GlobELT 2024
Conference

25-29 October 2024

in collaboration with Necmettin Erbakan University School of Foreign Languages in Konya, Turkey

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GLOBELT 2024:
10TH INTERNATIONAL CONFERENCE ON TEACHING AND LEARNING ENGLISH AS AN ADDITIONAL LANGUAGE

25-29 OCTOBER, 2024

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At Necmettin Erbakan University, School of Foreign Languages in Konya, Turkey

GlobELT   2024

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CONFERENCE PROGRAM
&
ABSTRACT BOOK

GlobELT 2024 Conference
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From the President of the Conference,

Dear GlobELT 2024 participants,

This year our conference is organized as an onsite event after a long period of distance conferences due to the pandemic. We all worked very hard to make 2024 conference safe and fruitful for all of us keeping the high academic standard of GlobELT conferences as usual.

We set up an academic platform with great care about our comfort in a smooth conference period. The GlobELT team have coordinated the preparation, correspondence, as well as the strategies of the 2023 conference program professionally, with patience and true dedication.

GlobELT 2024 organization committee members have worked on the conference preparations in a warm and friendly atmosphere. They are now definitely satisfied and feel great relief because you, our dedicated GlobELT friends have supported them via your kind messages and friendly attitude till the last moment of the conference preparation tasks. As you know there is a real teamwork behind the success of every single GlobELT event.

As the chair of the GlobELT 2024 conference, I express my gratitude to our honorable guests, our ambitious and successful team, and surely to you our dedicated and invaluable participants. We, very much hope to see you in the 11th GlobELT Conference in 2025.

Kindest regards.

Prof. Dr. Ismail Hakki Mirici
President of GlobELT 2024

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ABSTRACTS

ROOM 1

THE PRONUNCIATION AND PROBLEMATIC FUNCTIONS OF THE /R/ PHONEME IN NORTH AMERICAN ENGLISH

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Abstract

The /r/ phoneme is an important sound because it has a high frequency in English. In American English, there are several pronunciation forms of a /r/, which are audibly almost indistinguishable. Generally speaking, /r/ phoneme is typically classified and treated like a consonant both in North American English (NAE) and British English (BrE). The articulation of the /r/ phoneme is critical because there is "ankyloglossia" (tongue-tie) effect in its articulation. It is the "ankyloglossia" that tends to limit the range of tongue movements for properly forming the /r/ phoneme. Additionally, in the post-vocalic position, when /r/ comes after a vowel (a, e, i, o, u), it takes on vocal-like properties. It must be noted that the /r/ phoneme is articulated differently in NAE with respect to BrE. NAE is also called General American (GA). The NAE /r/ is a strong and emphasized phoneme when compared with British English pronunciation. Because it is articulated at word-initial, word-medial, and word-final positions in NAE, it is called a tricky sound. This is due to the fact that NAE is a rhotic language. Syllabic-r is also the causer of r-colored vowels whose perception is difficult for Turks. In this presentation, retroflex, bunched, and syllabic formation and articulation of the /r/ phoneme in GA will be demonstrated by using Text- to-Speech Labs, Audacity Program, videos, and authentic texts in audio. It will be shown that rhoticity doesn't tend to cause any problems in comprehension in NAE.

Keywords: retroflex-r, bunched-r, syllabic-r, schwar, rhotic, non-rhotic

A COMPATIBILITY ANALYSIS OF THE 9TH GRADE EFL COURSEBOOK TO THE CEFR PROFICIENCY DESCRIPTORS IN TERMS OF LANGUAGE SKILLS

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Abstract

The current study investigated the compatibility of the coursebook, designed for the 9th grade English as a foreign language (EFL) students in Türkiye, to the CEFR proficiency descriptors regarding language skills. The study employed a document analysis through the EQUALS Bank of Descriptors as Checklists. The activities in the coursebook were evaluated in terms of their correspondence to the checklist items. Each activity in the coursebook was considered an item for the analysis, and their correspondence to the checklist was searched. The analysis procedure involved three cycles, and they were performed with 30 graduate students majoring in English Language Teaching at different universities in Türkiye. The study's trustworthiness was ensured through external audits and peer and member checking. The findings revealed that there were 221 items analysed in total for reading, writing, listening, and speaking skills, and 182 (82%) items were compatible with the checklist items. Based on the findings, several suggestions were proposed for policymakers, coursebook designers, and EFL teachers.

Keywords: EFL, coursebook, compatibility, language skills, CEFR

ROOM 3

AN INVESTIGATION INTO THE INTERRELATIONSHIPS AMONG ENGLISH LANGUAGE, SELF-EFFICACY, SPEECH ANXIETY, AND SELF-ESTEEM: A CASE STUDY OF UNIVERSITY PREPARATORY STUDENTS

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Abstract

This study explores the complex correlation between personality factors, foreign language speaking anxiety (FLSA), and self-efficacy (FLSSE) among university language preparatory students, regardless of departmental differences. Utilizing prior research, this analysis explores the intricacies of linguistic anxiety, placing particular emphasis on the impact of personality characteristics, as delineated in the Big Five hypothesis. The objective of this research is to clarify the impact of these traits on FLSA and FLSSE by providing quantitative evidence and beneficial suggestions to fill a gap in existing knowledge. The study also examines the variations in anxiety levels and self-efficacy, clarifying potential connections within preparatory classes. This study seeks to provide significant insights that might inform customized interventions and instructional strategies for addressing the psychological requirements of English learners in preparatory language classes, through thorough research inquiries.

Keywords: English Language Teaching, Prep Classes, Big Five, Anxiety, Speaking, Personality, Self-Efficacy

ROOM 4

FROM DATA TO DISCOVERY: THE POWER OF VOSVIEWER IN SOCIAL SCIENCE BIBLIOMETRICS

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Abstract

In the age of big data, it has become more and more crucial for the social sciences to be able to analyse and visualise intricate bibliometric networks with great effectiveness. This study presents VOSviewer, an advanced software application specifically developed for creating and displaying bibliometric maps. VOSviewer is highly proficient in analysing extensive datasets, providing a user-friendly interface that simplifies the examination of several forms of bibliometric networks, including co-authorship, co-citation, and keyword co-occurrence. VOSviewer is a bibliometric tool that is designed to visualise bibliometric networks in a manner that emphasises the structural linkages and topic clusters present in scientific literature. VOSviewer demonstrates exceptional proficiency in the creation of maps that reveal complex patterns in data. Through this capability, it empowers academics to uncover hidden trends and connections in their respective fields of study. This study presents an examination of the software's features, encompassing its sophisticated clustering processes and visualisation choices that enable the clear and precise interpretation of intricate data. In addition, we examine the utilisation of VOSviewer in the realm of social science research, where it has played a crucial role in visualising the conceptual framework of fields, monitoring the development of research foci, and identifying significant contributors and influential publications. Through the presentation of various case studies from current literature, we illustrate how VOSviewer may be utilised to acquire more profound understanding of the dynamics of scientific communication and collaboration. This paper asserts that VOSviewer serves as both a valuable instrument for bibliometric analysis and a catalyst for promoting multidisciplinary research and improving the strategic management of knowledge. Finally, we consider the potential future developments of VOSviewer and their implications for the advancement of research in the social sciences.

TEACHER QUESTIONS FOR ELICITATIONS IN THE EFL CLASSROOM: A CA-BASED TEACHER REFLECTION

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Abstract

Teachers' questioning practices are indispensable parts of language classrooms in terms of enhancing students' level of comprehension and maintaining an interactive classroom discourse. Therefore, it is of significance for teachers to be aware of what kind of questions they ask in their lessons. To this end, this study aims to shed light on a teacher's reflective practice based on a stimulated recall session. Based on conversation analysis with no previous hypothesis or research focus as for the method of data analysis, the focus of this study was determined after the reflective stimulated-recall session was over. Together with the researcher, the teacher had the chance to see a salient pattern regarding her questioning practice and reflected on this with the help of the researcher's guiding questions or prompts. Hence, this study aimed to show what kind of an impact conversation analytic or evidence-based teacher reflection has on the teacher's recognition and evaluation of her questioning practice. Based on the teacher's reflection, several pedagogical implications have also been provided.

Keywords: Teacher questions, conversation analysis, teacher reflection

ROOM 2

TRANSITIONING FROM THE UNIVERSITY CLASSROOM TO REAL-WORLD TEACHING: EFL METHODOLOGY CONTEXT IN MONTENEGRO

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Abstract

This title explores how Montenegrin educators prepare university students for their future roles as English language teachers. Specifically, we focus on the context of EFL methodology in the Montenegrin university setting, where students from the Department of English Language and Literature are prepared for their roles in primary and secondary school classrooms. We start by detailing the purpose of the EFL methodology course syllabus, which is to equip students with the theoretical knowledge and practical skills necessary to understand and implement effective teaching strategies in real classroom settings.

Students are taught practical but challenging and complex teaching situations by balancing teaching methods, approaches and techniques. They are given opportunities to try out all the classroom processes, strategies and techniques through individual, pair and group work with their peers. They are supplied with the chance to understand that achieving balance in teaching approaches, methods and techniques is crucial for effective teaching, but can also be complicated and complex. Educators must adapt to the students' cognitive levels, English proficiency, motivation, interests and abilities. Despite the many methodologies available, it is crucial to adapt the teaching practices to suit the diverse needs of learners, while fostering meaningful language acquisition.

This presentation gives insights into the pedagogical competencies of future English language teachers, explaining the preparation process from the university setting to the first teaching experience for students.

PREPARING FUTURE ENGLISH TEACHERS FOR TECHNOLOGY-ENHANCED CLASSROOMS: A REFLECTIVE STUDY

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Abstract

With the remarkable effect of rapid digital transformations in foreign language instruction, Technological Pedagogical Content Knowledge (TPACK) has started to hold an important place in educators' repertoire as an essential term. Building on the concept of Pedagogical Content Knowledge (PCN) proposed by Shulman (Shulman, 1986), TPACK is a framework established to emphasize the key importance of a proper understanding of the interactions among three types of knowledge (technology, pedagogy, and content) for teachers to be able to seamlessly incorporate technology into the instructional process (Koehler & Mishra, 2006; Koehler & Mishra, 2009). Given these considerations, it is essential that pre-service teachers improve their TPACK (Al-Abdullatif, 2019; Demirtaş & Mumcu, 2021). Therefore, the objective of this study is to assess pre-service English teachers' reflections and preferences on technology integration in language education. To comprehensively address the main objective, this research examines whether fourth-year pre-service English teachers can see themselves integrating the use of technology with their teaching approach as future English teachers, which technology-based instructional tools they are likely to make use of in their upcoming language classes, and how they will build into their language teaching what students do outside of the classroom using technology. The study was conducted with 39 fourth-year pre-service English teachers at a state university in Turkey. After the participants attended the course "New Developments in Language Teaching" during the spring term, they were required to write a final reflection paper based on the three questions about their probable use of technology in their future language classrooms. The data gathered from the reflective papers were analyzed qualitatively using thematic analysis. The results indicate that all of the participants think that it is strictly necessary to incorporate technology into their prospective teaching environments. Moreover, the most popular technology-based instructional tools for the participants are podcasts, blogs, online corpora, and internet-based reading tasks, respectively. They also prefer to use social networking sites, online games, and wikis to facilitate authentic learning in their teaching practices. The findings from this research could have a role in designing courses for pre-service English teachers to develop their TPACK.

ROOM 4

AUTONOMY UNVEILED: DIGGING DEEP INTO THE INTERWOVEN REALMS OF TEACHER AND LEARNER DYNAMICS OF PROSPECTIVE TEACHERS OF ENGLISH

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Abstract

The primary objective of this study is to conduct an in-depth analysis and comparison of learner and teacher autonomy concepts among prospective teachers of English (PTEs). The study intends to uncover the diverse viewpoints, attitudes, and practices surrounding autonomy in the context of EFL instruction by employing a mixed-methods approach that combines quantitative data from autonomy scales and qualitative insights from semi-structured interviews. The study intends to provide useful insights into the elements that influence both learner and teacher autonomy, with the ultimate objective of guiding teacher training programs and teaching practicum in pre-service education. The study involved 72 prospective EFL teachers, and data were collected using The Learner Autonomy Scale (2006) and The Teacher Autonomy Scale (2006), as well as through semi-structured interviews. The findings of the study revealed that participants' learner and teacher autonomy levels were moderate. Interview results yielded teacher training programs and teaching practicum have both positive effects e.g. self-reflective activities, independence during the practicum, and negative effects, e.g. heavy workloads, lacking parts of practicum in terms of providing a flexible environment to cultivate autonomy, presence of mentors on learner and teacher autonomy of prospective teachers of English.

THE RELATIONSHIP BETWEEN THEIR SUBJECTIVE WELL-BEING AND ACADEMIC PROCRASTINATION BEHAVIOR OF EFL PRE-SERVICE TEACHERS

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Abstract

Academic procrastination behavior is a common issue among young people, especially the university students. The behavior can be defined as the inability to achieve academic goals within the specified time frame and it can become a habit consciously or unconsciously. In the studies conducted with pre-service teachers, it has been shown that the academic procrastination behavior is prevalent among them and it has been seen as an important problem for their academic success. In this respect, the reasons for academic procrastination behavior should be understood, controlled and handled. This study aims to see the level of academic procrastination behavior of pre-service EFL teachers and its relationship with their subjective well-being, their cognitive and emotional state regarding their satisfaction from their lives. The students studying in the ELT department of a state university in Central Anatolia will constitute the universe of the study. In this study, which will be conducted using the survey method, one of the quantitative research methods, the convenience sampling method will be preferred. The data obtained will be analyzed with the SPSS 23.0 program. With its results and implications, this study is expected to fill a gap in the literature since these two variables have not been considered together in the studies conducted with pre-service EFL teachers.

A LONGITUDINAL STUDY OF ENGLISH TEACHER CANDIDATES' CRITICAL LITERACY DEVELOPMENT

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Abstract

This longitudinal qualitative study examined how English teacher candidates' perspectives on critical literacy and critical pedagogy developed during a critical reading and writing course. Initially, a text selection questionnaire was administered and the course materials focusing on social issues such as gender roles, online education, freedom of expression, and future anxiety were selected based on this questionnaire. The data regarding the pre-service English teachers' perceptions were gathered through critical consciousness questionnaires before and after the course and semi-structured interviews. The findings revealed that the participants developed more positive attitudes toward a critical approach to language education, with an enhanced understanding of their transformative roles as educators. The study suggests that these pre-service teachers are likely to incorporate critical literacy and social awareness into their future teaching practices.

ROOM 3

ANALYSIS OF UNDERGRADUATE STUDENTS' PERCEPTIONS OF DIFFICULTY REGARDING CONSECUTIVE INTERPRETING SKILLS

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Abstract

Consecutive interpreting is a quite difficult task which necessitates the simultaneous orchestration of multiple skills in rendering a performance within a limited period of time. In this sense, this research aimed to determine the challenges that the interpreter candidates perceived related to this skill from their own perspective. The study was conducted with third-year students pursuing their 4-year undergraduate education at the Translation and Interpretation Department. The quantitative data were collected with the participation of 44 students using a scale consisting of multiple choice and open-ended items. The qualitative data were obtained from 10 students through semi-structured interviews. The findings showed that the participants experienced the most difficulty in note-taking techniques, retaining information in memory, and coordinating diverse skills concurrently. Additionally, the speaking speed, technical words, and the unknown topic were indicated as difficult points regarding the source text. Moreover, establishing fluency while performing consecutive interpreting was also found challenging. As for the external factors, creating a consecutive performance under time limits, in a noisy environment, and in front of an audience was also characterized as difficult situations. Finally, in relation to affective factors, the participants expressed that their anxiety and stress perceptions could affect them most negatively. In sum, the resulting information might be helpful for teachers to design learning environments by identifying students' perceptions of difficulty in the consecutive interpreting specificity and offering solutions accordingly.

ROOM 4

THE ROLE OF GAMIFICATION IN MOOC: PROMOTING AUTONOMOUS LEARNING THROUGH THE SDL FRAMEWORK

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Abstract

Gamification in Massive Open Online Courses (MOOCs) has emerged as a promising approach to enhance autonomous learning, yet challenges persist in how it can effectively foster self-directed learning (SDL) among students. Many learners struggle with SDL behaviours, leading to gaps in engagement and motivation. This study aims to explore how gamification can address these issues within the SDL framework proposed by Garrison. Employing a sequential mixed-methods approach, the study involved the 103 students enrolled in LearnovaUM, a gamified MOOC platform. Quantitative data were gathered through survey assessing SDL dimensions namely self-management (SM), desire for learning (DL), and self-control (SC), while qualitative insights were obtained from the students' activities within the platform. Findings revealed a positive impact of gamification on SM and DL, highlighting increased engagement and motivation. However, challenges in SC were noted, indicating that while gamification can enhance certain SDL aspects, it may not universally improve all SDL dimensions. The implications suggest that integrating gamification strategies in MOOC design can effectively promote autonomous learning but requires a balanced approach to support all SDL components. Recommendations include further refinement of gamification elements to address self-control challenges and ongoing assessment of their impact on learner autonomy. This study contributes to the growing body of literature on gamification in education and offers valuable insights for practitioners aiming to enhance learner engagement in online environments.

ROOM 1

CREATING AN EFFECTIVE ORGANIZATIONAL ETHOS IN A TEACHING ENVIRONMENT

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Abstract

This study investigates how to create an effective organizational ethos, analyzing crucial theories and frameworks that facilitate its development. The review gathers research on the fundamental components shaping organizational ethos, including leadership styles, communication strategies, and effective teaching practices. The review emphasizes the significance of ethical leadership, shared values, and inclusivity in cultivating a unified and motivating workplace. It also analyzes the influence of organizational ethos on improving teacher engagement, fostering professional development, and ensuring long-term success. Professional growth, well-being, and job satisfaction of teachers were fundamentally connected to organizational ethos and culture. This analysis examines several viewpoints from existing literature to clarify how organizations can deliberately cultivate and maintain an ethos that is aligned with their objectives and values. This study enhances the existing understanding of organizational ethos and its vital function in fostering both individual and collective success of teachers.

Keywords: organizational ethos, leadership, teacher motivation, professional development

EXPLORING FOREIGN LANGUAGE TEACHER BELIEFS AND CLASSROOM PRACTICES OF ORAL CORRECTIVE FEEDBACK: A QUALITATIVE STUDY

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Abstract

Although there have been plenty of studies and research carried out on feedback and error correction in language teaching pedagogy in terms of writing skills of students, only few studies focused on the effects and results of those concepts in oral feedback and corrections. Corrective feedback or error correction is viewed as significant matters to be coddled by researchers of English as a Foreign Language. Therefore, the present qualitative study aims to contribute to the relevant literature regarding the impacts of oral corrective feedback given by the teachers to the learners on their speaking performance in EFL speaking classes and to address the research questions regarding whether oral corrective feedback should be given to the learners in speaking classroom context, when oral corrective feedback should be given, what kind of errors should be corrected during spoken interaction (speech, lexical or grammatical errors), and how oral corrective feedback should be given to the learners. The study group consisted of five EFL instructors working at different universities in Turkey. The data collection instruments consisted of a background questionnaire including only demographic features of the participants and interviews made with the study group. Four main conclusions regarding the four research questions were reached through the research. First, EFL teachers seem to believe in the necessity of oral corrective feedback to their students in order to help them progress their level of accuracy, pronunciation and fluency. Second, the teachers generally prefer giving very little immediate feedback on their students' oral performance since they believe in the importance of endorsing fluency and in keeping interruptions to a minimum. Third, they generally focus on repetitious errors and the errors that might cause misunderstanding and directly distort meaning during communication. Last of all, they generally prefer implicit corrections by involving the whole class as a common strategy for oral corrective feedback. As a pedagogical implication, it was recommended that the curricula of teacher training programmes should be revised in a way to contain issues that lead them to think about the possible situations that necessitate corrections, error types and correction strategies.

Keywords: English as a Foreign Language, Oral Corrective Feedback, Spoken Interaction

ROOM 3

EFL TEACHERS' DIGITAL COMPETENCE: USE OF AI IN EFL CLASSES

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Abstract

It is a fact revealed by the age of digital transition that we face a new technology every day. This transition creates a very high need for change both for society and for all levels of education. Although the "Z" generation has been involved in technology almost since birth, our teachers are still hesitant about it and avoid technology integration. The reason for this ranges from teacher training to personal differences. Research studies show that technology influences the process and outcomes of education. The technological development that has attracted attention recently is Artificial Intelligence (AI). Artificial Intelligence has great potential in language learning. It is desired that the main aim of English teachers should be to raise students' awareness about the use of technology which will ease the learning process and will create high motivation towards autonomous learning. The Framework of Education " Türkiye Yüzyılı Maarif Modeli" proposed recently by the Ministry of Education, also stresses the importance of digitial competence along with the other competencies the learners are expected to acquire during their education.

It has been observed that Secondary School English Teachers do not have sufficient knowledge about the selection and use of these tools. English teachers follow the curriculum strictly to prepare their students for the exams rather than for life. Therefore they do not give much space to technology. However, the use of Artificial Intelligence.

This paper will present a 5 Day' teacher training programme for 40 Secondary School English Teachers on how to use innovative Artificial Intelligence Technologies in the process of teaching English. The results of the pre and post tests on teacher AI knowledge and classroom practices will be given.The discussion will highlight the issues related to English teacher digital competencies.

ROOM 4

DEVELOPING A GAMIFIED ENGLISH PROFICIENCY COURSE PLATFORM: ENHANCING LEARNING OUTCOMES FOR EFL STUDENTS

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Abstract

EFL education faces persistent challenges in effectively enhancing English proficiency among learners, primarily due to traditional instructional approaches that lack engagement and interactivity. A significant gap in the existing body of knowledge is the absence of research focused on designing English proficiency courses and implementing gamified platforms specifically for this purpose. This study aims to address these issues by developing a gamified English proficiency course platform designed to improve learning outcomes for EFL students. Utilizing the Research and Development (R&D) framework and the ADDIE Model (Analysis, Design, Development, Implementation, Evaluation), the research guides the platform's creation through iterative cycles of design and evaluation. The gamified platform incorporates interactive elements to enhance student engagement and motivation across critical skills such as Listening Comprehension, Structure and Written Expression, and Reading Comprehension. Findings from pilot testing indicate significant improvements in students' overall learning outcomes, particularly in their English proficiency skills. However, challenges such as maintaining sustained engagement over time and adapting content to diverse learner needs were identified. The implications of this study highlight the potential of gamification to transform EFL education by fostering a more interactive and personalized learning experience. Recommendations include continuous refinement of contents and features based on user feedback and the integration of adaptive learning technologies to cater to individual student needs. This study contributes to the international discourse on innovative pedagogical approaches in language education, offering valuable insights for educators and developers seeking to optimize learning environments through gamification.

CRAFTING TASK-BASED ECO-INTERCULTURAL ENGLISH MATERIALS: FROM RATIONALE TO PRACTICE

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Abstract

The growing need to address global environmental issues and foster intercultural understanding necessitates innovative approaches in English language teaching materials. To respond, the Indonesian context also looks for integrating these global challenges into the educational framework. While research has explored the environmental education and intercultural communication in language teaching separately, there is a significant gap in practical frameworks incorporating both aspects into English materials development. This paper responds to this gap by presenting a practical framework for developing eco-intercultural English materials, bridging theoretical rationale with hands-on implementation. Grounded in Task-Based Language Teaching (TBLT) principles, the article outlines a systematic process for creating materials that integrate ecological awareness and intercultural competence into language learning objectives. The framework comprises three key phases: 1) Rationale development: this phase emphasizes on the selection of relevant eco-intercultural themes and authentic contents; 2) Task design: this phase focuses on pre-task, main task, and post-task activities that promote both language skills and eco-intercultural awareness; and 3) Practical implementation: this phase includes strategies for scaffolding, assessment, and reflection. The paper provides concrete examples of tasks and activities, such as eco-cultural case studies, intercultural comparison projects, and reflective journaling. The tasks are designed to exhibit how eco-intercultural learning can be integrated into English language curricula. By offering a step-by-step approach to materials development, this paper provides practical guidance for language teachers seeking to create engaging. It also equips purpose-driven resources that address critical global issues while enhancing language proficiency. The framework contributes to the field by offering a replicable model for eco-intercultural materials development, applicable across various educational contexts.

ROOM 2

ENGLISH EDUCATION IN GASTRONOMY DEPARTMENTS: THE EXAMPLE OF TURKEY

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Abstract

Gastronomy and culinary arts have started to take their place among the departments that attract attention at undergraduate and graduate levels in recent years. The evaluation of gastronomy as a tourism sub-field reveals the importance of foreign language education in gastronomy education and destination marketing. The level of English education in the curriculum of gastronomy and culinary arts departments is important for a holistic education process.

The fact that students have difficulties in communicating especially with foreign tourists in internship and practice training shows the importance of foreign language education in Gastronomy and Culinary Arts education and the deficiencies in this regard. This study examined the quantitative rate of English education in the curricula of gastronomy and culinary arts departments in universities in Turkey and addressed different approaches to foreign language education. In the study, Gastronomy and Culinary Arts departments in state universities included in the YÖK Atlas database were researched. Foreign language courses in the curricula of these departments were examined.

According to the results, the status of English and foreign language education in Gastronomy departments was evaluated and suggestions regarding English education materials and applications were developed.

Keywords: Gastronomy, English Education, Foreign Language Education, English in Gastronomy

TEACHERS' UNDERSTANDING OF CEFR AND THEIR PRACTICES IN NON-FORMAL ENGLISH LANGUAGE EDUCATION

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Abstract

The Common European Framework of Reference for Languages (CEFR) has gained widespread recognition as a valuable tool for language proficiency assessment and curriculum development. However, its implementation in non-formal English language education settings remains an underexplored area of research. This study aims to bridge this gap by investigating teachers' understanding of the CEFR and its practical implications in non-formal language education. Through a mixed-method research design, quantitative data was gathered through surveys to assess teachers' familiarity with the CEFR and its language proficiency descriptors. Additionally, qualitative data were obtained through in-depth interviews to gain insights into how teachers apply the CEFR principles in their teaching practices. The findings reveal that while the majority of teachers are aware of the CEFR, their understanding of its application in non-formal settings varies. Some educators expressed challenges in integrating the framework's proficiency levels into their teaching methodologies, while others adapted it creatively to meet the specific needs of their learners. Factors such as teacher experience, training, and institutional support played significant roles in shaping their interpretations and implementation of the CEFR. It contributes valuable insights to the field and serves as a foundation for further research, policy development, and improvements in language teaching practices for the benefit of both teachers and learners in non-formal English language education.

ROOM 4

FOREIGN LANGUAGE TEACHING IN INTERCULTURAL SETTINGS

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Abstract

The ability of people to communicate, interact and work together with people from both the society they live in and other societies depends on understanding each other and using a common language. In modern era there are new demands from the educators. In this regard foreign language teachers are not only required to introduce linguistic codes in language teaching activities, but also to recognize non-verbal communication elements in order to communicate with people from other societies. Educators should have a high level of intercultural awareness. In our country, there are many foreign students and immigrant individuals of many different ethnic origins, especially from Syria and Iraq, live. In addition, millions of tourists come to our country which has an important and valuable position for tourism, every year and the demands for language learning, in this context, language instructors have great responsibilities with the increase in the use and importance of foreign languages compared to previous years. In order to ensure intercommunal communication correctly and effectively today, there is a need for foreign language teachers who focus on the cultural aspect and tolerate intercultural differences. In parallel with these developments, concepts such as "cultural awareness" and "intercultural communicative competence" come to the fore in today's foreign language education.

FUNCTIONAL USES OF 'OKAY' IN INFORMATION GAP TASKS: A CASE STUDY IN THE TURKISH EFL CONTEXT

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Abstract

This qualitative case study investigates the types and functions of the discourse marker 'okay' used by Turkish EFL learners in one-way and two-way information gap tasks. The study group consists of two adult Turkish EFL learners enrolled in a soft EMI programme at a state university located in Türkiye. Upon completing three sets of one-way and two-way information gap tasks, the participants' use of 'okay' as a discourse marker has been analyzed based on Brinton's (1996) taxonomy of pragmatic functions of discourse markers. Findings show that the participants utilize 'okay' to accomplish their communicative needs in various pragmatic types, including examples of textual and interpersonal functions. It is discussed that functional uses of common discourse markers such as 'okay' constitute an important part of developing pragmatic competence. This further suggests that teaching multiple functions of a discourse marker in different interactional contexts could have positive effects on EFL learners' communicative language ability.

Keywords: information gap tasks; discourse markers; pragmatic competence; EFL learners

DIRECTED MOTIVATIONAL CURRENTS IN EFL TEACHER EDUCATION: INSIGHTS FROM A LINGUISTICS COURSE

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Abstract

This qualitative study investigates the Directed Motivational Currents (DMC) experienced by Turkish EFL teacher candidates during a 14-week linguistics course. By tracking perceived motivational levels on an ordinal scale and collecting weekly reflective journals, we have tracked the fluctuations in participants' motivational levels and explored the factors influencing these changes. The findings reveal that motivation levels were notably affected by academic pressures, such as assessment weeks, and personal factors, including emotional well-being and external stressors. The study highlights the significance of monitoring motivation across a specific course, offering valuable insights into how DMCs manifest and evolve within a group of learners over time. These insights contribute to a more nuanced understanding of DMCs in EFL contexts, particularly in relation to the challenges and dynamics of theoretical components of teacher education programmes.

Keywords: directed motivational currents, teacher education, motivation, linguistics, English as a foreign language

ROOM 3

SHINING A FLASHLIGHT INTO LEARNING AND TEACHING: A METAPHORICAL ANALYSIS OF PROSPECTIVE TEACHERS' THINKING FROM THEORETICAL PERSPECTIVES

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Abstract

Metaphors, as powerful figures of speech, offer valuable insights into cognitive processes by reflecting underlying states of mind and perceptions. In the context of education, metaphorical expressions can reveal how prospective teachers conceptualize complex ideas such as learning and teaching. This study investigates the metaphorical perceptions of prospective teachers of English (PTEs) regarding the concepts of "learning English" and "teaching English." The participants in this qualitative study are pre-service teachers from the English Language Teaching (ELT) department of a state university. To gain an in-depth understanding of their conceptualizations, PTEs were prompted to complete the metaphors "Learning English is like...because..." and "Teaching English is like...because..." These responses were then analyzed using metaphor analysis to categorize them according to conceptual themes and learning theories. Preliminary findings suggest that the metaphors employed by PTEs provide a clear portrait of their understanding of teaching and learning, with significant implications for both theory and practice in English language teacher education. By reflecting on these metaphorical bases, educators can better comprehend and address the needs of future teachers, contributing to more informed and effective teacher training programs.

EMPOWERING LANGUAGE LEARNERS: INSIGHTS FROM A LANGUAGE ADVISING PROGRAM

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Abstract

In this presentation, a language advising program designed to enhance self-directed learning will be introduced. Language advising programs facilitate self-directed learning, enabling learners to set their own goals and make independent choices. To promote learner autonomy, such a program was implemented with four Turkish participants over an eight-week period, focusing on researching language advising in action. Additionally, this study explores the factors contributing to their language learning journeys, emphasizing the need to encourage learners to envision their future selves during the process. The preliminary results of this qualitative study will be shared, highlighting the importance of engaging in reflective dialogue with language learners. These insights aim to effectively support learners in becoming more autonomous.

ROOM 1

SIGNIFICANCE OF PEACE EDUCATION IN LANGUAGE TEACHING

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Abstract

Globalization has effectively converted our planet into a vast village within a span of less than a couple of decades. The ongoing advancements in technology and society have unquestionably had a role in educating individuals about things that are previously unknown. Numerous substantial endeavors have consistently been undertaken with the goal of bridging boundaries and cultures to uphold peace among countries in diverse places. Several organizations and associations have made significant endeavors to be part of this challenge. Among these efforts, there is one aspect which holds a great potential for furthering the promotion of peace; language. If peace is defined as the ability to know, understand, and tolerate others, and language is the mechanism by which information and culture are communicated, then it is crucial to acknowledge the significant connection between peace and language.

This article aims to provide a concise introduction to the ideas such as global education and peace education, specifically focusing on the connection between these phrases and language teaching. This article also discusses the integration of peace and global issues into language instruction, with the goal of increasing students' knowledge and dedication to international matters. Another interest of this article is to discuss the significance of language instructors' attitudes and opinions in teaching and fostering peace in the classroom and beyond. Educators, particularly language teachers, often serve as influential role models for their students.

Keywords: language learning, peace education, global education, language teachers

EFL TEACHERS' PERSPECTIVES ON THE IMPLEMENTATION OF THE MINISTRY OF EDUCATION'S 2023 ASSESSMENT REGULATIONS FOR EVALUATING THE FOUR LANGUAGE SKILLS

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Abstract

The study sought to examine the perspectives of EFL instructors on the Ministry of Education's 2023 assessment and evaluation norms pertaining to the evaluation of speaking, listening, reading, and writing skills in English lessons Data were collected from 99 secondary school English as a Foreign Language (EFL) teachers in Karaman, Turkiye using a questionnaire that included a range of subjects designed to elicit the teachers' perspectives. Statistical analysis using Pearson's and Spearman's correlation analysis, T test, and ANOVA test revealed that evaluating four talents appears to have a positive and advantageous impact on both teachers and students under appropriate circumstances.

DE FACTO AND DE JURE POLICIES OF INTERNATIONALIZATION IN TÜRKIYE'S HIGHER EDUCATION: A CRITICAL CONTENT ANALYSIS OF FOREIGN LANGUAGE SCHOOLS' MISSION AND VISION STATEMENTS

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Abstract

With English as the lingua academia, numerous higher education institutes in non-English speaking countries including many universities in Türkiye provide programs with English medium of instruction (EMI) to receive international recognition. To that end, schools of foreign languages (SFLs) of these universities offer English courses to their students to ensure high levels of proficiency. Bearing in mind the central role SFLs have, this study analyzes how the mission and vision statements (MSs and VSs) of the SFLs of Turkish universities align with the strategic goals for internationalization as stated by the Council of Higher Education.

This paper encompasses the MSs and MSs of the SFLs of 97 Turkish universities listed in the Times Higher Education World University Rankings 2024. Among these SFLs, 85 provided an MS in Turkish while only 68 of them were in English. Likewise, they provided 80 and 62 VSs in Turkish and in English respectively. This showed that only 82.45% of these SFLs made their MSs and 77.6% of them made their VSs public to Turkish speakers; while this percentage decreased to 65.96% for MSs and 60.14% for VSs for non-Turkish speakers. The statements were later analyzed through qualitative content analysis using a software called MAXQDA 24. The findings showed that even though these SFLs are expected to serve as units enhancing the internationalization efforts within their institutions, they focused more on the language skills of their existing students rather than the students' internationalization and global engagement. Furthermore, there are multiple discrepancies between Turkish and English statements reflecting inconsistencies. We conclude that the SFLs need to seek better alignment with the national policies of higher education and review their online spaces accordingly.

ROOM 4

THE SOURCES OF FOREIGN LANGUAGE INPUT IN THE TURKISH EFL CONTEXT

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Abstract

Effective language teaching relies heavily on the diversity and quality of input sources available to learners. Various sources of input provide learners with exposure to the target language in diverse contexts, enhancing their comprehension, speaking, reading, and writing skills. It is a common belief that schools are the most important sources of foreign language input, and those who get formal instruction in a second language do better than those who do not, both in terms of the speed at which they develop proficiency and the overall degree of proficiency they reach (Ellis, 1991). However, as technology advances, the sources of input vary in foreign language learning environments, and this situation poses problems in terms of the foreign language instruction process and teacher training programs. In light of this issue, our goal was to identify the diverse sources of foreign language input in the Turkish EFL context. To this end, ideas and perceptions of 20 university students with B1 level of English language proficiency were analyzed with a qualitative research paradigm. The participants were interviewed one by one, and the transcriptions of these interviews were analyzed through content analysis with an inductive approach. The results revealed that the foreign language input coming from formal educational settings was minimal, and the most significant input sources were online video games, movies, and TV shows in English.

ROOM 1

PROMOTING CULTURAL DEVELOPMENT THROUGH LIMERICKS IN ENGLISH LANGUAGE TEACHING CLASSROOMS

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Abstract

The symbiotic connection between language and culture has always concerned L2 practitioners and language policymakers. This paper examines the use of limericks as an engaging and exciting way to promote and integrate cultural dimensions in language classes. Limerick poems are usually humorous and read quite quickly. The final line is typically designed to make people laugh. The strict organization of the lines and the rhyming pattern in a limerick can feed into the learners' linguistic development. Its storytelling can lead learners to discover the contextual and cultural factors the humor elicits. Even though it is known that the use of literature in general to promote language and culture learning is advocated in English language teaching classrooms, the use of limericks has not been adequately covered. The researchers will provide examples of limericks appropriate for students' age and cognitive development, and they will suggest ways of integrating culture through storytelling in the limerick.

ROOM 2

CHANGING PERSPECTIVES OF EFL TEACHERS TOWARDS THE USE OF TECHNOLOGY IN LANGUAGE INSTRUCTION

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Abstract

The global pandemic that lasted about two years from 2020 to 2022 caused permanent changes all around the world in every aspect of our lives, including health, economy, and education. Foreign language instruction is not an exception to this global phenomenon. During the pandemic, like their colleagues all around the world, Turkish EFL teachers had to deal with digital technology intensely. This situation created a natural and tacit experimental process. The aim of the current study is to analyze the changes in Turkish EFL teachers' perspectives concerning the use of technology in foreign language instruction that is supposed to have occurred during the pandemic. To this end, two sets of qualitative data were compared. One of the data sets had been collected before the break of the global pandemic for a different project, and 15 Turkish EFL teachers participated in it. The second data set was collected after the pandemic from 20 EFL teachers that share similar characteristics with the previous participants. The participants were interviewed with the same questions and under similar conditions. The data sets were analyzed through content analysis. The results revealed that, compared to the common all-positive attitudes towards the use of technology in foreign language instruction before the pandemic, some level of suspicion appeared among EFL teachers after a two-year active experience with technology during the pandemic. The all-positive attitude towards technology seems to have been replaced with a common mindset questioning the benefits and practicality of the use of digital technology in foreign language instruction.

CORROBORATING LOWER AFFECTIVE FILTER OF PRE-SERVICE JUNIOR ENGLISH LANGUAGE TEACHERS IN SPEAKING SKILLS THROUGH THE METAVERSE

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Abstract

This study aims at helping pre-service junior English language teachers to lower their speaking anxiety through the integration of the metaverse into the teaching process as well as exploring gender-related differences in anxiety levels. Therefore, A total of 57 pre-service junior teachers from a state university in Türkiye participated in the study. Initially, a pre-test was administered to the participants using the "Foreign Language Speaking Anxiety Scale" which was modified by the researcher. Some items of the original scale were excluded, while some new items were added considering the aim and the scope of the study. Making some adjustments, the final version of the scale demonstrated high reliability, with a coefficient exceeding 0.9, and all items showed positive and statistically significant factor loadings. Following the pre-test, students involved the 11 weeks of the metaverse classes. During the metaverse classes, participants were asked to follow the topics in the curriculum which were given to them beforehand. After the 11 weeks of speaking classes, participants were given the post-test. In order to see the metaverse readiness and to examine if there was a gender-related factor effecting the anxiety levels of the participants, both the pre and the post anxiety levels of the participants were checked and compared. The gathered data was analyzed quantitatively adopting the SPSS. According to the findings, it was observed that the pre-service junior teachers can be said to have lowered their anxiety levels thanks to their avatars and the inclusion into the metaverse classes. However, despite the overall decrease in anxiety levels, female participants exhibited higher levels of speaking anxiety compared to their male counterparts both before and after the intervention. Furthermore, the study aims to provide insights for both teachers and learners regarding the integration of the metaverse into English language teaching.

ROOM 4

CHATGPT IN THE CLASSROOM: A REVIEW OF RECENT STUDIES AND THEIR IMPLICATIONS FOR LANGUAGE TEACHING

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Abstract

As an artificial intelligence tool that has experienced unprecedented growth in recent years, ChatGPT has become the subject of intense debate within the realm of education, particularly in the field of language teaching. Since its release in November 2022, investigating ChatGPT has been a continuing concern within foreign language education, especially regarding its roles, effects, and implications for language learning and teaching practices. In light of the growing interest and emerging research on the use of ChatGPT in education, the objective of this review study is to provide an overview of the current landscape of ChatGPT studies related to language education, specifically in the context of English Language Teaching (ELT). By focusing exclusively on SSCI-indexed research papers from the Web of Science database, this study examines the most influential articles and their findings on ChatGPT's roles and effects in teaching and learning. According to the findings, despite the growing acceptance of ChatGPT in educational practices, there exists a range of differing views and perceptions among teachers and students regarding its use in education. The review uncovers that ChatGPT can offer advantages such as providing timely feedback, serving as an unbiased learning assistant, and facilitating easy access to learning without time or location constraints, while also posing risks such as overreliance, ethical considerations, providing inaccurate information, and lacking the ability to comprehend emotions. This study provides valuable insights into the current state of ChatGPT in language teaching practices and serves as a resource for researchers, teachers and policymakers interested in ChatGPT.

ROOM 1

MINDS VS MACHINES: A COMPARATIVE STUDY OF AI AND TEACHER-GENERATED SUMMARIES IN ELT

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Abstract

This study investigates the differences between human-generated and AI-generated summaries in the setting of a remote EFL lesson, addressing the research problem of how each approach captures and interprets lesson content. Utilizing Zoom AI as the AI summarization tool, the study compares its output with summaries created by ten human educators. Each participant summarized the same lesson, providing a basis for direct comparison. The methodology involved both qualitative analyses, focusing on aspects such as content comprehensiveness, pedagogical judgment, contextual understanding, and the recognition of classroom dynamics. The key findings reveal that while the AI-generated summary was significantly more efficient in capturing the content, it lacked depth in educational insights and contextual nuances. Human-generated summaries, conversely, provided richer educational judgments and a better understanding of classroom interactions but sometimes strayed from the core content lessening their educational value. The study suggests a complementary approach, integrating AI's efficiency with human expertise through a human-in-the-loop system, to enhance the overall quality and utility of educational summaries. These results have important implications for the integration of AI in educational settings, highlighting the potential for AI to assist educators and the irreplaceable need of the nuanced understanding and contextual interpretation that human educators provide.

ROOM 2

THE ROLE OF ARTIFICIAL INTELLIGENCE IN TEACHING ENGLISH LANGUAGE SKILLS AND DOMAINS: A SYSTEMATIC REVIEW OF PEDAGOGICAL APPLICATIONS

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Abstract

The integration of Artificial Intelligence (AI) into language education has received increasing attention in recent years, influencing both classroom instruction and autonomous learning practices. Despite the growing body of research on AI's role in supporting English language learning, questions persist regarding its effectiveness in the pedagogical application of teaching English language skills and domains in classroom contexts. This systematic review examines the use of AI in various educational contexts between 2019 and 2024, focusing on studies indexed in SCI-EXPANDED, ESCI, SSCI, and AHCI. A total of 88 articles were initially identified, of which 20 met the inclusion criteria for detailed analysis. The findings demonstrate that AI significantly enhances language skill development by improving learners'; productive capacities and learning rates, while simultaneously promoting learner autonomy. However, challenges arise from learners'; dependence on AI-generated solutions, which may hinder deeper engagement in inquiry and independent production. Moreover, the review highlights a notable methodological limitation, as the majority of studies employ quantitative methods, restricting the exploration of AI's broader and more personalized impact on the learning process. To address these gaps, the review suggests that future research should incorporate more comprehensive and mixed-method approaches, alongside the development of pedagogical frameworks to better integrate AI into language education, ensuring its effective and sustainable application.

Keywords: Artificial Intelligence, language skills, language domains, review, English language teaching

EXPLORING THE LANDSCAPE OF SERIOUS GAMES IN EDUCATION: A CO-OCCURRENCE AND BIBLIOGRAPHIC COUPLING STUDY

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Abstract

With the developing technology, serious games have attracted a rising interest in recent years, especially in the field of language education. Serious games are educational digital games that support in-class and out-of-class teaching, specially produced for educational purposes. Serious games have attracted most attention lately because their purpose is education rather than entertainment. Using these games in the classroom is both easier and more convenient than others. Although there are lots of studies about using serious games in teaching English and gamification, there is a lack of bibliometric studies in the literature. This study aims to conduct a bibliometric analysis of serious game studies in the literature. For this aim, the R Studio's Bibliometrix software was used to analyse articles related to serious games from the Web of Science Core Collection between 2020 and 2024. These publications were analysed using co-authorship, co-occurrence, and considering factors such as author, country, journal, keyword, and similar variables. The visualization map of co-occurrence analysis showed main themes and trends like serious games, gamification, and game-based learning; on the other hand, it also showed possible research gaps such as achievement through educational games, behavioural changes in students, intrinsic motivation, anxiety and adult education. The co- citation network provided valuable information about how influential these papers in academic discourse are. These findings highlighted unexplored authors and emerging trends. Accordingly, this bibliometric study not only maps the current state of research on serious games in language learning, but also offers critical insights into emerging trends and potential research gaps. These findings can serve as a guide for educators and researchers to explore underdeveloped areas in serious games.

ROOM 4

UNLEASHING CONTRIBUTING FACTORS OF AI ON ENGLISH LANGUAGE LEARNERS' EMOTIONAL LITERACY: A QUALITATIVE STUDY

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Abstract

The prevalent integration of Artificial Intelligence (AI) into educational contexts becomes warrants deeper exploration and demands closer scrutiny of its potential impact on learners' emotional experiences, particularly in English language learning. Through a qualitative research design involving in-depth qualitative interviews with a purposive sample of participants, this study investigates English language learners' (ELLs) perceptions of AI tools' impact on their emotions, focusing on both specific stressors and positive emotional experiences associated with AI-assisted language learning, and how AI-driven learning environments contribute to their emotion regulation in face-to-face language learning classrooms. Specifically, building on insights from contemporary research (Abdolrezapour & Ghanbari, 2022; Kruk et al., 2022) that underscore the crucial role of emotions in language learning, this research explores AI's potential to cultivate emotional literacy—a fundamental competency for recognizing, understanding and regulating emotions within educational contexts. Participants of the study included a total of 38 ELLs actively engaged in AI-supported language learning. Interviews were analyzed through qualitative content analysis to identify common emotional stressors and emotion regulation strategies associated with AI use. Findings revealed that AI platforms played a dual impact (through personalized feedback and adaptive features of AI tools, AI-enhanced interactivity and engagement alleviated negative emotions such as frustrations, demotivation, and anxiety while they also fostered positive emotions such as enjoyment, motivation, and confidence). However, some learners expressed frustration arising from the lack of human-like interaction and flexibility, noting AI systems to be perceived as excessively rigid and detached, which occasionally impeded emotional rapport and assistance. The study concludes by providing recommendations for optimizing AI platforms to enhance ELLs' emotional well-being for a more supportive and enjoyable learning experience. By addressing both the emotional challenges and benefits of AI use, this study underscores the potential of AI to significantly enhance learners' capacity to regulate their emotions and the importance of further research into AI's role in promoting emotional resilience, well-being, and sustained motivation in language learning environments. The study advocates for novel approaches to AI design that prioritize emotional sensitivity and cognitive growth, aiming to optimize learning outcomes.

Keywords: AI, English language learning, emotions, L2 learners, language learner psychology and emotional literacy

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ROOM 1

THE OPINIONS OF THE PARTICIPANT LEARNERS WHO RECEIVED SELF-DIRECTED LANGUAGE LEARNING IMPLEMENTATIONS

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Abstract

A key skill for the 21st century, self-directed learning that originates from adult education, is a process where learners manage their own learning journey. This involves recognizing their educational needs, setting learning goals, identifying both human and cognitive resources, selecting and applying suitable learning strategies, and assessing the outcomes of their learning efforts, either independently or with support. The approach is the focus of the research conducted across various educational fields, including language education, to assess how effectively it can be implemented in classroom settings, which are found as unearthed issues in the field. Therefore, the present study aims to uncover the opinions of the participant learners on the received self-directed language learning implementations. A sixteen-week study is carried out with undergraduate participants at the A2 proficiency level at a preparatory language school in a state university in Turkey. Data collection tools such as learning logs, open-ended questionnaires, and focus group interviews are utilized for content analysis to identify the emerging themes. The results reveal that the participants have benefitted from the self-directed language learning activities in the implementation sessions in class; they have developed a more positive attitude towards self-directed language learning and strategic behaviors. It is assumed that the findings of the study will inspire the novice language instructors in their teaching journey.

INVESTIGATING THE FACTORS AFFECTING PHONATION TIME RATIO OF SECOND LANGUAGE LEARNERS USING SURVIVAL ANALYSIS

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Abstract

Research on second language phonology acquisition generally focuses on revealing the multifaceted nature of language performance through various measures such as complexity, accuracy, success and fluency. Although these measures give results such as whether and to what extent second language learners acquire language skills, they are also quite important for determining how they develop them over time. In this context, there are a number of cross-sectional and longitudinal studies in the literature. While cross-sectional studies provide insights into these criteria, longitudinal studies provide findings that track the growth of these criteria over time and examine how they interact dynamically throughout the learning process. Moreover, it is also very important to investigate the factors affecting the acquisition of these criteria during a certain period of education. In this study, the factors affecting the phonation time ratio success values coded to determine the English second language oral performance of 66 students with Arabic, Chinese and Korean language backgrounds who studied at the English Language Institute at the University of Pittsburgh for a certain period of time are examined using the survival analysis method. In the study, firstly, the assumptions of survival analysis of students studying in different semesters of 2010 were tested to examine the factors affecting students' possession of certain phonation time ratio. Since the assumption was not provided, parametric regression models were used and AIC and BIC criteria were examined to determine which model provides better predictions. According to the results obtained from the Log-Logistic survival model, it is found that students with Arabic language background reach the phonation time ratio required for language proficiency at the end of the education period in a longer time compared to students with Chinese and Korean language background. At the same time, it is observed that students who were initially at a low-intermediate level reached the necessary phonation time ratio for language proficiency at the end of the training period in a longer time compared to high-intermediate students. Additionally, it is found that age and gender do not have a significant effect on reaching the phonation time ratio required for language proficiency.

Keywords: phonology acqusition, language learning, second language learning, longitudinal studies, survival analysis, Log-Logistic survival model

ROOM 3

DIALOGUE JOURNAL WRITING: A WAY OF TURNING INFORMAL DIALOGUES INTO A LEARNING MILIEU AND OFFERING AFFECTIVE GUIDANCE OR A FANTASY?

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Abstract

The well-established potential of the educational strategy Journal Writing (JW) assisting learners navigate various academic and personal concerns in times of turmoil as well as non-crisis ones has ongoing relevance for today's isolated world where students long for a sense of rapport with their teachers. Quickly adapting JW as a crisis-responsive teaching tool by turning it to a content-based interactive dialogic activity during the school closures in the COVID-19 pandemic, i.e., DJW, to ensure instructional continuity, feedback, and affective guidance, the current case study examined the attitudinal responses of thirty English-majors (F=23; M=7) enrolled at the preparatory programme of a state university towards the utilisation of DJW in writing classes. During the cyclical process of DJW, the participants and the researcher exchanged student-led journals in total 5 rounds, once a week, utilising both texts and visuals. Their views were investigated from three broad angles, including their experiences, perceptions, and suggestions, and the qualitative data were gathered via an open-ended questionnaire in the form of a self-report with five clarification questions and the DJW entries. The results of the data analysis currently in progress will be shared and discussed at the conference. Despite the post-pandemic era, the sustained distance learning practices as well as the continuing need for supporting learner well-being and resilience necessitate further studies with their potential to propose long-term educational insights to better prepare teachers for diverse future negativities. The research, thus, will conclude with pedagogical implications on DJW as a form of therapeutic writing to ensure reading-writing connection, offer a real audience, enhance student-teacher rapport, and support learners' emotional and social development as well as resilience.

INTERCULTURAL COMMUNICATION: LANGUAGE AND CULTURE

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Abstract

With a focus on their contextual interdependencies, this study examines the complex relationships that exist between language, communication, culture, and power in the light of Jane Jackson's "Language and Intercultural Communication". Language is the main means by which cultural norms and values are passed down, forming both individual and group identities. These cultural manifestations are conveyed through verbal and nonverbal communication, which shapes social relationships and hierarchies. Because language may reflect and reinforce society structures and be used as a tool for either empowerment or oppression, the interplay of power dynamics is essential. Language not only transmits information but also communicates authority and legitimacy in a variety of contexts, including politics, education, and daily life. This study examines how linguistic practices that might marginalize some groups while elevating others—such as codeswitching, jargon, and discourse strategies—are manifestations of power. We provide light on how language either upholds or undermines power dynamics by looking at case studies from various cultural contexts. Eventually, seeing language as a cultural artifact entwined with power relations enhances our knowledge of social relationships and provides insights into the possibility of communication that might change lives. This study urges academics and professionals to consider the effects of their communication decisions on larger social structures and promotes a critical analysis of language use in many circumstances.

Keywords: culture, communication, language, socialization

INFLUENCES OF ERASMUS+ YOUTH EXCHANGE PROJECTS ON PARTICIPANTS' WILLINGNESS TO COMMUNICATE AND L2 MOTIVATION

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Abstract

Erasmus+ Youth Exchange Projects are a subset of Erasmus+ Mobilities. They provide opportunities for residents and citizens aged 13 to 30 in Erasmus+ Programme related countries to engage in informal L2-spoken contexts. Following the current needs announced by the European Union Youth Strategy, projects have been formed to highlight the outcomes of these topics for the participants. Previous research has primarily focused on different branches of the Erasmus+ Programme such as Erasmus+ Student Exchange. Consequently, there is a lack of study on the impact of these projects' effects on attendants' speaking skills. This study highlights how Erasmus+ Youth Exchange Projects spur the motivation to use English as a medium of communication and the projects' influence on willingness to communicate in terms of gender, age and nationality. The data consist of 56 individuals from 17 nationalities and various age groups. An explanatory mixed-method approach has been applied to analyse the impact of these projects in detail. After the quantitative data of the 56 participants were analysed via IBM SPSS Version 25.0, 7 attendees from the group took part in the qualitative part and their responses analysed thematically. The outcomes illustrate a positive relationship between Erasmus+ Youth Exchange Projects, motivation to use L2 and willingness to communicate. The study will raise the awareness of using L2 in intercultural settings by providing real-life contexts and emphasize the contribution of non-formal education to L2-spoken interaction.

SYSTEMATIC REVIEW OF THE STUDIES INVESTIGATING FOREIGN LANGUAGE ENJOYMENT

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Abstract

The present study analyzed twenty-nine articles which investigated Foreign Language Enjoyment in six different journals throughout the last decade. It collected studies whose main focus is Foreign Language Enjoyment (FLE), and received the most citations in the selected journals. The purpose of the study was to discover the study contexts and methods employed. The other research focus was to reveal the most recurrent themes or topics covered in these studies. It was unveiled that most of the studies were conducted in Europe and the Middle East, and almost half of them had a quantitative design. Regarding the themes of the selected articles, the present study identified four recurrent themes; investigating FLE, investigating FLE together with Foreign Language Anxiety (FLA), the dynamics or fluctuations of FLA and FLE over a period of time, and the learner-external as well as learner-internal effects on FLE and FLA. Several pedagogical implications were provided in terms of the importance of teaching practices and supportive learning environment on foreign language enjoyment.

STRENGTHENING TEACHER RESILIENCE: PRACTICAL STRATEGIES FOR OVERCOMING PROFESSIONAL CHALLENGES

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Abstract

Resilience, characterized as the capacity to adapt and sustain effective performance in the face of adversity, has become a vital attribute in the teaching profession. This presentation delves into the complex nature of teacher resilience, with a particular emphasis on its importance for educators working in high-stress environments. Teacher resilience involves adaptability, emotional regulation, and self-efficacy, equipping individuals to bounce back from challenges while maintaining professional effectiveness. Given the intricate demands of the teaching profession, especially in English as a Foreign Language (EFL) contexts, cultivating resilience is crucial to preserving both personal well-being and instructional quality.

The presentation underscores the increasing relevance of resilience in educational research and practice, highlighting its role in preventing burnout and fostering long-term commitment. By exploring the various factors that erode resilience—such as overwhelming workloads, inadequate resources, and strained interpersonal dynamics—this presentation offers a thorough examination of the obstacles teachers encounter.

Moving from analysis to action, the authors intend to present practical, evidence-based strategies aimed at bolstering teacher resilience. By providing tangible, actionable strategies, this presentation seeks to equip EFL teachers with the skills needed to build resilience, enabling them to navigate professional challenges while maintaining high standards of teaching.

TEACHING BEYOND WORDS: TURKISH EFL TEACHER PERCEPTIONS TO FOSTER 21ST CENTURY SKILLS THROUGH GROUP WORK

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Abstract

As a requirement of modern society, there has been a drastic focus on education, extensively navigating around the twenty first century skills. These competencies are considered as 4Cs, which stand for collaboration, communication, critical thinking, and creativity, and are designed to qualify students and guide them on how to tackle the intricacies and requirements of modern times. The study aims to delve into the perceptions of novice and prospective teachers' perceptions on fostering 21st century skills through group work. Having a qualitative research design, the data collection was applied through thematic analysis by using structured interviews as a data collection tool to gather the opinions of novice teachers and prospective teachers on group work immersion during the teaching process. The results indicated that teachers' perceptions of integrating group work strategies in the teaching process are highly positive. Qualitative data indicated that group work is useful for enhancing 21st century skills. Furthermore, it is mostly thought that the group work process is motivating for the learners as long as it is meaningful, fun, collaborative, and creative. The results have implications for Turkish EFL teachers; despite having some drawbacks, group work integration during EFL classes is likely to reinforce learner's 21st century skills and should be embedded into the teaching process.

PROMOTING SOCIAL ISSUES AND PEACE THROUGH MUSIC IN A LANGUAGE CLASSROOM: A LESSON PLAN FOR CULTURAL INTEGRATION

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Abstract

Teaching cultural elements in language classes deepens learners' understanding of the target language, helping them connect with the social and emotional contexts behind linguistic structures (Byram, 1997). Music, with its universal appeal, serves as a rich resource for integrating cultural themes in language education, fostering engagement and making lessons more memorable (Medina, 1990). This lesson plan, designed for B2-level young adults between 18 and 25 years old, uses a song about social issues and peace to teach English. The primary aims are to improve students' listening comprehension, enhance vocabulary related to social issues and feelings, and develop cultural awareness through music. The lesson follows an integrated-skills approach, incorporating pre-, while-, and post-listening activities to scaffold learning effectively. By focusing on these objectives, the lesson not only advances language proficiency but also promotes critical thinking and empathy in discussing global issues.

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THE USE OF DESIGNEDLY INCOMPLETE UTTERANCES IN THE ELT CLASSROOM

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Abstract

In English Language Teaching (ELT) contexts, eliciting learners' responses is one of the most important ways of encouraging active participation. Therefore, it is important for teachers to use effective elicitation techniques to engage learners in active learning. Although a number of studies have been conducted on various elicitation techniques used in L2 classes, the role of designedly incomplete utterances (DIUs) in eliciting learners' responses is an area of research that needs further contribution. Therefore, this study aims to contribute to this area of research by exploring how teachers use DIUs to prompt learners to display knowledge and whether the use of DIUs is effective in eliciting information from learners. With these aims, the study was conducted in a primary school in Türkiye. The sample consisted of learners who took 2 hours of English classes per week and also their English teacher. The data was collected by the researcher through 4 hours of video recordings of the English classes. After the data was collected, the researcher transcribed the videos to texts. The methodology used in this study was Conversation Analysis (CA), and the researcher conducted a line-by-line analysis of the transcripts. The findings revealed that the teacher used DIUs with a rising intonation and by incorporating hand gestures, and that the teacher used diverse types of DIUs to perform multiple functions including prompting the learners to complete their sentences, enabling learners to notice their own mistakes, and encouraging them to provide the correct utterance with regard to vocabulary, grammar, and pronunciation. It was also found that the learners who made mistakes were able to notice their mistakes after the teacher's use of DIUs and corrected their utterances accordingly. Furthermore, it was observed that the use of DIUs increased active participation. In conclusion, the study demonstrated that DIUs are effective elicitation techniques that get learners actively involved in the ELT classroom. It is expected that the findings will have important implications for teachers in terms of providing learners with effective L2 learning techniques and for researchers who are interested in how various types of DIUs can be used in combination to support L2 learning and promote learner engagement.

THE EFFECTS OF FLIPPED CLASSROOM MODEL ON THE DEVELOPMENT OF 21ST CENTURY SKILLS OF ADULT EFL LEARNERS

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Abstract

Education in the 21st century is seen as much more than a one-direction transfer of knowledge from teacher to learners. There has been an inevitable shift from a traditional classroom to a more learner-centred, dynamic, and interactive one, which primarly aims to prepare learners for the fast-changing 21st century life and help them keep pace with rapidly-developing technology. Along with all the technological developments and changes in the understanding of education, the world has also been experiencing an imperative shift towards distance education and blended learning. The Flipped Classroom Model, which supports a learning environment that is not limited to the borders of the classroom, can be effective in achieving the desired outcomes of the 21st century education in EFL classrooms. The aim of this study is to investigate if there is an effect of Flipped Classroom Model on the development of adult EFL learners' certain 21st century skills which are communication, collaboration, critical thinking, and creativity, also known as 4Cs of 21st century, Information and Communication Technologies literacy skills, and intercultural competence. To gain a deeper understanding of the research inquiry, the study adopted a case study methodology. Additionally, a mixed methods research design was applied to gather more comprehensive data and conduct an in-depth examination. The data were collected from 57 preparatory class students at a state university at three phases. Survey Questionnaire of the Implementation of 4Cs (Bedir, 2017), the Information and Communications Technologies (ICT) Literacy Survey (Aydemir, 2019), and Intercultural Sensitivity Scale Questionnaire (Chen & Starosta, 2000) were administered to participants as pre- and post-forms at the beginning and end of the FCM implementation. Moreover, field notes were taken by the researcher and minute papers were written by the participants three times during the implementation process. Finally, semi-structured group interviews were conducted at the end of the implementation process. The results of the study demonstrated that the Flipped Classroom Model significantly improved 4Cs and ICT Literacy Skills of participants, with a slight positive impact on their intercultural competence. The study reveals the positive effect of FCM on the development of 21st century skills and provides pedagogical implications for implementing FCM in the most effective way.

ROOM 4

TEACHING IN THE AGE OF AI: WHAT'S REALLY ON TEACHERS' MINDS?

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Abstract

As artificial intelligence (AI) becomes increasingly integrated into education, teachers are facing new challenges that may lead to anxiety, particularly regarding job security, adapting to new technologies, and the broader societal impacts of AI. This anxiety, known as AI anxiety, varies across different demographic groups and can affect teachers' willingness to adopt AI tools in the classroom. Understanding the factors contributing to AI anxiety among teachers is essential for developing strategies to support them in this evolving educational landscape.

TASK-BASED LANGUAGE TEACHING THROUGH CULTURE INTEGRATION

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Abstract

This lesson plan aims to improve students' reading abilities and cultural understanding through exploring aspects of culture. It was designed specifically for adult learners who have C1 Level of English Language proficiency, and are considering to study in the United States. The activities in this lesson plan included a focus on helping students develop reading techniques like scanning and skimming, identifying references, and expressing their comprehension through writing and group discussions. The plan underscores the relationship between language and culture by engaging students in tasks such as analyzing images in groups and holding discussions to deepen their cultural awareness. By incorporating technology, collaboration, and reflective exercises such as "Know, Want to Know and Learned (KWL)" charts; it promotes deeper learning and critical thinking on language-related topics. Potential challenges are acknowledged with suggestions provided to maintain student engagement and address any issues that may arise. In essence, this lesson adopts a task-based approach to teaching, that nurtures skills and enhances awareness for a more proficient language use.

Keywords: cultural understanding, task-based teaching, reading strategies, adult learners

DRAMATIZING ENGLISH: TRANSFORMING ELT THROUGH CREATIVE EXPRESSIONS

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Abstract

Drama can transform the language learning experience, creating vibrant classrooms where students not only learn English but also immerse themselves in it. This presentation explores the powerful integration of drama into English Language Teaching, demonstrating how it can ignite student engagement, promote deeper language acquisition, and develop critical communication skills. By stepping into different roles and scenarios, learners immerse themselves in authentic language use, experiencing English in its most lively and contextual form. From improvisation to scripted plays, storytelling to dramatic monologues, literary adaptations to musical parodies, drama activities encourage learners to express themselves creatively, build confidence, and develop fluency in a supportive, interactive environment. This study was carried out by using qualitative methods of data collection and analysis. It spans over a period of ten weeks where the data was collected through purposive sampling from twenty 3rd year undergraduate ELT students (prospective teachers). The students were given five different (individual, pair, and group) drama-based tasks with the purpose of enhancing language skills. Then the rich data that consisted of written scripts, reflection reports, and performances (live and video) was analysed by employing the techniques of content analysis. The findings of the study shows that this drama course has immensely facilitated the students in enhancing not only their core language skills (speaking, listening, reading and writing) but also assisted them in pedagogical strategies to think, critique, adapt, and design drama-based lesson plans for student-centered teaching. The findings show that prospective teachers can design and implement drama activities that cater to diverse learning levels and objectives, having hands-on knowledge of maximizing learners' active engagement, incorporating AI-enhanced tasks and projects, and self and peer reflection techniques. This session aims to ensure that drama becomes an accessible and effective tool in every educator's toolkit. The session attendees will walk away with adaptable insights for integrating drama in ELT classrooms to unlock their students' potential and transform their ELT classroom into a dynamic arena for language and personal growth.

SELECTIVE TRUST IN EARLY CHILDHOOD: EVALUATING SOURCE RELIABILITY IN PRESCHOOLERS' VOCABULARY ACQUISITION

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Abstract

The ability to evaluate the reliability of information sources is a critical cognitive skill that begins to develop in early childhood, particularly as children encounter the complexities of language acquisition. In situations where conflicting information is presented by different sources, young learners must make pivotal decisions regarding whom to trust in the process of vocabulary acquisition. This study investigates whether 4-year-old preschoolers consider the prior reliability of information sources when forming new label-referent mappings. A total of 38 preschoolers, comprising 18 early 4-year-olds and 20 late 4-year-olds, participated in the study. During the Familiarization Phase, preschoolers were exposed to reliable and unreliable informants who labeled familiar objects either accurately or inaccurately. In the subsequent Label and Test Phase, children were introduced to novel objects, and both accurate and inaccurate informants provided labels using unfamiliar words. Preschoolers were anticipated to establish new label-referent associations based on the unfamiliar labels provided by either accurate or inaccurate informants, depending on their previous reliability. The findings reveal that both early and late 4-year-olds preferentially adopted the unfamiliar words suggested by accurate informants for novel objects, indicating an emerging ability to utilize source reliability in their language learning process. These findings underscore the developing ability of 4-year-old preschoolers to utilize prior information about the reliability of informants when forming new vocabulary associations. The observed preference for labels provided by accurate informants highlights the importance of source credibility in early language acquisition. This emerging skill reflects a sophisticated cognitive process that supports effective learning in the context of conflicting information. Future research may further explore how these early evaluative abilities influence other areas of cognitive development and language learning.

ROOM 4

TEXT-TO-IMAGE ARTIFICIAL INTELLIGENCE TOOLS IN VOCABULARY TEACHING: EXPLORING THE POTENTIAL OF OPTICAL ILLUSIONS AND STABLE DIFFUSION

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Abstract

Multidisciplinary nature of the AI products allows them to become increasingly integrated in our lives as they are offered in many useful forms which can benefit different interest groups. Present study focuses on Stable Diffusion, a text-to image generation tool and its potential integration into language teaching education, especially vocabulary teaching. The study examines the extent to which AI-generated visuals can help with comprehension and vocabulary retention by testing the potential of SD in generating optically illusional images of methodically selected target words using text prompts. In order to generate images with the optical illusion technique, illustrations of selected target words from MoNE's Turkish English Language Teaching Program Grade 7 "Environment" unit were created using a black font positioned on a white background specifically for the aim of integrating them smoothly into the 'control_v1p_sd15_qrcode_monster' controlnet model. The findings and generated images by the tool demonstrate that Stable Diffusion can greatly improve conventional vocabulary teaching methods by letting teachers produce educational resources that are both visually appealing and contextually appropriate. However, it has been proven that the accuracy of the prompts which function as inputs must be skillfully crafted to ensure the generation of appropriate and useful classroom materials and also they are the determiners of how effective these tools are. Besides, in order to fully utilize the educational advantages of generative AI tools, educators must be literate in utilizing such tools, highlighting the need for AI literacy training courses for educators.

ROOM 1

RAISING GENRE AWARENESS THROUGH READING TEXTS: AN ANALYSIS OF NATIONAL ENGLISH TEXTBOOKS

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Abstract

Textbooks serve as vital tools for exposing learners to diverse genres through reading texts, allowing them to explore various formats and styles, which is crucial for developing genre awareness. This genre awareness fosters critical thinking skills, as learners become adept at analyzing how genre conventions influence meaning. Moreover, genre knowledge empowers learners to transfer these skills across disciplines, improving their overall academic performance. Ultimately, fostering an awareness of genre is crucial for enhancing reading comprehension and learning outcomes because it helps students to navigate various texts more effectively. Genre awareness also leads to more enriching and effective educational experiences, equipping students with the tools they need for lifelong learning. Therefore, the role of textbooks in modeling genre features is indispensable, as it lays the groundwork for learners to become informed individuals who can recognize the distinct characteristics, structures, and purposes of different genres, and can better anticipate the type of content and the context in which it is presented. In this presentation, English textbooks published by National Ministry of Education for 7-12 grades are analyzed to investigate for which genres awareness is raised. Using the Systemic Functional Linguistics (SFL) as the theoretical framework, a total of 60 units and 112 reading texts were analyzed and findings were reported as frequencies. Findings indicate that the frequencies of genres vary by grade level and some genres are modeled more frequently than others. Overall, the most common modelled genre was descriptive reports followed by expository arguments. On the other hand, some genres such as categorizational report, causal explanation, autobiography, fabl, historical narrative and short story were modeled rarely. Finally, the genres were modeled in mixed order, disregarding the structural and linguistic intricacy levels, and in discordant manner, without recapping covered genres. It can be concluded that genre awareness is raised unintentionally and inconsistently, which may endanger language learners' reading comprehension, writing skills, and language learning outcomes eventually. In the light of these findings, curriculum designers and textbook authors could collaborate in redesigning the order and frequencies of genres modeled in textbooks in a more informed and explicit manner to raise genre awareness and help it to be memorable for language learners.

ROOM 2

INTEGRATING ARTIFICIAL INTELLIGENCE INTO PRE-TERTIARY EDUCATION: BRIDGING GAPS AND ENHANCING CURRICULUM DEVELOPMENT THROUGH PRESERVICE TEACHER INSIGHTS

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Abstract

The rapid advancement of artificial intelligence (AI) is transforming various aspects of society, including education. Despite the growing importance of AI, current research reveals a significant gap in the development and implementation of AI curricula at the pretertiary education level. The present study aims to investigate how preservice teachers' perceptions and practicum experiences influence the integration of AI in English Language Teaching (ELT) curricula for K-12 education. This study employs mixed methods research, including open-ended questionnaires, observations, and focus group interviews with 85 preservice English language teachers, alongside quantitative data from a pretertiary AI curriculum survey adapted from Chiu et al. (2022). The preliminary findings offer insights into the development of AI curricula and highlight the importance of teacher autonomy and ongoing scholarly evaluation in enhancing AI education. Further analysis and implications will be discussed with audience.

EXPLORING DIRECTED MOTIVATIONAL CURRENTS IN ENGLISH LANGUAGE LEARNING: A QUALITATIVE CASE STUDY OF TURKISH EFL LEARNERS AT TERTIARY LEVEL

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Abstract

This study investigates Directed Motivational Currents (DMCs) among Turkish English as a Foreign Language (EFL) learners at the tertiary level. It specifically examines the elements that initiate these motivational experiences and how they are expressed. The research focuses on the language learning experiences of two university students using qualitative approaches such as interviews and motivational graphs. The analysis uncovers clear motivational profiles: the first student's motivation stems from personal interest, social impact, and goals for cultural participation, whereas the second student's motivation is fuelled by practical applications and urgent social situations. The key themes found encompass the impact of individual interests and societal influences on language acquisition, the use of self-directed learning to overcome educational constraints, and the perception of English to unlock prospects. This study enhances our comprehension of DMCs in EFL settings, emphasising the significance of motivation in language acquisition and the significance of personal and situational influences. This study offers empirical evidence that supports the DMC framework and gives practical implications for educators of EFL. This involves creating customised teaching procedures and curricula that correspond to the varied motivational requirements of learners, highlighting the need of personalised approaches in teaching English as an EFL. The results support the idea of emphasising the practical use and active involvement with the language outside of traditional classroom environments, highlighting the important influence of motivation in the process of acquiring a language.

Keywords: DMCs, Directed Motivational Currents, EFL, Turkish EFL students

ROOM 4

A STUDY ON THE EVALUATION OF MONDLY: A GLOBAL LANGUAGE LEARNING PLATFORM

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Abstract

Technological developments and the reflections of these developments in the field of foreign language learning have led to an increase in the number of learners trying to learn a foreign language through various applications. This suggests that a comprehensive evaluation of the applications in terms of language learning would be effective and important for both language learners and educators because knowledge of the applications would facilitate their choices in line with their own learning and teaching goals and preferences. With this in mind, this review study aims to objectively evaluate Mondly, one of the most widely used foreign language learning software worldwide. The study primarily focuses on the core features of the application, user interface design, lesson structure, and the language learning activities included in the application. The results revealed both strengths and some limitations of the Mondly program. Also, the overall results suggest that the Mondly app is a useful supplementary tool, especially for beginner-level foreign language learners. The findings of this study are expected to offer valuable insights for language learners and teachers and be useful for improving Mondly and similar foreign language learning applications.

ROOM 1

PRESERVICE EFL TEACHERS' PERCEPTIONS OF COOPERATIVE LEARNING

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Abstract

English Language Teaching (ELT) has transformed from traditional, teacher-centered methodologies to more student-centric approaches that emphasize active engagement and constructive learning. One such approach is cooperative learning (CL), which involves students working together in small groups to achieve a common goal. CL in language education began to garner significant attention in recent years. Studies consistently demonstrate that CL improve communication skills, increase motivation and engagement, and promote more positive attitudes towards the target language. Thus, integrating CL into teacher education programs is particularly important to equip pre-service English teachers with effective pedagogical strategies. Considering the importance of CL in language learning and teacher education, this presentation reports findings of a qualitative case study which investigated 62 junior-year preservice EFL teachers' perceptions of cooperative learning. Data was collected during a course on writing and genre pedagogy which aimed to help students personally experience CL through various tasks such as group presentations, micro-teachings, and assessment. At the end of the course, students submitted written reflections in which they reflected on the course and tasks. In addition to the reflections, 12 students volunteered for focus group interviews. Reflections and interviews were analyzed through open coding based on grounded theory. Findings indicate that participants generally perceived cooperative learning as a valuable pedagogical approach that enhanced not only their engagement in the course but also understanding of the course content as a result of having the opportunity to interact with other group members and work with them effectively via cooperation and teamwork. Participants also indicated that CL fostered social interaction and the tasks made the learning experience more dynamic and interactive, thus the course content became more memorable. Despite the issues that emerged in some groups due to divisive conflicts and power struggles, the support group members provided to each other promoted a supportive and relaxed environment in general. To conclude, through the cooperative tasks, the participants personally experienced the potential benefits of CL and their perceptions were mostly positive. It is increasingly important for teacher educators to integrate CL into higher education, explicitly teach about CL, and provide first-hand experiences to prepare teachers who are equipped with teaching English through student-centered approaches and active learning tasks.

A BIBLIOMETRIC ANALYSIS ON TOURISM AND ENGLISH

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Abstract

Tourism is one of the important service areas where academia and the sector are considered as a whole. Service quality in the tourism sector is closely related to comprehensive foreign language education in academia. Students who graduate from departments with inadequate English education may have difficulty in establishing a foothold in the sector. Similarly, the quality and service quality in the tourism sector are also negatively affected by this process. Sector managers want to prioritize the employment of personnel who have improved themselves in terms of foreign languages. This study examines academic research conducted on English education in the field of tourism and the importance of English. In this way, it is aimed to determine the importance given to English in tourism education quantitatively. Within the scope of the study, articles on tourism and English language education in the Web of Science database were examined with bibliometric analysis. As a result of the study, quantitative findings regarding researches on tourism and English language education were included. In the literature, the approach to English language education in tourism was determined and suggestions aimed to contribute to researchers and literature were developed.

Keywords: English Language Education, English in Tourism, Tourism, Tourism Education, Web of Science

ROOM 3

FOREIGN LANGUAGE TEACHING CURRICULUM FOR THE GIFTED: A PROPOSAL

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Abstract

Developing a curriculum for gifted learners is a difficult task. It is more challenging if it is to teach English as a foreign language since it requires the fusion of two main disciplines: language and special education. The foreign language curriculum for gifted learners recognizes language, giftedness and knowledge as the mainstays of the curriculum. Communicative competence, language components and social interaction to clarify what the nature of language is and how it is learned/taught; The Three-Ring Conception of Giftedness by Renzulli (1988) to shed light on giftedness; propositional and ability knowledge to reach excellence construct the theoretical foundation of the curriculum. The design is the synthesis of three sources of a curriculum: gifted as the individual, language as the subject and the tasks as the problem. The constitutional traits of the curriculum can be listed as the following: (1) the curriculum functions as a guide to improve the gifted learners' foreign language learning., (2) it accepts language as a social phenomenon that thrives in society through interaction., (3) giftedness is the junction point of above average potential, creativity and task commitment., (4) excellence requires the integration of knowledge and skills., (5) the curriculum puts the gifted in the centre of the design and makes it responsible for all stages of the design.,(6) the curriculum has such goals as self-actualisation, gaining academic information and career opportunities but no specific objectives., (7) the potential and the needs analysis reveal out the specific objectives.,(8) The content is chosen and organised by the learner and the teacher regarding the descriptive objectives by differentiating through enrichment and acceleration., (9) the differentiated curriculum units are experienced by means of individual or group projects., (10) each project is expected to end with at least one concrete product., (11) evaluation is two dimensional and carried out to appraise the project product and the curriculum itself by the learner, the peers, the teacher and the parents., (12) Teacher training is the sine qua non complementary element of the curriculum, (12) Social-emotional development and values are cryptic issues that occur in group interaction. This curriculum proposal is the reflection of the intention to reach the reality, not the reality itself.

Keywords: Gifted, foreign language teaching curriculum, differentiation, design synthesis

THE PERCEPTIONS OF TURKISH EFL TEACHERS ABOUT ENGLISH LANGUAGE TEACHING IN PUBLIC HIGH SCHOOLS

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Abstract

English has emerged as a lingua franca, and the instruction of English as a foreign language (EFL) has become an integral part of the education systems all over the world. Turkish educational system is by no means an exception. However, there is no doubt that such a foreign language context contains some challenging factors and problems that impede the efficacy of English language teaching (ELT), which are mostly overlooked by some stakeholders such as policymakers, administrators, curriculum developers, and teacher trainers. In this respect, the current study seeks to explore the perceptions of Turkish EFL teachers about the efficiency of ELT in state high schools. It also intends to enlighten the internal dynamics within Turkish EFL classrooms in addition the potential problems and challenges faced by teachers and learners. The study adopted a qualitative research design. Purposeful sampling was used in the identification and selection of the participants. The qualitative data were gathered by means of open-ended questionnaires and semi-structured interviews. The collected data were analysed and interpreted through the content analysis method. The study findings offered some fresh insights into the current dynamics and potential challenges of teaching and learning EFL in Turkish high schools, which will illuminate the route for all the stakeholders who make decisions on foreign language policies and take responsibility in foreign language education.

Keywords: English as a foreign language (EFL), English language teaching (ELT), foreign language education, high schools

ROOM 1

PERCEPTIONS AND ATTITUDES OF PRE-SERVICE ENGLISH TEACHERS ON BLENDED EDUCATION PRACTICES

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Abstract

The COVID-19 pandemic and the shift toward digital education have significantly altered the structure and practices within school culture and systems (Altınay, 2021). The increased attention to terms such as "distance education," "online education," and "blended education" during pandemic lockdowns highlights this shift. This study investigates the perceptions and attitudes of pre-service English teachers (PETs) regarding blended education practices using an explanatory sequential mixed-method design. Initially, the "Effectiveness of Blended Learning Environments Scale" by Gülbahar and Cabı (2013) was employed, and the data collected were analyzed using SPSS. The results informed the adaptation of semi-structured interview questions for the second data collection phase. Findings indicate a moderate approach to blended learning methods among PETs, with a preference for face-to-face learning environments, which were perceived as more effective and conducive to learning compared to blended and online environments. Online education received the lowest satisfaction scores among the three modes of learning. PETs reported that blended education was not as effective as face-to-face education but less disruptive than online education. Additionally, technical issues varied across different educational environments. PETs also suggested several improvements for blended education practices. Overall, this study offers valuable insights into the development of blended learning.

ROOM 2

A RESEARCH ON THE IMPORTANCE OF FOREIGN LANGUAGE IN TOURIST GUIDING

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Abstract

Tourism, one of the important sectors of the world, is the leading source of income for many countries. The concept of tourism has emerged from people's desires and needs such as entertainment, rest, learning and travelling. In order to meet these wants and needs, people often travel to a destination other than the point where they live. In these travels, they have the opportunity to discover other places and get to know different cultures. Growing and developing countries in the tourism sector aim to provide better quality service to their visitors. In this context, the place of tourist guides, who have a key role in the sector, is undeniably important. Tourist guides guide the tourist from the first moment the tourist arrives in the country to the last moment. They also play the role of ambassadors in promoting the country, city, society and most importantly culture. One of the important features of guides is that they have good communication skills. The body language, transfer and foreign language speaking skills of the tourist guide are important in establishing correct communication with the tourist. The most important tool in communication between the guide and the tourist is the spoken language. The more the guide has a good command of the native language of the tourist, the better the transfer will be. In this context, foreign language learning constitutes a large part of guiding education in most countries. The aim of this study is to emphasize the importance of knowing and speaking a foreign language in tourist guiding. The study aims to contribute to the literature by using qualitative research method.

Keywords: Culture, Foreign Language, Tourism, Tourism Guide

ROOM 3

USING DEPENDENT CONCORDANCE LINES TECHNIQUE IN FOREIGN LANGUAGE VOCABULARY INSTRUCTION

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Abstract

A range of methodologies has been investigated in vocabulary instruction, with considerable research focusing on their effectiveness. Among these methods, Dependent Concordance Lines technique has garnered attention for its potential to enhance vocabulary learning. Dependent Concordance Lines are defined as text indexes that highlight word collocations and other linguistic patterns by showing each occurrence of the word within its context. This technique offers valuable insights into word usage and provides a structured approach to understanding language patterns. The primary objective of this study is to evaluate the effectiveness of the Dependent Concordance Lines technique in the context of English vocabulary instruction. The study targets students from the School of Foreign Languages at Erciyes University in Türkiye, who will engage with this technique for the first time. In the study, utilizing a mixed-methods approach, data are collected through a comprehensive two-stage survey and a focus group interview. The survey is designed to assess the impact of the Dependent Concordance Lines technique on vocabulary learning, capturing both quantitative and qualitative aspects. The focus group interview, conducted with a group of participants, provides deeper insights into student attitudes and experiences with the technique. The research examines several key themes: the effectiveness of the Dependent Concordance Lines technique in enhancing vocabulary learning, students' attitudes towards its use, and the overall contribution of this technique to vocabulary instruction. By analyzing the data collected through the survey and focus group interviews, the study aims to provide a nuanced understanding of the benefits and limitations of the Dependent Concordance Lines technique. The findings are expected to offer valuable insights into applying this technique in educational settings and contribute to the broader field of vocabulary instruction. This study not only seeks to evaluate the effectiveness of a specific instructional technique but also aims to contribute to the existing literature on vocabulary teaching methods. The results of this study are intended to inform future educational practices and support the development of new approaches to language instruction.

Keywords: Dependent Concordance Lines, Vocabulary Instruction, Corpus Linguistics, Applied Learning, Linguistic Patterns, Language Acquisition

ROOM 4

PERCEPTIONS OF CEFR-ORIENTED AND SKILL-BASED ASSESSMENTS AMONG IN-SERVICE ENGLISH TEACHERS IN TURKEY: A QUALITATIVE ANALYSIS

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Abstract

This qualitative study explores in-service English teachers' perceptions of skill-based and CEFR-oriented assessments regulated by the Ministry of Education in Turkey. With the recent emphasis on integrating the Common European Framework of Reference for Languages (CEFR) into assessment practices, understanding teachers' viewpoints is crucial for effective implementation and refinement of these assessment methods. This research aims to gain insights into how these assessments impact teachers' instructional practices, their perceived efficacy, and the challenges they encounter. The study employs semi-structured interviews to gather detailed perspectives from a diverse sample of English teachers, considering factors such as gender, age, teaching experience, university department, education level, and the grades they teach. The findings are expected to reveal key themes regarding the alignment of assessment practices with educational goals, as well as the support and resources needed to enhance teachers' effectiveness in this context. This research contributes to the broader discourse on assessment reform and offers practical recommendations for policy makers and educators to improve the assessment landscape in Turkish state schools.

CEFR PROFICIENCY LEVELS OF SECONDARY SCHOOL ENGLISH TEXTBOOKS' WORD LISTS IN TURKEY

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Abstract

Textbooks are crucial in foreign language classes, especially in young learner classes. It is almost impossible to observe a foreign language class conducted without a textbook. The quality assessment of younger learners' textbooks is, therefore, vital considering their importance as language teaching materials. In this sense, this study sets out to investigate the accordance of the vocabulary list of purposefully selected up-to-date secondary school (5th, 6th, 7th and 8th grade) English textbooks in the 2023-2024 academic year from 'The Ministry of National Education Publishing' approved by the Board of Education in accordance with the proficiency levels of CEFR. All the vocabulary lists of four books were subjected to a web-based analysis program called Text Inspector to determine their CEFR proficiency levels and compare the results to the intended level in the English Curriculum. The web-based program was used to analyze the English Vocabulary Profile of the books examined. According to the English Curriculum Model approved by MoNE, stage 2, comprising the 5th – 6th grades, equals A1 level of CEFR and stage 3, compromising 7th – 8th grade, equals A2 level of CEFR. Thus, similar material types and language functions are given to the students corresponding to their CEFR levels. The results obtained from the data show the vocabulary above the students intended level compromises 42,5 per cent of the total vocabulary. In 7th and 8th grade this percentage reaches 68.84 per cent. Thus, it is possible to conclude that the vocabulary in the textbooks published by MoNE is quite above the students' comprehension skills based on the premises designated by the Ministry following the CEFR.

Keywords: CEFR, Textbooks, Word List, English Vocabulary Profile

THE MODEL OF TECHNOLOGY ACCEPTANCE WITH PEER SUPPORT FOR AI INTEGRATION: COMPARING ONLINE AND FACE-TO-FACE ENGLISH TEACHER EDUCATION

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Abstract

Preservice English language teacher education has recently witnessed a growing emphasis on the integration of Artificial Intelligence technology. The present study aims to investigatethe influence of the Technology Acceptance Model, in conjunction with peer support, on the intention of preservice English language teachers to utilize artificial intelligence within their practicum settings. The present study aims to investigate the impact of the technology acceptance model with peer support on preservice English language teachers' intention to use artificial intelligence in their practicum schools. Based on The model of technology accceptance with peer support (Skyes, et al 2009),a mixed-methods research design was employed, with 35 participants in the online group and 50 in the face-to-face group. The quantitative data was collected through a questionnaire adopted from Ann et al.,(2023) and the qualitative data was obtained from open-ended questions at the end of the survey as interviews and focus group interviews. The preliminary data analysis of the independent samples t-test suggests that there are no significant differences between the groups concerning the components of Behavioral Intention, Performance Expectancy, and Social Influence. Nonetheless, notable differences were observed between the groups in several categories, including effort expectancy, facilitating conditions, and AI-integrated technological pedagogical content knowledge (TPACK). The qualitative findings indicate that the peer support and lived experiences within the practicum schools significantly influenced preservice teachers' attitudes and beliefs regarding the integration of artificial intelligence in their instructional practices. The implications of the findings and recommendations for future research will be presented and discussed in an interactive session with the audience.

ELEVATING ADULT LEARNING: PRACTICAL IDEAS WITH INSTRUMENTAL MUSIC AND LYRICS

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Abstract

In this presentation, the transformative potential of instrumental music and lyrics as authentic and artistic tools for English Language Teaching (ELT)is focused. Exploring adult language learning, the presentation explains why it's beneficial to use music and songs in English Language Teaching (ELT), supported by literature. The focus then shifts towards equipping practitioners with practical ideas for utilizing instrumental music effectively. Practical strategies are outlined, encompassing the careful alignment of music with learning objectives, the creation of engaging listening comprehension activities, development of creative writing exercises, and class discussions by using music as conversation starters. Shifting to lyrics, various activity ideas are presented, targeting listening and reading skills enhancement, reinforcement of vocabulary and grammar acquisition, cultural exposure, motivation and engagement elevation, and proficiency in speaking and pronunciation. Furthermore, the presentation provides insights into the design of song-based classes, highlights the utilization of music videos, and offers sample lesson procedures that integrate the four language skills. By blending theory and practice, this presentation offers a comprehensive guide for practitioners seeking to utilize the pedagogical potential of music and lyrics in ELT.

A CASE STUDY OF LEARNER MOTIVATION TOWARDS THE SOURCE OF CORRECTIVE FEEDBACK: TEACHER OR PEER?

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Abstract

The use of corrective feedback in foreign language classrooms is crucial for helping learners enhance their communication skills in the target language. Given that, several studies have highlighted the importance of oral corrective feedback in promoting foreign language acquisition. However, the emotional reactions of learners toward those providing the feedback have received less attention. Consequently, the impact of oral corrective feedback from teachers or peers on learners' motivation to learn the language and actively participate in the classroom has remained to be explored. This study aims to show Turkish EFL learners', who study in an Anatolian high school of the Ministry of National Education, emotional situation when they receive corrective feedback from both teachers and their own classmates. Explanatory case study research has been adopted, and analysis was drawn upon qualitative data conducting thematic analysis in the study to gain broader insights to the perceptions of learners in the corrective feedback. Participants consisting of 119 9th grade students were divided into 3 groups and attended 3 weeks treatment sessions focusing on the provider of the feedback specific for each group. At the end of treatment sessions, a total of 7 volunteers of the participants took the semi-structured interviews. The data showed that learners prefer teacher feedback since the source of the feedback is credible however, both individual differences and interpersonal relationships between the source and the receiver of the feedback plays a crucial role. This research provides significant insights for teachers, teacher educators and MoNE policies.

ARTIFICIAL INTELLIGENCE IN ENGLISH LANGUAGE TEACHING: A SYSTEMATIC ANALYSIS OF GLOBAL TRENDS

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Abstract

As technology develops, the studies to find out the potential integrations and implications of these technological developments in the field of English language teaching increase. Grounded on this growing interest, the identification of global trends in published research studies in reputable journals plays a critical role. It is believed that if researchers, practitioners, and educators are aware of the trends and potential gaps in the field, they could conduct more fruitful studies to implement artificial intelligence to teach and learn the English language. The present research focuses on the studies indexed in the Web of Science Database with some keywords related to the topic under investigation. The created data pool for content analysis consisted of sixty-six studies, and the publication years, target population, and themes of the studies were identified. According to preliminary findings, out of 66 studies, 52 of them were published after 2023, and the top three countries were China, Iran, and the USA. The main research areas of the studies are the use of AI for writing and speaking skills, with less focus on other language skills. The main findings of the studies are focused on the positive impacts of AI on language learning, especially writing and pronunciation, and the challenges faced in AI integration.

AN ANALYSIS OF THE EFFECTIVENESS OF AI-MEDIATED INTERACTION IN THE EFL CONTEXT: PRELIMINARY FINDINGS

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Abstract

With the recent developments in AI technologies, many fields have been being reshaped immensely in the recent years. One area is education and English language teaching. As a novel area, to our knowledge, there are not any studies that focus on the Classroom Interactional Competence (Walsh, 2006) of ChatGPT-4 in English language teaching contexts. Accordingly, this study aims to analyze Classroom Interactional Competence of ChatGPT-4 while it teaches English as a foreign language. This is a qualitative study in which data were collected from 25 university students. With the prompts prepared by the researchers, ChatGPT-4 was asked to teach according to some pedagogic goals, which produced around 5 hours of data. The data were analyzed by Conversation Analysis via specifically focusing on the SETT framework (Walsh, 2006). Initial analysis suggested that regarding Classroom Interactional Competence, most of the time, ChatGPT-4 successfully set the pedagogic goal and used relevant interactures achieving constructive alignment. In other words, ChatGPT-4 seems to be quite successful at teaching regarding Classroom Interactional Competence, and it is especially effective in initiating topics, extending talk, and using relevant interactures. However, it sometimes has problems in identifying the overall goal of an activity, sticking to the current language, doing explicit correction when needed, and avoiding long silences. The study contributes to the use of chatbots for English language teaching purposes.

Keywords: ChatGPT-4, English language teaching, classroom interactional, chatbots

DETERRENT FACTORS AMONG EFL INSTRUCTORS ABOUT THE USE OF TECHNOLOGICAL DEVICES IN FOREIGN LANGUAGE TEACHING

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Abstract

Given that two of the main areas of educational reform are language and technology, the issues generated by pedagogical and technical changes in the field of teaching need to be addressed by Turkish teachers of English as a foreign language. Based on the challenges posed by the use of technology in classroom teaching environments, the factors that deter EFL instructors from using technological devices were investigated. An interpretive qualitative inquiry was utilized and the content analysis was employed for the collected data. According to the results, the deterrent factors among EFL instructors can be grouped as technological problems, technological insufficiencies, cost, lack of technological skills, psychological aspects, and inadequate training. These findings suggest that ongoing professional development with technology integration, especially for language teachers, needs to be meticulously planned. In addition, it is of great importance to explain the measures to minimize the deterrent factors to the teachers and to plan practical trainings for the implementation steps.

GlobELT 2024 Conference

25–29 October 2024

in collaboration with Necmettin Erbakan University School of Foreign Languages in Konya, Turkey

ROOM 4

MEMORY STRATEGIES IN LEARNING AND TEACHING NEW EFL WORDS

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Abstract

Vocabulary knowledge is the essential prerequisite for second language acquisition (SLA). Lexical competence is considered as a sine qua non of verbal communication in the second language (L2) and as the key driving force behind the development of four main language skills, i.e. listening, reading, speaking and writing. On the other side, learners regard the mastery of a great deal of L2 vocabulary as by far the most challenging part of SLA. Strategy training gains prominence to help L2 learners to cope with this challenge. Equipping students with specific vocabulary learning strategies (VLSs) will make them autonomous learners who are able to continue to develop their L2 lexical competence on their own both inside and outside of the classroom. As one of the most fruitful VLSs, memory strategies provide L2 learners with practical help to organize new words more effectively in their minds, keep them in their memory for a longer time and recall them more easily when they need. With this in mind, the current study aims to present EFL learners and teachers with a collection of the most effective memory strategies together with their definitions and sample practices in learning and teaching new words in EFL contexts.

Keywords: English as a foreign language (EFL), English language teaching (ELT), memory strategies, vocabulary learning strategies (VLS)

ROOM 1

INVESTIGATION OF POSITIVE AND NEGATIVE EXPERIENCES OF COLLABORATIVE WRITING ON EFL TEACHERS

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Abstract

A variety of methodologies have been employed in writing instruction, and considerable research has been conducted on this subject. Among these approaches, online collaborative writing has garnered increased attention, particularly in light of the recent pandemic situations. The collaborative writing method encompasses various facets that are discernible to both teachers and students. The primary objective of this project is to identify the challenges encountered by prospective teachers during the collaborative writing process, as well as the benefits they have derived from it. The study focuses on English teaching students at Erciyes University in a state university in Türkiye, serving as the target audience. Employing a qualitative approach, the research employs a survey methodology, utilizing an e-questionnaire made accessible to students through the Internet. Data is collected through the e-questionnaire, supplemented by a focus-group interview conducted with teacher candidates who volunteered from among the respondents of the questionnaire. Three themes emerge from the data, shedding light on the realities of collaborative writing: the advantages for language learners, the challenges and drawbacks associated with collaborative writing, and the impact of collaborative writing on general writing skills. The results derived from these themes provide insights into both the positive and negative aspects of the influence of collaborative writing on the participants. This study on collaborative writing endeavors to unveil implicit aspects related to the teaching and learning of writing skills while making substantial contributions to the existing literature on collaborative writing.

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ROOM 2

PRE-SERVICE LANGUAGE TEACHERS' PERSPECTIVES ON LEARNING AND TEACHING PRAGMATICS: CHALLENGES AND INSIGHTS

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Abstract

This study explores the perspectives of pre-service language teachers on the learning and teaching of pragmatics, aiming to uncover the challenges they face and the insights they have gained during their training in a course framed around pragmatics and language teaching. Pragmatics, the study of language use in social contexts, is a critical yet often underemphasized component of language education. By collecting data through interviews and reflective journals in a qualitative research design, the present study seeks to understand pre-service language teachers' awareness, attitudes, and preparedness in integrating pragmatic competence into their future classrooms. Key areas of investigation include pre-service language teachers' understanding of pragmatic concepts, perceived importance of pragmatics in language teaching, experiences with pragmatic instruction in their teacher education programs, and the resources they find most effective for learning and teaching pragmatics. Findings reveal that while pre-service teachers recognize the importance of pragmatics in achieving communicative competence, many feel inadequately prepared to teach this aspect due to limited exposure and training. The study also highlights specific challenges such as the lack of practical teaching materials, insufficient teacher training on pragmatic aspects, and the complexity of assessing pragmatic competence. Additionally, participants provide valuable insights into potential strategies for enhancing pragmatic instruction, including the need for more comprehensive teacher education programs and practical teaching resources. The results of this study underscore the necessity of integrating pragmatics more thoroughly into pre-service language teacher education. By addressing the identified challenges and leveraging the insights provided by pre-service language teachers, teacher education programs can better equip future educators to teach pragmatics effectively, ultimately contributing to more holistic and communicative language teaching practices.

Keywords: Pragmatics, pragmatics-oriented language teaching, teacher education

ROOM 3

CHALLENGES AND POTENTIAL SOLUTIONS: TEACHERS PERSPECTIVES ON REFUGEE STUDENTS' INCLUSION IN EFL CLASSROOMS

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Abstract

In recent years, education for refugee children has been prioritized in Türkiye, particularly due to the significant influx of Syrian refugees (Bircan & Sunata 2015; Aydin & Kaya 2017; Aydın, 2022). As of September 2023, Türkiye is home to the world's largest refugee population, over 3.6 million refugees, including 3.3 million Syrians. The notable point here is that of this population, 1.8 million of them are children, and by June 2023, nearly one million refugee students (997,243) were enrolled in Turkish formal education system with 64% enrolment rate (UNHRC, 2023). These statistics indicate that necessary measures ought to be taken for this growing number of students. However, it appears that the critical issue of educating refugee students, particularly in terms of English as a foreign language instruction, has not been addressed comprehensively and in all its dimensions. In this regard, the study aims to identify the problems associated with having refugee students in English as a Foreign Language (EFL) classrooms and offer potential solutions based on the perspectives of English teachers. The study was designed as a case study, involving 4 non-native Englis teachers with diverse teaching experiences, and these participants were selected in line with convenience sampling method. In order to elicit in-depth insight into the research questions, individual semi-structured interviews were utilized as data collection tools. In addition, thematic analysis was conducted by means of MAXQDA which is a widely used qualitative data analysis software like NVivo and Atlas.ti. The findings were discussed in relation to the existing literature. The main challenges identified by teachers include language barrier, classmates resistance, integration challenges, limited teaching resources, and limited collaboration with stakeholders. To address these issues, participants put forward the effective use of nonverbal communication tools, fostering cooperative learning, encouraging cultural exchange activities, innovative use of online resources, and organization of stakeholders meetings to strengthen partnership. Based on these findings, several pedagogical recommendations and implications for future research are suggested.

Keywords: English as a foreign language, refugee students, diverse classroom setting, language barriers, refugee education

BREAKS FROM THE ENGLISH MONOLITH: FURTHER DIALOGUES FROM GRADUATE CANDIDATES IN TÜRKIYE

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Abstract

The evolution of the landscape of the English language with new users and uses has acted as a precursor to the paradigm of Teaching English as an International Language (TEIL), which questions the rigid adherence to the so-called native English norms, values the global English interchange, and reframes first languages as assets rather than impediments. Responding to the recent calls to further the existing understanding with more investigations on day-to-day realities, the current case study aimed at exploring the attitudinal responses of five graduate candidates (F=3; M=2) enrolled at a related course in the English language teaching programme of a state university. Their views were investigated from four broad angles, including the roles of a TEIL teacher, EIL-informed pedagogy and assessment, and EIL-centred pre-service teacher training. The qualitative data were gathered via dialogic and non-dialogic free-format reflective entries throughout the term and a final open-ended questionnaire in the form of a self-report with eight clarification items at the end of the term. The data analysis currently underway will be available for sharing and discussing the outcomes and insights at the conference. Informed by the forthcoming analysis, the research will conclude with a proposition of pedagogical implications to ease the way of EIL into language classroom and pre-and in-service teacher education for related parties.

AI INTEGRATION IN MAXQDA: ENHANCING RESEARCH EFFICIENCY

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Abstract

In this workshop, we will explore the transformative potential of AI within MAXQDA, a key research software for qualitative and mixed methods analysis. The aim is to empower researchers to utilize AI in MAXQDA, streamlining and enhancing the research process. The workshop begins with an overview of MAXQDA's capabilities, followed by hands-on exercises integrating AI features like automated coding, suggested codes, transcription, and interactive document chat. These exercises demonstrate how AI can reduce manual coding time, improve accuracy, and uncover hidden data patterns. Ultimately, this workshop offers a unique opportunity to experience AI's transformative impact on research, leading to more profound findings.

EXPLORING THE ROLE OF TEACHER SUPPORT IN FOSTERING EFL LEARNERS' L2 GRIT

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Abstract

A new trend in educational psychology, called positive psychology, has paved its way in second/foreign language education and has recently drawn the attention of many researchers. In line with this trend, not only the role of emotions in L2 learning but also the role of teachers in developing these positive psychological traits in EFL learners have received increasing interest over the last decades. Grit in second language learning (L2 Grit), one of such traits, has been lately explored in L2 learning and teaching and put forward as an important psychological factor that predicts L2 achievement. The positive and significant correlation between teacher support and L2 grit has been substantiated in earlier studies. However, it is noteworthy that the research literature on the relationship between L2 grit and teacher support is still in its infancy and there have been no theoretical review studies to date that have explored the role of teacher support in enhancing L2 grit. In this regard, the present study attempted to review the theoretical and empirical underpinnings of the interplay between EFL learners' L2 grit and teacher support. To this end, the definitions, conceptualizations, dimensions of the two variables, and the related studies were presented. Drawing on the findings in the literature, some pedagogical implications for EFL teachers were also provided. Finally, some recommendations for future research were made to drive this line of research forward.

Keywords: L2 grit, teacher support, EFL learners, positive psychology

THE ROLE OF ENGLISH LANGUAGE: A STUDY IN CONTEXT WITH MALALA YOUSAFZAI'S LIFE

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Abstract

Language is one of the factors that helped in the Development of the human race. The purpose of this article is to highlight the importance of English language and the lead role played by English language in the life of Malala Yousafzai. Malala Yousafzai raised her voice against gender disparity at a very young age. She took media as a tool to spread her message of peace first at local, and then at international platforms. She spread her message at international level in which English language played the vital role. Hence this article studies the power of English language.

Keywords: Importance of Language, Gender Disparity, Social Media as a Tool

ROOM 4

EVALUATION OF ELT PROFESSIONALS' SUITABILITY TO RESKILL AS EMI TEACHER TRAINERS

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Abstract

English Medium Instruction (EMI) is the practice of content instruction in English in countries where English is not the majority language (Dearden, 2014), such as offering physics or astronomy classes in English in Turkiye. Some EMI programs are intended as content and language integrated learning, with curricular focus on both language and content, and language teaching professionals working in concert with content area professors (Ball & Lindsay, 2012). Other EMI programs promote English learning as a boon, but include little or no language instructional focus, instead hoping for an immersion effect (Arnó-Macià & Mancho-Barés, 2015; Hu & Lei, 2014). Fortunately, in both cases, institutions now recognize the need for more support for content area professors transitioning to EMI. While this has taken various forms, such as separate English components for students (Chang, 2010), language training for professors (Dearden & Beaumont, 2024), or research partnerships with applied linguists (Macaro & Tian, 2020), institutions still struggle to find effective, culturally relevant training to support the transition to EMI. In some institutions, professors and administrators of a variety of disciplines look to English departments to support EMI implementation, but many ELT professionals feel ill-suited to the task, being less familiar with discipline-specific content and instructional practices. ELT professionals are, however, typically well educated in a variety of pedagogical principles and practices, and local ELT professionals have an understanding of the region's language and educational culture overall. Considering the profile of ELT professionals and the need for EMI teacher trainers, the present study analyses curricula of multiple pedagogy-focused U.S. State Department EMI teacher training programs and offers an evaluation of the potential for ELT professionals to reskill as EMI trainers. Findings indicate that ELT professionals may need professional development in certain areas, such as EMI's socio-historical development and contemporary goals, content-based teaching, and social-emotional learning (Chu et al., 2015; Pentón Herrera & Darragh, 2024). However, those same professionals already possess significant cultural and pedagogical knowledge that is integral to EMI training, such as more student-centered, interactive approaches. In conclusion, local ELT professionals, with some additional professional development, are well-situated to offer effective, culturally relevant EMI teacher training.

UNLOCKING WRITING POTENTIAL: THE POWER OF ENGAGEMENT IN COMPUTER-MEDIATED CORRECTIVE FEEDBACK

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Abstract

This quasi-experimental study investigates the impact of computer-mediated corrective feedback (CMCF) on the writing performance of English as a Foreign Language (EFL) learners, exploring the role of engagement in facilitating writing improvement. The study specifically examines two CMCF modalities: wikis and screencasts. A pretest-posttest design was employed, comparing an experimental group receiving CMCF with a control group receiving traditional paper-and-pencil feedback. A mixed-methods approach was used to collect data from 82 EFL learners through writing tests, questionnaires, focus group discussions (FGDs), and teacher logs. Findings demonstrate a statistically significant improvement in writing performance among the experimental group, with notable advancements observed in task achievement, coherence and cohesion, lexical resource, and grammatical range and accuracy. Qualitative data further supports these findings, highlighting the engaging nature of CMCF as perceived by the students. The participants reported CMCF as effective, supportive, and instrumental in their learning journey. This study contributes to the growing body of research on CMCF, emphasizing the crucial role of student engagement in maximizing the effectiveness of this technology-mediated feedback approach.

THE IMPACT OF QUESTION TYPE ON VOCABULARY ACQUISITION WITH WEB 2.0 TOOLS: MULTIPLE-CHOICE VS. TYPING

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Abstract

This study examines the effectiveness of multiple-choice questions compared to typing questions for teaching vocabulary using Web 2.0 tools, such as Quizizz and Kahoot. Three groups of students will be given the same set of vocabulary through Quizizz. The first group will study the vocabulary using only multiple-choice questions, the second group will use only typing questions, and the third group will use a combination of both, starting with multiple-choice and then moving to typing questions. The effectiveness of each approach will be evaluated at the end of the study to determine the most effective strategy for vocabulary acquisition.

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ROOM 3

EXPLORING POSTGRADUATE STUDENTS' PERSPECTIVES ON THE USE OF DIGITAL TOOLS AND ARTIFICIAL INTELLIGENCE IN ENGLISH LANGUAGE TEACHING AND RESEARCH: TRENDS, CHALLENGES, AND FUTURE PROSPECTS

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Abstract

This study sought to investigate the viewpoints of postgraduate students regarding the use of digital tools and AI in teaching English skills and conducting research studies. The students were asked open-ended questions through Google Forms at the beginning of a four-day training project. The training aimed to inform the participants pursuing master's and doctoral degrees in English language teaching about the current research trends on digital technologies in teaching language skills. Fifty-three participants who voluntarily participated in the training were asked to respond to a series of questions regarding the use of technology in their classes and research studies. The study utilized a qualitative research design to examine the content of questionnaire responses. Its aim was s to determine which language skills (speaking, listening, reading, and writing) are given priority in teaching and research. Additionally, the study sought to understand the reasons behind these preferences and identify future trends in using and researching these skills for academic and professional development. Lastly, the study also investigated the perceived challenges linked to digital and AI research in the field of language teaching and learning.

ROOM 4

LIFELONG ENGLISH LANGUAGE LEARNING IN AN INTERCULTURAL CONTEXT: AN EXAMPLE OF INSTITUTE İSTANBUL İSMEK LANGUAGE SCHOOL

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Abstract

Lifelong learning, started to be studied as an academic field since the very beginning of the 20th century, is not limited to schools, and it can be continued through life despite the age, social and economical status, and education level. The aim of lifelong learning is to brush up on the knowledge, skills and qualifications of individuals. In the 21st century, English has established its role as the global "lingua franca" and began to be used across diverse cultures and nations. English language has been enhanced by the widespread use of English in international business, diplomacy, science, technology, entertainment and simply daily use of the language. The impact of globalization on the spread of English has not only established it as a dominant global language but also emphasized the need for communicative and intercultural competence, making English a crucial tool for lifelong learning in an increasingly interconnected world. The main aim of this article is to examine lifelong English language learning in an intercultural context. Institute İstanbul İsmek, which was established by İstanbul Metropolitan Municipality as lifelong learning centers in 1996, has reached about more than five and a half million people. Therefore, Language School of Institute İstanbul İsmek plays a key role in boosting participants' communicative and intercultural English language skills. In this article, (1) the definitions of lifelong learning and (2) English language as a lingua franca have been explained, and (3) the need for intercultural education approach in teaching and learning English has been discussed through an example of Institute İstanbul İsmek Language School. Since globalization has made English the dominant language, it's urgent to emphasize its intercultural and communicative skills for lifelong learning.In conclusion, lifelong learning in English, particularly within an intercultural context, is essential in today's globalized world. As English continues to serve as the global lingua franca, its role in fostering intercultural and communicative competence cannot be understated. This article has highlighted the importance of integrating an intercultural education approach in English language teaching, using the example of Institute İstanbul İsmek Language School to demonstrate how lifelong learning centers can effectively contribute to this process.
Keywords: Lifelong learning, lingua franca, intercultural competence, communicative competence, Institute İstanbul İsmek Language School