepe University, Türkiye
Prof. Dr. Ayşegül Amanda Yeşilbursa, Bursa Uludağ University, Türkiye
Prof. Dr. Aytekin İşman, Sakarya University, Türkiye
Prof. Dr. Ayten Genç, Hacettepe University, Türkiye
Prof. Dr. Battal Arvasi, Ankara University, Türkiye
Prof. Dr. Belgin Aydın, TED University, Türkiye
Prof. Dr. Belma Haznedar, Boğaziçi University, Türkiye
Prof. Dr. Bena Gül Peker, Gazi University, Türkiye
Prof. Dr. Binnur Genç İlter, Akdeniz University, Türkiye
Prof. Dr. Binnur Yeşilyaprak, Ankara University, Türkiye
Prof. Dr. Birsen Tütüniş, Kültür University, Türkiye
Prof. Dr. Bülent Güven, Çanakkale Onsekiz Mart University, Türkiye
Prof. Dr. Cahit Kavcar, Ankara University, Türkiye
Prof. Dr. Cem Balçıkanlı, Gazi University, Türkiye
Prof. Dr. Cemal Yıldız, Marmara University, Türkiye
Prof. Dr. Cemil Öztürk, Marmara University, Türkiye
Prof. Dr. Cengiz Özmen, Kahramanmaraş Sütçü İmam University, Türkiye
Prof. Dr. Çetin Semerci, Bartın University, Türkiye
Prof. Dr. Cevdet Yılmaz, Çanakkale Onsekiz Mart University, Türkiye
Prof. Dr. Ceylan Yangın Ersanlı, Ondokuz Mayıs University, Türkiye
Prof. Dr. Derin Atay, Bahçeşehir University, Türkiye
Prof. Dr. Dinçay Köksal, Çanakkale Onsekiz Mart University, Türkiye
Prof. Dr. Dursun Zengin, Ankara University, Türkiye
Prof. Dr. Duygu Anıl, Hacettepe University, Türkiye
Prof. Dr. Ebru Aktan Acar, Çanakkale Onsekiz Mart University, Türkiye
Prof. Dr. Ece Zehir Topkaya, İzmir Demokrasi University, Türkiye
Prof. Dr. Eda Üstünel, Muğla Sıtkı Koçman University, Türkiye
Prof. Dr. Emin Toroğlu, Kahramanmaraş Sütçü İmam University, Türkiye
Prof. Dr. Emine Ahmetoğlu, Trakya University, Türkiye
Prof. Dr. Esim Gürsoy, Uludağ University, Türkiye
Prof. Dr. Esra Bukova Güzel, Dokuz Eylül University, Türkiye
Prof. Dr. Faruk Söylemez, Kahramanmaraş Sütçü İmam University, Türkiye
Prof. Dr. Erdoğan Bada, Hakkari University, Türkiye
Prof. Dr. Esra Ömeroğlu, Gazi University, Türkiye
Prof. Dr. Fatih Kana, Çanakkale Onsekiz Mart University, Türkiye
Prof. Dr. Fatma Ali Sinanoğlu, Gazi University, Türkiye
Prof. Dr. Fatma Ünal, Bartın University, Türkiye
Prof. Dr. Fatma Bıkmaz, Ankara University, Türkiye
Prof. Dr. Ferhunde Küçükşen Öner, Bartın University, Türkiye
Prof. Dr. Feryal Çubukçu, Dokuz Eylül University, Türkiye
Prof. Dr. Fitnat Köseoğlu, Gazi University, Türkiye
Prof. Dr. Gonca Yangın Ekşi, Gazi University, Türkiye
Prof. Dr. Gölge Seferoğlu, Middle East Technical University, Türkiye
Prof. Dr. Gül Durmuşoğlu, Anadolu University, Türkiye

Prof. Dr. Gülten Genç, İnönü University, Türkiye
Prof. Dr. Gülden Tüm, Çukurova University, Türkiye
Prof. Dr. Gülru Yüksel, Yıldız Technical University, Türkiye
Prof. Dr. Güven Mengü, Ankara Hacı Bayram Veli University, Türkiye
Prof. Dr. Hafize Keser, Ankara University, Türkiye
Prof. Dr. Halil İbrahim Yalın, Eastern Mediterranean University, KKTC
Prof. Dr. Hacer Hande Uysal, Hacettepe University, Türkiye
Prof. Dr. Hasan Bedir, Çukurova University, Türkiye
Prof. Dr. Hatice Sofu, Çukurova University, Türkiye
Prof. Dr. Hayati Akyol, Gazi University, Türkiye
Prof. Dr. Hikmet Asutay, Trakya University, Türkiye
Prof. Dr. Hüseyin Uzunboylu, Near East University, KKTC
Prof. Dr. İlknur Keçik, Anadolu University, Türkiye
Prof. Dr. İlknur Savaşkan, Bursa Uludağ University, Türkiye
Prof. Dr. İsmail Hakkı Mirici, Hacettepe University, Türkiye
Prof. Dr. Kadriye Dilek Bacanak, Gazi University, Türkiye
Prof. Dr. Kemal Sinan Özmen, Gazi University, Türkiye
Prof. Dr. Kemal Timur, Kahramanmaraş Sütçü İmam University, Türkiye
Prof. Dr. Levent Uzun, Bursa Uludağ University, Türkiye
Prof. Dr. Leyla Harputlu, Dokuz Eylül University, Türkiye
Prof. Dr. Leyla Martı, Boğaziçi University, Türkiye
Prof. Dr. Mehmet Başkonuş, Harran University, Türkiye
Prof. Dr. Mehmet Demirezen, Kapadokya University, Türkiye
Prof. Dr. Mehmet Ali Salahlı, Çanakkale Onsekiz Mart University, Türkiye
Prof. Dr. Mehmet Gürol, Yıldız Technical University, Türkiye
Prof. Dr. Mehmet Hakkı Sucin, Gazi University, Türkiye
Prof. Dr. Mehmet Sait Yıldırım, Kahramanmaraş Sütçü İmam University, Türkiye
Prof. Dr. Mehmet Küçük, Recep Tayyip Erdoğan University, Türkiye
Prof. Dr. Mehmet Takkaç, Atatürk University, Türkiye
Prof. Dr. Mehmet Taşdemir, Ahi Evran University, Türkiye
Prof. Dr. Mehmet Özbaş, Erzincan Binali Yıldırım University, Türkiye
Prof. Dr. Mesut Gün, Mersin University, Türkiye
Prof. Dr. Muhlise Coşgun Ogeyik, Trakya University, Türkiye
Prof. Dr. Murat Hişmanoğlu, Uşak University, Türkiye
Prof. Dr. Murat Özcan, Gazi University, Türkiye
Prof. Dr. Mustafa Çakır, Anadolu University, Türkiye
Prof. Dr. Mustafa Safran, Gazi University, Türkiye
Prof. Dr. Zekiye Müge Tavil, Gazi University, Türkiye
Prof. Dr. Naci Kayaoğlu, Karadeniz Technical University, Türkiye
Prof. Dr. Nalan Kızıltan, Ondokuz Mayıs University, Türkiye
Prof. Dr. Nihan Demiryay, Çanakkale Onsekiz Mart University, Türkiye
Prof. Dr. Nizamettin Koç, Ankara University, Türkiye
Prof. Dr. Nuray Alagözlü, Hacettepe University, Türkiye
Prof. Dr. Nurettin Öztürk, Pamukkale University, Türkiye
Prof. Dr. Nurhayat Çelebi, Karabük University, Türkiye
Prof. Dr. Orhan Doğan, Kahramanmaraş Sütçü İmam University, Türkiye
Prof. Dr. Orhan Taşkesen, Erzincan Binali Yıldırım University, Türkiye
Prof. Dr. Oya Tunaboylu, Süleyman Demirel University, Türkiye
Prof. Dr. Paşa Yalçın, Erzincan Binali Yıldırım University, Türkiye
Prof. Dr. Paşa Tevfik Cephe, Gazi University, Türkiye
Prof. Dr. Petek Aşkar, TED University, Türkiye
Prof. Dr. Recep Şahin Arslan, Pamukkale University, Türkiye
Prof. Dr. Turan Paker, Pamukkale University, Türkiye
Prof. Dr. Sadegül Akbaba Altun, Başkent University, Türkiye
Prof. Dr. Salim Razı, Çanakkale Onsekiz Mart University, Türkiye
Prof. Dr. Sedat Maden, Bayburt University, Türkiye
Prof. Dr. Sedat Sever, Ankara University, Türkiye
Prof. Dr. Selahattin Dilidüzgün, İstanbul University, Türkiye
Prof. Dr. Selahattin Gelbal, Hacettepe University, Türkiye
Prof. Dr. Selahhaddin Öğülmüş, Ankara University, Türkiye
Prof. Dr. Semra Mirici, Gazi University, Türkiye
Prof. Dr. Servet Bayram, Marmara University, Türkiye

Prof. Dr. Sevinç S. Maden, Trakya University, Türkiye
Prof. Dr. Sibel Güven, Çanakkale Onsekiz Mart University, Türkiye
Prof. Dr. Soner Yıldırım, Middle East Technical University, Türkiye
Prof. Dr. Süleyman Doğan, Ege University, Türkiye
Prof. Dr. Şehnaz Baltacı, Bursa Uludağ University, Türkiye
Prof. Dr. Tahir Balcı, Çukurova University, Türkiye
Prof. Dr. Tahsin Aktaş, Nevşehir University, Türkiye
Prof. Dr. Uğur Çevik, Karadeniz Technical University, Türkiye
Prof. Dr. Yakup Poyraz, Kahramanmaraş Sütçü İmam University, Türkiye
Prof. Dr. Yasemin Bayyurt, Boğaziçi University, Türkiye
Prof. Dr. Yavuz Akpınar, Boğaziçi University, Türkiye
Prof. Dr. Yasemin Kırkgöz, Çukurova University, Türkiye
Prof. Dr. Yeşim Fazlıoğlu, Trakya University, Türkiye
Prof. Dr. Yusuf Avcı, Çanakkale Onsekiz Mart University, Türkiye
Prof. Dr. Zübeyde Sinem Genç, Bursa Uludağ University, Türkiye
Assoc. Prof. Dr. Ali Erarslan, Alanya Alaaddin Keykubat University, Türkiye
Assoc. Prof. Dr. Asiye Parlak Rakap, Bartın University, Türkiye
Assoc. Prof. Dr. Anıl Rakıcıoğlu Söylemez, Bolu Abant İzzet Baysal University, Türkiye
Assoc. Prof. Dr. Arzu Ekoç, Yıldız Technical University, Türkiye
Assoc. Prof. Dr. Ayşe Derya Işık, Bartın University, Türkiye
Assoc. Prof. Dr. Aydan Irgatoğlu, Ankara Hacı Bayram Veli University, Türkiye
Assoc. Prof. Dr. Ayşegül Takkaç Tulgar, Atatürk University, Türkiye
Assoc. Prof. Dr. Burcu Ünal, Yıldız Technical University, Türkiye
Assoc. Prof. Dr. Davut Gürel, Bartın University, Türkiye
Assoc. Prof. Dr. Didar Akar, Boğaziçi University, Türkiye
Assoc. Prof. Dr. Esra Yıldırım, Bartın University, Türkiye
Assoc. Prof. Dr. Deniz Özen Ünal, Adnan Menderes University, Türkiye
Assoc. Prof. Dr. Erdem Akbaş, Erciyes University, Türkiye
Assoc. Prof. Dr. Fatih Kaya, Erzincan Binali Yıldırım University, Türkiye
Assoc. Prof. Dr. Görkem Avcı, Bartın University, Türkiye
Assoc. Prof. Dr. Gülşah Batdal Karaduman, İstanbul University-Cerrahpaşa, Türkiye
Assoc. Prof. Dr. Gürkan Dağbaşı, Gazi University, Türkiye
Assoc. Prof. Dr. Hulusi Geçgel, Çanakkale Onsekiz Mart University, Türkiye
Assoc. Prof. Dr. Kadim Öztürk, Amasya University, Türkiye
Assoc. Prof. Dr. Kaveh Jalilzadeh, İstanbul University-Cerrahpaşa, Türkiye
Assoc. Prof. Dr. Mustafa Kocaarslan, Bartın University, Türkiye
Assoc. Prof. Dr. Muamber Yılmaz, Bartın University, Türkiye
Assoc. Prof. Dr. Neslihan Usta, Bartın University, Türkiye
Assoc. Prof. Dr. Nurcihan Yürük, Selçuk University, Türkiye
Assoc. Prof. Dr. Oya Erenoğlu, Çanakkale Onsekiz Mart University, Türkiye
Assoc. Prof. Dr. Sedat Akayoğlu, Bolu Abant İzzet Baysal University, Türkiye
Assoc. Prof. Dr. Sunay Akkaya, Bartın University, Türkiye
Assoc. Prof. Dr. Talip Gönülal, Erzincan Binali Yıldırım University, Türkiye
Assoc. Prof. Dr. Vehbi Aytekin Sanalan, Erzincan Binali Yıldırım University, Türkiye
Assist. Prof. Dr. Yusuf Kasımi, Düzce University, Türkiye
Assoc. Prof. Dr. Yusuf Mete Elkıran, Çanakkale Onsekiz Mart University, Türkiye
Assoc. Prof. Dr. Zeynep Arkan, Ankara Hacı Bayram Veli University, Türkiye
Assist. Prof. Dr. Ayşenur Nazik, Bartın University, Türkiye
Assist. Prof. Dr. Gökhan Savaş, Bartın University, Türkiye
Assist. Prof. Dr. Ömer Yılmaz, Bartın University, Türkiye
Assist. Prof. Dr. Özge Çulhaoğlu, Bartın University, Türkiye
Assist. Prof. Dr. Sevan Deniz, Bartın University, Türkiye
Assist. Prof. Dr. Yasemin Büyükşahin, Bartın University, Türkiye
Assist. Prof. Dr. Zerrin Mercan, Bartın University, Türkiye

International Scientific Committee

Adem Soruç, Bath University, UK
Amy Alice Chastain, Emirates College for Advanced Education, UAE
Ana Bocanegra-Valle, Universidad de Cádiz, Spain
Andy Kirkpatrick, Griffith University, Australia
Aya Matsuda, Arizona State University, USA

Christine Coombe, Higher Colleges of Technology, UAE
Christian Abello Contesse, The University of Seville, Spain
David Block, ICREA / Lleida University, Catalonia
David Lasagabaster, University of the Basque Country, Basque Country
Edgar W. Schneider, University of Regensburg, Germany
Enric Llurda, Lleida University, Catalonia
Eva Illes, Eötvös Loránd University, Hungary
Filomena Capucho, Portuguese Catholic University, Portugal
Helen Baştürkmen, University of Auckland, New Zealand
Irena Kuzborska, University of York, UK
Isabel Peficanco Martin, Ateneo de Manila University, The Philippines
James Corcoran, York University, Canada
James F. D'Angelo, Chukyo University, Japan
Lili Cavalheiro, University of Lisbon, Portugal
Lucilla Lopriore, Roma Tre University, Italy
Magnus Gustafson, Chalmers University of Technology, Sweden
Marina Orsini-Jones, Coventry University, UK
Mary Jane Curry, University of Rochester, USA
Myriam Pereiro, Université de Lorraine & CNRS, France
Natasha Tsantila, DEREE: The American College of Greece, Greece
Nicos Sifakis, Hellenic Open University, Greece
Nigel Harwood, University of Sheffield, UK
Nina Spada, University of Toronto, Canada
Olcay Sert, Mälardalen University, Sweden
Paola Vettorel, Verona University, Italy
Paul Kei Matsuda, Arizona State University, USA
Sávio Siqueira, Universidade Federal da Bahia, Brazil
Stephanie Schnurr, Warwick University, UK
Suzanne Hilgendorf, Simon Fraser University, Canada
Telma Gimenez, Universidade Estadual de Londrina, Brazil
Theresa Lillis, Open University, UK
Todor Shopov, St. Kliment Ohridski University, Bulgaria
Will Baker, Southampton University, UK
Ying Wang, China Three Gorges University, China

KEYNOTE SPEAKERS



Prof. Dr. Carol GRIFFITHS

Girne American University

Keynote Speech · 13 November 2026, 10:00–10:20

Talk: *AI and quality of learning: An action research study*

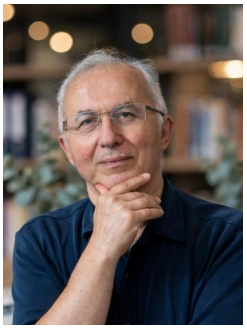
Abstract

Since generative artificial intelligence appeared on the scene in late 2022, educationalists have been struggling to know how to deal with it. Although it presents advantages, it also presents major challenges, including on the classroom level. The study reported in this article was in response to one such challenge, when the teacher found that her students were, in effect, using AI to bypass the need to search their material to find answers to questions on a worksheet. Using an action research design (Burns, 2010), the teacher gathered worksheet data and then put some of the questions into a forthcoming exam, held a mere two weeks later. With the assistance of AI, the accuracy level in-class had been very high (100% in many cases). In the exam, however, when using AI was not possible, the accuracy rate plummeted. The teacher suggests that this indicates a very shallow quality of learning when students are using AI, which does not survive even the relatively short period between class work and the exam, and she recommends that the issue of AI in learning needs careful consideration.

Biodata

Prof. Dr. Carol Griffiths has been a teacher, manager and teacher educator of ELT for many years. She has taught in many places around the world, including New Zealand, Indonesia, Japan, China, North Korea, Turkey, UK, and North Cyprus. She has also acted as Research Fellow for the University of Leeds (UK) and Academic Visitor at the University of Auckland (NZ). She has presented at numerous conferences around the world and published widely. Learning strategies, individual differences, teacher education and support, teacher agency, EMI, action research, language intake, and using literature to learn and teach language (L3) are her major areas of research interest.

KEYNOTE SPEAKER



Prof. Dr. Cemil ÖZTÜRK

Marmara University

Keynote Speech · 13 November 2026, 10:20–10:40

Talk: *The Future of Program Accreditation in Higher Education: Opportunities, Risks, and Strategic Transformation*

Biodata

Prof. Dr. Cemil Öztürk earned his bachelor's, master's, and doctoral degrees from Marmara University. He served as a member of the Senate at Marmara University between 2008 and 2009, and as Vice Dean of the Atatürk Faculty of Education from 2002 to 2005. Author of numerous publications on the Turkish education system and teacher training, Prof. Dr. Öztürk served as the Dean of the Atatürk Faculty of Education from 2009 to 2012. Having pioneered and accelerated accreditation initiatives in teacher education in Türkiye, Prof. Dr. Cemil Öztürk currently serves as the President of the Teacher Education Programs Accreditation Board (EFAK) within EPDAD (Association for Evaluation and Accreditation of Teacher Education Programs).

KEYNOTE SPEAKER



Prof. Dr. Selami AYDIN
İstanbul Medeniyet University

Keynote Speech · 13 November 2026, 10:40–11:00

Talk: *Exploring research on English as a foreign language in Türkiye: The story of twenty years*

Abstract

This invited talk presents a comprehensive scientometric overview of English as a Foreign Language (EFL) research in Türkiye between 2005 and 2025. Drawing on data from the Web of Science, it examines publication trends, citation patterns, influential authors and institutions, research collaborations, and emerging thematic areas. The findings reveal substantial growth in research productivity, increasing thematic diversity, and evolving scholarly networks, while highlighting challenges related to international collaboration and underrepresented research areas. Beyond mapping the field's development over two decades, the talk critically reflects on its strengths, limitations, and future directions. It concludes by identifying strategic priorities for fostering international and interdisciplinary collaboration, strengthening theory-driven and longitudinal research, and enhancing the contribution of EFL scholarship to educational policy and classroom practice in Türkiye.

Biodata

Selami Aydın is a full professor of English language teaching. He has made significant contributions to applied linguistics, language teacher education, research methodology, educational technology, and positive psychology in language education. He has published extensively in national and international journals and authored numerous books and book chapters on foreign language education. His scholarly work combines theoretical, methodological, and practical perspectives, with particular emphasis on issues that shape contemporary language learning and teaching. His research focuses on positive language teaching, foreign language anxiety, educational technology, and AI in language learning and teaching.

KEYNOTE SPEAKER



Prof. Dr. Mustafa ŞEKER

Yıldız Technical University

Keynote Speech · 13 November 2026, 11:15–11:35

Talk: *Responding to the Imperatives of the Era in Higher Education and the Notion of Values Resisting Social Transformation*

Abstract

Today, universities are compelled to rethink their functions of education, research, and community service due to artificial intelligence, the climate crisis, demographic shifts, and transformations in the labor market. In this direction, UNESCO's roadmap for higher education transformation emphasizes that the principles of equity, critical thinking, and human-centered digitalization necessitate the transformation of the sector. However, the demand for change is not always met with ease within academic communities. Due to their inherent structures – such as shared governance, tenure security, and academic freedom – universities are institutions that transform slowly. Academics, in turn, may resist innovations out of concern for pedagogical integrity and autonomy. This resistance should not be read merely as opposition to innovation.

The literature indicates that resistance is largely identity-driven and rooted in moral concerns. Academics react on the grounds that governance models focused on measurability and competition erode autonomy, shared governance, and the social value of education. When we examine the sources, this reaction takes shape across a broad spectrum, ranging from overt opposition to everyday micro-practices. In other words, resistance is a defence and control mechanism, and when managed properly, it is a force that safeguards the quality of transformation.

The problem is not a dilemma of choosing between change and continuity. The core issue here is with which values and with whose participation change is designed. True academic values – passion for knowledge, critical inquiry, and integrity – are not limited to habits and the status quo. The only way to sustain these values in the future may be to embrace the transformation from the known to the unknown. Therefore, our recommendation is a balanced approach to transformation: curricula must encompass contemporary competencies, and university–society collaboration must be strengthened, yet all of this should be designed through the dialogic participation of the academic community and without conflicting with academic autonomy.

While adapting to the demands of the era, higher education must not sever ties with its core values. Indeed, making these values the guarantor of social transformation should be fundamental. Resistance should be criticized when it turns into an attitude that hinders equity and the public good; however, as long as it serves a regulatory function, it must be taken seriously as a valuable source of institutional learning. The goal of the university is to establish a participatory and value-based balance between change and continuity.

Biodata

Prof. Dr. Mustafa Şeker is an academician working in the field of educational sciences. He is a faculty member in the Department of Social Studies Education within the Department of Social Sciences and Turkish Education at the Faculty of Education, Yıldız Technical University. His academic research focuses on social studies education, history, educational policies, curricula, and social sciences. He completed his bachelor's degree in 2000 at Kastamonu University, Faculty of Education, Department of Primary Education. He earned his master's degree in 2003 and his Ph.D. in Social Studies Education in 2010 from the Graduate School of Educational Sciences at Marmara University. Starting his career as a teacher under the Ministry of National Education, Şeker taught between 2000 and 2011. Since 2011, he has been continuing his academic work at Yıldız Technical University, contributing to research, scientific publications, and postgraduate thesis supervision in the field of education. His research interests include social studies education, history, education, and social sciences. Having published works in national and international academic journals, Şeker is actively involved in postgraduate education and thesis advising alongside his scientific research. Serving as a board member of the Association for Evaluation and Accreditation of Teacher Education Programs (EPDAD), Şeker also works in the fields of enhancing the quality of educational curricula and evaluating teacher education processes.

KEYNOTE SPEAKER



Prof. Dr. Metin BOŞNAK
Istanbul Sabahattin Zaim University

Keynote Speech · 13 November 2026, 11:35–11:55

Talk: *"Master," "Yes," "No": What Robinson Crusoe's Lessons for Friday Teach Us About Method, Language, and Hierarchy*

Abstract

This keynote lecture examines how the scene in which Robinson Crusoe teaches English to Friday has been read in English language teaching (ELT) and what that reading leaves out. Its objective is to ask not only which method the scene shows but whom the method positions. Working interpretively, it reads Keymer's Oxford edition of Defoe's 1719 novel (Defoe, 1719/2007), inventories every language-teaching act the narrator reports, and sets the inventory against the method labels in Richards and Rodgers (2014), Kumaravadivelu's (1994) postmethod parameters, Derrida's procedure of overturning and displacement (Derrida, 1981, p. 41), and postcolonial accounts of language (Fanon, 1952/1967; Ngũgĩ wa Thiong'o, 1986; Said, 1978). No learner data are used. The findings are that the lessons assign three coupled positions: civilized and savage; the teacher who owns the language and the learner who depends on it; and an intelligence that is praised and a dependence that is enforced. The first words taught are a name, "Master," "Yes" and "No"; the first moral instruction reported is a threat of death; and the narrator reports no correction in Part One. Labels such as the Direct Method describe the conduct of the lesson and are silent on position, so that "immersion" can serve as an alibi. The scene also undoes itself: Friday's question about the devil stops the teacher, who pretends not to hear it; the narrator says he instructed himself; and Friday applies the teacher's category of cannibal to the English mutineers. Yet the text contains these reversals without abandoning the hierarchy, because Friday remains "my Man" and the narrator holds the pen. It is concluded that a method label cannot show who is positioned by a lesson. For language teacher education, the lecture recommends five questions to put to any method or coursebook: who names, whose questions measure success, who translates, what is left out, and who holds the pen.

Biodata

He is a Professor of Comparative Literature and the Chair, Department of Foreign Languages, Istanbul Sabahattin Zaim University (İZÜ); he also teaches in the Department of English Language and Literature. His research interests are comparative poetics and world literature; Ottoman-Turkish intellectual history; Islamic literary theory and Qur'anic studies; narrative theory; etymology and onomastics across Turkic, Semitic, and classical traditions; reception history; American literature and cinema.

Fellowships, service and memberships: Fulbright scholarship, Indiana University Bloomington, 1990; doctoral supervision in comparative literature; doçentlik (habilitation-level) jury evaluations; co-editor of the academic periodicals Kızılırmak (1992) and Academia (1995); member: MLA, ACLA, ICLA, ASA, MCCA.

KEYNOTE SPEAKER



Asst. Prof. Dr. Gülümser EFEOĞLU

Yıldız Technical University

Keynote Speech · 13 November 2026, 11:55–12:15

Talk: *Transformation in Educational Research: Paradigm Shift in Applied Linguistics*

Abstract

Since generative artificial intelligence appeared on the scene in late 2022, educationalists have been struggling to know how to deal with it. Although it presents advantages, it also presents major challenges, including on the classroom level. The study reported in this article was in response to one such challenge, when the teacher found that her students were, in effect, using AI to bypass the need to search their material to find answers to questions on a worksheet. Using an action research design (Burns, 2010), the teacher gathered worksheet data and then put some of the questions into a forthcoming exam, held a mere two weeks later. With the assistance of AI, the accuracy level in-class had been very high (100% in many cases). In the exam, however, when using AI was not possible, the accuracy rate plummeted. The teacher suggests that this indicates a very shallow quality of learning when students are using AI, which does not survive even the relatively short period between class work and the exam, and she recommends that the issue of AI in learning needs careful consideration.

Keywords: Generative artificial intelligence, educational research, transformation

Biodata

Dr. Gülümser Efeoğlu is an Assistant Professor of English Language Teaching at Yıldız Technical University. Her research explores English Language Teaching and Multilingualism. She holds a PhD in English Language Teaching from Boğaziçi University. She earned her M.A. degree in Linguistics at the same university and B.A. degree from English Language Education Department at Middle East Technical University. She was a post-doc researcher at Humboldt University in 2020.

KEYNOTE SPEAKER



Ecem MUSLU, M.A.

Ministry of National Education

Keynote Speech · 13 November 2026, 12:15–12:35

Talk: *Peer Bullying and Safe School Ecosystem*

Abstract

Safety Net is a school-based digital reporting and early intervention system designed to facilitate the early identification of peer bullying and risky behaviors in schools, enabling students to report experienced or witnessed incidents anonymously. Accessible via the school website, school-specific QR codes, and a mobile application, the system ensures that reports reach the school administration efficiently, thereby supporting early awareness and timely intervention. Its primary objective is to contribute to the creation of a preventive school climate where students do not feel compelled to remain silent, and where feelings of trust and belonging are significantly reinforced.

Keywords: Safety Net, Peer Bullying, Early Intervention, Digital Reporting System, School Climate, School Safety.

Biodata

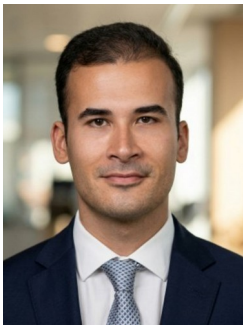
Ecem Muslu is an educator, author, and project coordinator dedicated to advancing reading culture, strengthening peer relationships, and fostering supportive, safe school environments. Recognized as the 2025 Bursa Teacher of the Year (Provincial Representative).

Areas of expertise: Reading Culture & Children's Literature; Peer Bullying & School Safety; Educational Project Development & Coordination; Digital Awareness & Social Responsibility; Educational Content Creation & Panel Discussions.

Digital publishing: "Okumanın Gücü" (Power of Reading) – YouTube Channel. Produces content, interviews, and projects focused on developing and promoting a culture of reading.

Publications and writing platforms: Neder.com; Nirvana Social Education Portal; Educational & Teacher Websites (Columnist / Writer).

KEYNOTE SPEAKER



Lect. Emre UYGUN, M.A.
Bursa Uludağ University

Keynote Speech · 13 November 2026, 13:35–13:55

Talk: *When the Output Is Free: What Counts as Evidence of Learning in the Age of AI?*

Abstract

For centuries, a good output, whether an essay, a solved problem or a thesis, has served as evidence that learning has taken place. Generative artificial intelligence is the first educational technology that produces this evidence itself, instantly and at almost no cost. This keynote argues that the most consequential transformation AI brings to higher education is therefore not a change of tools but a change in what counts as proof of learning. The argument unfolds at three levels. For learners, experimental evidence shows that general-purpose AI can raise performance during practice while leaving learning unchanged, or even diminished, once the tool is removed, often without learners noticing. For institutions, AI detection is losing its footing as machine and human writing converge, and second-language writers bear the heaviest cost of false accusations; yet even a perfect detector would answer the wrong question. For researchers, the literature on AI in education relies heavily on short interventions, small samples and self-report, and risks mistaking polished outputs for robust evidence. Drawing on studies of MOOCs, virtual reality, AI literacy and academic integrity, the keynote proposes that AI did not break educational evidence but revealed how cheap it already was. Transformation is not automatically progress. The decisive question is not whether AI was used, but what was offloaded and who answers for the result. The keynote closes with suggestions for early-career researchers: measure learning after the tool leaves the room, study process rather than product, and observe what people do, not only what they report.

Keywords: generative artificial intelligence, evidence of learning, cognitive offloading, assessment validity, educational research

Biodata

Emre Uygun is a Lecturer at the School of Foreign Languages, Bursa Uludağ University, Türkiye, and a PhD candidate in English Language Teaching at Çanakkale Onsekiz Mart University, where he also completed his bachelor's and master's degrees. His research lies at the intersection of language education, educational technology, and teacher education, with particular interests in artificial intelligence, academic integrity, and online learning. His recent work examines how learners and prospective teachers engage with AI, how digital learning environments shape participation and achievement, and how emerging technologies challenge established educational practices. Drawing on empirical research and interdisciplinary perspectives, he is interested in the relationship between technological innovation, ethical judgment, and meaningful educational transformation.

KEYNOTE SPEAKER



Res. Asst. L. Gökçe GENÇ, M.A.
Çanakkale Onsekiz Mart University

Keynote Speech · 13 November 2026, 13:55–14:15

Talk: *The Future of Language Education… But for Whom? Rethinking Inclusion in the Age of AI*

Abstract

The future of language education is increasingly imagined through artificial intelligence, adaptive technologies, and multimodal learning environments. Yet one question rarely takes centre stage: for whom is this future being designed? The promise of more personalized and accessible learning coexists with educational systems still shaped by assumptions about the "typical" learner, assumptions that can marginalize students with disabilities, neurodivergent learners, and others whose ways of communicating, participating, or demonstrating knowledge do not fit established norms.

This keynote invites a critical reconsideration of inclusion as a defining measure of educational transformation rather than a secondary concern addressed after innovation takes place. Drawing together insights from language education policy, language teacher education, neurodiversity-informed pedagogy, and digitally mediated multimodal learning, it examines how exclusion can persist across three interconnected levels: what policies acknowledge, what teachers are prepared to recognize, and what learning environments enable. Particular attention is given to the double-edged potential of artificial intelligence: its capacity to support flexible pathways to participation and expression, alongside risks associated with algorithmic bias, inaccessible design, unequal access, and the normalization of particular learner profiles.

In response, the talk advances an inclusion-first perspective on the future of language education, calling for learner variability to shape policy, teacher preparation, pedagogical design, and decisions about educational technologies from the outset. It argues that meaningful progress cannot be assessed solely through efficiency, automation, or technological novelty, but must also be judged by whose voices are heard, whose needs are anticipated, and whose participation becomes possible.

As language education moves toward an AI-rich future, the most important question may not be what our technologies can do, but whom they allow to belong.

Keywords: Inclusive language education; artificial intelligence; neurodiversity; multimodal learning

Biodata

L. Gökçe Genç is a Research Assistant in the Department of English Language Teaching at Çanakkale Onsekiz Mart University, Türkiye, where she is also pursuing her PhD in English Language Teaching. She holds a master's degree in English Language Teaching from Sakarya University. Her academic interests span inclusive language education, language teacher education, educational technology, language policy, psycholinguistics, and educational psychology. Her research particularly focuses on neurodiversity, digital multimodal learning, artificial intelligence in education, and the ways in which educational practices and policies influence learners' experiences and opportunities. Drawing on interdisciplinary perspectives, she seeks to explore how language education can become more inclusive, equitable, and responsive to the diverse needs of learners in an evolving educational landscape.

ABSTRACTS OF PAPERS & POSTERS

Özetler · ordered by programme session

O-08 · Session 1.1 · Room A102 · 13 November 2026, 15:00

Beyond AI Integration: Exploring Algorithmic Bias and Epistemic Vigilance in Pre-Service English Language Teacher Education

Manolya Sağlam[1,*]

[1] Biruni University, Türkiye

* manolyas@biruni.edu.tr

Subject Area: *Teacher Education Research*

Abstract

The increasing integration of generative artificial intelligence (AI) into English language teacher education raised important concerns regarding the reliability, accuracy, and cultural appropriateness of AI-generated content. This study aimed to explore how pre-service English language teachers demonstrated epistemic vigilance, recognised algorithmic bias, and critically evaluated AI-generated pedagogical recommendations. The study adopted a qualitative research design and drew on reflective accounts collected during an AI literacy practicum conducted in the spring semester of the 2025–2026 academic year at a foundation university in Türkiye. The proposed analysis focused on 20 final-year pre-service English language teachers selected through purposive sampling. The reflective accounts were examined using thematic analysis, combining deductive and inductive coding. The analysis explored how participants evaluated AI-generated instructional materials, identified potential biases and inaccuracies, and justified their decisions to accept, revise, or reject AI-generated recommendations. The findings suggested that pre-service English language teachers demonstrated varying levels of epistemic vigilance when engaging with AI-generated instructional content. Key patterns included information verification, awareness of cultural and linguistic biases, and independent pedagogical decision-making. Participants also differed in their approaches to assessing the credibility and instructional suitability of AI-generated materials, particularly in their willingness to question, modify, or reject AI-generated recommendations. The findings highlighted the potential importance of epistemic vigilance and critical AI literacy in English language teacher education. The study emphasised the need to strengthen pre-service teachers' awareness of algorithmic bias, critical evaluation skills, and evidence-informed pedagogical decision-making. These insights offered implications for promoting responsible AI integration and preparing future English language teachers to engage critically with AI-generated educational content.

Keywords: Algorithmic Bias; Epistemic Vigilance; Critical AI Literacy; Pre-Service English Language Teachers

O-24 · Session 1.1 · Room A102 · 13 November 2026, 15:15

From AI Tool Use to Human-AI Co-Creatıon in Pre-Servıce Teacher Educatıon

Assemgul Alsitova[1,*]

[1] K.Zhubanov Aktobe Regional University, Kazakhstan
* aalsitova@zhubanov.edu.kz

Subject Area: *Teacher Education Research*

Abstract

The widespread use of artificial intelligence (AI) tools in education raises a question that goes beyond digital literacy: how will pre-service teachers (PSTs) be able to work with AI while maintaining independent judgement and creative thinking? The integration of AI into teaching requires not only a critical evaluation of the content generated but also its adaptation to pedagogical objectives while maintaining creative control.

This study examines the transition from individual AI-related competences to contemporary human-AI creativity as a more sophisticated form of partnership between PSTs and AI.

The study was conducted as part of a broader research project. It combines a conceptual analysis of human-AI creativity with an analysis of the practical testing of the model. The practical work was carried out during the 2025-2026 academic semester with a group of students specialising in teacher training. Participants carried out a series of practice-orientated tasks using AI tools. The main focus was on how participants interacted with AI throughout the entire process of developing teaching materials. This practical work enabled us to view the interaction between humans and AI not as a one-off production of an output but as a continuous cycle. This cycle involves formulating a pedagogical task, searching for a solution independently, generating possible answers, evaluating them, refining them, and adapting the material.

The analysis identified three interrelated aspects: AI competencies, human-AI co-creation practices, and their application to pedagogical tasks. Particular emphasis is placed on the distribution of roles between participants and AI. Whilst AI takes on the search for ideas, the generation of possible answers and the preparation of drafts, the participants set the objectives, critically evaluate the results, adapt them to the learning context and take responsibility for the final product. Such interaction is built on the synergy between technology and human potential, where digital support organically complements creative initiative, critical thinking and professional experience.

Against the backdrop of educational transformation, the proposed approach shifts the focus from mastering individual AI tools to organising teaching practices in which the PSTs retain intellectual and creative authorship.

Consequently, when training PSTs and applying AI in the educational process, the following suggestions need to be implemented: organising interaction with AI as an iterative process; recognising the respective functions of AI and humans; and evaluating not only the outcome of the interaction, but also the process by which it is created.

Further analysis of the experimental data will examine whether these practices contribute to pre-service teachers' creativity development.

*This research is funded by the Science Committee of the Ministry of Science and Higher Education of the Republic of Kazakhstan (Grant No. AP25795529).

Keywords: Human-AI co-creation; AI competencies; artificial intelligence; pre-service teacher education; creativity; pedagogical practice

O-18 · Session 1.1 · Room A102 · 13 November 2026, 15:30

Between Automation and Authenticity: Revisiting the Human Dimension in Pre-Service EFL Teachers' Training Reports

Amel Benyahia[1,*] & Haddad Amina[1,*]

[1] Ecole Normale Supérieure 'Assia Djebar', Algeria

* benyahia.amel@ensc.dz, haddad.amina@ensc.dz

Subject Area: *Teacher Education Research*

Abstract

This paper explores the evolving nature of pre-service EFL teachers' training reports in the context of rapid digital transformation and the increasing use of AI-assisted writing tools. As part of their practicum, final-year student teachers are required to produce reflective reports documenting their pedagogical experiences, challenges, and professional growth. Traditionally, these reports have served as rich, personal narratives that capture the complexity of classroom realities and the development of teacher identity. However, in recent years, concerns have been increasingly raised among teacher educators regarding the evolving nature of these reports in digitally mediated contexts. Informal observations suggest a tendency toward greater uniformity in structure and expression, with recurring phrases and formulaic patterns appearing across student submissions. While such features may reflect improved linguistic accuracy and access to digital support tools, they also raise important questions about the extent to which students' personal voice, critical reflection, and lived experience are being meaningfully represented. This emerging tension calls for closer examination, particularly given the central role of reflective writing in teacher education. Adopting a qualitative, document-based approach, this study analyzes a corpus of training reports produced before and after the widespread adoption of AI writing tools. The analysis focuses on indicators of reflective depth, authenticity, and voice, drawing on frameworks of reflective practice and teacher identity construction. The findings highlight a tension between technological affordances and pedagogical values, suggesting that while AI can support linguistic accuracy and organization, it may also inadvertently constrain critical reflection and personal engagement. The paper concludes by proposing pedagogical strategies for re-integrating humanistic reflection into EFL teacher training, emphasizing the need for guided use of AI, reflective scaffolding, and assessment practices that value authenticity over uniformity.

Keywords: authenticity; automation; digital era; pre-service EFL teachers; training reports

O-23 · Session 1.2 · Room A106 · 13 November 2026, 15:00

Beyond One-Size-Fits-All Teaching: Exploring the relationship between AI and Multiple Intelligences

Mohammad Ali Yaghchi[1,*]

[1] Biruni University, Türkiye

* myaghci@biruni.edu.tr

Subject Area: *Teacher Education Research*

Abstract

The rapid development of artificial intelligence (AI) , particularly generative AI, is creating new oppotunities for personalization , differentiated instruction , multimodal learning, and interactive language ptractice in English Langugae Teaching (ELT). At the same time, Howard Gardner's theory of Multiple Intelligences (MI) has encouraged educators to recognize the diversity of learner's abilities and to incorporate varied approches into classroom instruction.

Bringing these perspectives together raises an important question : How can AI support diverse learning opportunities without reducing learners to fixed categories or replacing teachers' professional judgement?

This presentation explores the potential relationship between AI and MI in ELT, focusing on how AI-powered tools can facilitate differentiated language activities. multimodal input, adaptive feedback, collobrative learning , and learner autonomy . It also critically examines challanges related to the theoritical validity of MI, algorithmic bias, data privacy , overreliance on technology , and the limitations of AI-genertaed feedback .

The presentation also argues that AI can broaden acess to varied language - learning experinces when it is used as a flexible pedagogical resource rather than as a mechanism for assigning permanent intelligence types. It concludes that meaningful integration requires evidence-informed instructional design , teacher mediation , ethical awareness, and continous evaluation of learning outcomes.

Keywords: Artificial Intelligence, Multiple Intelligences, English Language Teaching , Generative AI, Differentiated Instruction, Learner Diversity, Personalized Learning

O-07 · Session 1.2 · Room A106 · 13 November 2026, 15:15

Selecting AI Tools for EFL Instruction: From Exploration to Classroom Integration

Fatma Tuğçehan Bingöl[1,*]

[1] Istanbul Üniversitesi-Cerrahpaşa, Türkiye
* tugcehan.bingol@iuc.edu.tr

Subject Area: *Artificial Intelligence Applications and Impacts in Education*

Abstract

The growing number of AI-powered applications in English Language Teaching (ELT) has created new opportunities for language learning, but it has also made the selection of appropriate tools increasingly challenging for teachers. This paper presents a practice-informed account of an AI tool selection process within an institutional English as a Foreign Language (EFL) context. The process involved an initial exploration of available applications, gathering student input on their familiarity with and interest in AI tools through five open-ended questions, and shortlisting applications for classroom piloting. The shortlisted tools were considered in terms of their pedagogical suitability, language skill focus, feedback features, usability, accessibility, and potential for curriculum integration. Following classroom trials and further evaluation, Praktika and Google Gemini were selected as the primary tools for speaking practice and writing support, respectively, while other applications were also explored as complementary tools. Drawing on classroom implementation experiences, the paper discusses the practical strengths and limitations of the selected applications and reflects on the role of student perspectives, teacher judgment, and institutional conditions in the selection process. It illustrates how a context-sensitive approach can help EFL teachers make informed decisions when exploring and integrating AI-powered applications into language instruction.

Keywords: AI tool selection, EFL instruction, classroom integration, student perspectives, AI-powered applications, English language teaching.

O-40 · Session 1.2 · Room A106 · 13 November 2026, 15:30

Exploring Turkish EFL Instructors' Perceptions on Teacher-AI Collaboration: Reflective Practices and Influence on Instruction

Doğa İlhan[1,*] & Selim Can Kaşukcu[2]

[1] Marmara University, Türkiye
[2] Bahçeşehir University, Türkiye
* doga.ilhan@marmara.edu.tr

Subject Area: *English Language Education*

Abstract

The practice of teacher-artificial intelligence collaboration (TAC) has been prevalent over the recent years, especially with the acceleration of generative AI use. As a consequence, reflective practices in English as a Foreign Language (EFL) instruction have shown to obtain greater significance in terms of professional development and how EFL instructors perceive and engage with GenAI tools. However, the research studies investigating the TAC reflective practices of EFL instructors in the Turkish Higher Education context have been limited. In order to further address the topic at hand, this current study examines EFL instructors' perceptions of TAC reflective practices and its possible impact on their instruction. Employing a quantitative design, this cross-sectional study utilizes the Teacher-AI Collaboration (TAC) Reflective Practice Questionnaire, developed by Outamgharte et al. (2025), which consists of three subscales: teachers' perceptions, TAC for reflective practice, and the impact of TAC for reflective practice on classroom instruction. The participants of the study are university-level EFL instructors across Türkiye, from both state and private institutions, who are selected through convenience and snowball sampling methods. While the TAC reflective practice levels and its subscales are examined through descriptive statistics, inferential statistics are utilized in order to analyze the potential differences across the demographic variables, such as age, years of experience and highest degree obtained. The classroom implications of this present study include, but are not limited to, facilitating critical engagement and creative thinking in TAC reflective practices for professional growth. Moreover, the study contributes to the existing and expanding body of literature regarding the TAC reflective practices by displaying the perceptions of Turkish university-level EFL instructors, providing a stepping stone for future research.

Keywords: Teacher-AI Collaboration, TAC, Reflective Practice, Reflective Teaching, EFL

O-09 · Session 1.3 · Room A107 · 13 November 2026, 15:00

Yetişkinlerde Stresle Başa Çıkma Müdahalelerinin Etkililiği: Sistematik Bir Derleme ve Meta-Analiz

Seda Arig[1,*] & Nadir Çeliköz[2]

[1] Biruni University, Türkiye
[2] Yıldız Teknik Üniversitesi, Türkiye
* sarig@biruni.edu.tr

Subject Area: *Educational Sciences Research*

Özet

Yapılandırılmış müdahaleler, yetişkinlerin başa çıkma kaynaklarını güçlendirmek ve algılanan stresi azaltmak amacıyla yaygın olarak kullanılmaktadır; ancak bu müdahalelerin içeriği, uygulanma biçimleri, hedef kitleleri, sonuç ölçütleri ve izlem süreçleri açısından kanıtlar çeşitlilik göstermektedir. Bu sistematik derleme ve meta-analiz, doktora tezi kapsamında geliştirilen yetişkinlerde stresle başa çıkmaya yönelik gelişim programının ihtiyaç analizi mahiyetinde, yetişkinlere yönelik stresle başa çıkma müdahalelerine ilişkin randomize kanıtları sentezlemiş; başa çıkmaya yönelik sonuçlar ile algılanan strese yönelik sonuçları birbirinden ayırmış, ayrıca müdahalelerin kalıcılığını ve programların özelliklerini incelemiştir.

Scopus, Web of Science ve ERIC veri tabanları 17 Eylül 2026 tarihine kadar taranmış; buna ek olarak Türkçe kaynaklar, tezler, atıf taramaları ve yayın grupları üzerinden araştırmalar yapılmıştır. Çalışmaya dahil edilme kriterlerini karşılayan araştırmalar; 18 yaş ve üzeri yetişkinlere yönelik, yapılandırılmış stresle başa çıkma veya stres yönetimi müdahalelerini konu alan randomize ya da küme-randomize kontrollü denemelerdir. Toplamda 65 bağımsız çalışma grubunu temsil eden 66 rapor analize dahil edilmiştir. Etki büyüklükleri "Hedges' g" katsayısı ile ifade edilmiş olup, pozitif değerler müdahalenin lehine sonuçları göstermektedir. Birincil sentezlerde, Hartung–Knapp çıkarım yöntemiyle birlikte rastgele etkiler (REML) modelleri kullanılmıştır. Yanlılık riski Cochrane RoB 2 aracıyla, kanıt kesinliği ise GRADE yaklaşımıyla değerlendirilmiştir.

Başa çıkma becerilerine ilişkin gözden geçirilmiş bağımsız çalışma sentezi 9 çalışmayı kapsamaktadır. Algılanan stres konusunda ise 9 bağımsız çalışma sonucunda g=0,757 değeri elde edilmiş olup, %95 tahmin aralığı 0,497–1,017 olarak hesaplanmıştır. Yedi çalışma grubu, müdahale sonrasındaki değerlendirmenin ardından gerçekleştirilen kontrollü izlem süreçlerine dair veriler sunmuştur. Müdahale bileşenleri, uygulama özellikleri, katılımcılara özgü düzenleyici değişkenler ve programın yürütülmesine dair bulgular keşifsel niteliktedir. GRADE yaklaşımına göre kanıt kesinliği; başa çıkma becerileri için düşük, algılanan stres için orta, kontrollü izlem sonuçları için ise düşük düzeydedir.

Yapılandırılmış yetişkin stres yönetimi müdahaleleri, stres yönetimi ve algılanan stresi iyileştirmiş olup, kontrollü takip çalışmalarında da olumlu etkiler gözlemlenmiştir. Bulgulara göre algılanan stres için etkilerin homojen olduğu, stres yönetimine ait etkilerin ve takip çalışmalarındaki etkilerin ise daha heterojen olduğu görülmüştür. Mevcut kanıtlar, optimal bir müdahale bileşeni, uygulama formatı veya doğrudan bir program belirlememektedir.

Anahtar Kelimeler: stresle başa çıkma; stres yönetimi, başa çıkma becerileri; algılanan stres, yetişkinler; araya girme, sistematik inceleme; meta-analiz

O-15 · Session 1.3 · Room A107 · 13 November 2026, 15:15

Gelişmeleri Kaçırma Korkusu ile Psikolojik Sağlamlık Arasındaki İlişki: Kesitsel Bir Araştırma

Lütfü İlgar[1,*], Semih Dereci[2] & Şerafettin Sevgili[1]

[1] Biruni Üniversitesi, Türkiye
[2] Bahçelievler Belediyesi, Türkiye
* lutfuilgar@biruni.edu.tr

Subject Area: *Educational Sciences Research*

Özet

Bu araştırmanın amacı, gelişmeleri kaçırma korkusu (FoMO) ile psikolojik sağlamlık arasındaki ilişkiyi incelemek ve söz konusu değişkenlerin demografik özellikler ile sosyal medya kullanım alışkanlıklarına göre farklılaşıp farklılaşmadığını belirlemektir. Nicel araştırma yaklaşımı kapsamında ilişkisel tarama modeliyle gerçekleştirilen çalışmanın örneklemini, Türkiye genelinde kolayda örnekleme yöntemiyle ulaşılan 350 katılımcı oluşturmaktadır. Veriler Google Forms aracılığıyla toplanmış; analizlerde Spearman korelasyon analizi, Mann-Whitney U testi, Kruskal-Wallis H testi ve çoklu doğrusal regresyon analizi kullanılmıştır. Araştırma sonucunda toplam gelişmeleri kaçırma korkusu ile psikolojik sağlamlık arasında negatif yönlü ve istatistiksel olarak anlamlı bir ilişki belirlenmiştir ($\rho = -0{,}364$; $p < 0{,}001$). Çoklu regresyon analizi sonucunda kişisel ve sosyal FoMO boyutlarının psikolojik sağlamlık puanlarındaki varyansın %12,9'unu açıkladığı görülmüştür ($R^2 = 0{,}129$). Kişisel FoMO'nun psikolojik sağlamlığın negatif yönlü ve anlamlı bir yordayıcısı olduğu ($\beta = -0{,}348$; $p < 0{,}001$), sosyal FoMO'nun ise bağımsız yordayıcı katkısının anlamlı olmadığı ($\beta = -0{,}018$; $p = 0{,}781$) saptanmıştır. Ayrıca 18–25 yaş grubundaki katılımcıların gelişmeleri kaçırma korkusu puanlarının bazı ileri yaş gruplarından daha yüksek, psikolojik sağlamlık puanlarının ise daha düşük olduğu belirlenmiştir. Günlük sosyal medya kullanım süresinin artmasıyla gelişmeleri kaçırma korkusu puanlarının yükseldiği, psikolojik sağlamlık puanlarının ise azaldığı yönünde anlamlı farklılıklar bulunmuştur. Sonuçlar, gelişmeleri kaçırma korkusunun özellikle kişisel boyutunun psikolojik sağlamlıkla ilişkili olduğunu ve sosyal medya kullanımına eşlik eden bireysel psikolojik deneyimlerin değerlendirilmesinin önemini ortaya koymaktadır.

Anahtar Kelimeler: Gelişmeleri kaçırma korkusu (FoMO), psikolojik sağlamlık, sosyal medya kullanımı, kişisel FoMO, sosyal FoMO.

O-44 · Session 1.3 · Room A107 · 13 November 2026, 15:30

Hope and Optimism as Mediators of the Relationship between Psychological Well-Being and Academic Buoyancy

Fatih Doğan Tezci[1,*], Bora Demir[2] & Simge Sultan Özyürek[3]

[1] Çanakkale Onsekiz Mart Üniversitesi, Türkiye
[2] Çanakkale Onsekiz Mart University, Türkiye
[3] Istanbul Gelişim Üniversitesi, Türkiye
* fatihdogantezci@gmail.com

Subject Area: *English Language Education*

Abstract

Everyday language-learning demands may challenge university students' psychological well-being and their capacity to manage academic setbacks. Drawing on positive psychology, this study examines the relationship between psychological well-being and academic buoyancy and investigates the potential mediating roles of hope and optimism among university preparatory school students learning English as a foreign language (EFL) in Türkiye. Academic buoyancy refers to students' capacity to cope with routine academic difficulties, including disappointing grades, examination pressure, and learning setbacks.

A quantitative, cross-sectional correlational design is employed. Data were collected from approximately 250–300 students through convenience sampling using Turkish-language self-report measures of state hope, personal and self-efficacy optimism, psychological well-being, and academic buoyancy. Earlier instrument testing with 124 students yielded promising evidence for the hope and well-being measures, while identifying limitations in personal optimism and academic buoyancy that require further examination. For the main sample, confirmatory factor analysis and reliability analyses will assess the measurement properties of the instruments. Correlation analysis and structural equation modeling will then examine direct and indirect associations among the constructs.

The study aims to clarify how students' goal-directed thinking and positive expectations relate to psychological well-being and their reported ability to cope with academic setbacks. Its contribution lies in examining these constructs within a single model and informing research on psychological support in university EFL programmes.

Keywords: ELT, EFL,Academic buoyancy; hope; optimism, psychological well-being, positive psychology

O-56 · Session 1.4 · Room B105 · 13 November 2026, 15:00

Perceived Effectiveness of the Implementation of English Medium Instruction among Students and Lecturers

Meryem Yeltekin Karaman[1,*]

[1] Yıldız Technıcal University, Türkiye

* meryemy@yildiz.edu.tr

Subject Area: *English Language Education*

Abstract

Aiming to adapt to the ever-evolving world, higher education institutions seek to adopt new practices to attract national and international students, which leads them to the pursuit of English medium instruction (EMI). Attitudes and perceptions of stakeholders towards EMI seem to have been accustomed to this educational evolution, which is reflected on their learning and teaching events. Although EMI is highly appreciated as a notion, the attempt to put the theory into de facto implementation may not always be practical and yield favourable results, considering the readiness of the stakeholders to EMI process. This being the case, how students and academic staff being the main subjects of this process, consider the practice of EMI appears to be an open-ended question. Thereby, the aim of the present study is to investigate the implementation and perceived effectiveness of partial and full English medium instruction courses in undergraduate engineering programs at a state university in Turkey. Initially, this study sheds light on the concepts paving the way for EMI; secondly, it presents the related field research that has been conducted in national and international contexts; and lastly, with respect to students and lecturers' opinions, it attempts to answer the research questions through a mixed method research design. The findings reveal that

1) Almost all participants give due importance to English as a foreign language and as an instructional medium at tertiary level.

1a) Students of partial EMI programs, who do feel less linguistically-ready to succeed in EMI content courses, hold similar attitudes with their counterparts studying in full EMI programs.

2a) Students reflect that their classroom performance and academic success are adversely affected by EMI.

2b) In a similar vein, lecturers acknowledge their concerns with regard to students' impaired content and language learning which is reflected on their instructional process as challenges.

Keywords: English Medium Instruction, EMI, Students and Lecturers at a Turkish State University

O-61 · Session 1.4 · Room B105 · 13 November 2026, 15:15

Designing a Language Coaching and Mentoring Course for Pre-Service English Teachers: A Stakeholder-Informed Needs Analysis

Kürşat Cesur[1,*] & Çiğdem Cesur[1]

[1] Çanakkale Onsekiz Mart University, Türkiye

* kursatcesur@comu.edu.tr

Subject Area: *Teacher Education Research*

Abstract

This study investigated internal and external stakeholder perspectives to inform the design of a proposed Language Coaching and Mentoring Course for pre-service English teachers. The course was developed in response to the growing need for teachers who can support learner autonomy, goal setting, motivation, personalised learning, and reflective development alongside language instruction. A descriptive mixed-methods needs-analysis design was employed. Data were collected through two online forms containing closed- and open-ended questions. Participants comprised 43 internal stakeholders (36 pre-service English teachers and 7 teacher educators) and 22 external stakeholders, including academics, English teachers, lecturers, administrators, and one undergraduate student from another university. Closed-ended responses were analysed using descriptive statistics, while open-ended responses were examined through thematic content analysis. Informed consent was obtained, and all responses were anonymised. The findings indicated strong support for the proposed elective. Among internal stakeholders, 41 participants (95.3%) supported its introduction, and the same proportion considered it beneficial for pre-service teachers' professional development. Among external stakeholders, 20 participants (90.9%) supported the course, and 20 (90.9%) believed that it would contribute to professional development. No participant in either group expressed a negative view. The qualitative findings highlighted professional specialisation, contemporary teacher roles, learner autonomy, individualised teaching, motivation, digital tool use, private tutoring, and broader employment opportunities. Stakeholder suggestions also informed key course-content areas: transitioning from teacher to language coach; learning psychology and motivation management; SMART goal setting and roadmap development; powerful questioning and active listening; first-session needs analysis and planning; personalised materials development and curation; constructive feedback; coaching in reading, writing, listening, and speaking; digital planning and practice tools; artificial intelligence as a personal language-learning assistant; assessment beyond conventional tests; personal branding and student recruitment; pricing, service packages, and trial lessons; ethical responsibilities and professional boundaries; and continuous professional development. The findings suggest that a stakeholder-informed Language Coaching and Mentoring course can address emerging professional needs in English language teacher education and support more learner-centred, individualised, and future-oriented practices. The study also demonstrates the value of systematically integrating internal and external stakeholder evidence into curriculum development and elective course design.

Keywords: language coaching; mentoring; pre-service English teacher education; stakeholder-informed curriculum development; needs analysis

O-19 · Session 1.4 · Room B105 · 13 November 2026, 15:30

Exploring L1 Use in English Language Teaching: Perceptions of Pre-Service and In-Service Teachers

Feyza Çapa[1,*] & Belma Haznedar[1]

[1] Boğaziçi University, Türkiye

* feyza.capa@std.bogazici.edu.tr

Subject Area: *Teacher Education Research*

Abstract

The use of students' first language (L1) in English language teaching remains a subject of debate, balancing its potential to support comprehension and classroom interaction against the risk of limiting exposure to the target language (Sali, 2014; Shin et al., 2020; Tanrıseven & Kırkgöz, 2021; Orfan, 2023). This study aims to examine the views of pre-service English teachers – enrolled in English language teaching programs in faculties of education – and in-service English teachers regarding the frequency of Turkish (L1) use in English lessons, their perceptions of the purposes for which it is used, and their pedagogical evaluations of such usage through an attitude scale developed for this study.

Data were collected through a questionnaire which addressed L1 use in teacher-student and student-student interactions, the functions of this usage, and attitudes towards L1 use. Preliminary findings from the research indicate that Turkish is used more frequently while explaining grammatical structures and vocabulary, supporting comprehension, facilitating peer collaboration, and managing classroom interaction. At the same time, it has been noted that excessive use of Turkish may reduce opportunities for practicing English. While most participants (%94) prefer to minimize the use of Turkish, some (%58) advocate for its selective use to serve specific pedagogical objectives. These preliminary findings are consistent with previous research on pre-service English teachers, which highlights the role of teaching experience, classroom conditions, and student needs in shaping pre-service teachers' perspectives on the use of the first language (L1) (Çetin & Özbek-Gürbüz, 2022; Kocaman & Yıldırım, 2023).

As the study is still ongoing, this article will present only the preliminary findings from pre-service English teachers. Subsequently, the analysis of data to be collected from in-service English teachers will allow for a comparison between the practices and attitudes reported by both groups.

Keywords: first language use; English language teaching; pre-service teachers; classroom interaction / anadil kullanımı, İngilizce öğretimi, öğretmen adayları, sınıf içi etkileşim

O-57 · Session 1.5 · Room A118 · 13 November 2026, 15:00

Transforming Academic Culture: The Role of Digital Autobiographical Narratives in Critical University Education

Alexandra Androusou[1], Vassılıs Tsafos[2,*] & Petros Charavitsidis[3,*]

[1] National and Kapodistrian University of Athens (Nkua), Greece
[2] Natıonal & Kapodıstrıan University of Athens, Greece
[3] National and Kapodistrian University of Athens (Nkua)., Greece
* vtsafos@ecd.uoa.gr, pcharavits@ecd.uoa.gr

Subject Area: *Teacher Education Research*

Abstract

This paper explores the transformation of academic culture through the pedagogical use of digital autobiographical narratives of refugees and migrants, drawing on the experience of the European project VOLARE (Voices of Life, Agency, Resilience and Encounters). Within this framework, digital narratives are approached not as empirical data or representations of experiences, but as sites of dialogical encounter, meaning-making, and critical reflection, activating processes of subject formation, ethical positioning, and social awareness.

The paper focuses on how the multimodal autobiographical narratives developed within VOLARE (Voice Labs Repository: Experiences, Tools and Inclusive Methodologies for Minority, Migrant and Refugee Education) through the integration of speech, image, and sound – constitute a pedagogical field that moves beyond knowledge-centered and reproductive conceptions of learning, shifting the emphasis toward participatory, dialogical, and transformative educational practices. In this context, learning is understood as a process of problematizing experience, deconstructing dominant discourses on migration and otherness, and critically examining relations of power and inequality.

Particular emphasis is placed on how students' engagement with VOLARE narratives contributes to the development of critical awareness, reflective positioning, and democratic participation, creating conditions in which knowledge is not treated as neutral and detached, but as socially and politically mediated. Through this process, university learning is reconfigured as a practice of dialogue, co-interpretation, and pedagogical action that connects theoretical understanding with social transformation.

At the same time, it is argued that such practices challenge established academic logics of hierarchical knowledge transmission, objectivism, and detachment, introducing forms of knowledge that recognize voice, experience, multiplicity, and uncertainty as integral components of the learning process. From this perspective, VOLARE emerges as an example of a critical pedagogical intervention that contributes to a broader transformation of the university toward a more democratic, participatory, and socially responsible educational culture.

Keywords: Academic culture transformation, Digital autobiographical narratives, Critical pedagogy, Dialogical learning

O-59 · Session 1.5 · Room A118 · 13 November 2026, 15:15

Transforming University Teaching: Building an Institutional culture of Academic Development through Community of Practice

Vassılis Tsafos[1,*] & Stratos Petsopoulos[2]

[1] Natıonal & Kapodıstrıan University of Athens, Greece
[2] National & Kapodistrian University of Athens, Greece
* vtsafos@ecd.uoa.gr

Subject Area: *Accreditation Studies in Higher Education and Quality Assurance Processes in Education*

Abstract

Higher education is being reshaped by rapid technological, pedagogical, and institutional change, creating new challenges for university teaching and highlighting the need to move beyond fragmented or one-off training initiatives towards more sustained forms of academic development. This paper examines the emerging experience of the Teaching and Learning Centre at the National and Kapodistrian University of Athens (NKUA) and explores how an institutional framework for academic development can support reflective, collaborative, and pedagogically informed university teaching.

The study adopts an exploratory case-study approach, drawing on the Centre's institutional and planning documents and on evaluation data collected following its first professional-development initiative, an event on Artificial Intelligence in University Education held in June 2026. The questionnaire included closed and open-ended questions concerning participants' perceptions, needs, expectations, and preferences for future professional-development activities. Quantitative responses were analysed descriptively, while open-ended responses were thematically examined.

Preliminary findings indicate a strong perceived relevance of the initiative to participants' teaching needs and expectations. More importantly, participants' interests extended beyond technical familiarisation with AI tools. Pedagogical applications of AI emerged as the most frequently selected area of interest, alongside course design and constructive alignment, ethical issues and academic integrity, and student assessment. Open-ended responses similarly pointed towards broader concerns related to student-centred learning, innovative pedagogical approaches, assessment, and the changing conditions of university teaching. Participants also expressed interest in sustained and collaborative forms of professional learning, including Communities of Practice.

The findings suggest that technological change may function as a catalyst for broader pedagogical reflection rather than merely generating demand for technical training. The paper argues that Teaching and Learning Centres can play an important role in facilitating a shift **from tools to pedagogy and from individual professional development to community**, contributing to the gradual development of an institutional culture in which university teaching becomes an object of collective inquiry, reflection, and continuous academic development.

Keywords: Academic Development, University Teaching, Communities of Practice

O-42 · Session 1.5 · Room A118 · 13 November 2026, 15:30

What Counts as Quality? Negotiating Quality Culture in Kazakhstani Higher Education

Indira Abilmazhinova[1,*]

[1] Nazarbayev University, Kazakhstan
* indira.abilmazhinova@nu.edu.kz

Subject Area: *Philosophy of Educational Research and Quality Culture*

Abstract

Quality has become a central concern in higher education, but what counts as quality is not self-evident. Contemporary quality systems increasingly translate quality into performance indicators, accountability, standards, and external expectations (Harvey, 1998). While these mechanisms can support improvement, they may also shift attention toward quantified quality, with less attention to the shared values and engagement that underpin a quality culture. This tension is particularly significant in Kazakhstan, where international quality assurance practices intersect with a historically centralized system, a Soviet legacy, and a distinct cultural context, alongside growing pressures for international recognition and performance (Manarbek, & Seyfried, 2022). The purpose of this study is to explore quality culture in Kazakhstani higher education. This study conceptualizes quality culture through an integrated framework that combines Harvey and Stensaker's (2008) concept of quality culture, Tierney's (1988) organizational culture framework, and Clark's (1986) triangle of coordination. It uses a qualitative multiple-case study design involving two highly ranked Kazakhstani universities (Merriam & Tisdell, 2016). Data were collected through policy analysis, semi-structured interviews with administrators, deans, faculty members, and student focus groups, and analyzed using reflexive thematic analysis (Braun & Clarke, 2021). The findings reveal diverse understandings of quality. Some participants associated quality with institutional achievements and expressed pride in their universities' rankings, accreditation, and broader progress, often comparing their institutions with others. Others focused more strongly on what universities contribute to students' development. Consistent with Harvey and Green's (1993) concept of quality as transformation, participants linked quality to personal and professional development and preparation for life and work. At the same time, external expectations strongly shaped quality, including government requirements, accreditation, rankings, labor-market demands, and performance measures. This most closely reflects Harvey and Stensaker's (2008) responsive quality culture, in which institutions adapt to external demands. Yet participants did not simply accept these expectations. They valued the purposes behind quality practices while also describing implementation pressures, including bureaucracy, demanding performance requirements, and concerns about whether some measures genuinely supported improvement. These experiences also reflected Tierney's (1988) organizational culture dimensions. The study shows that quality culture is negotiated between external expectations, institutional priorities, and local understandings of quality, with a strong emphasis on student holistic development. The study suggests that universities could connect quality mechanisms more closely to educational values and meaningful improvement, while policy-makers could consider more flexible, context-sensitive approaches that help reduce excessive compliance pressures.

Keywords: higher education, quality culture, organizational culture, quality assurance

O-54 · Session 1.6 · Room B102 · 13 November 2026, 15:00

Eğitim ve Etik İlişkisi

Nur Yeliz Gulcan[1,*]

[1] Akdeniz Karpaz Üniversitesi, Turkish Republic of Northern Cyprus

* nuryeliz.gulcan@akun.edu.tr

O-21 · Session 1.6 · Room B102 · 13 November 2026, 15:15

Türkiye Yüzyılı Maarif Modeli Fen Bilimleri Müfredatının Alan Becerileri Açısından Değerlendirilmesi

Mehmet Küçük[1,*] & Arzu Küçük[2]

[1] Recep Tayyip Erdoğan Üniversitesi, Türkiye
[2] Milli Eğitim Bakanlığı, Türkiye
* mehmetkucuk@gmail.com

Subject Area: *Maarif Model Practices*

Özet

21. Yüzyıl fen bilimleri eğitimi, ezberin ötesinde sorgulama, kanıta dayalı argüman üretme ve gerçek yaşam problemlerine disiplinlerarası çözümler geliştirmeyi hedeflemektedir. Bu doğrultuda Türkiye Yüzyılı Maarif Modeli (TYMM), kavramsal bilginin yanı sıra 13 Fen Bilimleri Alan Becerisi'ni (FBAB) merkeze almıştır. Ancak programın felsefesi ile sınıf ve ünite uygulamalarının tutarlılığı, hedeflere ulaşmak açısından kritik öneme sahiptir. Bu nedenle becerilerin sarmal yapıdaki konumlanışı, bilişsel gelişime uygun dağılımı ve bilim okuryazarlığına katkısı incelenmelidir.

Bu çalışma, TYMM Fen Bilimleri Dersi Öğretim Programı'ndaki (3-8. sınıflar) 13 alan becerisinin ünite ve sınıf düzeylerine dağılımını, pedagojik tutarlılığını ve bilimsel düşünme süreçleri açısından dengesini değerlendirmektedir. Nitel araştırma kapsamında doküman incelemesi yapılmış; MEB programı temel veri kaynağı olarak kullanılmıştır. Veriler, betimsel analizle sınıf ve ünite matrislerine aktarılıp sayısallaştırılmış; becerilerin sınıflar arası geçişleri, sıklıkları ve bilişsel yükleri içerik analiziyle incelenmiştir.

Bulgular, programın sarmal yapıyı büyük ölçüde koruduğunu ve beceri çeşitliliğinin 3. sınıftaki 7 beceriden 7. ve 8. sınıflardaki 13 beceriye yükseldiğini göstermektedir. En sık yer verilen beceri, 18 ünitede bulunan Bilimsel Çıkarım Yapma'dır (FBAB8); Sınıflandırma (FBAB2) ve Deney Yapma (FBAB7) ise 13'er ünitede yer almıştır. Buna karşılık Kanıt Kullanma (FBAB12) yalnızca 3. ve 6. sınıflarda, toplam 2 ünitede kodlanmıştır. Tümevarımsal akıl yürütme (FBAB10) 6 ünitede görülürken, tümdengelimsel akıl yürütme (FBAB11) yalnızca 1 ünitede görülür. Bilimsel Sorgulama (FBAB13) için beklenen üst sınıf yoğunluğu görülmemiştir; 5 ünitenin 3'ü 4. sınıfta toplanmıştır.

Sonuçlar, programın deney tasarımı ve sınıflandırma gibi temel süreçlerde güçlü olduğunu; ancak çıkarımın dayanağı olan kanıt kullanımını yeterince desteklemediğini göstermektedir. Bu dengesizlik, öğrencilerin iddialarını bilimsel temellere dayandırma becerisini riske sokabilir; kanıtsız çıkarımlar varsayım olarak kalabilir. Ayrıca 7. ve 8. sınıflarda bilimsel sorgulamanın sınırlı olması, sosyo-bilimsel konularda eyleme dönük davranışların gelişimini zayıflatabilir. Bu nedenle program geliştiricilere ve ders kitabı yazarlarına, üst sınıflarda açık uçlu sorgulama ve kanıta dayalı argümantasyonu destekleyen performans görevleri ve proje tabanlı etkinlikler tasarlamaları önerilmektedir.

Anahtar Kelimeler: Türkiye Yüzyılı Maarif Modeli, Fen Bilimleri Öğretim Programı, Alan Becerileri, Bilimsel Süreç Becerileri, Müfredat Analizi, Kanıta Dayalı

O-58 · Session 1.6 · Room B102 · 13 November 2026, 15:30

Matematik Olimpiyatlarına Katılan Kız Öğrencilerin Olimpiyat Yaşamlarına Dair Otoetnografik Bir Çalışma

Zeynep Arvasi Aydın[1,*] & Işıkhan Uğurel[1]

[1] Dokuz Eylül Üniversitesi, Türkiye

* arvasi.zeynep@ogr.deu.edu.tr

Subject Area: *Science and Mathematics Education Research*

Özet

Matematik; genellikle zor, soğuk, soyut, teorik, aşırı rasyonel, büyük ölçüde erkeksi olarak algılanan oldukça cinsiyetçi bir alandır (de Freitas, 2008; Ernest, 1998; Jungwirth, 2003). Akademik literatür, kadınların matematiksel yeteneklerini olduğundan düşük, erkeklerin ise olduğundan yüksek gösterdiğine dair örneklerle doludur ve bu cinsiyet farklılıkları küçük yaşlardan itibaren ortaya çıkmaktadır (Ellis vd., 2016; Pajares, 2005). Yapılan çalışmalarda, kız ve erkek öğrencilerin benzer performans gösterdiği durumlarda bile, erkeklerin kızlara kıyasla matematikte iyi olduklarını bildirme oranının daha yüksek olduğu tespit edilmiştir (Hall, 2012). Bu durum, sadece eğitim alanında değil, bilim olimpiyatları ve özellikle matematik olimpiyatlarında çok daha derin bir biçimde görülmektedir. Matematik alanındaki en prestijli etkinlik olan Uluslararası Matematik Olimpiyatı (IMO) söz konusu olduğunda, kızlar tüm katılımcıların küçük bir bölümünü oluşturmaktadır. IMO geçmişinde kız yarışmacıların oranı yalnızca %10, altın madalya sahipleri arasındaki oran ise %3,6'dır (Hoyos, 2019). Türkiye'deki verilere bakıldığında da benzer bir uçurum gözlenmekte; örneğin 2023 Ulusal Antalya Matematik Olimpiyatları finalistlerinin 163'ünden 40'ının kız öğrenci olduğu görülmektedir (Akdeniz Üniversitesi, 2023). Bu duruma yol açan etkenlerin araştırılması ve giderilmesine dönük girişimlerin yapılması gerekmektedir. Böylece daha adil ve eşitlikçi bir matematik topluluğu oluşturulabilir ve kadınların bu alana katkısı fazlalaştırılabilir. Yurt dışında bu alanda yapılan çalışmalara rastlanmakla birlikte (Avotina vd., 2023; Hall & Suurtamm, 2018), ülkemizde kız olimpiyatçılara dönük benzer araştırmalara karşılaşılmamaktadır. Literatürde görülen eksikliğin giderilmesine katkı sağlamak için tasarlanan bu araştırmada, ülkemizde matematik olimpiyatlarına katılmış kız öğrencilerin, kendilerine ait görüşleri ve cinsiyet temelli deneyimleri onların bakış açıları ve söylemleriyle derinlemesine incelemek amaçlanmıştır. Araştırmanın modeli, nitel araştırma yöntemlerinden otoetnografi olarak belirlenmiştir. Otoetnografi; benlik ve öteki arasındaki ilişkinin ve tüm boyutlarının incelenmesini sağlayan bir yöntemdir (Kafar ve Ellis, 2014). Başkalarının hikayelerinden öğrenmek bireyin kendi vizyonunu geliştirirken (Griffiths, 1994), otoetnografilerde günlük ve görüşmeler üzerinden erişilebilir metinler üretilerek geleneksel araştırmanın genellikle göz ardı ettiği daha geniş kitlelere ulaşabilir ve kişisel/ sosyal değişimini mümkün kılabilir (Bochner, 1997; Goodall, 2006; hooks, 1994).

Matematik olimpiyatlarında başarı gösteren kızların olimpiyat öncesinde, olimpiyat sırasında ve olimpiyat sonrasındaki süreçlerde neler yaşadıkları, olumlu ve olumsuz deneyimlerinin neler olduğu, başarıya giden çalışma dinamikleri, kariyer planları vb. konularda bilimsel araştırmaların yapılmasının alana önemli katkılar yapacağı düşünülmektedir. Çalışmanın bulgularının kız öğrencilerin olimpiyat sürecindeki duygu durumlarına ışık tutması, onlara yönelik daha iyi destek programlarının geliştirilmesi ve daha fazla kız öğrencinin olimpiyatlara katılmaya yönlendirilmesi gibi süreçlere olumlu etkilerinin olması beklenmektedir. Çalışmanın katılımcıları, ortaokul son sınıftan itibaren 4 sene boyunca matematik olimpiyatlarına katılmış 2 kadındır. Çalışmanın veri toplama sürecinde, olimpiyat öncesi, sırası ve sonrasını kapsayan 5 adet yansıtıcı günlük ve bu kişilerle yapılandırılan 4 aşamalı yarı yapılandırılmış

görüşmeler kullanılmıştır. Araştırmanın veri analizi süreci, elde edilen transkriptlerin ve günlük metinlerinin döngüsel bir süreçte pek çok kez okunarak tematik analiz yöntemiyle analiz edilmesiyle gerçekleştirilmiştir. Elde edilen temel bulgular, kızların erkek egemen olimpiyat dünyasında yoğun psikolojik yükler yaşamış olduğunu ve bu yüklerin yetişkinlikte de süren mükemmeliyetçilik ve tükenmişlik gibi durumları oluşturduğunu göstermiştir. Sistemdeki pozitif ayrımcılıklar bir yandan da erkek akranların ayrımcılık ve kimi zorbalık denebilecek davranışları sergilemelerine zemin hazırlamıştır. Olimpiyat sürecinde kadın mentor eksikliği kızların yalnızlık hisselerini artırmıştır. Öte yandan bu durum kızların kendi aralarında uzun ömürlü güvenilir arkadaşlıklar ve kız kardeşlik bağı kurmalarını sağlamıştır. Sürecin pozitif etkisi ise olimpiyatların katılımcı kızlara güçlü bir mücadelecilik ve disiplin duygusunu kazandırmasıdır.

Anahtar Kelimeler: Matematik olimpiyatları, olimpiyatçı kızlar, cinsiyet eşitsizliği, otoetnografi, matematik eğitimi.

O-05 · Session 2.1 · Room A102 · 13 November 2026, 16:10

Cognitive Offloading in Generative AI-Assisted L2 Learning: Implications for Independent Language Performance

Aylin Aydın[1,*]

[1] Nişantaşı University, Türkiye
* aylinaydinacademic@gmail.com

Subject Area: *English Language Education*

Abstract

Generative artificial intelligence (GenAI) is increasingly integrated into second and foreign language (L2) learning, yet improved performance while using AI does not necessarily indicate independently acquired language competence. This focused review examines how GenAI redistributes cognitive and regulatory activity between learners and AI, with particular attention to cognitive offloading, task delegation, self-regulation, metacognitive regulation, learner agency, AI reliance, and independent language performance. A structured focused review of 54 empirical studies published between 2024 and 2026 was conducted. Studies were mapped according to language-learning domain, research design, GenAI function, outcome type, and proximity to cognitive offloading, and subsequently synthesized within five analytical themes: cognitive task delegation, scaffolding versus substitution, self-regulation and learner agency, reliance and dependency, and supported versus independent performance.

The evidence base was strongly dominated by L2 writing research (40/54, 74.1%), while only eight studies (14.8%) directly investigated cognitive offloading. Although 38 studies (70.4%) primarily examined AI-supported or immediate performance, only 10 (18.5%) explicitly assessed independent or AI-free performance. Across the literature, GenAI frequently improved task performance, writing quality, feedback uptake, or learner engagement while support was available. However, studies incorporating AI withdrawal, delayed assessment, or independent transfer indicated that superior AI-supported products did not consistently translate into stronger independent competence. More favorable learning outcomes were associated with structured forms of AI support that preserved learner responsibility for monitoring, evaluation, revision, and decision-making, whereas unrestricted reliance and passive uptake were more frequently associated with reduced agency or dependency concerns.

Keywords: cognitive offloading, generative AI, L2 learning, self-regulation, independent performance

O-26 · Session 2.1 · Room A102 · 13 November 2026, 16:25

Thinking with AI or Delegating Pedagogical Decisions? Cognitive Offloading and Self-Regulation in Pre-Service EFL Teachers' Lesson Planning

Gülten Genç[1,*] & Zelal Çoban[2]

[1] İnönü University, Türkiye
[2] Fırat Üniversitesi, Türkiye
* gulten.genc@inonu.edu.tr

Subject Area: *Teacher Education Research*

Abstract

The growing integration of generative artificial intelligence (GenAI) into teacher education raises important questions about how pre-service teachers engage in pedagogical reasoning and instructional decision-making. Although GenAI offers support for lesson planning, its use may also involve delegating cognitive processes that are central to developing professional teaching competence. This study examines cognitive offloading, self-regulation, and pedagogical decision-making in GenAI-supported lesson planning among pre-service teachers of English as a foreign language (EFL). Situated within a Teaching English to Young Learners course at a Turkish university, the study adopts a qualitative, task-based approach focusing on third-year pre-service EFL teachers. The research design involves two connected phases: independent lesson planning and AI-supported revision of the same lesson plan. Data sources include initial and revised lesson plans, GenAI interaction records, written justifications of pedagogical decisions, and task-based reflections. The analytical framework focuses on the ways participants seek AI assistance, evaluate AI-generated suggestions, and accept, modify, or reject recommendations in relation to young learners' instructional needs. The examination of initial and revised lesson plans also considers the pedagogical appropriateness of learning objectives, instructional activities, scaffolding, and assessment strategies. By bringing together AI interaction processes, lesson-planning products, and participants' pedagogical justifications, the study addresses the relationship between technological assistance and independent professional reasoning. It contributes to ongoing discussions about the role of GenAI in teacher education, particularly the need to balance AI-supported instructional design with critical reflection and pedagogical responsibility.

Keywords: Generative artificial intelligence; cognitive offloading; self-regulated learning; pedagogical reasoning; pre-service EFL teachers; lesson planning

O-32 · Session 2.1 · Room A102 · 13 November 2026, 16:40

Bringing Dynamic Assessment into Classroom: Development and Design of an AI-assisted Tool

Muhammet Fatih Yavuz[1,*] & Zekiye Müge Tavil[1]

[1] Gazi University, Türkiye

* yavuz54muhammed@gmail.com

Subject Area: *Technology and AI Applications in Language Teaching*

Abstract

Traditional second language (L2) vocabulary assessments rely on static performance measures that capture learners' already matured abilities (their Zone of Actual Development (ZAD)) while overlooking emerging lexical knowledge within the Zone of Proximal Development (ZPD; Vygotsky, 1978). Consequently, learners who achieve identical low scores on static tests may differ dramatically in their responsiveness to mediation. Grounded in Sociocultural Theory and interventionist Dynamic Assessment (Poehner & Lantolf, 2013), this study presents the design, architecture, and pedagogical implementation of a web-based AI-assisted Computerized Dynamic Assessment (C-DA) platform developed to simultaneously diagnose and mediate L2 vocabulary development across a multi-week curriculum.

The platform delivers weekly assessment modules including contextualized lexical items alongside transfer (transcendence) items that evaluate the same target words in extended or figurative contexts (Poehner, 2007). During each item, mediation is operationalized through a four-step graduated prompting scale moving from implicit to explicit hints. Learners who respond correctly on their first attempt earn the maximum score of 4 points. Incorrect responses trigger up to three hierarchical hints, progressing from broad contextual focus (Hint 1; 3 points) to semantic/collocational narrowing (Hint 2; 2 points) and explicit structural or lexical cues (Hint 3; 1 point) which is followed by full explanation (0 points) if a fourth attempt fails.

To provide a detailed diagnostic profiling, the system automatically computes five core metrics per session and longitudinally across weeks: (1) Actual Score (sum of 4-point unaided responses), (2) Mediated Score (total assisted score), (3) Gain Score (Mediated−Actual), (4) Learning Potential Score (LPS=2×Mediated−Actual/Max Score; Kozulin & Garb, 2002), classifying learners into High (≥1.00), Mid (0.72–0.99), and Low (≤0.71) responsiveness bands, and (5) Transfer Actual and Mediated Scores, which isolate genuine lexical internalization from prompt-dependent guessing. Backed by real-time cloud synchronization, randomized item delivery, standardized pacing, and an interactive researcher visual analytics dashboard, the tool enables educators to track individual performances and their ZPD trajectories, and compare mediation profiles. Pedagogical implications for integrating scalable C-DA diagnostics into L2 vocabulary instruction are discussed.

ULEAD 2026 CONGRESS
22ND INTERNATIONAL CONGRESS ON EDUCATIONAL RESEARCH
9TH INTERNATIONAL CONFERENCE ON RESEARCH IN APPLIED LINGUISTICS
15TH INTERNATIONAL ELT RESEARCH CONFERENCE
13–14 NOVEMBER 2026 · BIRUNI UNIVERSITY, İSTANBUL, TÜRKİYE

O-13 · Session 2.2 · Room A106 · 13 November 2026, 16:10

A Comparative Analysis of Speaking Task Design in the Previous and Revised TOEFL iBT

Ayşe Aybak[1,*]

[1] İstanbul Aydın University, Türkiye
* ayseeybk@gmail.com

Subject Area: *English Language Education*

Abstract

The TOEFL iBT has undergone a significant structural enhancement, with the most recent revision launched in January 2026 introducing completely new speaking task types, which include the Listen and Repeat task, which requires test-takers to process and reproduce sentences word-for-word after a single listening. While ETS states that the revised speaking section measures real-time communicative ability more effectively, some concerns have been discussed in the field regarding whether this type of task accurately reflects the real construct of academic speaking proficiency or instead prioritizes short-term auditory memory and phonetic accuracy over meaningful communicative competence.Despite the widespread use of the TOEFL iBT in academic admissions and the scale of its 2026 revision, the implications of these changes for construct validity and test preparation practice remain under explored in the literature. This study will therefore conduct a document-based comparative analysis of speaking task design with the previous and revised TOEFL iBT, analyzing construct validity frameworks to examine the extent to which the revised tasks represent as authentic academic speaking requirements. Official task criteria from ETS, scoring rubrics, sample speaking tasks, and sample instructions from both versions will serve as primary data sources. The findings are expected to show the extent to which versions of speaking tasks represent authentic communicative demands, with the consequences for test preparation pedagogy and learner readiness. This study will contribute to the field of language assessment by providing a theoretically grounded analysis of the 2026 TOEFL iBT speaking task revisions, with implications for test designers, preparation course instructors, and institutions that accept TOEFL iBT scores for admissions decisions.

Keywords: Academic Speaking Proficiency, Comparative Document Analysis, Construct Validity

O-35 · Session 2.2 · Room A106 · 13 November 2026, 16:25

Adapting Coursebook Resources with AI: Enhancing Engagement and Communication in Speaking Activities

Eda Bostancı[1,*]

[1] Mef University, Türkiye

* bostancie@mef.edu.tr

Subject Area: *Artificial Intelligence Applications and Impacts in Education*

Abstract

Coursebooks offer a clear structure for language programmes. However, their speaking tasks often feel staged and distant from learners' lives. As a result, students may give short answers instead of taking part in real communication. Teachers can adapt these resources, but adaptation takes time and careful planning. This presentation presents a field application on how generative AI tools, such as Claude, can support teachers in adapting coursebook resources for speaking activities.

The adaptation process has three stages. First, the teacher evaluates the coursebook material against the lesson objectives and identifies what limits communication. Second, the teacher adapts the material with AI support, using Claude's Artifacts feature to create interactive, ready-to-project classroom activities. The teacher prompts the AI with clear objectives, learner level, local context and time limits, and then critically reviews and refines the output. Third, the adapted materials place learners at the centre. Tasks draw on students' interests, experiences and cultural context, and include peer feedback and shared success criteria.

The adapted materials follow a pre-, while- and post-speaking sequence. Formative feedback is built into each stage through models, phrase banks, peer listening tasks, monitoring checklists and self-assessment. Classroom examples will show each stage. The teacher's reflections, structured with Gibbs' Reflective Cycle, and short student feedback surveys will support the application. This presentation offers practical steps for teachers who want to adapt resources efficiently while keeping speaking activities communicative and engaging.

Keywords: AI-assisted materials adaptation, speaking activities, learner engagement, formative feedbac

O-45 · Session 2.2 · Room A106 · 13 November 2026, 16:40

Designing an AI-Based Pre-Speaking Scaffolder for Pre-Intermediate EFL Learners

Tuğba Çağla Sarıbaş[1,*]

[1] MA Student, İstanbul Aydın University, Institute of Graduate Studies, MA in English Language Teaching, Türkiye
* tugbasaribas@stu.aydin.edu.tr

Subject Area: *Technology and AI Applications in Language Teaching*

Abstract

Speaking is widely regarded as the most challenging skill for Turkish learners of English as a Foreign Language (EFL), and many learners avoid initiating communication because they feel unprepared. Pre-speaking scaffolding that supports vocabulary activation, idea generation and organization can increase learners' readiness to speak, yet teachers in crowded or time-constrained classrooms rarely have time to provide individual support. This study aims to describe the design and development of a purpose-built Generative Pre-trained Transformer (GPT), the Pre-Intermediate Pre-Speaking Scaffolder, intended to provide structured pre-speaking support to pre-intermediate EFL learners in a university preparatory program. Following a design-based approach grounded in Vygotsky's Zone of Proximal Development (ZPD), willingness to communicate (WTC) theory and research on utterance production, the tool was developed using ChatGPT's custom GPT feature and aligned with the Empower Pre-Intermediate (2nd Edition) coursebook. The resulting design consists of 20 sequenced 45-minute sessions, two per coursebook unit: the first session guides learners to activate topic vocabulary and generate ideas, while the second focuses on connector use and idea organization. To keep the tool a scaffolder rather than an open chatbot, learners interact only in English and only through voice dictation, must enter a session number to begin, and cannot move to a new session before completing the current one. The design shows how teacher-controlled constraints can turn a general-purpose AI tool into a focused, curriculum-aligned speaking preparation environment. It is recommended that the tool be tested in a quasi-experimental study measuring its effects on learners' WTC and on connector use, lexical variety and organization in their spoken output.

Keywords: AI-based scaffolding, pre-speaking, willingness to communicate, utterance production

O-34 · Session 2.3 · Room A107 · 13 November 2026, 16:10

The Relationship Between ChatGpt Use and Self-Regulated Learning for Improving Speaking Skills Among EFL Learners

Feriha Ünnü[1] & Pınar Karahan[2,*]

[1] Pamukkale University, Türkiye
[2] Pamukkale Üniversitesi, Türkiye
* pkarahan@pau.edu.tr

Subject Area: *English Language Education*

Abstract

As artificial intelligence has increasingly been integrated into foreign/second language education, this study aimed to examine the relationship between ChatGPT use and self-regulated learning (SRL) for improving speking skills among English as a Foreign Language (EFL) learners. Grounded in a SRL model, the study employed a correlational, cross-sectional design with a convenience sample of 30 undergraduate students enrolled at the English Language Teaching (ELT) Department of a state university located in Turkiye during the 2025-2026 spring semester. Data were collected through two online surveys, namely the ChatGPT Usage Scale and the Strategic Self-Regulation for Speaking English as a Foreign Language (S2RS-EFL). Results of the study revealed that participants reported moderately high levels of ChatGPT use and moderate-to-high speaking SRL scores overall. Pearson correlation analysis results also indicated a statistically significant, moderate positive relationship between ChatGPT use and speaking SRL. Furthermore, findings of the study showed that ChatGPT use might be a significant predictor of speaking SRL, accounting for approximately one-fifth of the total variance in SRL scores. All these findings might suggest that effective engagement with AI tools is meaningfully associated with learners' strategic self-regulation of speaking skills. Implications for EFL pedagogy and AI-integrated language instruction are further discussed.

Keywords: ChatGPT, artificial intelligence, self-regulated learning, speaking skills, language education

O-36 · Session 2.3 · Room A107 · 13 November 2026, 16:25

Digital Multimodel Composing in L2 Writing: Research Trends, Benefits, and Challenges

Canan Karaduman[1,*]

[1] Atatürk University, Türkiye

* canankaraduman@atauni.edu.tr

Subject Area: *Artificial Intelligence Applications and Impacts in Education*

Abstract

The increasing importance of digital literacies has transformed writing from a monolingual activity into a multimodal practice involving multiple modes of communication. In second language (L2) writing, digital multimodal composing (DMC) has gained attention as a pedagogical approach that enables students to communicate meaning through various communication modalities. These digital modes may include blogs, web pages, digital posters and presentations, and video projects. Accordingly, the implementation of DMC in L2 writing has attracted increasing scholarly attention in recent years. The current study aims to examine this increasing body of research on DMC in L2 writing published over the past five years. By synthesizing relevant research, the study attempts to provide an overview of the current state of research and suggest areas warranting further investigation. More specifically, it seeks to identify major research trends, pedagogical implementations, reported benefits and challenges regarding the integration of DMC into L2 writing instruction. This review is expected to contribute to the understanding of the practical use of DMC in L2 writing, providing valuable implications for pedagogical approaches and future research.

Keywords: digital mutlimodel composing, L2 writing, digital literacies, research trends

O-52 · Session 2.3 · Room A107 · 13 November 2026, 16:40

Avantajları ve Dezavantajları İle Eğitimde Yapay Zekâ Kullanımı

Nur Yeliz Gulcan[1,*]

[1] Akdeniz Karpaz Üniversitesi, Turkish Republic of Northern Cyprus
* nuryeliz.gulcan@akun.edu.tr

Subject Area: *Artificial Intelligence Applications and Impacts in Education*

Özet

Yapay zekâ sistemleri günlük hayatımızın ayrılmaz bir parçası haline gelmiştir. Hemen hemen her alanda kullanılan bu sistemler eğitim alanında da oldukça önemli bir yere sahiptir. Yapay zekâ eğitim kurumları tarafından farklı şekillerde kullanılmaktadır. Günümüzde eğitimde bilgi tabanlı yapay zekanın yanı sıra veri ve mantık tabanlı yapay zekâ da kullanılmaktadır. Uzman sistemler, akıllı öğrenme sistemleri (AÖS), diyalog tabanlı öğretici sistemler eğitimde kullanılan yapay zekâ uygulamaları arasında yer almaktadır. Bu çalışmanın amacı eğitimde yapay zekâ kullanımının avantajlarını ve dezavantajlarını tartışmaktır. Literatür tarama ve betimsel analiz araştırmanın yöntemini oluşturacaktır. Eğitimde yapay zekâ öğrenme ve öğretme süreçlerini hızlandıran ve kolaylaştıran teknolojiler olarak karşımıza çıkmaktadır. Web tabanlı sistemler, sohbet robotları, bilgisayarla ilgili teknolojiler eğitimde kullanılan faklı yapay zekâ biçimleridir. Eğitimde yapay zekâ kullanımının avantajları kişiselleştirilmiş öğrenme, performans desteği ve öğretim desteği sağlamasıdır. Yapay zekâ öğretmenlerin özellikle öğrencilerin sınavlarını ve ödevlerini değerlendirme onlara yardımcı olmakta ve zaman tasarrufu sağlamaktadır. Ayrıca yapay zekâ öğrenciler için öğrenmeyi daha etkili ve verimli hale getirecek şekilde müfredatların hazırlanmasını sağlayabilmektedir. Diğer taraftan sorumlu ve etik bir kullanım olmazsa eğitimde yapay zekâ kullanımının dezavantajları da bulunmaktadır. Özellikle verilerin gizliliği, önyargı, sorumluluk, eşitlik ve öğretmen-öğrenci iletişimi gibi konularda eğitimde problemlere yol açabilmektedir. Sonuç olarak, yapay zekâ öğretimde, sınıf yönetiminde, müfredat hazırlamada, değerlendirmede ve öğrenmeyi desteklemede etkin olarak kullanılmaktadır. Eğitimde yapay zekâ kullanımı eğitimcilere, öğrencilere ve sisteme birçok fayda sağlamakta ve farklı boyutlarda gelişmeye devam etmektedir.

Anahtar Kelimeler: Eğitim, yapay zekâ , eğitimde yapay zekâ , öğrenme

O-49 · Session 2.4 · Room B105 · 13 November 2026, 16:10

A Systematic Literature Review of ELT Coursebook Evaluation between 2016-2016

Beyzanur Küçük[1,*]

[1] Sakarya University, Türkiye

* beyzanur.1kucuk@gmail.com

Subject Area: *Educational Sciences Research*

Abstract

Coursebooks play a significant role in English Language Teaching. Previous studies on coursebook evaluation focused on specific dimensions of coursebooks, including corpus use, materials, cultural representations, critical thinking and visual elements. In this context, this study aims to examine how ELT coursebooks have been evaluated in the articles, with particular attention to the criteria used for coursebook evaluation, how these criteria cary across educational leveles, who is involved in the evaluation process and the instruments employed in the coursebook evaluation. Following the Reported Items for Systematc Review (PRISMA) guidelinesi the review involves searching, screening, evaluating and synthesizing pertinent articles published in the last decade, from 2016 to 2026, from ERIC, Scopus and Web of Science databases. Out of 3501 articles identifed using combinations of keywords related to coursebook, textbook, evaluation, analysis, English, ELT, and EFL. After screening adn selection process, 34 articles were included in the final review. The included studies were published in Q1 journals indexed in the Web of Science Core Collection. The selected studies will be examined to identify the evaluation criteira used in ELT coursebook evaluation, differneces in these criteria across educational leveles, the primary evaluators involved in the evaluation process, and the research instruments most frequently used. The review is expected to provide a comprehnesive overview of research on ELT coursebook evaluation between 2016 and 2026. It is expected to provide suggestions for future research on coursebook evaluation in ELT.

O-28 · Session 2.4 · Room B105 · 13 November 2026, 16:25

Learners' Perceptions of Assessment Practices in English Literature Courses: A Mixed-Methods Study

Dinçay Köksal[1] & Kadir Lüta[2,*]

[1] Çanakkale Onsekiz Mart University, Türkiye
[2] Kırklareli University, Türkiye
* kadirluta@gmail.com

Subject Area: *English Literature and Language Teaching*

Abstract

Assessment in university-level English literature courses is expected to evaluate not only learners' understanding of literary texts but also their analytical and critical thinking skills. However, comparatively little attention has been paid to how students perceive the fairness, effectiveness, and curricular alignment of these assessments. This study investigates learners' perceptions of assessment practices in English literature courses at a university in Türkiye, focusing on the alignment between instructional activities and assessment tasks, higher-order thinking skills, grading fairness, and feedback. An exploratory mixed-methods design was employed, combining survey responses from 23 students with semi-structured interviews conducted with six of the survey participants. Descriptive survey findings were interpreted alongside interview accounts to identify convergences and tensions in students' experiences. The findings indicate that 69.6% of respondents perceived teaching activities and assessment tasks as aligned, while 82.6% believed that literature examinations assessed higher-order thinking skills. However, 56.5% expressed neutral satisfaction with existing assessment methods, and 34.8% reported dissatisfaction. Although 60.9% regarded assessments as fair and 91.3% reported receiving feedback, interview participants raised concerns about perceived favoritism, inconsistent grading practices, insufficient guidance in essay writing, and anxiety associated with presentations. These findings suggest that perceived cognitive challenge and curricular alignment do not necessarily translate into satisfaction with assessment practices. The study recommends clearer assessment criteria, explicit preparation for performance-based tasks, diversified assessment formats, and more accessible and constructive feedback mechanisms. Despite the limitations of a small, single-institution sample, the findings provide learner-informed insights into developing more transparent, supportive, and pedagogically aligned assessment practices in English literature education.

Keywords: Literature assessment, learner perceptions, higher-order thinking skills, assessment fa

O-04 · Session 2.4 · Room B105 · 13 November 2026, 16:40

Flipped Classroom Implementations in Learning English Vocabulary with Primary School Learners

Pınar Şık[1,*] & Ece Zehir Topkaya[2]

[1] Bağcılar İlkokulu, Türkiye
[2] İzmir Demokrasi University, Türkiye
* pinarsalve@gmail.com

Subject Area: *English Language Education*

Abstract

Born into a world of technology and having the technology at the centre of their lives, today's learners are defined as "digital natives". Since they have differences in the way of thinking and processing information, their learning preferences and tendencies differ from their teachers and parents (Prensky, 2001). To be able to support and motivate these learners efficiently in learning, lessons need to be designed according to their characteristic and preference. Besides, teachers need to associate technology in educational process for the effectiveness of education. As a technology-oriented learning model, the Flipped Classroom Model (FCM) has been offered as motivating and effective way of integrating technology in education. Although, the majority of the studies in the global literature have generally been conducted with university or high school level of students, the flipped classroom model implementation with young learners has gained attention of researchers, as well. Based on a qualitative research design, this study explored the opinions and experiences of a primary school EFL teacher within the process of FCM implementation adopted to teach vocabulary. The study took place in a state primary school in İstanbul, Türkiye. Within the study, a class of 32 4th grade pupils studied a flipped vocabulary lesson video at home and then participated in the English lesson to practice the content actively in the class. Over an eight-week project, an unstructured diary on the experiences and situations that might have an impact on certain conditions in flipped classroom were noted down by the teacher-researcher. The teacher's diary, which included perceptions, expectations, worries, and reflections about the use of flipped classrooms with young students, were divided into three main categories: pre-flipping, while-flipping, and post-flipping processes. Consequently, for teachers, the FCM could be suggested as an effective technique for integrating technology into their lessons and teaching English vocabulary to young learners in primary schools of Türkiye. While it may entail certain amount of effort for the teachers, the language lessons could be enhanced through the use of flipped classroom methodologies.

Keywords: Flipped classroom model, young learners, English language teaching

O-29 · Session 2.5 · Room A118 · 13 November 2026, 16:10

Exploring Linguistic Legitimacy and Epistemic Credibility in Turkish EMI Higher Education

Hacer Ecre Kırtaş[1,*]

[1] Uludağ University, Türkiye

* ecre.gunes@btu.edu.tr

Subject Area: *Social Impact, Accessibility, and Inclusivity of Educational Research*

Abstract

With the raising questions of whose English is accepted as legitimate and whose English is credible in the academic interactions (Gunes, 2025; Geckinli, 2025), this study explored the relationship of linguistic legitimacy and epistemic credibility in Turkish EMI university settings through student judgments. Therefore, employing a critical constructivist paradigm, a qualitative scenario-based interview was designed. The study was done with 38 EMI students who have received an education in preparatory schools of their own universities. To analyze the results reflexive thematic analysis was done and which led to four main themes to understand participants' ideas more clearly. The findings showed that linguistic fluency, grammatical accuracy, and the status of native speakers are important factors shaping the understanding of academic authority and credibility. The participants have acknowledged the importance of intellectual substance over linguistic correctness; however, they have claimed the reality of conventional academic English, highlighting a tension between epistemic fairness and communicative efficiency in EMI contexts. In that sense, this study revealed that credibility of English in EMI contexts is constructed through not only intellectual competence buy also linguistic expectations and hierarchies. This concludes that more inclusive academic practices that highlights the importance of EMI context with beyond English language norm practices. The findings suggest that EMI institutions should adopt more inclusive assessment practices that prioritize intellectual contributions over linguistic accuracy. Educators should also promote awareness of linguistic biases and encourage equitable opportunities for academic participation, regardless of students' English language backgrounds.

Keywords: Legitimacy, epistemic justice, epistemic credibility, EMI, Native-speakerism ideologies

O-22 · Session 2.5 · Room A118 · 13 November 2026, 16:25

Beyond Human Utility: Implementing Post-Humanist Pedagogy in Contemporary Education

Ali Güneş[1,*]

[1] İbn Haldun University, Türkiye

* ali.gunes@ihu.edu.tr

Subject Area: *Ethics, Values, and Sustainability in Education*

Abstract

Most environmental education operates on the assumption that nature matters because it is useful to people and serves them in many ways – clean air, oxygen production, the protection of water cycles and systems, soil fertility, sustainable agriculture, timber and paper production, human psychological well-being, etc. However, this article argues that this kind of thinking is not just philosophically meaningless but unilateral and counterproductive as pedagogy because it reinforces the same exploitative relationship between humans and nature that underlies the ecological (climate) crises we are striving to address worldwide. Drawing on posthumanist theory, deep ecology, biocentric and ecocentric ethics, and indigenous relational epistemologies, the article, however, makes the case for what it calls post-humanist pedagogy: an educational approach that takes the intrinsic worth of non-human life seriously and challenges the long-standing assumption of traditional humanism that humans are fundamentally separate from nature. Posthumanism and its relationship with nature represent a contemporary philosophical approach which, by fundamentally rejecting the traditional 'humanist' perspective that posits humanity as the centre of the universe, erases the sharp boundaries between humanity and nature and views humanity not as the master of nature, but as an integral part of it.

The article examines this new pedagogical approach through four stages. First, this new approach explores how traditional, Enlightenment humanism implanted an anthropocentric hierarchy into education that has largely never been questioned so far. Secondly, it analyses the debate around post-humanist, biocentric, and ecocentric approaches, which consider humans not as controllers of nature but as part of it, in which the hierarchical relationship is devalued and replaced by close connectivity between humans and nature, leading to continuous mutual interaction. Thirdly, it makes the central argument that classrooms can become sites of genuine ethical transformation of perception when teachers adopt what might be called a kinship model, the one that positions students not as managers and controllers of nature but as participants within it. Finally, the article offers concrete, practical strategies with real-world examples, from place-based multi-species inquiry to the legal personhood granted to the Whanganui River in New Zealand.

Keywords: Post-humanist pedagogy, anthropocentrism, ecocentrism, ecological literacy

O-62 · Session 2.5 · Room A118 · 13 November 2026, 16:40

Beyond technology and new methods: rethinking what makes foreign language teaching innovative

Mustafa Kemal Şen[1,*]

[1] Kütahya Dumlupınar University, Türkiye
* mkemal.sen@dpu.edu.tr

Subject Area: *Innovative Approaches to Foreign Language Teaching*

Abstract

Innovation has become a prominent concept in contemporary foreign language education, but in most cases the meaning of "innovative teaching" remains ambiguous. In recent years, pedagogical innovation has frequently been associated with technological developments, digital platforms, artificial intelligence, and newly emerging instructional tools. However, technological novelty does not necessarily entail pedagogical innovation, while established approaches may become innovative when they are reconceptualized or adapted to address changing learner needs and educational contexts. This conceptual paper critically examines how innovation in foreign language teaching has been conceptualized and operationalized in research published since 2020. Drawing on a critical review of recent literature, the paper identifies major approaches and practices presented as innovative and examines the pedagogical characteristics underlying these innovations. Particular attention is given to learner agency, authenticity, personalization, collaboration, experiential learning, contextualization, teacher roles, and the integration of learning beyond the conventional classroom. The review suggests that innovation should not be defined primarily in terms of the novelty of methods or technologies, but in terms of meaningful transformations in pedagogical design and learning experience. On this basis, the paper proposes a multidimensional framework for understanding pedagogical innovation in foreign language teaching. The framework conceptualizes innovation as purposeful change across interconnected dimensions, including the roles of teachers and learners, the nature of language learning, interaction, learning contexts, materials, and assessment. The paper concludes by arguing for a pedagogy-centred understanding of innovation that recognizes both technological and non-technological forms of transformation and encourages context-sensitive, learner-responsive, and sustainable innovation in foreign language education.

Keywords: Foreign language teaching; pedagogical innovation; innovative teaching; contextualized learning; learner agency; teacher roles; educational transformation

O-20 · Session 2.6 · Room B102 · 13 November 2026, 16:10

Designing A 14-Week P4C Course for ELT Undergraduates

Ayşe Betül Toplu[1,*]

[1] Istanbul Aydın Üniversitesi, Türkiye
* aysetoplu@aydin.edu.tr

Subject Area: *English Language Education*

Abstract

The ultimate aim of education, according to Deweyan philosophy, is teaching students how to think for themselves rather than teaching them what to think. Regular philosophical inquiry (P4C) sessions do not only improve our students' critical and creative thinking skills but also their listening and speaking skills in a language. With the belief that all teacher candidates should learn about that practice and use them in their own classrooms, we designed a 14-week applied P4C (Philosophy for Children and Communities) course for ELT (English Language Teaching) undergraduate students in 2021, and have been succesfully offering it since then. In this course, the English language teacher candidates learn about both the what and the how of the P4C practice. Throughout the course, they experience finding good P4C stimuli, creating proper philosophical questions, facilitating their own philosophical inquiry sessions, and evaluating their own and their peers' sessions based on solid criteria.

The current paper starts by presenting the theoretical background of the P4C pedagogy briefly. Then the detailed planning of the undergraduate course is provided with sample practice activities. And finally the written feedback of the students who have taken the elective course are shared.

Keywords: P4C, ELT students, elective course.

O-50 · Session 2.6 · Room B102 · 13 November 2026, 16:25

"Do You Speak Robotics?": Contextual Willingness to Communicate in Extracurricular STEM Communities

Yunus Emre Bilgin[1,*]

[1] Çanakkale Onsekiz Mart University, Türkiye
* yunusemrebilgin17@gmail.com

Subject Area: *Innovative Approaches to Foreign Language Teaching*

Abstract

This study aims to explore the nature of Willingness to Communicate (WTC) and the L2 Motivational Self System (L2MSS) by comparing traditional English classrooms with extracurricular STEM robotics workshops. A quantitative approach was applied and data were collected from 35 high school students participating in VEX Robotics competitions in Turkiye. Participants filled in standardized questionnaires measuring their Ideal L2 Self, Attitudes toward the Learning Situation, and contextual WTC. Paired-samples t-tests revealed that traditional classrooms scored higher in WTC due to formal pedagogical focus while the robotics workshop sustained a highly communicative and low-anxiety environment. Strong positive correlations occurred between the Ideal L2 Self and Workshop WTC, which demonstrates that task-based problem-solving actively realizes students' linguistic aspirations. The demographic indicators resulted in no significant differences across gender, team roles, or self-rated proficiency levels, leading to the inclusive nature of Communities of Practice. The only variance occurred in age, where 15-year-olds showed peak communicative readiness. The findings suggest that extracurricular STEM programs function as effective alternative language learning hubs. That helps transform English into a practical tool for authentic collaboration.

Keywords: STEM, VEX, Willingness to Communicate, L2MSS, Communities of Practice.

O-51 · Session 2.6 · Room B102 · 13 November 2026, 16:40

Building a Bilingual Society: Challenges and Practices for Raising Bilingual Children

Yunus Emre Bilgin[1,*] **& Bora Demir**[1]

[1] Çanakkale Onsekiz Mart University, Türkiye

* yunusemrebilgin17@gmail.com

Subject Area: *SLA Research*

Abstract

Raising bilingual children is a common desire in contemporary European societies. However, in real-life families, this wish can become complicated. The current study investigated 23 parents' experiences and how parents cope with challenges emerging because of bilingualism. Therefore, this goes behind the theory. It is apparent that families regard bilingualism as both a career opportunity and a connection to their own culture, which are the main sources of motivation for parents. On the other hand, parents are challenged by social pressure, resilience from the child, consistent sustainability and majority language dominance. This research indicates that it is crucial for parents to shift from classical strategies like "One Parent, One Language." Instead, they are changing to pragmatic techniques and strategies supported by digital media tools and games so that they can play anytime and anywhere with their children, which makes digital tools a co-parent in the household. Consequently, it demonstrates that sustainable bilingualism is more than a disciplined process; it is a natural and enjoyable interaction with the environment. Thus, keeping children's interests vivid and directed toward the communication is the key to make the process consistent and sustainable in daily life.

Keywords: Bilingualism, Digital Media, Parental Strategies, Identity, Motivation

O-41 · Session 3.1 · Room A102 · 13 November 2026, 17:20

The Pragmatics of Prompting: How User (Im)politeness Shapes Response Length and Sentiment in ChatGPT and Gemini

İnci Gültekin[1,*] & Çağla Ceren Kebeci[1]

[1] Jandarma ve Sahil Güvenlik Akademisi, Türkiye

* incigultekin79@gmail.com

Subject Area: *Artificial Intelligence Applications and Impacts in Education*

Abstract

AI chatbots have been increasingly used for tasks relating to seeking information and language, which also induces questions about interpersonal prompts and their impact on shaping responses in terms of length and sentiment. This study aims to explore to what extent the (im)politeness of a user's prompt to ChatGPT and Gemini affects the length and politeness in the responses of the chatbot. Although pragmatics has extensively been concerned with politeness, and it has been considerably studied so far in human AI studies, comparative data as regards human-machine interaction studies and how different chatbots generate different outputs to the same prompts of user politeness remain limited. Conceptually informed by the study of Quan and Chen (2025), the main aim of the present study is to understand how the (im)politeness of the user impacts the length and sentiment of the response in each of the two chatbots. The subsidiary aim is to test whether there is a correlation between the length and sentiment of the response with the perceived politeness by and within the chatbots. With a view to scrutinizing the responses, the research was conducted inside a 2 × 4 factorial design in the scenario comprising the chatbot interactions with four levels of politeness of the prompt. Both systems were presented with thirty neutral informational scenarios each, resulting in 240 outputs in total. The word count specified the length of the response, and it was based on a consistent and replicable counting procedure. The perceived politeness was also rated independently by colleagues who had previous research experience on politeness. Prior to data collection, inter-rater concordance was assessed pre-inferential analysis using SPSS 29.0. The analysis procedure is in progress, and we hypothesize that lower levels of user politeness will be associated with shorter responses (H1) and less positive sentiment in both ChatGPT and Gemini (H2). We further assume a correlation between response length and sentiment within each chatbot (H3), without specifying its direction a priori. To test these hypotheses, response length will be measured using word counter software, and sentiment scores will be obtained using an online sentiment-analysis tool. Linear-mixed effects model in SPSS will examine the effects of politeness level, chatbot and their interaction on both outcomes. Additional mixed-effects models will assess the length-sentiment correlation within each chatbot. The findings may shed light on applied linguistics by referring to the relationship between interpersonal prompt framing and possible variations in AI-generated discourse across different bots. Furthermore, it may have implications on language teaching and education by facilitating AI literacy as well as raising teachers' and learners' awareness on pragmatic choices and the differing responses of the chatbots.

Keywords: human-AI interaction, impoliteness, human-computer pragmatics, response length, sentiment analysis

O-48 · Session 3.1 · Room A102 · 13 November 2026, 17:35

From AI Assistance to Critical Revision: A Framework for GenAI-Assisted Specialized Translation Training

Ralitsa Demirkova[1,*]

[1] St. Cyril and St. Methodius University of Veliko Tarnovo, Bulgaria
* reverie78bg@yahoo.com

Subject Area: *Translation Studies*

Abstract

The widespread adoption of generative artificial intelligence (GenAI) in translation practices presents new challenges for translator education. Generative AI tools can be used to produce remarkably fluent and seemingly accurate specialized translations. However, their target texts may contain underlying terminological inconsistencies, subtle phraseological and regulatory/conventional problems that are difficult to be recognized by inexperienced translators. As a result, specialized translation training must go beyond teaching students how to use AI tools and help them master the art of critically evaluating and justifying AI-mediated translation decisions.

The present paper draws on recent research into translation revision and editing, AI-assisted translation and post-editing, critical AI literacy, epistemic agency and evaluative judgement. The paper uses these perspectives to develop a framework for critical revision in GenAI-assisted specialized translation training. The framework consists of six interconnected stages: identifying potentially problematic solutions, diagnosing the nature of the problem, verifying relevant information by using appropriate external resources, assessing the available evidence, deciding whether to accept, modify or reject the AI-generated translation solution, and justifying the final translation decision. Particular attention is paid to four overlapping dimensions related to specialized translation: terminological, conceptual, phraseological, and regulatory/conventional. The framework focuses on the distinction between finding relevant evidence and assessing its reliability and applicability to the translation problem. It also acknowledges that a translation which differs from an authoritative version is not necessarily incorrect.

To demonstrate the application of the proposed framework to specialized translation training, the paper presents a set of activities. These activities are designed to develop students' ability to identify potentially problematic AI-mediated target texts, find and assess relevant evidence, and make informed translation choices. The activities use authentic financial texts. The paper also considers a more process-oriented approach to assessment. Thus, attention is given not only to the final target text but also to how students identify and diagnose problems, weigh evidence, make decisions, and justify their choices.

The paper argues that training in critical revision is essential to modern translation pedagogy. It can help future translators develop evaluative judgement in order to make evidence-based choices and retain control over their final translation decisions within a heavily automated professional setting.

Keywords: Generative artificial intelligence; specialized translation training; critical revision; evaluative judgement

O-46 · Session 3.1 · Room A102 · 13 November 2026, 17:50

Translation Of Kazakh Legal Terms into English by Artificial İntelligence Systems: Linguocultural and Legal Limitations

Ainur Mukasheva[1,*], Kürşat Cesur[2,*], Laura Muratova[3] & Asliya Saıdvakkassova[4]

[1] L.n. Gumilyov Eurasian National University, Kazakhstan
[2] Çanakkale Onsekiz Mart University, Türkiye
[3] Atyrau University Named After K.dosmukhamedov, Kazakhstan
[4] Atyrau University Named After K. Dosmukhamedov, Kazakhstan
* wayintoenglish@yandex.ru, kursatcesur@comu.edu.tr

Subject Area: *Translation Studies*

Abstract

The study aims to evaluate the accuracy with which neural machine translation (NMT) systems and large language models (LLMs) render Kazakh legal terms into English. Particular attention is paid to terms characterized by specific linguocultural and legal-systemic features. The study's relevance stems from several factors: the digitalization of public services in the Republic of Kazakhstan is expanding, and machine translation is increasingly being utilized in legal practice. At the same time, Kazakh remains a low-resource language in terms of available parallel data. Furthermore, Kazakhstan's legal system belongs to the civil law tradition, whereas English legal terminology has evolved primarily within the common law framework.

The research employs a comparative analysis of machine-generated and reference translations, alongside contrastive linguistic and comparative legal analyses. The source material consists of Kazakh and official English versions of regulatory legal acts from the "Adilet" legal information system. The selected terms were categorized into three groups: universal legal concepts, terms reflecting the national public administration system, and vocabulary rooted in Kazakh customary law (adat).

Translations produced by several publicly available NMT systems and LLMs were evaluated based on the criteria of terminological accuracy, legal adequacy, and consistency. The results indicate that the systems translate universal legal concepts with a high degree of accuracy. However, translation quality drops noticeably for terms in the second and third groups. Typical errors include substituting a culture-specific concept with the nearest Anglo-American equivalent, literal calquing, and inconsistent translation of the same term across different contexts. Some errors stem from covert mediation through the Russian language: the models reproduce Russian-based calques rather than the actual meaning of the Kazakh term.

It was also found that, while AI models frequently provide descriptive translations with explanations, they are prone to "hallucinations" – attributing non-existent legal content to a term. The conclusion is drawn that AI systems cannot yet independently ensure legal equivalence when translating terms marked by cultural and systemic specificities. Therefore, post-editing by a legally trained specialist remains essential. The proposed measures include creating an open-access Kazakh-English terminology bank with legal annotations, using it to fine-tune models, developing guidelines for the post-editing of machine-translated legal texts, and incorporating the use of AI tools into translator training programs.

Keywords: Translation of Kazakh Legal Terms into English by Artificial Intelligence Systems: Linguacultural and Legal Limitations

ULEAD 2026 CONGRESS
22ND INTERNATIONAL CONGRESS ON EDUCATIONAL RESEARCH
9TH INTERNATIONAL CONFERENCE ON RESEARCH IN APPLIED LINGUISTICS
15TH INTERNATIONAL ELT RESEARCH CONFERENCE
13–14 NOVEMBER 2026 · BIRUNI UNIVERSITY, İSTANBUL, TÜRKİYE

O-17 · Session 3.2 · Room A106 · 13 November 2026, 17:20

Beyond Teacher Training: Repositioning Algeria's Écoles Normales Supérieures in a Transforming Higher Education Ecosystem

Haddad Amina[1,*] & Benyahia Amel[1,*]

[1] Ecole Normale Supérieure 'Assia Djebar', Algeria

* haddad.amina@ensc.dz, benyahia.amel@ensc.dz

Subject Area: *Teacher Education Research*

Abstract

Higher education systems are progressively being remolded by digital transformation, artificial intelligence (AI), internationalisation, open science, innovation and entrepreneurship. In Algeria, these transformations are especially important for policymakers as higher education is seen as a key force to build a knowledge-based economy, ensure scientific independence and advance national development. However, while the changes in Algerian universities have received increasing attention from both policymakers and researchers, comparatively limited focus has been given to the Écoles Normales Supérieures (ENSs) (or Higher Teacher Education Colleges) which are specialized institutions whose main mission is to train teachers for the national school system.This paper proposes a conceptual and policy analysis of the changing position of ENSs within Algeria's transforming higher education ecosystem. Based on international scholarship on institutional transformation, the entrepreneurial university and teacher education, together with recent Algerian policy developments and institutional illustrations from ENSs in Constantine, Bouzaréah and Oran, the paper maintains that ENSs are taking on new roles and diversifying their functions. Research, innovation, entrepreneurship, digital transformation and AI-related structures are becoming increasingly visible alongside their traditional teacher-education mission. Still, this process should not be interpreted simply as institutional convergence towards the conventional entrepreneurial university. This shift cannot be reduced to a straightforward adoption of the conventional entrepreneurial university paradigm.Instead, ENSs should be positioned as hybrid bridge institutions situated between higher education and the national school system, research and professional practice, technological innovation and pedagogy, and international knowledge and national priorities. Their strategic importance lies precisely in their capacity to translate transformations occurring within higher education into the professional training of future teachers and, subsequently, into educational change. Consequently, the Transformative ENS Framework is proposed in which excellence in teacher education forms the institutional core and is consolidated by six interwined functions: digital pedagogy, responsible AI, scientific English and multilingualism, research and international visibility, educational innovation and entrepreneurship, and national development and scientific sovereignty. The paper concludes that ENSs need a distinct, rather than derivative, vision of excellence.Instead of becoming smaller versions of entrepreneurial universities, ENSs can occupy a strategic position within Algeria's future higher education ecosystem by linking the transformation of universities and the transformation of schools.

Keywords: Écoles Normales Supérieures; higher education transformation; artificial intelligence; entrepreneurship.

O-25 · Session 3.2 · Room A106 · 13 November 2026, 17:35

From Expectations to Reality: Exploring Reality Shock in the Early Careers of EFL Teachers

Zelal Çoban[1] & Gülten Genç[2,*]

[1] Fırat Üniversitesi, Türkiye
[2] İnönü University, Türkiye
* gulten.genc@inonu.edu.tr

Subject Area: *Teacher Education Research*

Abstract

The transition from teacher education to professional teaching represents a critical period in teachers' professional development. During this transition, beginning teachers may encounter classroom realities that differ from their expectations, leading to challenges in instructional decision-making, classroom management, and professional confidence. Although this experience is often described as reality shock, the early years of teaching may also involve positive surprises, successful adaptations, and experiences that reinforce teachers' professional identities. This study focuses on how novice English as a Foreign Language (EFL) teachers experience and interpret the transition from teacher preparation to classroom practice. Adopting a qualitative descriptive approach, the study examines the experiences of EFL teachers within their first year of professional teaching. Data sources comprise written responses to open-ended, experience-based questions addressing initial expectations, unexpected classroom situations, emotional responses, coping strategies, professional support, and connections between teacher education and classroom realities. Particular attention is given to concrete teaching incidents and the ways teachers describe their responses and subsequent professional adjustments. The analysis focuses on expectation–reality discrepancies, emotional and pedagogical responses, coping processes, and perceived changes in professional confidence and teaching practices. Experiences consistent with initial expectations and positive developments are also considered to avoid treating reality shock as an inevitable or exclusively negative experience. By examining the transition into teaching through novice EFL teachers' accounts of actual classroom experiences, the study addresses the relationship between teacher preparation, early professional challenges, and developing pedagogical confidence. It offers a context-sensitive perspective on the forms of preparation and professional support that may be relevant to beginning EFL teachers.

Keywords: Reality shock; novice EFL teachers; transition to teaching; teacher education; professional confidence; early career experiences

O-39 · Session 3.2 · Room A106 · 13 November 2026, 17:50

All Too Well (Teacher's Version): A Qualitative Longitudinal Design for Tracing English Language Instructors' Well-Being

Özlem Demir[1,*]

[1] Balıkesir University, Türkiye

* ozlem.demir@balikesir.edu.tr

Subject Area: *Teacher Education Research*

Abstract

A language teacher's well-being is not fixed but fluctuates within the same person over time. Studies have tracked these shifts within single lessons, from day to day and across whole careers. Yet the weeks of a teaching module, when lessons are planned, taught and assessed, have rarely been studied as a timescale in their own right. Self-efficacy, a personal resource consistently linked to teachers' well-being, is domain-specific. An instructor may feel confident planning a reading lesson yet unsure answering an unexpected question in English. However, studies with language teachers have usually measured self-efficacy once, in cross-sectional surveys, examining each domain separately. Responding to a recent research agenda on well-being in language education, this paper presents the design of an exploratory qualitative longitudinal study. Three questions guide the study. How do instructors' well-being and self-efficacy in four domains (linguistic, pedagogical, socio-emotional, artificial intelligence-related) change over four weeks of a module, and which domains move with well-being for each instructor? How do instructors explain these links? What events and sources of self-efficacy do they connect with their high and low points? A multiple-case design will follow 10–12 instructors of English as a foreign language in the English preparatory programme of a state university in Türkiye, selected purposively for variation in career stage, teaching load, extra duties and contract type. Instructors will keep a ten-minute online journal twice a week for four weeks. Each entry pairs 0–10 single-item ratings, one for well-being plus one per domain, with brief accounts of the best and most difficult moments. The eight entries will then be plotted on a graph that opens a data-prompted exit interview, where each instructor explains the rises and falls in their own trajectory. This adapts the idiodynamic method, in which participants explain second-by-second ratings of their own communication, to a timescale of weeks. Ratings will be used only descriptively, to draw trajectories and to count how often each domain moves in the same direction as well-being. The qualitative data will be analysed with the framework method, using the four domains, the four sources of self-efficacy and three ecological layers (classroom, institution, wider context) as sensitising concepts. Change over time will be followed through trajectory as well as recurrent cross-sectional analyses, with a joint display integrating the data for each case. The design, including the analysis plan, will be preregistered. As data collection will still be in progress, the presentation will not report findings. Instead, it will share the design, the bilingual English–Turkish instruments and the analysis plan. The study is expected to show, in an under-researched context, which domains of self-efficacy move with well-being, for whom and why. It also aims to offer a low-burden way of studying well-being across weeks. Researchers are encouraged to treat the teaching week as a unit of analysis, examining self-efficacy domain by domain.

Keywords: language teacher well-being, domain-specific self-efficacy, qualitative longitudinal research, data-prompted interview

O-14 · Session 3.3 · Room A107 · 13 November 2026, 17:20

The Impact of Academic Debate Training on the Argumentative Writing Performance of Turkish B1 EFL Learners

Egehan Atbakan[1,*]

[1] İstanbul Aydın University, Türkiye
* egehanatbakan@gmail.com

Subject Area: *English Language Education*

Abstract

The ability to construct coherent argumentative essays is an essential academic gatekeeper skill in higher education, yet it remains one of the most cognitively demanding challenges for foreign language learners. In tertiary university preparatory programs, Turkish B1-level EFL students regularly struggle to produce cohesive argumentative essays, frequently failing to support their claims with logical warrants and routinely omitting structural counterarguments entirely. To address this instructional challenge, this study investigates the cross-modal transfer effects of structured oral academic debate training compared against an identical, non-oral visual argument-mapping control task over a five-week instructional period. Using a quasi-experimental, mixed-methods design, this research tracks quantitative changes in student writing performance across four Toulmin components (claims, data, warrants, and counterarguments) while capturing qualitative student perceptions of the transfer process. Ultimately, this research aims to provide curriculum designers and language practitioners with empirical evidence regarding the efficacy of oral-to-written pedagogical scaffolding under highly constrained educational timelines.

Keywords: Academic Debate; Argumentative Writing; Toulmin's Model of Argumentation; EFL Learners; Skill Transfer; Quasi-Experimental Design

ULEAD 2026 CONGRESS
22ND INTERNATIONAL CONGRESS ON EDUCATIONAL RESEARCH
9TH INTERNATIONAL CONFERENCE ON RESEARCH IN APPLIED LINGUISTICS
15TH INTERNATIONAL ELT RESEARCH CONFERENCE
13–14 NOVEMBER 2026 · BIRUNI UNIVERSITY, İSTANBUL, TÜRKİYE

O-37 · Session 3.3 · Room A107 · 13 November 2026, 17:35

The Relationship between Family Educational Background and English Academic Achievement of Omani Grade 12 Students

Najah Alsiyabi[1,*], Ayoub Al Rashdi[1] & Salim Alshibli[1]

[1] Military Technological College, Oman
* najah.alsiyabi@mtc.edu.om

Subject Area: *English Language Education*

Abstract

This study investigates the relationship between the educational background of the family and the English Language Academic Achievement (ELAA) of Omani Grade 12 students. The research aims to examine how parents' educational levels influence students' achievement in English. The study follows the IMRaD structure. The introduction presents the research problem, aim, objectives, and research questions, and highlights the significance of the study in the Omani educational context. The literature review focuses exclusively on family educational background and its impact on students' academic achievement in English. The methodology chapter explains the sampling procedure, participants, data collection tool, and quality assurance measures. Data were collected through a questionnaire and analyzed using descriptive statistics and Pearson correlation via SPSS. The results reveal that the educational status of the family plays a significant role in the English academic achievement of Omani Grade 12 students. Based on these findings, the study recommends strengthening school–family communication, raising parents' awareness of their role in supporting English learning, and encouraging parents to enhance their educational qualifications to positively influence their children's academic success.

Keywords: family educational background, parental education, English academic achievement, Omani Grade 12 students, home environment

O-38 · Session 3.3 · Room A107 · 13 November 2026, 17:50

Peer Tutoring as a Strategy to improve Reading Comprehension in EFL Foundation Classes

Najah Alsiyabi[1,*], Ayoub Al Rashdi[1] & Salim Alshibli[1]

[1] Military Technological College, Oman
* najah.alsiyabi@mtc.edu.om

Subject Area: *Teacher Education Research*

Abstract

This quasi-experimental study investigates the impact of peer tutoring on reading comprehension among Year 1 students. The study involved two groups comprising a total of 80 participants: 40 students in the control group and 40 students in the experimental group. Both groups were assessed before and after a four-week intervention. The findings provide insights into the effectiveness of peer tutoring in enhancing reading comprehension. Pre- and post-intervention data revealed that the experimental group, which engaged in peer tutoring, demonstrated significant improvement in post-test performance. A paired samples t-test analysis confirmed a statistically significant difference ($p < 0.05$), indicating a positive effect of peer tutoring on reading skills competency. Additionally, a survey was administered to the experimental group to measure students' experiences and perceptions of the peer tutoring intervention. Most responses on the five-point Likert scale were at higher levels, indicating that the students valued and appreciated the peer feedback provided. This research highlights the value of peer tutoring practices for EFL educators suggesting its potential to enhance reading comprehension skills and overall language development. Future research could explore the long-term effects of peer tutoring on language proficiency in EFL contexts.

Keywords: Peer Tutoring, Reading Comprehension, EFL, controlled group, experimental group

O-27 · Session 3.4 · Room B105 · 13 November 2026, 17:20

"There's a Fog in Front of Me": Academic Motherhood and the Ethical Redirection of Professional Identity

Nihan Bursalı Boz[1,*]

[1] Eskişehir Teknik University, Türkiye
* nihanbursali@gmail.com

Subject Area: *Continuous Professional Development in ELT*

Abstract

While scholarship on academic motherhood has illuminated the tensions between caregiving and scholarly identity, how these tensions unfold longitudinally across multiple institutions and career stages - particularly in non-Anglophone contexts - remains underexplored. Drawing on longitudinal narrative inquiry data collected over twelve months with one graduate student-teacher of English, this study examines how gendered institutional structures and motherhood intersect to shape professional identity across a career spanning more than fifteen years. Analysis of six interviews, three autobiographical narratives, reflective journals, and a stakeholder interview - interpreted through the concepts of academic motherhood, gendered organizations, and emotional labor - generated three interrelated findings. First, gendered institutional encounters accumulate biographically across institutions, producing cumulative rather than episodic effects on identity. Second, academic motherhood in the Turkish higher education context is structurally produced through the absence of family-sensitive institutional policies, rendering academic re-entry contingent on relational rather than institutional support. Third, the sustained negotiation of caregiving and scholarly aspiration generates what this study describes as ethical redirection - a reorientation of professional identity toward epistemically grounded, relationally motivated scholarly contribution. These findings extend the academic motherhood literature into non-Anglophone contexts and offer implications for doctoral program design and supervisory practice.

Keywords: academic motherhood · language teacher identity · gendered organizations · emotional labor · narrative inquiry · Turkish higher education

O-47 · Session 3.4 · Room B105 · 13 November 2026, 17:35

Dil Hazırlık Programlarında Paydaş Perspektifleriyle Kurumsal YZ Politikası ve Uygulama Yönergeleri Geliştirme

Esma Şenel[1,*] & Merve Elbirlik Tülek[2]

[1] Izmir Demokrasi Üniversitesi, Türkiye
[2] Özyeğin Üniversitesi, Türkiye
* esmasenel@gmail.com

Subject Area: *Technology and AI Applications in Language Teaching*

Özet

Dil hazırlık programlarında üretken yapay zekâ (ÜYZ) kullanımına ilişkin kurumsal bir politika geliştirmek, öğrencilerin, öğretim elemanlarının ve yöneticilerin öğrenme, kabul edilebilir destek ve akademik sorumluluk konularındaki görüşlerinin incelenmesini gerektirmektedir. Bu nitel çalışma, bir vakıf üniversitesi ile bir devlet üniversitesindeki paydaş görüşlerini inceleyerek kurumsal politika ve uygulama yönergelerinin geliştirilmesine katkıda bulunmayı amaçlamaktadır. Öğrenci verileri, vaka temelli etkinlikler kapsamında uygulanan anketlerle toplanmıştır. Öğretim elemanı ve yönetici verileri ise vaka temelli etkinlikler ve açık uçlu anketler aracılığıyla elde edilmiştir. Veriler tematik analizle incelenmiş ve bulgular paydaş grupları arasında karşılaştırılarak sentezlenmiştir. Bulgulara göre öğrenciler, YZ desteği ile kopya arasındaki ayrımı yaparken kendi katkılarını ve görevin amacını dikkate almaktadır. YZ'nin düşünme sürecini desteklemesi ya da bu sürecin yerini alması da bu ayrımda belirleyici olmaktadır. Öğretim elemanları da zihinsel çabayı ve çalışmanın öğrenciye ait olmasını vurgulamaktadır. Ancak yazma sürecinde kabul edilebilir YZ desteğinin sınırları konusunda farklı görüşler bildirmektedir. Yöneticiler, YZ'nin eğitim süreçlerine dâhil edilmesini öğrenme hedefleri, paydaş katılımı, müfredatla uyum ve sürekli destek sağlanmasıyla ilişkilendirmektedir. Disiplin süreçleri ve geri bildirime dayalı izleme konusundaki yaklaşımları ise farklılaşmaktadır. Bu bulgular, öğrencilerin sorumluluklarını, göreve göre izin verilen YZ kullanım biçimlerini, kullanım beyanına ilişkin koşulları ve akademik ihlal şüphesi durumunda izlenecek süreçleri tanımlayan bir politika yapısını desteklemektedir. Önerilen model, kurumsal politika ve sınıf içi uygulama yönergelerinin geliştirilmesinde paydaş görüşlerini, pedagojik değerlendirmeyi, idari karar süreçlerini ve sürekli geri bildirimi bir araya getirmektedir.

Anahtar Kelimeler: Üretken yapay zekâ, akademik dürüstlük, politika geliştirme

O-33 · Session 3.4 · Room B105 · 13 November 2026, 17:50

Bitkiyi Görmek Yetiyor Mu? Okul Dışı Doğa Deneyimleri Bağlamında Bitki Körlüğünün Değişime Direnci

Selin Othan[1,*] & Arzu Önel[2]

[1] Milli Eğitim Bakanlığı, Türkiye
[2] Kafkas Üniversitesi, Türkiye
* s.secen.25@gmail.com

Subject Area: *Teacher Education Research*

Özet

Bu araştırmada, okul dışında gerçekleştirilen doğa deneyimlerinin öğrencilerin bitkilere yönelik farkındalık ve tercihlerindeki değişime nasıl yansıdığını incelemek amaçlanmıştır. Çalışma grubu, onuncu sınıftan 9 ve on birinci sınıftan 11 kişi olmak üzere toplam 20 öğrenci ile oluşturulmuştur. Onuncu sınıf öğrencileri Doğal Bitki Gözlem Grubu olarak botanik bahçesi gezisine götürülmüş, sadece bitki odaklı deneyim yaşamalarına fırsat verilmiştir. Botanik bahçesinde bitkileri doğal ortamlarında gözlemlemiş ve Google Lens aracılığıyla bitki türlerini incelemeleri sağlanmıştır. On birinci sınıf öğrencileri ise öğrenim gördükleri ilçede kırsal olan okul çevresinde gözlem amaçlı geziye çıkarılmış ve Karma Grup olarak Google Lens kullanarak beş bitki ve beş hayvan türünü tanımalarına olanak sağlanmıştır. Gruplar deney ve kontrol grubu olarak yapılandırılmamış, farklı içeriklere sahip iki okul dışı doğa deneyiminin gerçekleştirildiği doğal çalışma grupları olarak ele alınmıştır. Bu nedenle araştırmada grupların birbirlerine göre etkililiğinin karşılaştırılması değil, her grubun kendi ön test–son test değişim örüntüsünün incelenmesi esas alınmıştır. Araştırmada iki farklı amaç ve kapsamdaki okul dışı deneyim uygulamalarının her birinde, öğrencilerin bitki körlüğüne ilişkin tercihlerinde ortaya çıkan değişimin yönü ve niteliğinin belirlenmesi amaçlanmıştır.

Her iki grup öğrencilerinin etkinlik çerçevesinde; güzellik, dikkat çekicilik, ekolojik önem ve ilginçlik boyutlarındaki canlı tercihleri ve bu tercihlere ilişkin gerekçeleri müdahale öncesinde ön test, müdahale sonrasında ise son testler ile değerlendirilmiştir. Araştırma, yakınsayan karma yöntem yaklaşımıyla, kontrol grupsuz ön test–son test müdahale deseninde yürütülmüştür. Veriler, nicel görsel tercih maddeleri ile açık uçlu gerekçelendirme sorularını içeren Görsel Tercih Anketi aracılığıyla uygulama öncesinde ve sonrasında toplanmıştır.

Bitki körlüğü ile mücadelenin oldukça zor olduğu gerçeği bu çalışmanın bulgularıyla da ortaya konmuştur. Farklı okul dışı deneyimler yaşatılan her iki grubun ayrı ayrı ön test-son test puanları değerlendirildiğinde, hem botanik bahçesi grubunun hem de karma grubun kendi içinde ciddi bir fark ortaya koymadığı gözlenmiştir. Sadece bireysel düzeyde küçük değişiklikler tespit edilmiştir.

Araştırmanın bulguları, bitki odaklı doğal gözlem ve teknoloji destekli tür tanıma deneyimi dâhil olmak üzere okul dışı doğa deneyimlerinin, insanların bitkilere yönelik tercihlerini kısa sürede ve bütün boyutlarda aynı yönde değiştirmediğini; değişimin sınırlı, boyuta özgü ve bireysel olarak farklılaşan bir örüntü gösterdiğini ortaya koymuştur. Sonuç olarak, bitkilerin görünürlüğünün artırılması ve öğrencilerin bitkilerle doğrudan etkileşime girmesi, bitkilere yönelik estetik, dikkat, ekolojik önem ve ilginçlik boyutlarında tercihlerin kısa sürede değişmesi için tek başına yeterli görünmemektedir. Farklı içeriklere sahip iki okul dışı doğa deneyiminde de gözlenen bu sınırlı ve doğrusal olmayan değişim, bitki körlüğünün kısa süreli eğitimsel deneyimlere karşı belirli bir değişim direnci gösterebileceğine işaret etmektedir.

Anahtar Kelimeler: Bitki körlüğü, bitki farkındalığı, okul dışı deneyim, yakınsak karma desen

ULEAD 2026 CONGRESS
22ND INTERNATIONAL CONGRESS ON EDUCATIONAL RESEARCH
9TH INTERNATIONAL CONFERENCE ON RESEARCH IN APPLIED LINGUISTICS
15TH INTERNATIONAL ELT RESEARCH CONFERENCE
13–14 NOVEMBER 2026 · BIRUNI UNIVERSITY, İSTANBUL, TÜRKİYE

O-30 · Session 3.5 · Room A118 · 13 November 2026, 17:20

The Use of Artificial Intelligence Technologies in Teaching Russian at Kazakhstani Higher Education Institutions

Sholpan Bolganbayeva[1,*]

[1] Regional Innovation University, Kazakhstan

* 36berik36@gmail.com

Subject Area: *Technology and AI Applications in Language Teaching*

Abstract

The purpose of this study is to evaluate the pedagogical potential of artificial intelligence technologies in teaching Russian at higher education institutions in Kazakhstan, identify their opportunities for implementation, and examine the methodological limitations encountered. The study utilizes theoretical analysis of scientific literature, comparative analysis of traditional and digital language teaching approaches, and the evaluation of current pedagogical practices. The study addresses the functions of generative artificial intelligence systems, intelligent educational platforms, and automated feedback tools in developing students' linguistic, communicative, and intercultural competencies. AI-supported technologies offer significant opportunities for preparing individualized learning materials, creating texts tailored to students' language proficiency levels, diversifying grammar and vocabulary studies, developing written expression skills, and fostering autonomous learning. In Kazakhstan's multilingual educational environment, these technologies can contribute to identifying linguistic errors stemming from structural differences between Kazakh and Russian, conducting cross-linguistic comparisons, and addressing students' individual learning needs. Furthermore, interactive learning activities created through artificial intelligence can help students enhance their academic and professional communication skills. Nevertheless, the use of AI in educational processes brings about certain pedagogical and ethical challenges. The accuracy of AI-generated information, linguistic and stylistic errors, academic integrity, personal data protection, and students' over-reliance on technological tools are issues that require careful evaluation. Therefore, AI applications should be utilized under the guidance of instructors, in alignment with clear learning objectives and appropriate assessment criteria. The theoretical evaluation reveals that the educational value of AI technologies depends not only on their technical features, but also on instructors' digital competencies, the quality of pedagogical design, and students' language learning needs.

Keywords: artificial intelligence, Russian language, multilingual education, digitalisation in higher education

O-55 · Session 3.5 · Room A118 · 13 November 2026, 17:32

Negotiating AI in the Amazon: Indigenous Teachers and the Future of Intercultural Education

Angela Giattino[1,*]

[1] University of Oxford, United Kingdom
* angelagiattino@gmail.com

Subject Area: *Educational Sciences Research*

Abstract

I propose a longitudinal, ethnographically grounded study of how newly qualified indigenous educators in Peruvian Amazonia are negotiating the pedagogical incorporation of emerging digital technologies, including conversational AI and large language models, within intercultural schooling. The study builds on 33 months of previous ethnographic fieldwork at intercultural universities in Pucallpa, where I traced indigenous students who aspired to become the first indigenous teachers in their home communities (Giattino 2024). My earlier research documented how students from communities with limited technological infrastructure adapted to university IT and aspired to bring these tools back home. This study follows the same cohort into their first experiences of teaching, examining whether and how these ambitions are being realised.

The research combines follow-up ethnography, conducted both in person and online, semi-structured interviews, classroom observation, and analysis of locally produced pedagogical materials. It focuses on how teachers interpret the epistemic possibilities and limits of interactive AI systems, and how these understandings intersect with intercultural curricula, community norms, and aspirations for epistemic justice. Rather than assuming a linear diffusion of technology, the study examines processes of appropriation, hybridisation, and selective refusal: how indigenous teachers adapt digital tools to local epistemologies, languages, and worldviews, while negotiating community expectations concerning knowledge transmission. It particularly examines hybrid pedagogies that combine digital affordances with low-tech, embodied, and ritual forms of indigenous knowledge transmission. The study is expected to contribute ethnographic nuance to debates on educational futures and to highlight implications for educational technology design and policy that foreground local knowledge systems, teacher agency, and infrastructural equity.

Keywords: Artificial Intelligence, Indigenous Education, Intercultural Education

O-06 · Session 3.5 · Room A118 · 13 November 2026, 17:44

Big Ideas for Small Learners: Integrating Sustainability, Social-Emotional Learning, AI Literacy and Digital Citizenship into Primary English Lessons

Arzu Erdoğan Alkan[1,*] & Aslı Başak[2]

[1] Işıktepe Rüveyde Dörtçelik Ilkokulu, Türkiye
[2] Ministry of Education, Türkiye
* arzueralkan@gmail.com

Abstract

Today's primary learners are growing up with climate news, screens and artificial intelligence (AI) around them, and education policy increasingly asks teachers to respond. UNESCO's roadmap Education for Sustainable Development for 2030 calls for sustainability in every subject; social-emotional learning (SEL) programmes improve both wellbeing and academic achievement (Durlak et al., 2011); UNESCO's AI competency framework for students (2024) proposes age-appropriate AI literacy; and DigCompEdu describes how educators can build learners' digital competence (Redecker, 2017). In Türkiye, the Türkiye Century Maarif Model brings social-emotional learning skills, values and literacy skills into all subjects. For English teachers of young learners, however, these "trend topics" often arrive as separate demands, each with its own projects and special days, while lessons remain 40 minutes long and learners know only a few hundred English words. As Graham (2026) argues, sustainability education and English teaching can form "an unexpected synergy"; this paper asks whether the same synergy is possible across all four topics.

This conceptual paper, designed as a narrative review, draws on these frameworks, on positive psychology research showing that foreign language enjoyment and anxiety are distinct (Dewaele & MacIntyre, 2014), and on young learner pedagogy that values repetition, movement and real purpose. It asks: how can sustainability, SEL, AI literacy and digital citizenship be woven into short primary English lessons without adding extra content or time? Unlike approaches that treat each topic as a stand-alone project, the paper proposes a four-step lesson cycle, Feel – Explore – Create – Act, in which each step carries one trend topic and one language aim. The cycle also builds the six deep learning competencies, the 6Cs: character, citizenship, collaboration, communication, creativity and critical thinking (Fullan et al., 2018).

In Feel (SEL and character), a one-minute breathing and movement break and a feelings check-in ("I feel ...") open the lesson and build self-awareness. In Explore (sustainability, critical thinking and communication), learners investigate a real question in simple English, for example "Water detectives", in which they count taps and lights at school ("There are six taps. One is on!"), or a "Second life" show-and-tell ("This was a jar. Now it's a pencil pot."). In Create (digital and AI literacy, creativity and collaboration), learners produce something with teacher-mediated technology: a class talking e-book with recorded voices, a QR-code gallery walk, or a "Robot or human?" activity in which the teacher shows AI-generated pictures and sentences and children find mistakes, practising critical thinking and the language of description ("The tree is blue. That's wrong!"). An unplugged "Teach the robot" game, in which one child follows a partner's step-by-step instructions, introduces how algorithms work. In Act (citizenship), each lesson ends with a small real action and an "I can ..." sentence ("I can turn off the tap."), connecting language with agency and hope rather than fear.

For each step, the presentation offers a classroom script, an A1-level language focus and links to the Maarif Model components, the CASEL competencies and the UNESCO and DigCompEdu frameworks. It also discusses safeguards: AI tools are used by the teacher, not by children under the age limits of the platforms; personal data and faces are protected; screen time is balanced with movement; and global issues are framed through small, positive actions to avoid eco-anxiety. The paper concludes with implications for teachers and teacher educators and with suggestions for classroom action research to test the cycle. As a conceptual paper, it offers no new empirical data; its contribution is a practical, research-informed model for integrating current global themes into young learner English lessons.

Keywords: young learners, EFL, education for sustainable development, social-emotional learning, AI literacy, digital citizenship, 6Cs

O-60 · Session 3.5 · Room A118 · 13 November 2026, 17:56

The Effects of Inclusive Teaching Strategies on the Academic Engagement of Learners with Hearing Impairment

Nji Roland Angu[1,*]

[1] The University of Bamenda, Cameroon

* n_rolux@yahoo.com

Subject Area: *Teacher Education Research*

Abstract

Teaching in the twenty first century requires teachers to stay abreast not only with new technologies in the field but new ways of delivering lessons to learners if they do want to keep the learners engaged and motivated. More often than not, it is possible to exclude certain categories of learners from the teaching and learning process when we focus on looking at every learner in the same light. Inclusion is a concept that has garnered a colossal of attention in the teaching field as it seeks to look at each and every learner as important, who unequivocally contribute their own quarter to the classroom dynamics. Unfortunately, most teachers focus teaching on the regular learners forgetting that there are categories of learners who need special attention and who may require a certain degree of individualized teaching, special teaching/learning aids as well as communication style to be able to stay motivated, relevant and participatory in the teaching and learning context. It was from this background that this study sought to examine the role of inclusive teaching strategies on the academic engagement of learners with hearing impairment in secondary schools in Bamenda Municipality. Four specific research questions guided this study which are: What is the effect of collaborative teaching, personalized learning, scaffolding strategies and differentiated instructions on the academic engagement of learners with hearing impairment in secondary schools in the Bamenda municipality? The study was guided by four theories, namely Social Interdependence Theory by Deutsch (1949), the Self-Determination Theory by Ryan and Deci (1980), Bruner's (1960) Constructivist Theory and Vygotsky's (1931) Theory of Defactology. The study adopted a concurrent mixed-method research design. A sample of 81 learners with hearing impairment were purposively selected to respond to questionnaires while 10 teachers participated in the interviews. Quantitative data were analyzed using descriptive statistics and simple linear regression techniques, while qualitative data were analyzed using content thematic analysis. The findings revealed that collaborative teaching had a significant positive effect on academic engagement, with the regression analysis showing that collaborative teaching significantly predicted academic engagement ($\beta = .616$, $t = 6.945$, $p < .001$), while the descriptive results recorded an overall mean of 2.32 (SD = 1.18). Personalized learning also had a significant positive effect on academic engagement ($\beta = .464$, $t = 4.658$, $p < .001$), with an overall mean of 2.29 (SD = 1.18). Scaffolding strategy significantly predicted academic engagement ($\beta = .249$, $t = 2.284$, $p = .025$), with an overall mean of 2.43 (SD = 1.34). Differentiated instruction had a significant positive effect on academic engagement and recorded the strongest standardized effect among the four strategies ($\beta = .635$, $t = 7.302$, $p < .001$), with an overall mean of 2.32 (SD = 1.18). The qualitative findings corroborated the quantitative results, as teachers reported that collaborative teaching enhanced shared support, monitoring, confidence and participation; personalized learning improved understanding, confidence, attention and participation; scaffolding reduced confusion, improved understanding and promoted independence; while differentiated instruction increased participation, understanding, inclusion and confidence through varied activities, visual materials, flexible grouping and multiple means of expression. The study concluded that collaborative teaching,

personalized learning, scaffolding strategy and differentiated instruction significantly contribute to the academic engagement of learners with hearing impairment in secondary schools in Bamenda Municipality. The study recommended that schools strengthen the implementation of these inclusive teaching strategies through collaborative instructional practices, individualized support, structured scaffolding and differentiated learning activities.

Keywords: Inclusive teaching strategies, academic engagement, learners with hearing impairment

ON-12 · Session 4.1 · Online Room 1 · 14 November 2026, 10:00

The Power to Say "No": Critical AI Literacy and Learner Identity in AI-Mediated English Writing Classes

Meryem Akçayoğlu[1,*] & Azra Tajhizi[2]

[1] Mardin Artuklu University, Türkiye
[2] Azad Maragheh University, Iran
* meryemakcayoglu@artuklu.edu.tr

Subject Area: *English Language Education*

Abstract

Generative artificial intelligence (GenAI) is transforming English language education in higher education by providing university students with immediate feedback, linguistic alternatives, and increasingly sophisticated writing support. However, the fluency of AI-generated language raises a fundamental question: when students use artificial intelligence in English writing classes, to what extent do they retain control over their intended meanings, writing choices, and individual voices? Although research on AI-assisted writing has frequently emphasized linguistic improvement and technological affordances, further attention is needed to understand how university-level English as a Foreign Language (EFL) learners exercise agency when deciding whether AI-generated suggestions align with their communicative intentions and developing identities as language users. Situated in the context of tertiary level, this study investigates how EFL learners critically evaluate, accept, adapt, or reject AI-generated writing suggestions and how these decisions relate to learner agency, authorship, and identity negotiation in AI-mediated English writing classes. Adopting an interpretive qualitative design, the study examines learners' original and AI-assisted writing drafts, AI-generated feedback, reflective journals, and semi-structured interviews. Reflexive thematic analysis, complemented by comparative textual analysis, is used to explore learners' decision-making processes, changes in meaning and stance, and perceptions of ownership over their written expression. The findings indicate that learners engage selectively with AI-generated suggestions rather than accepting them uncritically. This selective engagement highlights the importance of evaluative judgment in determining which forms of AI assistance serve students' communicative purposes. The findings also foreground learner agency as a central dimension of AI-mediated writing: meaningful engagement with AI involves making informed decisions about its suggestions rather than treating its output as authoritative. By connecting critical AI literacy with learner agency and identity negotiation, this study conceptualizes AI-mediated English writing classes as spaces in which university students negotiate authorship, linguistic development, and control over self-expression. The study contributes to English language teaching in higher education by highlighting the need for pedagogical approaches that encourage students to question AI-generated suggestions, evaluate their suitability, and justify their writing choices., the Conclusively, power to say no is not a rejection of technology but an expression of critical judgment, learner agency, and meaningful participation in academic writing.

Keywords: Critical AI literacy; learner identity; AI-mediated writing; higher education

ON-18 · Session 4.1 · Online Room 1 · 14 November 2026, 10:15

A Case Study on the Intelligibility and Effectiveness of Indirect Written Corrective Feedback for A2 Level Learners

Bilal Mert Erkubilay[1,*]

[1] Istanbul Aydın University, Türkiye
* bilalmerterkubilay@gmail.com

Subject Area: *Artificial Intelligence Applications and Impacts in Education*

Abstract

Feedback on learners' errors is a central part of teaching second language writing, and indirect written corrective feedback, which marks errors with codes without giving the correct form, is widely used because it asks learners to correct their own errors (Ellis, 2009). Its value, however, depends on whether learners can understand the codes. Lower-proficiency learners may lack the metalinguistic knowledge to decode them, and earlier studies suggest that teachers' intentions and learners' interpretations often do not match. This proposed study examines the intelligibility and effectiveness of indirect written corrective feedback for A2-level learners in a Turkish university English preparatory program. It follows a sequential explanatory mixed methods design. About 25 A2 learners write a timed paragraph at three points in a ten-week term, receive feedback coded with the program's standard error correction list, and revise their texts a week later. Revisions are classified as successful, unsuccessful or no uptake. A focal group of five or six learners with high and low uptake then take part in stimulated recall interviews, explaining how they read each code and how they tried to correct the error. The interview data are analysed thematically. The study aims to show whether indirect codes help A2 learners notice and correct their errors or mainly add cognitive load, and to inform feedback practice in preparatory programs.

Keywords: indirect written corrective feedback, uptake, intelligibility, stimulated recall, A2 learners, EFL

O-43 · Session 4.1 · Online Room 1 · 14 November 2026, 10:30

AI-Enhanced ICC: Learning about Cultures

Gonca Ekşi[1,*] & Ceylan Yangın Ersanlı[2]

[1] Gazi University, Türkiye
[2] Ondokuz Mayıs Üniversitesi, Türkiye
* goncayangin@gmail.com

Subject Area: *Technology and AI Applications in Language Teaching*

Abstract

In an increasingly interconnected yet polarized world, intercultural competence has become an important means of promoting intercultural dialogue, mutual understanding, and constructive engagement across cultural boundaries. Simultaneously, rapid developments in artificial intelligence (AI) are reshaping how individuals access cultural knowledge, communicate across linguistic and cultural differences, and construct representations of the Self and the Other. Against this background, this presentation examines the potential of AI as a mediational tool for fostering intercultural competence and supporting cultural diplomacy in digitally connected environments.

Drawing on concepts from intercultural communicative competence, cultural intelligence, critical cultural awareness, and perspective-taking, the presentation focuses on cultural dimensions of communication such as politeness conventions, humor, taboos, values, communication styles, non-verbal behavior, and culturally situated interpretations of appropriate and inappropriate conduct. Differences in these areas may result in pragmatic failure, misunderstanding, stereotyping, and negative evaluations of cultural outgroups, particularly when individuals interpret unfamiliar practices through ethnocentric frames of reference. Processes of social categorization and othering may further reinforce an “us versus them” orientation, potentially contributing to prejudice, social distance, and hostility.

The presentation argues that appropriately designed AI-mediated experiences may provide opportunities for **decentering** the ability to move beyond one’s own cultural frame of reference and consider alternative perspectives. AI-supported intercultural simulations, critical incidents, digital storytelling, perspective-taking tasks, and culturally sensitive communication scenarios can expose users to multiple interpretations of the same behavior and encourage them to critically examine stereotypes, implicit assumptions, and ethnocentric judgments. Such practices may contribute to critical cultural awareness, empathy, tolerance of ambiguity, and greater readiness for intercultural dialogue.

At the same time, AI is not culturally neutral. Algorithmic bias, stereotypical representations, cultural homogenization, and the overrepresentation of dominant cultural perspectives may reproduce precisely the forms of othering that cultural diplomacy seeks to challenge. The presentation therefore advocates a **human-centered and critically informed approach to AI-enhanced cultural diplomacy,** in which AI functions not as an authority on cultural difference but as a tool for inquiry, reflection, dialogue, and perspective transformation. Ultimately, AI-enhanced cultural diplomacy may contribute to creating spaces in which cultural differences are approached not as sources of division and hostility, but as opportunities for dialogue, critical reflection, and more equitable intercultural engagement

Keywords: artificial intelligence, intercultural competence, critical cultural awareness, ethnocentrism, othering, perspective-taking

ON-11 · Session 4.2 · Online Room 2 · 14 November 2026, 10:00

Toplumsal Cinsiyet Açısından Çocuk Evlilikleri ve Kadın

Ceren Bakır[1,*] & Nergüz Bulut Serin[2,*]

[1] Lefke Avrupa Üniversitesi, Türkiye
[2] Lefke Avrupa Üniversitesi, Kktc, Turkish Republic of Northern Cyprus
* ceren53.cb@gmail.com, nserin@eul.edu.tr

Subject Area: *Social Sciences and Humanities Education Research*

Özet

Dünyada erken yaşta evliliklerin özellikle gelişmekte olan, yoksulluğun daha yoğun olduğu ve ataerkil toplumsal yapıların hakim olduğu bölgelerde görülmesi, çocuk evliliklerinin toplumsal cinsiyet rolleriyle yakından ilişkili olduğunu göstermektedir. Çocuk evliliklerinde ekonomik yoksulluk önemli bir etken olmakla birlikte, toplumsal cinsiyet eşitsizliği bu ekonomik koşulların çocuk kızlar üzerinde daha ağır sonuçlar doğurmasına sebep olmaktadır. Türkiye açısından değerlendirildiğinde de çocuk evliliklerinin kadın ve kız çocuklarının toplumsal konumuyla yakından ilişkili olduğu görülmektedir. Geleneksel ve ataerkil aile yapılarının daha güçlü bazı bölgelerde kız çocuklarının erken yaşta evlendirilmesi, kadınlık ve annelik rollerinin erken yaşta üstlenilmesinden doğal bir sonucu olarak görülebilmektedir. Bu durum kız çocuklarının ekonomik bağımsızlık, eğitim, karar verme ve toplumsal yaşama katılım haklarını sınırlandırmakta; onları eş ve anne rollerine indirgemektedir. Toplumsal cinsiyet açısından en önemli sonuçlarından biri, eşitsizliğin kuşaklar boyunca yeniden üretilmesidir. Erken yaşta evlenen kız çocuklarının eğitimlerini yarıda bırakma, ekonomik olarak eşlerine bağımlı hale gelme ve erken yaşta çocuk sahibi olma olasılıkları artmaktadır. Böylece kadınların ekonomik ve sosyal bağımsızlıklarının sınırlandırılması, sonraki kuşaklara da aktarılabilen bir eşitsizlik döngüsü oluşturmaktadır. Erkek çocuklar da toplumsal cinsiyet normlarından etkilenmekle birlikte, çocuk evliliklerinin yükünü ve sonuçlarını özellikle kız çocuklarının taşıması, bu uygulamanın belirgin bir toplumsal cinsiyet boyutuna sahip olduğunu göstermektedir. Sonuç olarak Türkiye' de ve dünyada çocuk evlilikleri; yoksulluk, eğitim olanaklarının sınırlılığı, ataerkil aile yapısı, geleneksel toplumsal normlar ve kadınların toplumsal konumuna ilişkin eşitsiz yaklaşımların kesişiminde ortaya çıkan bir toplumsal sorundur. Bu nedenle çocuk evlilikleriyle mücadele yalnızca yasal düzenlemelerle sınırlı kalmamalı; kız çocuklarının eğitime erişimi güçlendirilmesi, ekonomik bağımsızlıklarının desteklenmesi, toplumsal cinsiyet eşitliğinin yaygınlaştırılması ve çocuklarının hak temelli korunmasına yönelik politikaların geliştirilmesini de kapsamalıdır.

Anahtar Kelimeler: Toplumsal cinsiyet, Çocuk evlilikleri, Çocuklar

ULEAD 2026 CONGRESS
22ND INTERNATIONAL CONGRESS ON EDUCATIONAL RESEARCH
9TH INTERNATIONAL CONFERENCE ON RESEARCH IN APPLIED LINGUISTICS
15TH INTERNATIONAL ELT RESEARCH CONFERENCE
13–14 NOVEMBER 2026 · BIRUNI UNIVERSITY, İSTANBUL, TÜRKİYE

ON-19 · Session 4.2 · Online Room 2 · 14 November 2026, 10:15

Emotional Abuse and Being a Woman in the Context of Gender / Toplumsal Cinsiyet Bağlamında Duygusal Şiddet ve Kadın Olmak

Zeynep Rojin Anış[1] & Nergüz Bulut Serin[2,*]

[1] Lefke Avrupa Üniversitesi, Türkiye
[2] Lefke Avrupa Üniversitesi, Kktc, Turkish Republic of Northern Cyprus
* nserin@eul.edu.tr

Subject Area: *Social Sciences and Humanities Education Research*

Abstract

Şiddet, bir bireyin ilişkilerinde diğer bir kişi üzerinde kontrol kurmak amacıyla iradesi dışında güç veya baskı uygulayarak bilinçli olarak sergilediği fiziksel ya da duygusal bir davranıştır (Adak, 2016: 48). Kadına yönelik şiddet ise "kadınlara sırf kadın oldukları için yöneltilen veya kadınları etkileyen, insan haklarının ihlaline yol açan, yasa kapsamında şiddet olarak tanımlanan her türlü tutum ve davranıştır" (Ailenin Korunması ve Kadına Yönelik Şiddetin Önlenmesine Dair Kanun, 2012). En sık görülen ancak genellikle en az fark edilen şiddet türü, duygusal ya da psikolojik şiddettir. Bireylerin küfür etme, azarlama, saygısızlık gösterme veya hakaret etme gibi davranışları birer şiddet eylemi olarak tanımlamak yerine günlük yaşamın standart bir parçası olarak normalleştirmesi ve kabul etmesi nedeniyle bu durum büyük ölçüde fark edilmeden kalmaktadır (Köseoğlu, 2018, s. 83). Sonuç olarak, kadına yönelik duygusal şiddetin genellikle eksik anlaşılması ve büyük ölçüde görünmez kalması, ciddi sağlık sorunlarına yol açabilir ve gerekli bakımın sağlanmasını engelleyebilir. Bu doğrultuda, kadınların sağlık ve yaşam kalitesini iyileştirmeyi amaçlayan müdahalelere zemin hazırlamak için duygusal şiddetin bileşenlerinin daha yakından incelenmesine ihtiyaç vardır (Abusbaitan ve ark., 2025). Bu çalışmanın amacı, mevcut literatür taramasına dayanarak, toplumsal cinsiyet bağlamında kadına yönelik duygusal şiddet biçimlerini ve bunun kadın kimliği üzerindeki etkisini incelemektir. Bu çalışma; toplumsal cinsiyet rollerini, duygusal şiddet türlerini ve duygusal şiddet ile toplumsal cinsiyet arasındaki ilişkiyi ele almaktadır. Bu çalışma kapsamında: Duygusal istismarın aile, eğitim ve medya aracılığıyla nasıl öğrenildiği ve normalleştirildiği ile kadınlar üzerindeki etkisi incelenmiştir. Güncel verilerden hareketle bu derleme, kadına yönelik duygusal istismarın yaygınlığını vurgulamakta ve önlenmesine yönelik olası çözümler sunmaktadır.

Keywords: Toplumsal cinsiyet, duygusal istismar, kadın

ON-20 · Session 4.2 · Online Room 2 · 14 November 2026, 10:30

Sahtekarlık Olgusu (İmposter Fenomeni) Sendromu ve Başarılı Kadın Çalışanlar Üzerine Bir İnceleme

Ümmühan Pekbüyük[1] & Nergüz Bulut Serin[2,*]

[1] İTÜ Öğrenci Gelişim ve Kariyer Akademisi, KKTC, Türkiye
[2] Lefke Avrupa Üniversitesi, Kktc, Turkish Republic of Northern Cyprus
* nserin@eul.edu.tr

Subject Area: *Social Sciences and Humanities Education Research*

Özet

İmposter fenomeni (sahtekârlık olgusu); Clance ve Imes (1978) tarafından tanımlanmış bir kavramdır. Clance ve Imes kadınların başarılarını içsel faktörlerle(kendi yeteneklerine ve performanslarına göre) değil tesadüf ve şans gibi dışsal faktörlerle açıkladıklarını ve sahip oldukları pozisyonu hak etmedikleri, ortaya koydukları başarıları içselleştiremedikleri gibi aynı zamanda kendilerini sahtekar olarak algıladıkları ve bunun ortaya çıkmasıyla ile ilgili yoğun bir kaygı yaşadıklarını belirtmişlerdir. Yapılan çalışmaların bazılarında bu kavram, bir psikiyatrik bozukluk olarak değerlendirilmiş olsa da hiçbir zaman Amerikan Psikiyatri Birliği tarafından yazılan Ruhsal Bozuklukların Teşhis ve İstatistik El Kitabı'nda (DSM-5) tanısal bir kategoriye sahip olmadığı görülmektedir (Maftei, Dimitriu ve Holman, 2021). İmposter sendromu ilgili literatürde okumuş kadin sendromu başarılı bir kadın olduğum için özür dilerim sendromu olarak da ifade edilmektedir. Günümüzde toplumsal yapıyla birlikte bireylerin sahip oldukları kimlik ve statü ilişkisi sahtekarlık fenomeni duygu riskini arttırmaktadır. Kadına yönelik ayrımcılık, ötekileştirme ve kadın düşmanlığı tutumu ile algısı evrensel bir tarihsel köklere dayanmaktadır ve bu durumun günümüz çağdaş toplumlarında da farklı mekanizmalar ("sahtecilik olgusu", "korumacı cinsiyetçilik", "cam tavan sendromu" gibi) aracılığıyla sürdürüldüğü ifade edilebilir (Işık, 2024). Bu çalışmada, İmpostor sendromu yaşayan başarılı kadınların çalışma hayatında ne gibi zorluklar yaşadığı ve Aile - Sosyal Rol Beklentileri, Başarı ile İlgili Korku Kariyer ve iş ile ilgili ve Suçluluk, İmpostor Sendromunun Sonuçları ele alınacaktır. Bu çalışmanın sonucunda, ilgili literatür çerçevesinde İmpostor Sendromu yaşayan başarılı kadın çalışanlarla ilgili, Türkiye, KKTC ve yurt dışında yapılmış çalışmalar ışığında öneriler sunulacaktır.

Anahtar Kelimeler: Sahtekarlık Fenomeni (İmposter Fenomeni), başarı, kadın çalışanlar

ON-15 · Session 4.3 · Online Room 3 · 14 November 2026, 10:00

The Role of Digital Multimodal Environments in Second Language Acquisition

Sara Ghanbarzadeh[1,*] & Kadriye Dilek Bacanak[2]

[1] Gazi University, Iran
[2] Gazi Üniversitesi, Türkiye
* gnbsara@gmail.com

Subject Area: *English Language Education*

Abstract

The cognitive mechanisms behind technology-assisted second language acquisition have attracted a lot of attention due to the growing incorporation of digital technologies into language instruction. The value of digital multimodal environments in fostering sustained language development is still little known, despite the fact that they provide chances to mix linguistic input, visual representations, interactive tasks, and immediate feedback. The possible effects of multimodal input, cognitive load, feedback timing, task complexity, and learner self-regulation on second language acquisition are investigated in this research. It makes the case that the educational usefulness of digital environments depends not only on the availability of technology resources but also on how learning activities are created and how students interact with them, drawing on cognitive perspectives on multimedia learning and cognitive load. The research specifically makes a distinction between immediate task performance, long-term language knowledge, and learning transfer to new communication situations. It also suggests that more focused studies of the particular instructional elements that support or obstruct language development should take precedence over general comparisons between technology-enhanced and conventional training. Experimental and longitudinal approaches may help clarify the relationships between digital input, cognitive processing, retention, and communicative performance. By conceptualizing technology-assisted language learning as a cognitively mediated process, this paper contributes to a more nuanced understanding of the conditions under which digital multimodal environments may support effective and sustainable second language acquisition.

Keywords: technology-assisted language learning; second language acquisition; multimodal learning; cognitive load; feedback timing; learner self-regulation; knowledge transfer

ON-03 · Session 4.3 · Online Room 3 · 14 November 2026, 10:15

Yükseköğretimde Akademik Okumanın Dönüşümü: Basılı Okuryazarlıktan Dijital ve Çok Modlu Okumaya

Muhammet Dağ[1,*]

[1] Erzincan Binali Yıldırım University, Türkiye
* mdag@erzincan.edu.tr

Subject Area: *Technology and AI Applications in Language Teaching*

Özet

Yükseköğretim köklü bir dijital dönüşüm sürecinden geçmektedir. Üniversitede öğrenmenin temelini oluşturan akademik okuma, bu dönüşümden en doğrudan etkilenen uygulamalardan biridir. Günümüzde üniversite öğrencileri ders materyallerini, bilimsel makaleleri ve sınav metinlerini ağırlıklı olarak ekran üzerinden okumaktadır. Bu metinler giderek daha fazla bağlantılı, çok modlu ve parçalı bir yapı kazanmaktadır. Buna karşın, yabancı dil hazırlık programları da dahil olmak üzere pek çok üniversite programında okuma öğretimi büyük ölçüde basılı okuryazarlıktan devralınan varsayımlara dayanmaya devam etmektedir. Bu çalışmanın amacı, yükseköğretimde akademik okuma kavramının nasıl dönüştüğünü incelemek ve bu dönüşümün üniversite düzeyindeki yabancı dilde okuma öğretimine yönelik pedagojik çıkarımlarını tartışmaktır. Çalışma, doküman analizine dayalı kavramsal bir derleme olarak tasarlanmıştır. Son yirmi yılda dijital okuma, çok modlu okuryazarlık ve akademik okuma alanlarında yayımlanmış ulusal ve uluslararası çalışmalar ile CEFR (Common European Framework of Reference for Languages) Tamamlayıcı Cilt gibi ilgili politika belgeleri incelenmiş ve tematik olarak sentezlenmiştir. Bulgular dört tema altında toplanmıştır. Birincisi, basılı ve ekran okumasını karşılaştıran araştırmalar, bilgilendirici metinlerin anlaşılmasının özellikle zaman baskısı altında ekranda daha düşük olduğunu ve okuyucuların ekrandaki anlama düzeylerini olduğundan yüksek tahmin etme eğiliminde olduğunu göstermektedir. İkincisi, dijital akademik metinler bağlantılı metinlerde gezinme, birden fazla kaynaktan gelen bilgiyi bütünleştirme, görsel ve sözel öğeleri birlikte yorumlama ve çevrim içi kaynakların güvenilirliğini değerlendirme gibi ek yeterlikler gerektirmektedir. Üçüncüsü, güncel çerçeveler okumayı bireysel ve doğrusal bir süreç olmaktan çok etkileşimli ve aracılık içeren bir etkinlik olarak yeniden tanımlamaktadır. Dördüncüsü, pek çok üniversite dil programında okuma öğretimi ve değerlendirmesi henüz bu değişimlere yeterince uyum sağlamamıştır. Çalışma, akademik okumadaki dönüşümün yalnızca bir ortam değişikliği olarak değil, okuma yeterliğinin doğasındaki bir değişim olarak ele alınması gerektiği sonucuna ulaşmaktadır. Bu doğrultuda üniversite okuma programlarının hem basılı hem dijital okumaya yönelik strateji öğretimini bütünleştirmesi, çoklu kaynak ve çok modlu okuma becerilerini açıkça öğretmesi ve okuma değerlendirmesini öğrencilerin yükseköğretimde fiilen karşılaştığı dijital okuma uygulamalarıyla uyumlu hâle getirmesi önerilmektedir.

Anahtar Kelimeler: Akademik okuma, dijital okuma, çok modlu okuryazarlık, yükseköğretim

ON-24 · Session 4.3 · Online Room 3 · 14 November 2026, 10:30

ELT Students' and Instructors' Perceptions About Online Teaching and Assessment during Covid-19

Nihan Zeren[1,*] & Ilkay Gilanlioglu[2]

[1] Doğu Akdeniz Üniversitesi, Turkish Republic of Northern Cyprus
[2] Eastern Mediterranean University, Cyprus
* 23600405@emu.edu.tr

Subject Area: *English Language Education*

Abstract

This study aimed to identify the perceptions of undergraduate students and instructors in the Department of Foreign Language Education regarding the emergency online education and assessment in ELT during the COVID-19 pandemic. The research specifically examined the advantages and disadvantages of online education, the efficacy of emergency training models at universities, and students' practical performance. Employing a qualitative methodology, data were gathered through semi-structured interviews. The participants included 40 students (ten from each academic year) and twelve faculty instructors in the Department of Foreign Language Education.The interviews revealed both disparities and commonalities concerning teaching and assessment during the Covid-19 pandemic. While most undergraduate students expressed positive perceptions, they also ackowledged the comparative ease of passing online exams however, technical hurdles hindered their grasp of course content, resulting in decreased motivation. Instructors shared similar perceptions, recognizing the potential benefits of online education for language teaching, yet also acknowledging technical challenges. In contrast to student perceptions, instructors emphasized that online exams' reliability was lower compared to face-to-face assessments. Instructors and students shared similar viewpoints regarding the importance of face-to-face education for comprehensive comprehension and communication of course content. Both groups acknowledged the positive impact of online education on language learning within the Department of Foreign Language Education. Improved knowledge accessibility was notably reported. Furthermore, online exam scores significantly exceeded those of traditional face-to-face settings. On the other hand, this presented a challenge for ELT instructors who perceived online test outcomes as less reliable. Instructors believed they could adapt better to online exams, potentially leading to more feasible academic success. This study also higlighted undergraduates' struggle with communication and technical issues in online courses, favoring face-to-face learning for better understanding.

Keywords: Emergency Online Education in English Language Education, Advantages and Disadvantages of Emergency Online Education, Advantages and Disadvantages of F2F Education, Positive and Negative Perceptions of ELT Instructors on Assessment, Positive and Negative Perceptions of ELT Students on Assessment

O-02 · Session 4.4 · Online Room 4 · 14 November 2026, 10:00

Beden Eğitimi ve Spor Öğretmen Adaylarının Mesleki Öz Yeterlik Algıları ile Kişilerarası Öz Yeterliklerinin İncelenmesi

Tuğba Taflı[1,*] & Güzide Elveda Kaykaç[1]

[1] Selçuk University, Türkiye
* tugbatafli@gmail.com

Subject Area: *Sports Sciences Research*

Özet

Öğretmen adaylarının mesleki ve kişilerarası öz yeterlik düzeylerinin belirlenmesi öğretmen yetiştirme sürecinin değerlendirilmesi açısından önem taşımaktadır. Bu araştırmanın amacı, beden eğitimi ve spor öğretmen adaylarının mesleki ve kişilerarası öz yeterlik düzeylerini çeşitli değişkenler açısından incelemektir. Araştırma, nicel araştırma yöntemlerinden tarama modeli kullanılarak gerçekleştirilmiştir. Araştırmanın örneklemini Türkiye'de İç Anadolu bölgesinde bulunan bir devlet üniversitesinin Spor Bilimleri Fakültesi Beden Eğitimi ve Spor Öğretmenliği Bölümünde öğrenim gören 115 öğretmen adayı oluşturmaktadır. Verilerin toplanmasında Kişisel Bilgi Formu, Çolak ve arkadaşları (2017) tarafından geliştirilen Öğretmen Öz Yeterlik İnancı Ölçeği ve Esentürk ve arkadaşları (2019) tarafından geliştirilen Beden Eğitimi Öğretmenlerinde Kişilerarası Öz Yeterlik Ölçeği kullanılmıştır. Verilerin analizinde SPSS Statistics 32.0 Paket programı kullanılmış olup bağımsız örneklemler t-testi, tek yönlü ANOVA, Welch ANOVA, Tukey HSD, Games–Howell, MANOVA ve Box's M testlerinden yararlanılmıştır. Öğretmen Öz Yeterlik İnancı Ölçeği Cronbach Alfa katsayısı 0,955 ve Beden Eğitimi Öğretmenlerinde Kişilerarası Öz Yeterlik Ölçeği Cronbach Alfa katsayısı 0,973 olarak hesaplanmıştır. Araştırma bulgularına göre, cinsiyete göre yapılan analizlerde, öğretmen öz yeterlik puanlarında erkek öğretmen adayları lehine istatistiksel olarak anlamlı farklılık belirlenirken, kişilerarası öz yeterlik puanlarında anlamlı farklılık bulunmamıştır. MANOVA sonuçları, iki ölçeğin puanları birlikte değerlendirildiğinde cinsiyete göre anlamlı farklılık olduğunu göstermiştir. Sınıf düzeyi, mezuniyet sonrası öğretmenlik yapma düşüncesi ve genel ağırlıklı not ortalaması açısından yapılan analizlerde, ölçeklerin ANOVA ve MANOVA sonuçlarında anlamlı farklılık saptanmamıştır. Öğretmenlik bölümünü isteyerek seçme durumuna göre ise iki ölçeğin puanları birlikte değerlendirildiğinde anlamlı farklılık belirlenmiştir. Ölçekler ayrı ayrı incelendiğinde, öğretmen öz yeterlik puanlarında mesleği isteyerek seçen ve kısmen isteyerek seçen adaylar arasında anlamlı farklılık bulunurken, kişilerarası öz yeterlik puanlarında anlamlı farklılık görülmemiştir. Sonuç olarak, cinsiyet ve öğretmenlik bölümünü isteyerek seçme gibi değişkenlerin öğretmen öz yeterlik puanları açısından farklılaşma gösterdiği görülmüştür. Bu kapsamda, öğretmen yetiştirme sürecinde adayların kişilerarası ve mesleki öz yeterliklerini destekleyen uygulamaların artırılarak çeşitlendirilmesi önerilmektedir.

Anahtar Kelimeler: Beden eğitimi ve spor öğretmen adayları, öğretmen öz yeterliği, kişilerarası öz yeterlik

O-03 · Session 4.4 · Online Room 4 · 14 November 2026, 10:15

Atletizm Sporcularının Çift Kariyer (Sportif ve Mesleki Kariyer) Süreçlerinin Nitel Olarak İncelenmesi

Tuğba Taflı[1,*] & Habibe Nur Adıgüzel[1]

[1] Selçuk University, Türkiye
* tugbatafli@gmail.com

Subject Area: *Sports Sciences Research*

Özet

Sporcuların sportif kariyerlerini sürdürürken aynı zamanda mesleki hedeflerine yönelik çalışmalarını da devam ettirmeleri, çift kariyer sürecini önemli hâle getirmektedir. Bu araştırmanın amacı, atletizm sporcularının sportif ve mesleki kariyerlerini eş zamanlı yürütme süreçlerini, bu süreçte karşılaştıkları deneyimlerini ve gelecek kariyer beklentilerini ayrıntılı olarak incelemektir. Araştırma, nitel araştırma yaklaşımı çerçevesinde olgu bilim (fenomenoloji) deseni kullanılarak gerçekleştirilmiştir. Araştırmanın çalışma grubunu, Konya ilinde aktif olarak atletizm yapan, en az beş yıllık atletizm geçmişine sahip, sportif kariyerini sürdüren ve üniversite öğrencisi veya mezunu olan 13 sporcu oluşturmaktadır. Verilerin toplanmasında araştırmacılar tarafından hazırlanan yarı yapılandırılmış görüşme formu kullanılmıştır ve veriler çalışma grubunu oluşturan kişilerle yüzyüze görüşme yapılarak toplanmıştır. Elde edilen veriler kod, kategori ve tema oluşturularak içerik analizi yöntemiyle değerlendirilmiştir. Araştırma bulgularına göre, atletizm sporcularının atletizme başlama süreçlerinin daha çok beden eğitimi ve spor öğretmenlerinin yönlendirmesi, aile ve antrenör desteği olduğu belirlenmiştir. Çift kariyer sürecindeki katılımcıların sportif kariyerlerine ilişkin gelecek planlarında ise millî takıma girme ve millî sporcu olma hedefinin ön plana çıktığı, spor dışındaki mesleki hedeflerinde ise antrenörlük kariyerinin ağırlıklı olarak tercih edildiği görülmüştür. Sporcuların sportif ve mesleki sorumluluklarını eş zamanlı yürütmeye çalıştıkları süreçte zaman yetersizliği, okul ve spor programlarının çakışması, yorgunluk ve ulaşım güçlüğü gibi çeşitli sorunlarla karşılaştıkları belirlenmiştir. Söz konusu zorluklarla başa çıkmada planlı hareket etmenin ve mevcut koşullara göre programları uyarlamanın öne çıktığı görülmüştür. Ayrıca sporcuların sosyal yaşamlarına sınırlı zaman ayırabildikleri ve zaman yönetiminde özellikle haftalık planlamadan yararlandıkları belirlenmiştir. Kariyer süreçlerinde destek alınan kişi ve kurumlar incelendiğinde antrenör ve aile desteğinin ön plana çıktığı görülmüştür. Sportif kariyer sonrasına yönelik mesleki beklentilerde ise başarılı ve üst düzey antrenör olma hedefinin ağırlıklı olduğu tespit edilmiştir. Sonuç olarak, atletizm sporcularının çift kariyer süreçlerinin sportif ve mesleki hedefleri, zaman yönetimi, karşılaşılan güçlükler, sosyal yaşam ve destek mekanizmaları çerçevesinde şekillendiği görülmüştür. Bu doğrultuda, sporcuların çift kariyer süreçlerini daha etkili biçimde sürdürebilmeleri için eğitim kurumları, spor kulüpleri ve ilgili kurumlar tarafından sunulan desteklerin geliştirilmesi ve sportif sorumluluklarla mesleki hedeflerin uyumlaştırılmasına yönelik esnek planlama olanaklarının artırılması önerilmektedir.

Anahtar Kelimeler: Atletizm, çift kariyer, sportif kariyer, mesleki kariyer, sporcu.

O-16 · Session 4.5 · Online Room 5 · 14 November 2026, 10:00

The Role of Early Field Experiences (EFEs) in Pre-Service EFL Teacher Education: Exploring Perceived Preparedness to Teach

Senanur Çınar[1,*]

[1] Bahçeşehir University, Türkiye
* cinarsenanur@hotmail.com

Subject Area: *Foreign Language Teacher Education*

Abstract

Bridging the gap between theoretical knowledge and classroom practice remains a central concern in pre-service English language teacher education. Early field experiences (EFEs) may provide opportunities for teacher candidates to engage with authentic teaching environments and develop professional awareness before undertaking formal teaching practice. This study explores pre-service EFL teachers' perceived preparedness to teach in relation to EFEs, with particular attention to classroom observation, reflective practice, and interactions with experienced instructors. Adopting an exploratory mixed-methods approach with a one-group pre-test/post-test design, the study involved eight volunteer second- and third-year English Language Teaching students at a private university in Türkiye. As part of their Second Language Acquisition coursework, participants engaged in six weeks of structured classroom observations in the university's English preparatory program. Each week, they observed different instructors and classes, focusing on specific pedagogical aspects of teaching. Beyond classroom observation, participants accompanied experienced EFL instructors throughout their teaching days, engaging in informal mentoring interactions and discussions about instructional decisions and classroom practices. Quantitative data were collected using the Preparedness to Teach Scale, administered before and after the observation period. Qualitative data were gathered through 48 structured reflective journal entries, comprising responses to three recurring open-ended questions completed individually after each weekly observation. Additionally, eight in-service EFL instructors who hosted the teacher candidates provided written responses to five open-ended questions addressing their experiences, informal mentoring roles, the possible influence of observers on their teaching practices, and the perceived benefits and challenges of EFEs. Quantitative findings revealed relatively high levels of perceived preparedness at both measurement points, with no statistically significant difference between pre-test and post-test scores ($p > .05$). These findings suggest that participants maintained a relatively stable sense of preparedness across the two measurements. The thematic analysis of the instructors' written responses and further integration of the qualitative and quantitative findings are ongoing. Follow-up semi-structured interviews with pre-service teachers are also planned to provide additional insights into their experiences and perceptions of professional readiness. Further qualitative analysis will explore how classroom observations, guided reflection, and informal professional interactions contributed to participants' developing understanding of teaching and professional readiness. The study seeks to contribute to pre-service EFL teacher education by highlighting the potential role of early classroom exposure and reflective practice in supporting teacher candidates' professional awareness before formal teaching practice.

Keywords: Early field experiences; teacher education; preparedness to teach; reflective practice, foreign language education

O-10 · Session 4.5 · Online Room 5 · 14 November 2026, 10:15

Can eTwinning function as a professional growth opportunity? eTwinner teachers' evaluations

Yaman Karaş[1,*] **& Handan Çelik**[2]

[1] Trabzon Üniversitesi, Türkiye
[2] Trabzon University, Türkiye
* yamankaras12@gmail.com

Subject Area: *Continuous Professional Development in ELT*

Abstract

The 21st century already pushed individuals in different walks of life to possess and develop literacies of various sorts such as digital, environmental, arts, civic and intercultural. Policy makers across the globe drew implications and established programs to offer growth opportunities to individuals of various ages, professions, and interests. Schools, especially after the COVID-19 pandemic, have quickly adjusted into remote, online classrooms where the purpose was to stay connected and keep the students at schools and in learning. Although, that was a very stressful experience requiring both teachers and students, even families, to possess digital pedagogical knowledge and competences, it provided them with a wonderful opportunity to test their skills in a digital space, challenged the idea that classrooms are physical places, and built confidence that they could afford more. The confidence not only the teachers but also the students built encourages both parties to take part in collaborative international learning environments. The European Union's eTwinning program which provides teachers and students a safe collaborative platform to learn and teach together has become a much more popular platform since then. Although the literature is adequately strong regarding the contributions of the eTwinning program on student growth, how it influences the collaborating teachers' vision, mindset, and teaching practices has not been examined yet. Therefore, in this study we report on how collaborating teachers (N=5) from Greece, Croatia, Türkiye, Romania, Ukraine in an international 16-week eTwinning project perceive their professional growth. Although the project predominantly focused on fostering high school students' global citizenship, digital literacy, and intercultural communicative competence, it also functioned as a professional development avenue for the collaborating teachers. The project partners coordinated activities such as developing small magazines based on unique cultural elements, creating a booklet on AI ethics, and moderating the bi-weekly Zoom meetings. Upon completing the project, via semi-structured interviews, the teachers were asked to report how they perceive their professional change and development. The thematic analysis revealed that they primarily developed communicative and project management competences. The teachers also regarded themselves as "professional eTwinners" as the project experience was structured and detailed compared to reward-focused (quality label) ones. The collaborating teachers also benefitted from cross-disciplinary scope of the project and developed intercultural pedagogical adaptability, civic competences, and moral agency. Ultimately, the findings demonstrate that collaborating in an eTwinning project offers teachers chances to develop in different angles and how significant the sustainability of such supranational projects is.

Keywords: eTwinning, English teachers, pedagogical integration, professional development

O-12 · Session 4.5 · Online Room 5 · 14 November 2026, 10:30

Are EFL Coursebooks Making Learners Think?: A Cross-National Examination of Cognitive Demands

Aygul Hallykova[1,*] **& Büşra Çelen**[1]

[1] Gazi University, Türkiye

* aygulmaksadovna0220@gmail.com

Subject Area: *English Language Education*

Abstract

Critical thinking, the ability to analyze and question the given data and make sound connections between them, is an important skill that fosters students' academic success and personal development. Coursebooks are at the heart of English teaching practices (Sheldon, 1988); hence, integrating critical thinking, a fundamental 21st century skill, too, into the coursebooks plays a vital role in enabling students to grasp and acquire it. However, previous studies on the extent of EFL coursebooks' inclusion of critical thinking skills have revealed that emphasis is placed rather on lower-level thinking skills than higher-level thinking skills (Deniz, 2025; Kara, 2024; Küçük, 2025; Rahpeyna ve Khoshnood, 2015; Razmjoo and Kazempourfard, 2012). This finding can be interpreted as the difference in the cognitive demand of these coursebooks, which gets sharper in EFL coursebooks across different countries. Apart from Djallel's (2022) study, which specifically examines coursebooks from two different countries, i.e. Algeria and France in terms of cognitive demands, there are very few studies of this kind. Thus, this study examines EFL coursebooks from two countries, i.e. Turkiye and Turkmenistan with the aim of exploring the cognitive demand placed in them. Adopting a qualitative research design, the study will focus on the comparison of the ninth grade coursebooks published by the Ministries of National Education of Türkiye and Turkmenistan. The analysis of the coursebooks will be conducted with a deductive coding procedure based on Krippendorff's (2019) framework, taking Bloom's taxonomy as revised by Anderson et. al (2001) into consideration. The preliminary findings are expected to contribute the literature on materials development and adaptation by raising awareness among practitioners and materials writers in the field of ELT.

Keywords: Coursebook evaluation, cognitive demand, critical thinking

ON-07 · Session 5.1 · Online Room 1 · 14 November 2026, 11:10

Yükseköğretimde Üretken Yapay Zeka Politikaları

Merve Yücel[1,*]

[1] Ondokuz Mayıs University, Türkiye
* merveozkan05@gmail.com

Subject Area: *Artificial Intelligence Applications and Impacts in Education*

Özet

Üretken yapay zekâ (ÜYZ) araçları, bilimsel araştırma ve yayın süreçlerinde hızla yaygınlaşmakta; bu durum yazarlık, özgünlük, veri gizliliği ve hesap verebilirlik gibi akademik etiğin temel kavramlarını yeniden tartışmaya açmaktadır. UNESCO'nun 2023 yılında 450'yi aşkın okul ve üniversiteyle yürüttüğü araştırma, kurumların yüzde 10'undan azının bu konuda bir politikaya sahip olduğunu göstermiştir. Türkiye'de ise Yükseköğretim Kurulu (YÖK), Mayıs 2024'te "Yükseköğretim Kurumları Bilimsel Araştırma ve Yayın Faaliyetlerinde Üretken Yapay Zekâ Kullanımına Dair Etik Rehber"i yayımlamış ve üniversitelere kendi düzenlemelerini yapma imkânı tanımıştır.

Bu çalışmanın amacı, YÖK rehberinde ortaya konan etik ilkelerin üniversitelerin kurumsal ÜYZ politika, yönerge ve kılavuzlarına ne ölçüde ve nasıl yansıdığını incelemektir. Nitel araştırma desenindeki çalışmada veriler doküman analizi yoluyla toplanmıştır. Örneklemi, amaçlı örnekleme ile seçilen ve üniversitelerin resmî web sitelerinde erişime açık sekiz kurumsal ÜYZ politika ve rehberi oluşturmaktadır. Belgeler, YÖK rehberindeki yedi etik değer ile yaptırım, sorumlu yapı ve eğitim-öğretim hükümlerinden oluşan on kategoride, üç düzeyli (hüküm yok, genel ilke, somut düzenleme) bir çerçeveyle kodlanmıştır.

Bulgular, incelenen belgelerin etik değerleri benimsemekte görece başarılı, ancak bu değerleri işletecek mekanizmaları tanımlamakta zayıf olduğunu göstermektedir. Etik değerlere ilişkin kararların %59'u somut düzenleme düzeyindeyken bu oran uygulama mekanizmalarında %38'e düşmektedir. Kullanım beyanı yedi, kullanıcı sorumluluğu altı belgede somuttur; buna karşın ihlal ve yaptırım süreci yalnızca iki belgede tanımlanmıştır. Adalet ve kurumsal etik iklim, YÖK rehberinin belgelere en az yansıyan değerleridir. Beyanın kapsamı ve kabul edilebilir kullanım sınırları da kurumlar arasında farklılaşmaktadır. Çalışma, YÖK'ün duyurduğu bağlayıcı düzenleme için ortak bir asgari beyan formatı ve tanımlı bir ihlal süreci önermektedir.

Anahtar Kelimeler: Üretken yapay zeka, akademik etik, yükseköğretim politikası, döküman analizi

ON-21 · Session 5.1 · Online Room 1 · 14 November 2026, 11:25

Artificial Intelligence Policy in the Guangdong–Hong Kong–Macao Greater Bay Area: Governance, Higher Education, and Regional Innovation

Hong Yu Connie Au[1,*]

[1] Gaziantep University, Hong Kong
* con8788@yahoo.com.hk

Subject Area: *Artificial Intelligence Applications and Impacts in Education*

Abstract

This article examines artificial intelligence policy across the Guangdong–Hong Kong–Macao Greater Bay Area, focusing on governance, higher education, innovation, talent development, and cross-border collaboration. It explores how three jurisdictions with distinct institutional and regulatory arrangements can contribute to a regional AI ecosystem while addressing questions of accountability, data protection, educational equity, and responsible technological development.

The article adopts a qualitative comparative policy-analysis approach. It examines regional development strategies, government policy documents, AI-related initiatives, and higher education priorities in Guangdong, Hong Kong, and Macao. The analysis is organized around five themes: governance and regulation, research and innovation, AI integration in higher education, talent development, and ethical and cross-border data governance. The study is conceptual and document-based rather than an empirical evaluation of policy outcomes.

The policy landscape suggests three complementary regional strengths. Guangdong provides a substantial industrial and technological innovation base, supported by policies promoting AI and robotics development. Hong Kong contributes an internationally oriented research and higher education environment, alongside initiatives to strengthen AI research capacity and practical applications. Macao offers opportunities to connect AI with higher education, multilingual communication, and economic diversification. However, differences in legal frameworks, institutional capacities, data governance, and educational priorities may complicate regional coordination. The article argues that effective cooperation requires more than technological investment: it also depends on institutional trust, shared ethical principles, interdisciplinary education, and mechanisms for evaluating AI outcomes.

This article conceptualizes the Greater Bay Area as a multi-jurisdictional AI policy ecosystem rather than a single, uniform regulatory space. It proposes a framework for coordinating AI development across industry, universities, and public institutions while respecting the distinct governance arrangements of each jurisdiction. For higher education, it recommends shared research programs, faculty development, AI literacy, responsible assessment practices, and carefully designed cross-border collaboration. The framework may also inform comparative research on regional AI governance in other international innovation zones.

Keywords: Artificial intelligence policy; Greater Bay Area; Guangdong; Hong Kong; Macao; higher education; AI governance; digital transformation; responsible AI; regional innovation

ON-22 · Session 5.1 · Online Room 1 · 14 November 2026, 11:40

Leadership and Instructional Process Management in Higher Pedagogical Institutions: A Conceptual Perspective

Fakhrıya Hasanzada[1,*]

[1] Institute of Education of Republic of Azerbaijan, Azerbaijan
* fakhriyahasanzade@gmail.com

Subject Area: *Accreditation Studies in Higher Education and Quality Assurance Processes in Education*

Abstract

Leadership is one of the key elements of managing higher pedagogical institutions, especially those that prepare future educators. This paper aims at investigating the conceptual relation between leadership and instructional process management with the focus on the influence of leadership practices on the teaching process and results. Leaders not only perform administrative tasks but also develop strategies, participate in the process of decision making, communicate, learn, collaborate, and innovate. Different leadership theories such as transformational, distributed, instructional, and participatory leadership are considered as the additional approaches. It is suggested to develop the conceptual framework that links the practice of leadership with the mechanisms of the institution, instructional process management, teaching quality, and educational results.

Keywords: Educational leadership; instructional process management; higher pedagogical institutions; teaching quality

ON-04 · Session 5.2 · Online Room 2 · 14 November 2026, 11:10

A Broad Picture of the Cultural Experiences of Turkish Erasmus Exchange Students and Their Views on Identity

Harun Birsen[1]

[1] Çanakkale Onsekiz Mart University, Türkiye

Subject Area: *English Language Education*

Abstract

Owing to globalisation and the requirements of EU education policies, support for international university mobility is becoming increasingly common, particularly in EU countries. The Erasmus Exchange Programme, one of the most successful mobility programmes, has been implemented in Turkey since 2004 (Kızılaslan, 2010). Numerous studies have examined different aspects of Erasmus and its participants. However, this paper focuses not only on intercultural experiences but also on identity, a topic that has been largely neglected in research on Turkish university students. Semi-structured interviews were conducted to explore the transcultural experiences of Turkish Erasmus exchange students and the changes in their identities and positioning. The participants had studied English as a compulsory subject for at least nine years in the Turkish education system and were studying in various fields. The interview questions were grouped into four categories: views on the concept of culture, views on their own identity, cultural experiences during Erasmus, and the effects of these experiences on identity. The data were analysed using content analysis. The findings revealed that participants had both positive and negative experiences during and after their Erasmus period. In addition, the Erasmus experience had no direct or definite impact on students' identity, such as promoting a European identity. However, participants developed positive attitudes towards Europe, the EU and European identity, and improved their international competencies. These results suggest that Erasmus is a successful exchange programme both politically, by fostering positive attitudes towards the EU and Europe, and individually, by developing competencies such as cultural awareness and respect for diversity.

Keywords: Erasmus exchange programme, European identity, intercultural experience, identity, student mobility, Turkish university students, cultural awareness

ON-08 · Session 5.2 · Online Room 2 · 14 November 2026, 11:25

Pre-service English Teachers' Global Competences during Erasmus+ Learning Mobility Program

Dilara Kebelek[1,*] & Handan Çelik[1]

[1] Trabzon University, Türkiye
* dilarakebelek@gmail.com

Subject Area: *European Union Educational Programs and Projects*

Abstract

National borders are becoming less distinct each day, and interaction between people worldwide is increasing thanks to internet and communication technologies. This enables individuals of all ages from different walks of life to attend to global issues in their respective places. The youth are fortunately lucky as there are certain suprastate initiatives providing them the chance to be mobile. The European Union's Erasmus+ learning mobility program is the most popular program of this sort which cultivates individuals' competences regarding the world, i.e. cultures, perspectives, practices, and people. In this study, we closely followed four pre-service English teachers participating in the Erasmus+ Learning Mobility Program in the spring semester of 2024-2025 in their host countries. Before their mobility, they responded to the global competence scale. Online interviews were conducted every fifteen days during their mobility. Upon completing the program, their global competences were measured once again. While the quantitative data revealed that the participants' overall global competence perceptions regarding knowledge and understanding, skills, attitudes and values increased at the end of their mobility, they became more critical of their international academic knowledge, use of tools, and crosscultural communicative competence. The qualitative findings revealed that the sojourners' experiences (e.g. using a bank account, attending traditional celebrations, visiting historical and religious sites) enable and/or disable them to feel globally competent. Although the findings indicate significant impact of Erasmus+ learning mobility on global competence growth, the quality of experience and contextual and individual factors are still at play.

Keywords: Erasmus+, global competence, learning mobility, pre-service English teachers

ON-27 · Session 5.2 · Online Room 2 · 14 November 2026, 11:40

Pragmatic Competence of Tertiary Level Exchange Students in Türkiye

Cansu Üzver[1,*] & Bora Demir[1]

[1] Çanakkale Onsekiz Mart University, Türkiye
* cansuuzver@gmail.com

Subject Area: *Applied Linguistics*

Abstract

Pragmatic competence is a fundamental component for communication in a foreign language. Because it includes cultural and social aspects of languages, only grammar and vocabulary proficiency is not sufficient. Additionally, politeness rules should be implemented, as well. Realization of Speech Acts can be a part of interaction, which appears in many forms. Request speech act is among speech acts, and the topic of this study. Requests of tertiary level exchange students are analyzed according to categories, including the request perspectives, types of request strategies, internal & external modifiers. For these purposes, MCQ (Multiple-Choice Questionnaire) and DCT (Discourse Completion Task) are used, with different scenarios and contexts involving social distance and power variables. Participants are 46 exchange students (incomings and outgoings) of various native languages at a state university in Türkiye, and they are grouped according to their language families: Romance (Italian, Romanian, and Spanish languages), Slavic (Bulgarian, Czech, Polish, Russian, and Slovak languages), and Turkic (Kazakh and Turkish languages). As a result, in the study, data analysis revealed similarities and differences among language groups, with reference to students' responses, in terms of hearer- and speaker-orientedness, directness, indirectness, and modifiers used. Lastly, the previously conducted studies with participants of different native languages are also mentioned in the current study.

Keywords: Pragmatic Competence, Requests, Exchange Students, Politeness

ON-02 · Session 5.3 · Online Room 3 · 14 November 2026, 11:10

Teacher Awareness about Amygdala in Young Learners

Büşra Tiryaki[1]

[1] Çanakkale Onsekiz Mart University, Türkiye

Subject Area: *English Language Education*

Abstract

The amygdala is an almond-shaped structure in the limbic system of the brain that plays a key role in processing emotions such as fear, anxiety, anger and worry. Although it has been studied in various scientific and educational fields, less attention has been paid to how amygdala-related stress responses may affect young learners in the language classroom. This study investigates teachers' awareness of the amygdala and its effects on young learners. Data were collected through semi-structured interviews with 5 prospective English language teachers. The interviews included in-depth, open-ended questions designed to explore teachers' knowledge of the amygdala, stress and anxiety, and their views on how these affect young learners' language learning. Teachers' responses were recorded, transcribed and analysed in depth using content analysis to identify common themes. The findings showed that most teachers had sufficient knowledge of stress and its effects on learners, while some had never heard of the amygdala. Teachers who were familiar with the concept were able to explain it briefly and relate it to the language learning process. These results suggest that teacher education and in-service training programmes could include basic educational neuroscience to help teachers recognise and reduce stress-related barriers to learning.

Keywords: anxiety, amygdala, language learning, stress, teacher awareness, young learners

ULEAD 2026 CONGRESS
22ND INTERNATIONAL CONGRESS ON EDUCATIONAL RESEARCH
9TH INTERNATIONAL CONFERENCE ON RESEARCH IN APPLIED LINGUISTICS
15TH INTERNATIONAL ELT RESEARCH CONFERENCE
13–14 NOVEMBER 2026 · BIRUNI UNIVERSITY, İSTANBUL, TÜRKİYE

ON-10 · Session 5.3 · Online Room 3 · 14 November 2026, 11:25

An Electroencephalographic (EEG) Investigation of Cognitive Discourse Functions (CDFs)

Ayşe Merve Kurtulan[1,*] & Gülru Yüksel[2]

[1] Yıldız Teknik Üniversitesi, Türkiye
[2] Davutpaşa Kampüsü Eğitim Fakültesi, Türkiye
* aysemervekurtulan1@gmail.com

Subject Area: *English Language Education*

Abstract

Disciplinary knowledge is constructed and communicated through recurrent cognitive-discursive operations, conceptualized as Cognitive Discourse Functions (CDFs) by Dalton-Puffer (2013). A substantial body of literature has examined students' realization of Cognitive Discourse Functions (CDFs) in disciplinary written tasks across a range of contexts and age groups. Although the behavioral and linguistic markers of these functions are well-documented, the real-time cognitive workload and underlying neural dynamics driving them remains insufficiently understood. This study investigates whether neural oscillatory activity patterns differ across six CDFs (define, describe, explain, categorize, evaluate, and explore) during written production in Turkish (L1) and English (L2). Employing a quantitative within-subjects experimental design, we collected data from 8 volunteer undergraduate students enrolled in an English Language Teaching (ELT) program at a public university. Participants produced handwritten responses while electroencephalographic (EEG) data were recorded. Language order was counterbalanced across participants, with four participants completing the Turkish–English sequence and four completing the English-Turkish sequence. Data was preprocessed using MATLAB R2024b and EEGLAB, applying band-pass filtering and Independent Component Analysis (ICA) to remove ocular and muscle artifacts. Primary analysis compared theta, alpha, and beta frequency-band activity and the corresponding scalp-topographic distributions. Fast Fourier Transform and time–frequency analyses was employed to examine theta (4–8 Hz), alpha (8–12 Hz), and beta (13–30 Hz) activity across selected frontal, central, temporal and parietal scalp electrodes. Because this study is still in progress, the analysis is not yet finalized. The full results will be shared during the presentation. The study is expected to contribute to the understanding of the neurocognitive processes underlying CDFs and to provide new insights into L1/L2 language processing during written production.This study forms part of a broader research project funded by TÜBİTAK under the 2515 – COST Action Members R&D Support Programme (Project No. 225K447). The first author also acknowledges the individual scholarship funding received from TÜBİTAK through the 2210-A National Graduate Scholarship Programme.

Keywords: Cognitive Discourse Functions; Electroencephalography; Written Production; Cognitive Demand

ON-30 · Session 5.3 · Online Room 3 · 14 November 2026, 11:40

An Investigation of Experiences Regarding Academic Anxiety in University Students

Haneen Oleıwı[1,*]

[1] Necmettin Erbakan Üniversitesi, Iraq
* amhaneen731@gmail.com

Subject Area: *Social Sciences and Humanities Education Research*

Abstract

Drawing upon Lazarus and Folkman's cognitive appraisal theory and employing a phenomenological approach, this qualitative study aims to understand university students' experiences of academic anxiety and identify the factors contributing to its emergence from their perspectives. The study utilized a purposive sample (criterion sampling) consisting of five university students from various disciplines. Data were collected through semi-structured interviews comprising five questions, each lasting between twenty and thirty minutes, and analyzed using thematic analysis.

The results revealed three main themes: First, the impact of academic anxiety on academic performance and mental health, noting that anxiety intensified as academic progress continued and was accompanied by physical and psychological symptoms, although some participants viewed it as a positive source of motivation for perseverance and commitment; second, the factors influencing the onset of anxiety, particularly the negative impact associated with peer stress, the positive effect of family support, and the pressure resulting from high family expectations; and third, the coping strategies adopted by students, such as writing and repeated review, breathing exercises, and distancing themselves from stressors prior to exams.

The findings indicate that academic anxiety is a multidimensional phenomenon shaped by the interplay of personal, familial, and social factors. These results align with previous studies showing moderate anxiety among university students and highlighting the significant impact of social and family support in the formation of such anxiety. The study recommends implementing psychosocial support programs for university students and training them on effective strategies to manage academic anxiety, while also involving families to alleviate the pressures associated with high academic expectations

Keywords: Academic anxiety, university students, qualitative research, phenomenological approach

ON-01 · Session 5.4 · Online Room 4 · 14 November 2026, 11:10

From Sustainability Recognition to Classroom Enactment: A Conceptual Framework for English Language Teaching

Ferzan Atay[1,*], Batuhan Selvi[2] & Taha Burak Tezcan[1]

[1] Yozgat Bozok University, Türkiye
[2] Yozgat Bozok Üniversitesi, Türkiye
* ferzan.atay@yobu.edu.tr

Subject Area: *English Language Education*

Abstract

The growing visibility of sustainability in educational policies and curricula does not necessarily mean that it becomes a meaningful and sustained part of classroom practice. In English language teaching (ELT), sustainability offers opportunities to connect environmental, social, and economic concerns with language-learning objectives, yet the conditions under which such opportunities become pedagogically consequential remain insufficiently explained. This conceptual paper aims to develop a framework for understanding the relationship between the recognition of sustainability in educational policy and its enactment in language classrooms. Drawing on theoretical and research-based discussions of education for sustainable development and ELT, the paper brings together ecological affordances, professional noticing, teacher self-efficacy, and situated teacher agency. It proposes a Sustainability Enactment Pathway comprising eight interrelated components: policy legitimacy, curricular specification, material affordances, teacher noticing and relevance judgement, pedagogical capability and self-efficacy, situated professional agency, classroom enactment, and learner response with teacher reflection. These components are conceptualized not as a fixed linear sequence but as analytical dimensions that may interact and inform one another. The Türkiye Century Education Model, which explicitly recognizes sustainability literacy, provides a contemporary context for illustrating the distinction between curricular recognition and instructional practice. The central proposition is that sustainability may be present in policy documents, curricula, or teaching materials without necessarily becoming part of what teachers and learners do in classrooms. Conversely, teachers may identify sustainability-related opportunities even in materials that do not explicitly label them as such. The proposed pathway therefore shifts attention from the mere presence of sustainability content to the processes through which teachers recognize its relevance, connect it with language-learning aims, and mobilize their pedagogical capabilities under particular institutional conditions. As a conceptual proposal rather than an empirically validated causal model, the framework offers a basis for future research examining how sustainability aspirations are translated into situated and sustained English language teaching practice.

Keywords: sustainability, English language teaching, teacher agency, classroom enactment

ON-23 · Session 5.4 · Online Room 4 · 14 November 2026, 11:25

When AI Disagrees: Tracing Pre-service EFL Teachers' Professional Judgment in AI-Assisted Lesson Planning

Muge Karakaş[1,*]

[1] Çanakkale Onsekiz Mart University, Türkiye
* mgekarakas@gmail.com

Subject Area: *Teacher Education Research*

Abstract

The increasing integration of generative artificial intelligence (GenAI) into language teacher education raises important questions about how pre-service teachers exercise professional judgment when AI-generated recommendations challenge their pedagogical decisions. Although previous research has explored teachers' attitudes toward AI and its potential benefits, less attention has been devoted to how prospective teachers negotiate conflicting AI advice during instructional planning.

This ongoing study investigates how pre-service EFL teachers evaluate, accept, reject, or adapt AI-generated recommendations that contradict their initial pedagogical choices. The study employs a two-phase research design involving fourth-year pre-service EFL teachers at a Turkish state university. In the first phase, the Artificial Intelligence Attitude Scale (AIAS-4) is administered to identify contrasting AI attitude profiles for purposive participant selection. The second phase involves two structured lesson-planning scenarios addressing communicative versus explicit grammar instruction and immediate versus delayed corrective feedback. Participants will first make independent pedagogical decisions, then evaluate standardized AI-generated recommendations that challenge their choices and provide written justifications for their final decisions. Brief semi-structured interviews conducted in Turkish will further explore the pedagogical reasoning underlying these decisions.

Qualitative analysis of task responses and interview data will focus on patterns of pedagogical justification, decision revision, and professional agency across contrasting AI attitude profiles. By examining moments of disagreement rather than general attitudes toward AI, the study aims to contribute to a deeper understanding of professional judgment and critical engagement with AI in EFL teacher education.

Keywords: Generative Artificial Intelligence (GenAI); Pre-service EFL Teachers; Pedagogical Judgment; AI-Assisted Lesson Planning; Teacher Agency

ON-33 · Session 5.4 · Online Room 4 · 14 November 2026, 11:40

Technology-Mediated EFL Instruction In Higher Education: Anxiety, Self-Confidence, and Willingness to Communicate

Gülsüm Merve Yüksel[1,*]

[1] Istanbul Sağlık ve Teknoloji Üniversitesi (Istün), Türkiye

* merve.yuksel@istun.edu.tr

Subject Area: *Technology and AI Applications in Language Teaching*

Abstract

Digital transformation has become an increasingly visible part of higher education, particularly in language teaching contexts where technology is now integrated into both classroom interaction and independent learning. Yet the educational value of technology cannot be understood solely in terms of access, efficiency, or language practice. Its influence on learners' psychological and communicative experiences also deserves closer attention. This ongoing mixed-methods study examines how technology-mediated instruction relates to L2 anxiety, self-confidence, and willingness to communicate among university-level EFL learners.

The study employs a quasi-experimental pretest-posttest control-group design. Students in the experimental group receive technology-mediated instruction integrated into regular English lessons, whereas the control group follows conventional classroom practices. Quantitative data are collected before and after the intervention through established measures of L2 anxiety, self-confidence, and willingness to communicate. To complement these data, semi-structured learner interviews and a researcher/teacher reflective log are used to explore how learners experience technology-supported classroom interaction and participation.

The study focuses on whether technology-mediated learning environments may contribute to lower levels of language anxiety, greater communicative confidence, and a stronger willingness to use English in classroom settings. It also considers how learners perceive the role of technology in shaping their participation and interaction. By examining digital transformation through both pedagogical and psychological perspectives, the study aims to provide a more nuanced understanding of technology use in higher education. The findings are expected to offer practical implications for EFL instructors, curriculum developers, and institutions seeking to integrate technology in ways that support meaningful interaction as well as learners' emotional and communicative development.

Keywords: Technology-mediated instruction; higher education; L2 anxiety; self-confidence; willingness to communicate

ULEAD 2026 CONGRESS
22ND INTERNATIONAL CONGRESS ON EDUCATIONAL RESEARCH
9TH INTERNATIONAL CONFERENCE ON RESEARCH IN APPLIED LINGUISTICS
15TH INTERNATIONAL ELT RESEARCH CONFERENCE
13–14 NOVEMBER 2026 · BIRUNI UNIVERSITY, İSTANBUL, TÜRKİYE

ON-13 · Session 6.1 · Online Room 1 · 14 November 2026, 12:20

Ortaokul Öğrencilerinin Fen Bilimleri Dersinde Yapay Zekâ Kullanım Deneyimlerinin İncelenmesi

Münire Kaban[1] & Solmaz Aydın Beytur[2,*]

[1] Milli Eğitim Bakanlığı, Türkiye
[2] Kafkas Üniversitesi, Türkiye
* solmazaydn@gmail.com

Subject Area: *Science and Mathematics Education Research*

Özet

Bu araştırmanın amacı, ortaokul öğrencilerinin fen bilimleri dersinde yapay zekâ kullanım deneyimlerini; kullanım amaçları, algıladıkları yararlar, karşılaştıkları sorunlar ve elde ettikleri bilgilerin doğruluğunu kontrol etme davranışları açısından incelemektir. Betimleyici nitel araştırma yaklaşımıyla yürütülen çalışmanın katılımcılarını bir ortaokulda öğrenim gören 49 öğrenci oluşturmaktadır. Katılımcıların 23'ü kız (%46,94), 26'sı erkektir (%53,06). Öğrencilerin 11'i 6. sınıfta (%22,45), 36'sı 7. sınıfta (%73,47) öğrenim görmekte olup iki öğrenci (%4,08) sınıf düzeyini belirtmemiştir. Veriler, demografik bilgi soruları ve dört açık uçlu sorudan oluşan, öğrencilerin kendilerinin doldurduğu yazılı görüş formuyla toplanmıştır. Demografik özellikler frekans ve yüzde şeklinde belirtilmiştir. Açık uçlu yanıtlar içerik analiziyle incelenmiş, içerik analizi bulguları kodlara ilişkin frekanslarla sunulmuştur. Bir yanıta birden fazla kod atanabilmiştir.

Bulgular, öğrencilerin yapay zekâyı araştırma ve bilgi arama (f=17), konu veya kavramları anlama (f=12), ödev desteği alma (f=11) ve soru çözümü veya açıklaması elde etme (f=8) amaçlarıyla kullandıklarını göstermiştir. Algılanan yarar açısından sınıflandırılabilen 41 yanıtın 22'si olumlu, 10'u kısmen veya koşullu, dokuzu ise olumsuz değerlendirmeler içermektedir. Öğrencilerin bildirdiği sorunlar arasında yanlış bilgi veya cevaplarla karşılaşma (f=12) ve üyelik, mesaj ya da fotoğraf yükleme sınırları (f=5) öne çıkmıştır. Bilgilerin doğruluğunu kontrol etmede öğretmene danışma (f=7), ders kitabından kontrol etme (f=5) ve aileye danışma (f=4) davranışları belirlenirken, 10 yanıtta doğruluğun kontrol edilmediği açıkça ifade edilmiştir. Sonuçlar, öğrencilerin yapay zekâyı çeşitli öğrenme ihtiyaçları için bir destek kaynağı olarak gördüklerini, ancak yarar algılarının farklılaştığını ve bilgi doğrulama davranışlarının her öğrencide bulunmadığını ortaya koymaktadır. Bu doğrultuda, fen bilimleri derslerinde yapay zekâ kullanımının öğretmen rehberliği ve kaynakları karşılaştırmaya yönelik etkinliklerle desteklenmesi önerilmektedir.

Anahtar Kelimeler: Yapay zekâ, fen bilimleri eğitimi, ortaokul öğrencileri, kullanım deneyimleri, içerik analizi.

ON-09 · Session 6.1 · Online Room 1 · 14 November 2026, 12:35

Okul Öncesi ve İlkokul Çocuklarının Ebeveynlerinin Dijital Oyun Rehberlik Stratejilerinin İncelenmesi

Mehmet Oğuz Göle[1,*]

[1] Afyon Kocatepe Üniversitesi, Türkiye
* mogole@aku.edu.tr

Subject Area: *Educational Sciences Research*

Özet

Bu araştırmada, okul öncesi ve İlkokul 1. ve 2. Sınıfa devam eden çocukların ebeveynlerinin dijital oyun rehberlik stratejilerini çeşitli değişkenlere göre incelenmesi amaçlanmaktadır. Araştırmanın yöntemi betimsel tarama modelidir. Araştırmada uygun örnekleme yöntemi kullanılarak 164 ebeveyn araştırmanın örneklemi oluşturmaktadır. Verilerin toplanmasında Dijital Oyun Rehberlik Stratejileri Ölçeği kullanılmış, bağımsız örneklem t-testi ve tek yönlü varyans analizi ile analiz edilmiştir. Araştırmanın sonucunda; ebeveynlerin dijital oyun rehberlik stratejilerinin eğitim kademesine göre farklılaşmadığı, aktif ve teknik ebeveynlik stratejilerinin yüksek, dijitale yönlendiren ve serbest stratejilerin ise düşük düzeyde olduğu bulunmuştur. İlkokul kademesinde anneler aktif stratejileri daha fazla kullanırken babaların ise dijitale yönlendiren stratejileri daha fazla kullandığı görülmüştür. Okul öncesinde ise stratejiler çocuğun yaşına göre farklılaşırken, ilkokul kademesinde ise çocuğun dijital araç kullanım süresine göre farklılaşmaktadır.

Anahtar Kelimeler: dijital ebeveynlik, dijital oyun, okul öncesi, ilkokul

ON-32 · Session 6.1 · Online Room 1 · 14 November 2026, 12:50

DKAB Öğretmenlerinin Alternatif Ölçme Aracı Geliştirme Becerilerinin Ürün Temelli İncelenmesi

Nihal Soydaş[1,*]

[1] Ministry of Education, Türkiye

* nsoydas7@gmail.com

Subject Area: *Educational Sciences Research*

Özet

Din Kültürü ve Ahlak Bilgisi (DKAB) öğretmenlerinin alternatif ölçme ve değerlendirme yeterliklerini inceleyen çalışmalar sınırlıdır ve mevcut araştırmalar çoğunlukla öğretmenlerin yeterlik algılarına dayanmaktadır. Ancak algılanan yeterlik, öğretmenlerin ölçme araçlarını kuramsal ilkelere ve teknik ölçütlere uygun biçimde geliştirebildiklerini her zaman göstermemektedir. Ulaşılabilen literatürde, DKAB öğretmenlerinin kavram haritası, tanılayıcı dallanmış ağaç (TDA) ve kelime ilişkilendirme testi (KİT) geliştirme becerilerini hazırladıkları gerçek ürünler üzerinden birlikte inceleyen bir araştırmaya rastlanmamıştır. Bu araştırmada, DKAB öğretmenlerinin söz konusu araçları geliştirme becerilerinin belirlenmesi, hazırlanan araçların güçlü ve geliştirilmesi gereken yönlerinin ortaya çıkarılması amaçlanmıştır.

Nitel durum çalışması deseninde yürütülen araştırmanın çalışma grubunu, amaçlı ve uygun örnekleme yöntemleriyle belirlenen 15 DKAB öğretmeni oluşturmuştur. Veriler, üç oturumda gerçekleştirilen atölye çalışmaları sırasında araştırmacı tarafından geliştirilen çalışma yapraklarıyla toplanmıştır. Öğretmenlerden 4–8. sınıf DKAB öğretim programından seçtikleri kazanımlara yönelik alternatif ölçme araçları geliştirmeleri, tercih gerekçelerini ve karşılaştıkları güçlükleri açıklamaları istenmiştir. Veriler betimsel analiz ve içerik analiziyle çözümlenmiştir. Hazırlanan araçlar amaç ve kazanıma uygunluk, içerik geçerliği, yapısal uygunluk, yönerge açıklığı ile puanlama ve değerlendirme sürecinin açıklığı boyutlarında, uzman görüşleriyle birlikte incelenmiştir.

Bulgular, öğretmenlerin en fazla kavram haritası (16), ardından TDA (10) ve KİT (9) geliştirmeyi tercih ettiklerini göstermiştir. Ancak bir aracın daha fazla tercih edilmesi, teknik özelliklerine uygun geliştirildiği anlamına gelmemektedir. Kavram haritalarının sıklıkla ölçme aracından çok öğretim materyali biçiminde hazırlandığı; TDA ve KİT'lerin ise zaman zaman başka tekniklerle karıştırıldığı belirlenmiştir. Ayrıca yönerge, değerlendirme ölçütü, puanlama ve geri bildirim boyutlarının çoğunlukla yetersiz kaldığı görülmüştür. Öğretmenler, soyut içerikleri nedeniyle inanç ve ahlak alanlarında ibadet alanına göre daha fazla zorlanmıştır. Sonuçlar, alternatif ölçme araçlarını tanıma ile bu araçları teknik ölçütlere uygun geliştirebilme arasında belirgin bir mesafe bulunduğunu göstermektedir. Araştırma, öğretmen beyanlarının ötesine geçerek gerçek ürünleri ölçüt temelli incelemesi bakımından literatüre özgün ve önemli katkı sunmaktadır. Bu doğrultuda öğretmen eğitimlerinde araç tanıtımından ziyade geliştirme, uygulama, puanlama ve geri bildirim süreçlerini bütünleştiren uygulamalı çalışmalara ağırlık verilmesi önerilmektedir.

Anahtar Kelimeler: öğretmen yeterliği, kavram haritası, tanılayıcı dallanmış ağaç, kelime ilişkilendirme testi (teacher competence, concept map, diagnostic branched tree, word association test)

ON-25 · Session 6.2 · Online Room 2 · 14 November 2026, 12:20

The Cognitive Structure and Conceptual Features of the "Inclusivity" Concept

Mahliyo Xolxo'ja Qizi Rahmatullayeva[1,*]

[1] Jasorat School, Uzbekistan

* raxmatullayevamahliyo619@gmail.com

Subject Area: *English Language Education*

Abstract

The article examines the cognitive structure of the concept INCLUSIVITY and identifies the conceptual features through which inclusion is interpreted in educational, social and institutional discourse. Drawing on cognitive semantics, prototype theory and frame semantics, it proposes a qualitative, concept-oriented framework for analysing the relationship between the core meaning of inclusivity and its context-sensitive extensions. The study distinguishes the conceptual core (access, participation and belonging), the intermediate layer (equity, recognition, accommodation and agency) and the peripheral layer of context-specific practices and institutional indicators. Illustrative English expressions – including inclusive education, inclusive workplace, inclusive design and social inclusion – are analysed to show how different contexts foreground different elements of a shared conceptual field. The proposed frame includes participants, barriers, enabling measures, environments and intended outcomes. Rather than claiming frequency-based empirical findings, the paper presents a reproducible analytical model supported by established scholarship and policy concepts. The findings clarify why inclusivity cannot be reduced to mere presence or formal access and identify directions for subsequent corpus-based and English–Uzbek comparative research

Keywords: inclusivity; cognitive linguistics; conceptual structure; prototype; frame semantics; equity; participation; belonging; inclusive discourse.

ON-35 · Session 6.2 · Online Room 2 · 14 November 2026, 12:35

Polysemy and Contextual Differentiation of Cybersecurity Terms in English

Feruza Muhiddin Qizi Umarova[1,*]

[1] General Secondary School No. 32, Karshi, Uzbekistan

* feruzaumarova790@gmail.com

Subject Area: *English Language Education*

Abstract

Cybersecurity vocabulary develops at the intersection of general English, computing, network administration, cryptography and incident response. As a consequence, familiar lexical forms such as key, token, patch, worm, root and payload acquire specialized meanings, while even established technical designations may change their interpretation across cybersecurity subdomains. This study examines the semantic mechanisms underlying such variation and proposes a context-sensitive procedure for distinguishing true polysemy from homonymy, metaphorical extension and terminological ambiguity. A qualitative, source-informed analysis is undertaken using selected entries and domain descriptions from the NIST Computer Security Resource Center glossary and related cybersecurity publications, supplemented by established lexical-semantic scholarship. Ten illustrative lexical items are assessed in sentence-level contexts; the sentences are researcher-constructed examples rather than quotations from a measured corpus. The analysis identifies recurrent disambiguation cues, including collocations, participant roles, syntactic frames, domain labels and operational procedures. Findings indicate that contextual differentiation depends on both linguistic co-text and extra-linguistic technical knowledge.

Keywords: cybersecurity terminology; polysemy; contextual differentiation; lexical semantics; technical discourse; semantic disambiguation; specialized vocabulary; domain context.

ULEAD 2026 CONGRESS
22ND INTERNATIONAL CONGRESS ON EDUCATIONAL RESEARCH
9TH INTERNATIONAL CONFERENCE ON RESEARCH IN APPLIED LINGUISTICS
15TH INTERNATIONAL ELT RESEARCH CONFERENCE
13–14 NOVEMBER 2026 · BIRUNI UNIVERSITY, İSTANBUL, TÜRKİYE

ON-26 · Session 6.2 · Online Room 2 · 14 November 2026, 12:50

Criteria for Standardizing Social Protection Terminology in English

Maftuna Elmirzayeva[1,*]

[1] Karshi State University, Uzbekistan
* maftunaelmirzayeva7@gmail.com

Subject Area: *English Language Education*

Abstract

The growing international circulation of social protection policies requires terminological units that are conceptually precise, linguistically consistent and usable across legal, institutional and public communication. This article identifies and systematizes criteria for standardizing English-language social protection terminology. A qualitative documentary and comparative terminological method is applied to selected terms occurring in International Labour Organization (ILO) materials and international terminology standards. The proposed framework combines conceptual accuracy, definitional consistency, systemic coherence, transparency, contextual appropriateness, cross-institutional interoperability and controlled variation. Illustrative cases, including social protection, social security, social assistance, social insurance and social protection floor, demonstrate why lexical similarity does not guarantee conceptual equivalence. The results offer a practical procedure for developing terminology records, selecting preferred designations and documenting acceptable variants. As the study is based on a purposive documentary sample, it proposes an analytical framework rather than a statistically validated account of actual usage.

Keywords: social protection; terminology standardization; conceptual system; ISO 704; terminological variation; social security; institutional discourse; definitional equivalence.

ON-06 · Session 6.3 · Online Room 3 · 14 November 2026, 12:20

Ethical Considerations in Integrating Digital Tools into Practice: Privacy, Access, and Student Feedback

Büşra Tiryaki[1]

[1] Çanakkale Onsekiz Mart University, Türkiye

ON-29 · Session 6.3 · Online Room 3 · 14 November 2026, 12:35

Impact of Computer Vision-Based Feedback in Physical Education on Motor Performance, Motivation, and Movement Error Detection During Long Jump Learning in a Moroccan High School

Mohamed El Amari[1,*]

[1] Hassan First University of Settat, Morocco
* elamarimohamed1@gmail.com

Subject Area: *Sports Sciences Research*

Abstract

Artificial intelligence and computer vision are increasingly being introduced into educational and sport settings, yet evidence regarding their contribution to motor learning in authentic school environments remains limited. This gap is particularly relevant in physical education, where students rely strongly on external feedback to understand movement execution, identify errors, and regulate skill acquisition. This quasi-experimental study examined the impact of computer vision-based feedback on long jump learning among 87 Moroccan high school students with a mean age of 16.5 ± 1.1 years, of whom 62.1% were girls. Participants were randomly allocated to three feedback conditions: computer vision-based feedback (n = 25), delayed video feedback (n = 29), and traditional oral feedback (n = 33).

The intervention was conducted over six sessions across three weeks. Students completed an initial observation test and pre-intervention questionnaires, followed by four learning sessions and a final assessment session. In the computer vision condition, Python and MediaPipe were used to provide immediate visualisation of body positioning and biomechanical information during the take-off phase. The second group received delayed video feedback, while the third group received immediate verbal corrections from the teacher. Motor performance was assessed through long jump distance. Motivation was evaluated using the Sport Motivation Scale-28, whereas movement-related self-processing was assessed using the Movement-Specific Reinvestment Scale, including Conscious Movement Processing and Movement Self-Consciousness.

Significant improvements in long jump performance were observed in all three groups, but the magnitude of change differed substantially according to feedback condition. The computer vision group improved by 21.5%, compared with 9.0% in the delayed video group and 7.0% in the oral feedback group. The computer vision condition also produced the largest performance effect size. Post-test differences between groups were statistically significant. Motivational outcomes followed a similar pattern, with the computer vision group showing the strongest gains across several motivational dimensions, particularly intrinsic motivation and identified regulation. Movement-related self-processing also improved more markedly in the computer vision group, with increases of 16.7% in Conscious Movement Processing and 30.8% in Movement Self-Consciousness, whereas smaller changes were observed in the other two groups. Principal component analysis further suggested a stronger alignment between motor performance and psychological variables in the computer vision condition.

These findings indicate that computer vision-based feedback can provide meaningful pedagogical support for motor learning in school physical education. By combining immediate visual information with objective movement analysis, this approach may enhance motor performance, strengthen motivational responses, and improve students' awareness of their own movement execution. Computer vision therefore appears to be a promising complement to conventional teacher feedback in physical

education. However, longer interventions, delayed retention testing, and studies involving additional motor skills are needed to determine the durability and generalisability of these effects.

Keywords: Computer Vision; Motivation; Athletic Performance; Error Perception; Physical Education

ON-28 · Session 6.4 · Online Room 4 · 14 November 2026, 12:20

The difference between studying in Turkey through the Erasmus program and the education system in Kyrgyzstan

Elenora Ergeshova[1,*]

[1] Kyrgyz National University Named After J.balasagyn, Kyrgyzstan
* e.ergeshova06@gmail.com

Subject Area: *Educational Sciences Research*

Abstract

This article examines the main differences between studying in Turkey through the Erasmus program and higher education in Kyrgyzstan. It focuses on teaching methods, assessment systems, academic infrastructure, and the cultural learning environment. It also explores how international academic mobility contributes to students' personal and professional development. Based on my Erasmus experience in Turkey, the article shows how studying abroad can develop independence, communication skills, intercultural competence, and confidence. The study highlights the importance of Erasmus and similar exchange programs in preparing students for an increasingly globalized educational and professional environment.

The Erasmus program is an important international educational initiative that promotes academic mobility and cooperation between universities. It allows students to study abroad, experience different educational systems, and interact with other cultures. For students from Kyrgyzstan, Turkey is an attractive Erasmus destination because of its geographical proximity, cultural similarities, and developing higher education system.

One major difference between studying in Turkey through Erasmus and studying in Kyrgyzstan is the teaching approach. Turkish universities often use a student-centered model, encouraging students to participate through discussions, presentations, group projects, and research tasks. Johnson and Johnson (2019) state that active learning can improve critical thinking and knowledge retention. In contrast, higher education in Kyrgyzstan is often more teacher-centered, with greater emphasis on lectures and theoretical knowledge. Although this provides an academic foundation, students may have fewer opportunities to develop practical and analytical skills.

Another difference is the assessment system. In many Turkish universities, grades are based on continuous assessment, including attendance, participation, assignments, projects, midterm examinations, and final exams. This encourages students to remain engaged throughout the semester. Biggs (2014) emphasizes that continuous assessment supports deeper learning and greater student responsibility. In Kyrgyzstan, final examinations may have a stronger influence on academic results.

Academic infrastructure is also important. Many Turkish universities provide modern campuses, digital libraries, learning management systems, laboratories, and student support services. While Kyrgyz universities are gradually developing their digital and academic facilities, the level of infrastructure can vary between institutions.

The cultural environment is another important part of the Erasmus experience. Studying in Turkey allows students to meet people from different countries, improve their language skills, and develop intercultural competence. Deardorff (2020) highlights the importance of intercultural competence in today's globalized world.

Based on my personal experience as an Erasmus student in Turkey, I observed these differences both academically and socially. I noticed a strong emphasis on independence and responsibility. Students were expected to manage their time, complete assignments, and participate actively in classes. This helped me become more confident in expressing my ideas, giving presentations, and communicating in an international academic environment.

Living in Turkey also contributed to my personal development. Communicating with international students improved my English and helped me understand different cultures and perspectives. I learned to adapt to new academic standards, solve everyday challenges, and step outside my comfort zone. Therefore, Erasmus enriched not only my academic knowledge but also my confidence, independence, and cultural awareness.

In conclusion, studying in Turkey through Erasmus provides students from Kyrgyzstan with valuable academic, cultural, and personal opportunities. Student-centered learning, continuous assessment, modern resources, and multicultural interaction can support students' professional and personal development. International exchange programs such as Erasmus therefore play an important role in modern higher education.

Keywords: Erasmus program, international education, academic mobility, Turkey, Kyrgyzstan higher education, students.

ULEAD 2026 CONGRESS
22ND INTERNATIONAL CONGRESS ON EDUCATIONAL RESEARCH
9TH INTERNATIONAL CONFERENCE ON RESEARCH IN APPLIED LINGUISTICS
15TH INTERNATIONAL ELT RESEARCH CONFERENCE
13–14 NOVEMBER 2026 · BIRUNI UNIVERSITY, İSTANBUL, TÜRKİYE

ON-31 · Session 6.4 · Online Room 4 · 14 November 2026, 12:32

From Overseas Immersion to Local Delivery: Evaluating UK Language Mobility Programs for Algerian EMI Teachers

Imane Tiaiba[1,*] & Ikram Khelladi[2]

[1] University of Muhammed El Bachir El Ibrahimi, Bordj Bou Arreridj, Algeria
[2] Bordj Bou Arreridj University, Algeria
* imane.tiaiba@univ-bba.dz

Subject Area: *Teacher Education Research*

Abstract

To support the shift toward English as a Medium of Instruction (EMI) in higher education, the Algerian Ministry of Higher Education and Scientific Research has introduced several key initiatives. A major part of this effort involves funding specialized English training for faculty across STEM, humanities, and arts disciplines who meet recent policy criteria. To complement the work of university language centers, the Ministry has also redirected academic mobility and short-term study abroad grants to support teachers in these programs. Building on these policy changes, this study explores how faculty members at the University of Bordj Bou Arreridj experience this language training. Specifically, it looks at how relevant teachers find the program to their daily professional needs, how well it prepares them to teach in English, and what their overall training experience has been like. Using a mixed-methods survey, the study gathers both quantitative data and qualitative insights directly from participants. By centering the voices of the teachers themselves, this research offers a grounded look at how the policy is working in practice. Ultimately, the findings aim to help university leaders and policymakers understand what is going well, where teachers need more support, and how future training can be better tailored as Algerian universities continue moving toward EMI.

Keywords: English as a Medium of Instruction; Algerian Higher Education; UK Mobility Programs; Teachers' Attitudes; Professional Development

ON-14 · Session 6.4 · Online Room 4 · 14 November 2026, 12:44

From Training to Reform: Building Communities of Practice through ICL Professional Development in Algeria

Ouafa Ouarniki[1,*] & Barkat Turqui[2]

[1] Ziane Achour University of Djelfa, Algeria
[2] Mohamed Kheider University of Biskra, Algeria, Algeria
* ouafa.ouarniki@univ-djelfa.dz

Subject Area: *Teacher Education Research*

Abstract

The integration of subject content and language instruction has become an important priority in multilingual higher education. In Algeria, the Integrated Content and Language (ICL) Professional Development Training Program, developed in collaboration with Teachers College, Columbia University, represents a significant initiative aimed at strengthening university teachers' pedagogical competence and supporting institutional reform.

Despite these efforts, educators have encountered challenges, particularly limited confidence in delivering disciplinary content through English, difficulties maintaining student engagement, and the need to adapt to changing educational requirements. These challenges highlight the importance of structured professional development that addresses both linguistic competence and pedagogical expertise.

This study adopted a mixed methods approach, combining quantitative surveys with qualitative interviews and focus groups to examine participants' experiences and perceptions of the training program. The findings indicated improvements in teachers' reported confidence in integrating English into disciplinary instruction, classroom interaction, and collaborative learning practices. Furthermore, the program encouraged the development of communities of practice through which educators exchanged teaching strategies, shared experiences, and supported one another's professional growth.

Overall, the findings suggest that the ICL Professional Development Training Program has contributed positively to teacher development and pedagogical innovation in Algerian higher education. Sustained institutional support remains essential to maintaining these achievements and promoting their long term impact.

Keywords: Integrated Content and Language (ICL), Teacher Professional Development, Pedagogical Innovation, Algerian Higher Education, Communities of Practice.

O-01 · Session 6.4 · Online Room 4 · 14 November 2026, 12:56

Beyond Awareness: Exploring University Students' Readiness for Self-Directed Learning and Learner Autonomy

Sibel Ersel[1,*] & Okan Özler[2]

[1] Lefke Avrupa Üniversitesi, Turkish Republic of Northern Cyprus
[2] University of Ankara Hacı Bayram Veli,, Türkiye
* sersel@eul.edu.tr

Subject Area: *English Language Education*

Abstract

This study aimed to explore the level of awareness of and preparedness for self-directedness and autonomy of university first grade students at a higher education context. Self-directedness and learner autonomy are two coinciding areas with growing importance in adult education and the progress in these areas remains to be improved in the Turkish educational context. The primary challenges before the achievement of higher levels in these areas and academic success turn out to be the lack of awareness of the importance of autonomy in learning among students and their deficiency in readiness for self-directed learning. Before implementing any policies or strategies to improve the learners' skills in the areas of self-directedness and autonomy, it is essential to equip them with sufficient knowledge of the rationale underlying these concepts and strategies which will enable them to benefit from the practices encouraged by the philosophy of adult learning. The findings suggest that despite a substantial level of self-reported readiness and a questionable knowledge of the concept of learner autonomy, the students are underequipped to perform the required strategies due to certain cultural, institutional and contextual barriers. Any progress to be expected in these areas, therefore, depend on the development of a new mindset that will increase the level of awareness and readiness among students, and in some cases educators and institutions, before the application of practical strategies.

Keywords: awareness, preparedness, self-directedness, learner autonomy, self-reported readiness, adult learners

POSTER PRESENTATIONS

Poster Sunumları · 13 November 2026, 08:30–18:15 · face-to-face, foyer in front of the Central Conference Hall, Level -3

P-01 · Poster · Foyer, Central Conference Hall · 13 November 2026, 08:30–18:15

The representation of women in traditional Kazakh folktales

Karina Shanyazova[1,*]

[1] Central Kazakhstan Academy, Kazakhstan

* shanyazovak@bk.ru

Subject Area: *Social Sciences and Humanities Education Research*

Abstract

Traditional Kazakh stories are very important because they teach us about the country's culture, beliefs, and how people see roles in society. This study looks at how women are shown in some of these stories, focusing on what female characters are like, what they do, and what their personalities tell us about Kazakh values.

The goal is to see how women are portrayed in these stories and what that says about how Kazakh people viewed women and their roles. Researchers look carefully at what female characters say and do, especially wise women, loyal wives, brave women, and women with bad qualities. The study also looks at how these stories can help people learn about culture, think critically, and understand other cultures better. The results can help us understand how women are shown in Kazakh stories and how these stories can be used in teaching to keep Kazakh traditions alive.

Keywords: Kazakh folktales, folklore, female imagery

P-02 · Poster · Foyer, Central Conference Hall · 13 November 2026, 08:30–18:15

Beyond Classroom Walls: Exploring Extramural English Practices among University Students

Işıl Çetin[1,*], Funda Okşar[2] & Şule Çelik Korkmaz[3]

[1] Bolu Abant İzzet Baysal University, Türkiye
[2] Bursa Uludağ Üniversitesi, Türkiye
[3] Bursa Uludağ University, Türkiye
* isilnisacetin@gmail.com

Subject Area: *Innovative Approaches to Foreign Language Teaching*

Abstract

Extramural English learning plays a key role in English as a Foreign Language (EFL) learners' development of language learning skills. Learning English extends beyond classroom walls through videos, games, social media, music, and online platforms. EFL learners can create space for extramural English activities not only receptively (such as watching and listening) but also in interactive ways (such as gaming, chatting, and creating content). These repertoires reflect their authentic language practices meaningfully. Given the rich variability of learners' extramural activities, this research presents preliminary findings from the qualitative part of an ongoing mixed-methods study investigating learners' out-of-school practices. In particular, the study explores how extramural English activities among university students vary and which specific extramural activities they take part in. The participants were university students representing different academic faculties at a state university. Qualitative data were gathered through semi-structured interviews and examined using thematic analysis. The analysis revealed a comprehensive picture of learners' extramural English practices, ranging from passive exposure to active involvement. The study highlights that learners, whether consciously or subconsciously, integrate English into their daily lives, as reflected in diverse codes. These preliminary findings suggest that educational stakeholders and curriculum developers should create opportunities that encourage students to engage with English beyond the classroom and provide more guidelines to enhance interaction. This study was supported by the Scientific and Technological Research Council of Türkiye (TÜBİTAK) under the 2209-A Research Project Support Programme for Undergraduate Students.

Keywords: Extramural English learning, English as a Foreign Language, Learner experiences

P-03 · Poster · Foyer, Central Conference Hall · 13 November 2026, 08:30–18:15

Investigating Pre-service English Language Teachers' Perspectives on AI: Ethics, Sustainability, and Pedagogy

Metin Mert Önay[1,*]

[1] Institute of Educational Sciences, Türkiye

* merdo5715@gmail.com

Subject Area: *Technology and AI Applications in Language Teaching*

Abstract

This study integrates pre-service English language teachers' (ELT) readiness to implement artificial intelligence (AI) into teaching, as well as their awareness of AI ethics and sustainability, and the relationships of these constructs by using a convergent parallel mixed-methods research design grounded in Technological Pedagogical Content Knowledge (TPACK) and Intelligent-TPACK. Quantitative and qualitative data were collected from 82 fourth-year pre-service ELT teachers at a state university in Türkiye. Participants reported high readiness, rating practical use of AI for course design and personalised learning above knowledge and skills for implementing it. Confidence was highest for preparing language materials and lowest for pronunciation, grading, and identifying learners' difficulties; although 74.4% agreed they could use AI for grading, only 6.1% reported doing so. Interviewees described readiness as selective, with verified use concentrated on materials and reading. Ethical awareness was high, but self-reported habits were less consistent: 23.2% often or always used AI-generated text without modifying it, and only 57.3% often or always acknowledged their AI use. Interviewees understood AI ethics as a of concern. Preferred dialogue and task design to detection, and anonymised learner data; privacy and consent, not measured by the scales, emerged only in the interviews. Sustainability awareness was the strongest for the carbon footprint and data-centre cooling water and weakest for the rare metals in AI hardware, which appeared to be largely informally acquired. Ethical and sustainability awareness were each moderately and positively correlated with readiness, most strongly with knowledge and skills. The interviews showed that ethical awareness shaped the boundaries of readiness, determining what teachers would and would not entrusted with AI, whereas environmental awareness influenced only small habits. The two strands converged on the overall picture and diverged on grading, ethical practice, and awareness of rare metals. The convenience sample, and the fact that the data were collected from a single state university in Türkiye, limits generalisability. Because most participants' AI knowledge was informal, the findings suggest that teacher education should include AI ethics and sustainability as part of the academic curriculum systematically alongside practical AI skills.

Keywords: artificial intelligence, pre-service ELT teachers, AI-TPACK, AI readiness, AI ethics, AI sustainability

P-04 · Poster · Foyer, Central Conference Hall · 13 November 2026, 08:30–18:15

In-Service and Pre-Service English Teachers' Views and Ethical Awareness Regarding AI-Assisted Material Development: A Comparative Analysis

Zeynep Büyükgül[1,*]

[1] Yeditepe University, Türkiye

* zeynep.buyukgul@std.yeditepe.edu.tr

Subject Area: *Technology and AI Applications in Language Teaching*

Abstract

The growing integration of artificial intelligence (AI) tools into English language teaching (ELT) is transforming how teachers design, adapt and personalise instructional materials, while also raising pedagogical and ethical concerns. In Türkiye, previous research has largely focused on teachers' and pre-service teachers' general attitudes towards AI, whereas the relationship between pedagogical approaches and ethical awareness in AI-assisted material development, particularly through comparisons between the two groups, remains underexplored. This ongoing study aims to compare in-service and pre-service English teachers' views on AI-assisted material development in terms of their pedagogical approaches and ethical awareness. The study draws on Floridi and Cowls's (2019) five principles of AI ethics (beneficence, non-maleficence, autonomy, justice and explicability) and distinguishes between using AI as an efficiency tool and as a pedagogical partner. Data were collected through an online questionnaire comprising Likert-type and open-ended items. After one invalid response was excluded, the sample consisted of 34 in-service and 49 pre-service English teachers who use AI in material preparation (N = 83). Preliminary Mann–Whitney U analyses revealed no significant differences between the two groups on any dimension after Holm correction, suggesting more similarities than differences. In both groups, efficiency-oriented uses, such as generating ready-made content and activity ideas, were reported more frequently than pedagogical-partner uses, such as differentiation, designing communicative tasks and obtaining feedback. Spearman correlations showed that pedagogical-partner use was positively associated with ethical review practices (r = .54), whereas efficiency-oriented use was associated with more frequent shortcuts, such as using AI output unchanged (r = .34). Most participants stated that they make the final pedagogical decision (94%) and check AI output for accuracy (83%). However, fewer reported regularly checking copyright and terms of use (27%) or disclosing their AI use (52%), and about one in four reported entering students' personal information into AI tools at least occasionally. In open-ended responses, accuracy, copyright and originality, pedagogical appropriateness and bias were the most frequently mentioned concerns, while transparency was rarely raised. One third of participants had received no training, and half were self-taught. These preliminary findings suggest a gap between general ethical commitment and specific practices concerning privacy, intellectual property and transparency. Practice-oriented training on ethical AI use is therefore recommended for both pre-service and in-service teacher education. Participants who volunteered may be invited to follow-up interviews to explore these patterns in depth. This project is supported by the Scientific and Technological Research Council of Türkiye (TÜBİTAK) under the 2209-A University Students Research Projects Support Programme.

Keywords: artificial intelligence, AI-assisted material development, ethical awareness, English language teacher education

P-05 · Poster · Foyer, Central Conference Hall · 13 November 2026, 08:30–18:15

Multimodal Communication in Turkish - English Bilinguals: Exploring the Influence of Language Proficiency on Gesture Use

Rümeysa Doğan[1,*]

[1] Kapadokya University, Türkiye
* rumeysayarend@gmail.com

Subject Area: *Applied Linguistics*

Abstract

This research (master's thesis) analyzes the use of gestures in multimodal communication by sequential Turkish-English bilinguals during the task involving instructed code-switching. Situated within the field of applied linguistics, the study examines how speakers of English as a second language (L2) at different proficiency levels use gestures while switching between Turkish and English. The study aimed to determine whether individuals with lower L2 proficiency use gestures more frequently than higher-proficiency speakers, and to identify differences in the frequency and distribution of iconic, deictic, metaphoric, and beat gestures in narratives produced in both L1 and L2. The functions of gestures were also analyzed in relation to discourse organization and meaning representation.The participants were native Turkish speakers aged 18 to 26 who acquired English after mastering their first language. The study employed a mixed-methods approach, including a survey, a proficiency test, and video recordings based on a short animated video. The video data were analyzed using ELAN software, which enabled both qualitative and quantitative gesture analysis. The findings indicate that gesture use is influenced not only by language proficiency but also by individual differences and task demands. The study highlights the dynamic relationship between bilingualism, language proficiency, and gesture use.

Keywords: bilingualism; sequential bilingualism; gesture studies; multimodal communication, instructed code-switching; L2 proficiency; narrative discourse; Turkish-English bilinguals; gesture analysis; applied linguistics

P-06 · Poster · Foyer, Central Conference Hall · 13 November 2026, 08:30–18:15

Collaborative Learning in University Language Courses: Teachers' Perspectives in a Multilingual Higher Education Context

Vjosa Vela[1,*]

[1] South East European University, Macedonia
* v.vela@seeu.edu.mk

Subject Area: *English Language Education*

Abstract

This study examines collaborative learning practices in university language courses atthe Language Center of South East European University (SEEU), a multilingual institution in North Macedonia where Albanian, Macedonian, and English all serve as languages ofinstruction. Drawing on structured questionnaire data from all eight Language Centerinstructors, the research investigates perceived instructional benefits, practicalimplementation challenges, and observed learning outcomes across three course types:General English, Academic English, and English for Specific Purposes (ESP). A descriptivequantitative design was employed, with responses to a 13-item Likert scale questionnaireanalyses using descriptive statistics across the complete instructor population. Thequestionnaire also included four open-ended questions addressing effective collaborativepractices, participation management, assessment approaches, and institutional support needs.Results show consistent instructor endorsement of collaborative learning across allthree course types, with the strongest agreement recorded for transferable skill development and student engagement. Recurring challenges concerned task preparation demands, unequal student participation, and the difficulty of assessing individual contributions within group work. Instructors also reported that the multilingual composition of student groups enhanced the communicative authenticity of collaborative tasks. The study contributes evidence on how collaborative pedagogy is evaluated by experienced practitioners in a linguistically diverse university setting.

Keywords: collaborative learning, language education, multilingual higher education, teacher perspectives, descriptive survey

CONTRIBUTORS

Katkı Sunanlar · 191 contributors (authors and keynote speakers)

No	Name Surname	Country	Institution
1	Ainur Mukasheva	Kazakhstan	L.N. Gumilyov Eurasian National University
2	Alexandra Androusou	Greece	National and Kapodistrian University of Athens (Nkua)
3	Ali Güneş	Türkiye	İbn Haldun University
4	Amel Benyahia	Algeria	Ecole Normale Supérieure 'Assia Djebar'
5	Amina Haddad	Algeria	Ecole Normale Supérieure 'Assia Djebar'
6	Amina Tchouar	Algeria	University of Tlemcen
7	Angela Giattino	United Kingdom	University of Oxford
8	Arif Sarıçoban	Türkiye	Selçuk Üniversitesi
9	Arta Këpuska	Kosovo	Biruni University
10	Arzu Erdoğan Alkan	Türkiye	Işıktepe Rüveyde Dörtçelik Ilkokulu
11	Arzu Küçük	Türkiye	Milli Eğitim Bakanlığı
12	Arzu Önel	Türkiye	Kafkas Üniversitesi
13	Aslı Başak	Türkiye	Ministry of Education
14	Asliya Saidvakkassova	Kazakhstan	Atyrau University Named After K. Dosmukhamedov
15	Assemgul Alsitova	Kazakhstan	K.Zhubanov Aktobe Regional University
16	Aygul Hallykova	Türkiye	Gazi University
17	Aylin Aydin	Türkiye	Nişantaşı University
18	Ayoub Al Rashdi	Oman	Military Technological College
19	Ayşe Aybak	Türkiye	İstanbul Aydın University
20	Ayşe Betül Toplu	Türkiye	Istanbul Aydın Üniversitesi
21	Ayşe Merve Kurtulan	Türkiye	Yıldız Teknik Üniversitesi
22	Aysel Bahçecik	Türkiye	Anadolu Üniversitesi
23	Azra Tajhizi	Iran	Azad Maragheh University
24	Barkat Turqui	Algeria	Mohamed Kheider University of Biskra, Algeria
25	Batuhan Selvi	Türkiye	Yozgat Bozok Üniversitesi
26	Behnaz Vahid Yeganeh	Türkiye	Beykoz Doga College
27	Belma Haznedar	Türkiye	Boğaziçi University
28	Betim Neyran Can	Türkiye	Istanbul University- Cerrahpaşa
29	Beyzanur Küçük	Türkiye	Sakarya University
30	Bilal Mert Erkubilay	Türkiye	Istanbul Aydın University
31	Bochra Abdallah	Algeria	ENS Bouzearéah,Algiers
32	Bora Demir	Türkiye	Çanakkale Onsekiz Mart University
33	Bouchra Abdellah	Algeria	ENS BOUZEREAH
34	Büşra Çelen	Türkiye	Gazi University
35	Büşra Tiryaki	Türkiye	Çanakkale Onsekiz Mart University
36	Çağla Ceren Kebeci	Türkiye	Jandarma ve Sahil Güvenlik Akademisi
37	Canan Karaduman	Türkiye	Atatürk University
38	Cansu Üzver	Türkiye	Çanakkale Onsekiz Mart University

No	Name Surname	Country	Institution
39	Ceren Bakır	Türkiye	Lefke Avrupa Üniversitesi
40	Ceylan Yangın Ersanlı	Türkiye	Ondokuz Mayıs Üniversitesi
41	Çiğdem Cesur	Türkiye	Çanakkale Onsekiz Mart University
42	Deniz Özen Ünal	Türkiye	Aydın Adnan Menderes Üniversitesi
43	Dihia Chougar	United Kingdom	Self-employed
44	Dilara Kebelek	Türkiye	Trabzon University
45	Dinçay Köksal	Türkiye	Çanakkale Onsekiz Mart University
46	Doğa Ilhan	Türkiye	Marmara University
47	Duygu Sönmez Ediz	Türkiye	Istanbul Sabahattin Zaim University
48	Ece Zehir Topkaya	Türkiye	Izmir Demokrasi University, Faculty of Education
49	Eda Akdeniz	Türkiye	Orta Doğu Teknik University
50	Eda Bostancı	Türkiye	Mef University
51	Eda Duruk	Türkiye	Pamukkale Üniversitesi
52	Egehan Atbakan	Türkiye	İstanbul Aydın University
53	Elenora Ergeshova	Kyrgyzstan	Kyrgyz National University Named After J.balasagyn
54	Emine Kirez	Türkiye	High School
55	Emre Uygun	Türkiye	Uludağ University
56	Eren Doğukan Keleş	Türkiye	Istanbul Sağlık ve Teknoloji Üniversitesi
57	Erguvan Uras Eren	Türkiye	Biruni University
58	Esma Şenel	Türkiye	Izmir Demokrasi Üniversitesi
59	Fakhriya Hasanzada	Azerbaijan	Institute of Education of Republic of Azerbaijan
60	Fatih Doğan Tezci	Türkiye	Çanakkale Onsekiz Mart Üniversitesi
61	Fatma Kaya	Türkiye	Atatürk Üniversitesi
62	Fatma Tuğçehan Bingöl	Türkiye	Istanbul Üniversitesi-Cerrahpaşa
63	Fehime Aslan	Türkiye	Kütahya Dumlupınar University
64	Ferhat Karanfil	Türkiye	Özyeğin University
65	Feriha Ünnü	Türkiye	Pamukkale University
66	Feruza Muhiddin Qizi Umarova	Uzbekistan	General Secondary School No. 32, Karshi
67	Ferzan Atay	Türkiye	Yozgat Bozok University
68	Feyza Çapa	Türkiye	Boğaziçi University
69	Funda Okşar	Türkiye	Bursa Uludağ Üniversitesi
70	Gamze Ar	Türkiye	Bartın University
71	Gizem Mutlu Gülbak	Türkiye	Biruni Üniversitesi
72	Gonca Ekşi	Türkiye	Gazi University
73	Gülru Yüksel	Türkiye	Davutpaşa Kampüsü Eğitim Fakültesi
74	Gülsüm Merve Yüksel	Türkiye	Istanbul Sağlık ve Teknoloji Üniversitesi (Istün)
75	Gülten Genç	Türkiye	İnönü Unıversıty
76	Güzide Elveda Kaykaç	Türkiye	Selçuk University
77	Habibe Nur Adıgüzel	Türkiye	Selçuk University
78	Hacer Ecre Kırtaş	Türkiye	Uludağ University
79	Hadia Hammoud	Lebanon	University of Tripoli
80	Handan Çelik	Türkiye	Trabzon University
81	Haneen Oleiwi	Iraq	Necmettin Erbakan Üniversitesi

No	Name Surname	Country	Institution
82	Harun Birsen	Türkiye	Çanakkale Onsekiz Mart University
83	Hatice Çeşme	Türkiye	Atatürk University
84	Hong Yu Connie Au	Hong Kong	Gaziantep University
85	Hüsnü Alp Balaban	Türkiye	Ministry of Education
86	Ikram Khelladi	Algeria	Bordj Bou Arreridj University
87	Ilhan Adiloğulları	Türkiye	Çanakkale Onsekiz Mart University
88	Ilkay Gilanlioglu	Cyprus	Eastern Mediterranean University
89	Imane Tiaiba	Algeria	University of Muhammed El Bachir El Ibrahimi, Bordj Bou Arreridj
90	Inci Gültekin	Türkiye	Jandarma ve Sahil Güvenlik Akademisi
91	Indira Abilmazhinova	Kazakhstan	Nazarbayev University
92	Irem Gökçe Tan Yıldız	Türkiye	Amasya University
93	Irina Permyakova	Russian Federation	Centre of Supplementary Education For Children "Raduga"
94	Işıkhan Uğurel	Türkiye	Dokuz Eylül Üniversitesi
95	Işıl Çetin	Türkiye	Bolu Abant İzzet Baysal University
96	Kadir Lüta	Türkiye	Kırklareli University
97	Kadriye Aksoy-Pekacar	Türkiye	Çanakkale Onsekiz Mart University
98	Kadriye Dilek Bacanak	Türkiye	Gazi Üniversitesi
99	Karina Shanyazova	Kazakhstan	Central Kazakhstan Academy
100	Kaveh Jalilzadeh	United Kingdom	Iuc
101	Kerem Deligezen	Türkiye	Izmir Demokrasi Üniversitesi
102	Khaled Alostath	Palestinian Territory	Ingilizce Öğretmenliği
103	Kürşat Cesur	Türkiye	Çanakkale Onsekiz Mart University
104	Lale Gökçe Genç	Türkiye	Çanakkale Onsekiz Mart University
105	Laura Muratova	Kazakhstan	Atyrau University Named After K.dosmukhamedov
106	Lütfü İlgar	Türkiye	Biruni Üniversitesi
107	Maftuna Elmirzayeva	Uzbekistan	Karshi State University, Uzbekistan
108	Mahliyo Xolxo'ja Qizi Rahmatullayeva	Uzbekistan	Jasorat School
109	Mahmoud Mansour	Syrian Arab Republic	Gazi Üniversitesi
110	Manolya Sağlam	Türkiye	Biruni University
111	Marva Baştürk	Türkiye	Inönü University
112	Mehmet Küçük	Türkiye	Recep Tayyip Erdoğan Üniversitesi
113	Mehmet Oğuz Göle	Türkiye	Afyon Kocatepe Üniversitesi
114	Meltem Ipek Öner	Türkiye	Yeditepe Üniversitesi
115	Merve Elbirlik Tülek	Türkiye	Özyeğin Üniversitesi
116	Merve Yücel	Türkiye	Ondokuz Mayıs University
117	Meryem Akçayoğlu	Türkiye	Mardin Artuklu University
118	Meryem Yeltekin Karaman	Türkiye	Yıldız Technıcal Unıversıty
119	Metin Mert Önay	Türkiye	Institute of Educational Sciences
120	Mohamed El Amari	Morocco	Hassan First University of Settat
121	Mohammad Ali Yaghchi	Türkiye	Biruni University

No	Name Surname	Country	Institution
122	Mohammed Odeh	Palestinian Territory	Ministry of Education Directorate of Education – Nablus, Palestine
123	Muge Karakaş	Türkiye	Çanakkale Onsekiz Mart University
124	Muhammed Salihoğlu	Türkiye	Milli Eğitim Bakanlığı
125	Muhammet Dağ	Türkiye	Erzincan Binali Yıldırım University
126	Muhammet Fatih Yavuz	Türkiye	Gazi University
127	Münire Kaban	Türkiye	Milli Eğitim Bakanlığı
128	Mustafa Kemal Şen	Türkiye	Kütahya Dumlupınar University
129	Nadir Çeliköz	Türkiye	Yıldız Teknik Üniversitesi
130	Najah Alsiyabi	Oman	Military Technological College
131	Nargiza Murzahmedova	Kyrgyzstan	Batsu Kphi M.m.tayirov
132	Nargiza Oripova	Uzbekistan	University of Journalism and Mass Communication
133	Nergüz Bulut Serin	Turkish Republic of Northern Cyprus	Lefke Avrupa Üniversitesi, Kktc
134	Nihal Soydaş	Türkiye	Ministry of Education
135	Nihan Bursalı Boz	Türkiye	Eskişehir Teknik University
136	Nihan Zeren	Turkish Republic of Northern Cyprus	Doğu Akdeniz Üniversitesi
137	Nji Roland Angu	Cameroon	The University of Bamenda
138	Nur Özer	Türkiye	Biruni University
139	Nur Yeliz Gülcan	Turkish Republic of Northern Cyprus	Akdeniz Karpaz Üniversitesi
140	Nursel Topkaya	Türkiye	Çanakkale Onsekiz Mart University
141	Okan Özler	Türkiye	University of Ankara Hacı Bayram Veli
142	Ouafa Ouarniki	Algeria	Ziane Achour University of Djelfa
143	Özlem Demir	Türkiye	Balıkesir University
144	Öznur Demirci	Türkiye	Bartın Üniversitesi
145	Petros Charavitsidis	Greece	National and Kapodistrian University of Athens (Nkua).
146	Pınar Karahan	Türkiye	Pamukkale Üniversitesi
147	Pınar Şık	Türkiye	Bağcılar İlkokulu
148	Ralitsa Demirkova	Bulgaria	St. Cyril and St. Methodius University of Veliko Tarnovo
149	Rümeysa Doğan	Türkiye	Kapadokya University
150	Sabriyya İsmizade	Azerbaijan	Azerbaijan University of Languages
151	Şadiye Karataş	Türkiye	Amasya Üniversitesi
152	Said Yasir Karaman	Türkiye	Çanakkale Onsekiz Mart Üniversitesi
153	Salim Alshibli	Oman	Military Technological College
154	Sara Ghanbarzadeh	Iran	Gazi University
155	Seda Arıg	Türkiye	Biruni University
156	Sedat Beceren	Türkiye	Çanakkale Onsekiz Mart University
157	Selim Can Kaşukcu	Türkiye	Bahçeşehir University
158	Selin Othan	Türkiye	Milli Eğitim Bakanlığı
159	Semih Dereci	Türkiye	Bahçelievler Belediyesi

No	Name Surname	Country	Institution
160	Senanur Çınar	Türkiye	Bahçeşehir University
161	Şerafettin Sevgili	Türkiye	Biruni Üniversitesi
162	Serkan İzmirli	Türkiye	Çanakkale Onsekiz Mart Üniversitesi
163	Sevim Inal	Türkiye	Çanakkale Onsekiz Mart University
164	Sholpan Bolganbayeva	Kazakhstan	Regional Innovation University
165	Sibel Ersel	Turkish Republic of Northern Cyprus	The European University of Lefke
166	Simge Sultan Özyürek	Türkiye	Istanbul Gelişim Üniversitesi
167	Solmaz Aydın Beytur	Türkiye	Kafkas Üniversitesi
168	Stratos Petsopoulos	Greece	National & Kapodistrian University of Athens
169	Sude Altınoluk	Türkiye	Boğaziçi University
170	Şule Çelik Korkmaz	Türkiye	Bursa Uludağ Unıversıty
171	Taha Burak Tezcan	Türkiye	Yozgat Bozok University
172	Tayfun Taşbilek	Türkiye	Thdsoft
173	Tuğba Çağla Sarıbaş	Türkiye	MA Student, İstanbul Aydın University, Institute of Graduate Studies, MA in English Language Teaching
174	Tuğba Taflı	Türkiye	Selçuk University
175	Tutku Başöz	Türkiye	Balıkesir University
176	Ulaş Yabanova	Türkiye	Çanakkale Onsekiz Mart Üniversitesi
177	Ümmühan Pekbüyük	Türkiye	İTÜ Öğrenci Gelişim ve Kariyer Akademisi, KKTC
178	Vassilis Tsafos	Greece	National & Kapodistrian University of Athens
179	Vjosa Vela	Macedonia	South East European University
180	Yağmur Arlı	Türkiye	Çatalca Bilim Sanat Merkezi
181	Yaman Karaş	Türkiye	Trabzon University
182	Yeliz Özüdoğru	Türkiye	Çanakkale Onsekiz Mart Üniversitesi
183	Yeşim Aşuroğlu	Türkiye	Fatih Sultan Mehmet Vakıf Üniversitesi
184	Yunus Emre Bilgin	Türkiye	Çanakkale Onsekiz Mart University
185	Zafer Üstünbaş	Türkiye	Bolu Abant Izzet Baysal Üniversitesi
186	Zekiye Müge Tavil	Türkiye	Gazi University
187	Zelal Çoban	Türkiye	Fırat Üniversitesi
188	Zeynep Arvasi Aydın	Türkiye	Dokuz Eylül Üniversitesi
189	Zeynep Büyükgül	Türkiye	Yeditepe University
190	Zeynep Melike Güçlü	Türkiye	Hacettepe Üniversitesi
191	Zeynep Rojin Anış	Türkiye	Lefke Avrupa Üniversitesi