



GlobELT 2025 Conference

25-29 October 2025

in collaboration with Grigol Robakidze University (GRUNI), Georgia



GlobELT 2025: 11TH INTERNATIONAL CONFERENCE ON TEACHING AND LEARNING ENGLISH AS AN ADDITIONAL LANGUAGE

25-29 OCTOBER, 2025

GRIGOL ROBAKIDZE UNIVERSITY (GRUNI), GEORGIA

KEYNOTE SPEAKERS



JOHN SILVER
Regional English Language Officer
U.S. Mission to Türkiye



GONCA YANGIN EKSI
Gazi University
Prof. Dr.



ANNA ABESADZE
Grigol Robakidze University
Lecturer, Adviser to the Rector
of Grigol Robakidze University



VINCENT LAUTER
Regional English Language
Officer
U.S. Embassy

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GlobELT 2025

CONFERENCE PROGRAM & ABSTRACT BOOK



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From the President of the Conference,

Dear GlobELT 2025 participants,

We all worked very hard to make 2025 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 has coordinated the preparation, correspondence, as well as the strategies of the 2025 conference program professionally, with patience and true dedication.

GlobELT 2025 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. We would also like to extend our sincere appreciation to the U.S. Embassy for their valuable support and to Grigol Robakidze University for their kind collaboration, both of which have significantly contributed to the realization of GlobELT 2025.

As the chair of the GlobELT 2025 conference, I express my gratitude to our honorable guests, our ambitious and successful team, and surely to you our dedicated and invaluable participants. We sincerely hope to see you in the 12th GlobELT Conference in 2026.

Kindest regards.

Prof. Dr. Ismail Hakki Mirici
President of GlobELT 2025



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Mehmet Dik	Rockford University, USA
Meri Lomia	Grigol Robakidze University, Georgia
Michael Kelly	Southampton University, UK
Michael Owusu Tabiri	Ghana Communication Technology University, Ghana
Tamar Tavkhelidze	Grigol Robakidze University, Georgia
Vakhtang Charaia	Grigol Robakidze University, Georgia



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GlobELT 2025 CONFERENCE PROGRAM

25-29 October 2025
Batumi, Georgia

1 st Day: 25 th October 2025, Saturday		
Hours	Event/ Venue: Main Hall	
10:00- 12:00	CONFERENCE REGISTRATION	
12:00 - 13:30	COFFEE BREAK (offered on site) OR LUNCH (on your own)	
13:30 - 14:30	Opening Speeches	Prof. Dr. İsmail Hakkı Mirici / Conference President / Hacettepe University, Turkey
		Anna Abesadze Advisor to the Rector Grigol Robakidze University, Georgia
		John Silver Regional English Language Officer U.S. Mission to Turkey and the Caucasus U.S. Embassy, Ankara, Turkey
		Prof. Dr. Mamuka Tavkhelidze Rector of Grigol Robakidze University, Georgia
14:30-14:45	COFFEE BREAK	
14:45- 15:45	First Keynote Speaker: Vincent Lauter U.S. Embassy, Ankara, Turkey Teacher Power in an AI World: Reclaiming Professional Agency in Language Education <i>Chair: Prof. Dr. İsmail Hakkı Mirici</i>	
15:45 - 16:45	Second Keynote Speaker: John Silver U.S. Embassy, Ankara, Turkey Harnessing Artificial Intelligence in the English Language Classroom: Where are we now and where are we headed? <i>Chair: Prof. Dr. İsmail Hakkı Mirici</i>	
16:45 - 17:15	John Silver, Aycan Yaman & Ozlem Bakir-Aytac U.S. Embassy, Ankara, Turkey Professional Development Opportunities from the Regional English Language Office <i>Chair: Prof. Dr. İsmail Hakkı Mirici</i>	
CLOSING THE FIRST DAY		
GALA DINNER at Megrul Lazuri Restaurant (18:30-)		



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2nd Day: 26th October 2025, Sunday

Hours	Event/ Venue: Main Hall	
10:00- 11:00	John Jordan U.S. Embassy, Ankara, Turkey Workshop on Strategies for Successful Teaching in Multi-Level Classrooms: Low-Tech, High-Tech, and AI <i>Chair: Assoc. Prof. Dr. İsmail Fırat Altay</i>	
11:00- 12:00	Michael Vessio U.S. Embassy, Ankara, Turkey Workshop on Teaching in the Age of Innovation: Empowering Educators through Emerging Technologies <i>Chair: Assoc. Prof. Dr. İsmail Fırat Altay</i>	
12:00 - 13:30	LUNCH (on your own)	
Day 2 Session 1 Chair: İsmail Fırat Altay	Presenters	Titles
13:30 - 14:30	Vincent Lauter U.S. Embassy, Ankara, Turkey Workshop on Rethinking Assessment for Generative AI: Maintaining Validity in the Age of ChatGPT <i>Chair: Prof. Dr. Çiler Hatipoğlu</i>	
14:30 - 14:45	COFFEE BREAK	
14:45 - 15:00	Çiler Hatipoğlu	Introducing research related to theory, didactics and teaching materials for Phraseme Constructions and a closer look at the COST CA22115 Project
15:00 - 15:15	Etleva Koni & Daniela Hasa	Phraseme Constructions in Albanian 9th Grade English Textbooks: A textbook-informed inquiry into Spark 4 and English Hub 3
15:15 - 15:30	Çiler Hatipoğlu & Hacer Kaçar	Phraseme Constructions (PhraCons) in High School English as a Foreign Language Textbooks in Türkiye



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15:30 - 16:30	Third Keynote Speaker: Anna Abesadze Leading with EQ and CQ: Skills for the Modern Professional <i>Chair: Prof. Dr. Çiler Hatipoğlu</i>	
16:30 - 16:45	COFFEE BREAK	
16:45 - 17:00	Biljana Radić-Bojanić	Explicit and implicit teaching of phrasal constructions in English language teaching materials for high school students
17:00 - 17:15	Daniela Hasa & Etleva Koni	Teachers’ knowledge of the PhraCons in foreign language teaching materials in Albania
17:15 - 17:30	Eriada Çela & Çiler Hatipoğlu	Methodologies for Identifying Phraseme Constructions and Other Idiomatic Expressions in Foreign Language Books: Diachronic Review
17:30 - 17:45	Ema Kristo & Eriada Çela	Developing Phraseological Competence in Foreign Language Teaching: A Contrastive Analysis of Phraseological Constructions in German and English Language Textbooks at B2 Level
17:45 - 18:00	The Panel’s Q&A Session	
CLOSING THE SECOND DAY		
Batumi Boulevard Tour, Old Batumi with a Guide (Dinner on your own) (18:30-.....)		



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3rd Day: 27th October 2025, Monday		
Hours	Event / Venue: Main Hall	
Day 3 Session 1 <i>Chair: Bengü Aksu Ataç</i>	Presenters	Titles
10:00 - 10:20	Andrea Dimitroff & Ashley Dimitroff	Fitness and cognition: a significant connection with implications for students and teachers
10:20 - 10:40	Gurur Saylan & Gonca Ekşi	Using AR Apps in a CLIL Class: Exploring The Perspectives of 7th-Grade Students: A Case Study
10:40 - 11:00	Bengü Aksu Ataç	Digital Language Learning Portfolios: Pathways to Autonomy, Multimodality, and Lifelong Learning
11:00- 11:20	COFFEE BREAK	
11:20 - 11:40	Cornelius VanderMaas	Enhancing Etymology: intercultural understanding and effective cross-cultural living
11:40 - 12:00	İsmail Fırat Altay, Dilara Düşmezkalender & Beliz Tütüncüoğlu	A Detailed Analysis of YDS (Foreign Language Exam) Applied in Türkiye
12:00-12:20	Ekaterina Strati & Elira Xhakollari	Contrastive Teaching of English and German Phrasemes: A Cognitive and Didactic Approach to Multilingual Phrase Competence
12:20-12:40	Marija Mijušković	Teaching Writing in Upper-Primary English Classes in Montenegro: Perspectives of Novice Teachers and Their MentorsT
12:40- 13:30	LUNCH	
Hours	Event / Venue: Main Hall	
13:30 - 14:30	Fourth Keynote Speaker: Prof. Dr. Gonca Yangın Ekşi AI and Pragmatics in Language Learning: Humor, Irony, Politeness and Taboos <i>Chair: Prof. Dr. Birsen Tütüniş</i>	
CLOSING THE THIRD DAY		
MUSEUMS VISITS (14:45-)		



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4th Day: 28th October 2025, Tuesday

Day 4 Session 1 Chair: Ayça Aslan	Presenters	Titles
10:00 - 10:20	Irmak Tali	Measuring Intercultural Communicative Competence at the Tertiary Level: A Questionnaire-Based Study in a Multicultural EFL Preparatory Class
10:20 - 10:40	Melisa Aydoğdu	The Impact of Student Flexibility on Enhancing Classroom Engagement
10:40 - 11:00	Nurşah Ataş & Murat Demircan	The 2025 ELT Research Landscape: A Bibliometric Analysis of Thematic, Methodological, and Instrumental Trends
11:00 - 11:15	COFFEE BREAK	
11:15 - 11:35	Ash Saygı	The Effect of Social Media Content on English Pronunciation Learning
11:35 - 11:55	Tunay Taş	Translanguaging for social justice: A conceptual framework for English language teacher education
11:55 - 12:15	Ayça Aslan	Adaptation in Action: Strategies of Prospective English Language Teachers
12:15 - 13:30	LUNCH	
13:30 - 13:50	Ali Eren	Beyond the Social: A New Complementary Perspective on Character Analysis through Evolutionary Psychology in American Literature
13:50 - 14:10	Berfin Bozdemir	English for Specific Purposes: Legal English
14:10 - 14:30	Mehmet Demirezen & Arzu Umarusman	The Accent Preferences of Teaching Assistants in Turkish Context



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14:30 - 14:50	Özlem Khan, Mert Kemal Atılgan, Hasan Özer Şişman & Elif Sena Yıldırım	An Investigation of Pre-service English LAn Investigation of Pre-service Language Teachers' Perceptions of the EPOSTL
14:50 - 15:10	İsmail Hakkı Mirici, Murat Demircan & Berna Ataberk Yılmaz	Language and Social Adaptation Processes of Students from Central Asian Republics at a Turkish University
15:10 - 15:30	İsmail Fırat Altay, Arda Kaval, Arzu Umarusman, Asiye Dinçel, Büşra Yıldırım & Tuğba Çıtlak	A Comprehensive Analysis of Trinity College London’s ISE Exams: History, Structure, Implementation and Scoring
16:00 - 19:00	BATUMI BOTANICAL GARDEN (20 Lari (About 7 USD) per person)	
CLOSING THE FOURTH DAY		



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5th Day: 29th October 2025, Wednesday

Hours	Event/ Venue: Main Hall	
Day 5 Session 1 <i>Chair: Berna Ataberk Yılmaz</i>	Presenters	Titles
10:00 - 10:20	Mehmet Demirezen, Ayşe Avcıoğlu & Tutku Özkan (Virtual)	Demonstration of Emotive Functions in the Intonation of English Language in Terms of Pitches via Computer and Text to Speech Labs
10:20 - 10:40	Hayriye Sakarya Akbulut & İsmail Hakkı Mirici (Virtual)	Task-based Language Assessment in a Blended Learning Context: Insights from Turkish EFL Students and Instructors at the Tertiary Level
10:40 - 11:00	Merve Tuncer (Virtual)	EFL Teachers’ Agency in MoNE Context
11:00 - 11:20	Abdurrahman Kilimci (Virtual)	Gender and Evaluative Language in L2 Writing: Intensifier Constructions in a Cross-Linguistic Learner Corpus
11:20 - 11:40	Gülşen Pulatsü (Virtual)	From Exclusion to Empowerment: Fostering Inclusive Environments for EFL Instructors’ Professional Growth
11:40 - 12:00	Sidar Bozkur & Birsen Tütüniş (Virtual)	Instructors implementation of the 21st century skills (the 4Cs) in tertiary level English Language Classes
12:00 - 12:30	EVALUATION OF THE CONFERENCE AND CLOSING SPEECHES	
CLOSING THE CONFERENCE		



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KEYNOTE SPEAKERS



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VINCENT LAUTER



Vincent Lauter is a Senior Global Educator at Arizona State University's Global Launch, where he has taught since 2014. He specializes in technology-enhanced language learning, media literacy education, and critical pedagogy. He has been teaching English since 2004 and serves as a master trainer for the U.S. Department of State's English Language Programs division, designing professional development curricula for educators worldwide. His current work examines how artificial intelligence transforms language teaching practices, with particular focus on maintaining pedagogical agency, assessment validity, and critical media literacy in AI-augmented classrooms. He has led AI integration workshops across multiple countries including Turkey, Georgia, Taiwan, Armenia, Palestine, Kyrgyzstan, and Albania, and co-created the State Department's OPEN course *English for Media Literacy as a 21st Century Skill*. His approach integrates narrative-based learning design with emerging technologies to create student-centered materials that promote authentic communicative competence. He advocates for teacher-led innovation that positions educators as critical arbiters of educational technology rather than passive implementers of commercial solutions.

JOHN SILVER



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

ANNA ABESADZE



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Anna Abesadze is an international professional with experience across Europe, Asia, and the United States. She currently serves as Adviser to the Rector and Invited Lecturer at Grigol Robakidze University, as well as Global Governance Coordinator at World Vision International. A former U.S. Department of State Future Leaders Exchange scholar, she studied in the United States in 2009–2010. Anna holds an MA from Tallinn University (2015–2017) through the Erasmus Mundus program and is a PhD candidate in Business Administration and Management at Grigol Robakidze University. Her contributions to education and leadership have earned her numerous honors, including the Presidential Volunteerism Award (White House), Woman Changemaker 2024, Leader of the Year 2024, and the Global Impact Award 2025. Anna is also a co-author of two international books — *Women Living Fearlessly* (New York) and *Authenticity and Action* (London) — focusing on leadership, empowerment, and change.

GONCA YANGIN EKŞİ



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Gonca Yangın Ekşi is a Professor in English Language Teaching (ELT) in the Department of Foreign Language Education, Gazi University where she teaches several undergraduate and graduate courses and supervises MA and PhD dissertations. She received her MA in ELT in Hacettepe University, Department of ELT and she holds her PhD in ELT in Gazi University.

She has worked in a number of projects including the national project for the development of the national English curriculum for Primary and Secondary schools. She managed an Erasmus KA2 Project with distinguished universities in Turkey and abroad. She has published various research articles nationally and internationally focusing on teaching and learning English as a foreign language. Her research interests include computer-assisted language learning, pre- and inservice teacher education, curriculum and materials development, teaching skills and language components, young learners, use of corpus in language teaching. She is the editor of ELT Research Journal.



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ABSTRACTS

**TEACHER POWER IN AN AI WORLD: RECLAIMING PROFESSIONAL
AGENCY IN LANGUAGE EDUCATION**



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Vincent Lauter

Regional English Language Officer

U.S. Embassy, Ankara, Turkey

Vincent.Lauter@asu.edu

ABSTRACT

Artificial intelligence threatens to reduce English language teachers to mere facilitators of machine-generated content—unless we assert our irreplaceable expertise. This plenary confronts the technological disruption facing our profession and argues that language teachers possess unique power that AI cannot replicate: cultural mediation, socio-emotional scaffolding, and adaptive pedagogical judgment. Rather than fearing obsolescence, we must leverage AI as an amplifier of our professional knowledge while defending the human dimensions of language teaching. Drawing on case studies from State Department training programs and university contexts, this talk presents a framework for teacher empowerment that positions educators as critical architects of AI-enhanced learning ecosystems, not passive consumers of edtech solutions.

**HARNESSING ARTIFICIAL INTELLIGENCE IN THE ENGLISH LANGUAGE
CLASSROOM: WHERE ARE WE NOW AND WHERE ARE WE HEADED?**



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John Silver

Regional English Language Officer
U.S. Mission to Turkey and the Caucasus
U.S. Embassy, Ankara, Turkey

ABSTRACT

During this interactive presentation, the speaker will discuss the current state of the use of Artificial Intelligence in the English language classroom. Topics will include AI prompts, tools, ethics, and the cover the burning question of what's next in the future of classroom AI for English language teachers and students. Audience participation is highly encouraged.

PROFESSIONAL DEVELOPMENT OPPORTUNITIES FROM THE REGIONAL ENGLISH LANGUAGE OFFICE

John Silver, Aycan Yaman & Ozlem Bakir-Aytac



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U.S. Embassy, Ankara, Turkey

DESCRIPTION

The Regional English Language Office of the U.S. Embassy in Ankara will present information about a wide range of free in-person and online professional development opportunities and materials for English teachers.

STRATEGIES FOR SUCCESSFUL TEACHING IN MULTI-LEVEL CLASSROOMS: LOW-TECH, HIGH-TECH, AND AI

John Jordan



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U.S. Embassy

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ABSTRACT

Many ESL/EFL instructors encounter teaching assignments where students with multiple ability levels in English are placed in the same classroom. This creates difficulties for both the instructors and the students. This workshop will focus on utilizing specific pedagogical strategies and methodologies for successfully handling multi-level classrooms. Specifically, utilizing AI tools to adjust the level of materials to meet different learners' needs will be demonstrated. Participants will also have the opportunity to share their successful strategies.

TEACHING IN THE AGE OF INNOVATION: EMPOWERING EDUCATORS THROUGH EMERGING TECHNOLOGIES

Michael Vessio



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U.S. Embassy

ABSTRACT

This workshop explores the evolving landscape of teacher training in an increasingly digital world. Aimed at educators and educational administrators, the session unpacks how emerging technologies can redefine teaching strategies, improve learning outcomes, and foster stronger institutional collaboration. Participants will gain hands-on experience with practical tools and learn how to lead transformative change in their schools and programs. Whether you're shaping policy or guiding a classroom, this session provides a roadmap for integrating technology with purpose and impact.

RETHINKING ASSESSMENT FOR GENERATIVE AI: MAINTAINING VALIDITY IN THE AGE OF CHATGPT

Vincent Lauter



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Regional English Language Officer
U.S. Embassy, Ankara, Turkey
Vincent.Lauter@asu.edu

ABSTRACT

Generative AI has fundamentally undermined traditional language assessment practices. When students can produce grammatically sophisticated essays in seconds, what are we actually measuring? This interactive workshop equips participants with practical frameworks for redesigning assessments that maximize content validity and construct validity despite—and because of—generative AI capabilities. We will examine how AI exposes weaknesses in legacy assessment designs that prioritize easily-automated skills over authentic communicative competence. Participants will engage in hands-on activities to: (1) audit existing assessments for AI vulnerability, (2) redesign prompts that foreground human cognition and contextual knowledge, (3) implement process-oriented assessment models including the "Analog Sandwich" approach (Marino, 2025) and "Swiss Cheese" model (Furze, 2025) that embed human accountability checkpoints throughout AI-enhanced writing tasks, and (4) establish transparent AI-use policies aligned with learning objectives. Attendees will leave with adaptable templates and assessment exemplars tested across diverse institutional contexts.

LEADING WITH EQ AND CQ: SKILLS FOR THE MODERN PROFESSIONAL

Anna Abesadze
Grigol Robakidze University, Georgia



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ABSTRACT

In an increasingly interconnected and fast-evolving global environment, technical expertise alone is no longer enough. The ability to understand, connect, and adapt — both emotionally and culturally — has become a defining skill of modern leadership. This keynote, *Leading with EQ and CQ: Skills for the Modern Professional*, explores how Emotional Intelligence (EQ) and Cultural Intelligence (CQ) empower professionals to navigate complexity, build trust, and lead with empathy and inclusivity.

Drawing from personal experiences of living and working across five countries — Georgia, the United States, Turkey, Bulgaria, and Estonia — the speaker illustrates how emotional and cultural awareness can transform challenges into opportunities for growth. The session unpacks key dimensions of EQ such as self-awareness, empathy, and social skills, and connects them to the competencies of CQ — cultural knowledge, adaptability, and mindfulness — that enable success in diverse and global workplaces.

Through evidence-based insights, case studies, and interactive reflection, participants will gain practical strategies to strengthen their emotional and cultural intelligence. By the end of the session, attendees will understand how leading with EQ and CQ not only enhances professional performance but also fosters collaboration, innovation, and authentic human connection in today's multicultural world.

AI AND PRAGMATICS IN LANGUAGE LEARNING: HUMOR, IRONY, POLITENESS AND TABOOS

Prof. Dr. Gonca Yangın Ekşi

Gazi University, Turkey



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ABSTRACT

As artificial intelligence becomes increasingly embedded in language education, several studies focus on its ability to support learners in developing linguistic competence, However, the area of pragmatics, where meaning depends heavily on context and culture appears to be an underexplored area. This plenary critically examines how AI-based tools interpret and simulate complex pragmatic phenomena—such as humor, irony, politeness strategies, and cultural taboos and their potential in helping learners develop an understanding of those elements essential for effective and appropriate communication across cultures.

Drawing on recent advances in natural language processing and machine learning, we need to consider both the potential and the limitations of AI-driven tools in recognizing, teaching, and modeling pragmatic features of language. How do chatbots or digital assistants interpret sarcasm? Can AI help learners navigate intercultural differences in politeness strategies or detect culturally specific taboos in discourse? Pedagogical implications also need to be addressed: how can language educators design meaningful, context-sensitive learning experiences that include pragmatic awareness, especially in environments mediated by AI? Ultimately, the talk advocates for a more nuanced and critical integration of AI into language education—one that supports learners in becoming not only linguistically competent but also pragmatically aware and interculturally sensitive.

INTRODUCING RESEARCH RELATED TO THEORY, DIDACTICS AND TEACHING MATERIALS FOR PHRASEME CONSTRUCTIONS AND A CLOSER LOOK AT THE COST CA22115 PROJECT

Çiler Hatipoğlu

Middle East Technical University, Turkey



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ABSTRACT

Recent studies show that “up to 50-70% of the language” consists of chunks (Füreder, 2023, p. 437), and knowing about them can mean the difference between successfully decoding messages or failing to understand vital clues in the target language for students (Siyanova-Chanturia & Pellicer-Sánchez, 2019; Siyanova-Chanturia & Spina, 2020). Therefore, research on phraseology, which has long been regarded as a peripheral issue, is now taking centre stage in a wide range of fields (Grainger & Meunier, 2008), including foreign language teaching pedagogy.

The present study also aims to contribute to this field of research and, firstly, summarises the theoretical work carried out on phraseme constructions (PhraCons) over the past decade, along with its implications and applications in foreign language education. It then introduces and discusses the COST EU Project (CA22115) titled “A Multilingual Repository of Phraseme Constructions in Central and Eastern European Languages (PhraConRep),” which is explicitly dedicated to investigating PhraCons across a wide range of languages, including the work of the English sub-group involved in the project. Finally, the paper examines the significance of teaching materials in the teaching and learning of PraCons.

References

- Füreder, B. (2023). Phrasemes and/or constructions? Periphrastic verbal expressions in Spanish, Italian and French revisited. In Jean-Pierre Colson (Ed.), *Phraseology, constructions and translation: Corpus-based, computational and cultural aspects* (pp. 437-446). Presses Universitaires de Louvain.
- Siyanova-Chanturia, A. & Pellicer-Sánchez, A. (2019). Formulaic language: Setting the scene. In A. Siyanova-Chanturia, & A. Pellicer-Sánchez (Eds.), *Understanding Formulaic Language: A Second Language Acquisition Perspective* (pp. 38–61). Routledge.
- Siyanova-Chanturia, A. & Spina, S. (2020). Multi-Word Expressions in Second Language Writing: A Large-Scale Longitudinal Learner Corpus Study. *Language Learning*, 70 (2), 420–463.

PHRASEME CONSTRUCTIONS IN ALBANIAN 9TH GRADE ENGLISH TEXTBOOKS: A TEXTBOOK-INFORMED INQUIRY INTO SPARK 4 AND ENGLISH HUB 3

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ABSTRACT

This study analyses the representation and incorporation of phraseme constructions (PhraCons) - semi-schematic, idiomatic multi-word expressions - into English language textbooks used in the 9th grade: Spark 4 (Express Publishing) and English Hub 3 (MM Publications). The research, conducted within the framework of COST Action CA22115 PhraConRep, applies a qualitative content analysis to identify, categorise, and compare the types, frequency, and pedagogical treatment of PhraCons within these resources. Based on established criteria for phraseme identification, including partial lexical fixity, idiomaticity, syntactic preferences, and pragmatic function (Schlund & Pavlova, 2024; Hatipoğlu & Can-Daşkın, 2020), this study also aims to examine the extent to which these materials support the development of phraseological fluency and pragmatic language usage in line with Bachman's (1990) model of communicative competence, with particular attention to its pragmatic and sociolinguistic dimensions. This study aims to provide insights into how we can improve phraseological input by documenting and comparing its use in the selected textbooks in order to better support real language use in classroom environments.

Keywords: phraseme constructions, textbook analysis, communicative competence, Albanian EFL, formulaic language

PHRASEME CONSTRUCTIONS (PHRACONS) IN HIGH SCHOOL ENGLISH AS A FOREIGN LANGUAGE TEXTBOOKS IN TÜRKİYE

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ABSTRACT

Developing strong lexical competence is crucial when learning foreign languages. The more words learners know, the higher their language proficiency becomes. However, it is not enough to memorise individual items, as all languages have phraseological units such as idioms and phraseme constructions (PhraCons) without which foreign language learners frequently struggle to both understand and produce the target language effectively. Therefore, experts such as Bonadonna and Zollo (2019), Mena-Martinez et al. (2024), and Schafroth (2015) emphasise the importance of mastering these constructions, the materials and techniques used to teach them, and call for more research on this topic, as despite their obvious importance, they are unfortunately not always adequately addressed in foreign language curricula and teaching materials.

In line with this call, the present study focuses on PhraCons, which are syntactic forms that consist of lexically fixed anchor words and empty slots for fillers (e.g., orange is the new black; once a teacher, always a teacher) (Schlund & Pavlova, 2024), in Turkish high school coursebooks and examines where, with what frequency, how (i.e., implicitly or explicitly) and why PhraCons are included in the locally published English as a foreign language coursebooks. To the best of the authors' knowledge, apart from the comparative work of Hatipoğlu and Radic Bojanic (2025), there is no other study that focuses on PhraCons in Turkish teaching materials. The data collected in this research were analysed in detail both quantitatively and qualitatively using the framework developed by Hatipoğlu and Daşkın (2020), and the identified PhraCons were grouped for further comparison and contrast.

The study's findings shed light on some previously unexplored features of English as a foreign language books in Türkiye and raise questions related to the stages and processes involved in designing foreign language materials and curricula. In addition to providing valuable insights into how phraseological literacy is integrated into mainstream EFL education in Türkiye, the study offers useful data that can enhance our theoretical understanding and pedagogical approaches to the representation of PhraCons in ELT materials.

EXPLICIT AND IMPLICIT TEACHING OF PHRASAL CONSTRUCTIONS IN ENGLISH LANGUAGE TEACHING MATERIALS FOR HIGH SCHOOL STUDENTS

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ABSTRACT

Phrasal constructions, or constructional idioms, defined as partially lexically filled constructions in which some constituents function as variable slots while others are fixed anchors, lie somewhere on the continuum between grammar and lexis and are a fascinating field of study in various languages. In addition, they present a puzzling and innovative field of research in second language teaching since they encapsulate the creative and innovative potential of the foreign language and students can benefit greatly from getting acquainted with their mechanisms of construction and the adjoined meaning. For that reason in this paper I present the analysis of phrasal constructions in materials for teaching English as a foreign language to high school students in year 12 (Focus 4, student book and workbook), which are first subjected to corpus analysis with AntConc freeware and then manually analyzed to find any additional examples of phrasal constructions in the mentioned teaching materials. The focus of my analysis in this paper is the difference between explicit and implicit teaching of phrasal constructions, the first instance representing intentional instruction, most often in sections devoted to speaking, while the second instance represents mere mention of a phrasal construction, for example in a reading section or a writing section. In the paper I will present the differences between the two types of teaching and what kinds of implications each type of teaching has in terms of understanding and acquisition of phrasal constructions by high school students. The results will hopefully aid authors of course books and teaching practitioners in designing innovative and creative exercises to enhance the teaching of this important grammatical-lexical aspect of English as a foreign language.

TEACHERS' KNOWLEDGE OF THE PHRACONS IN FOREIGN LANGUAGE TEACHING MATERIALS IN ALBANIA

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ABSTRACT

This study explores Albanian English language teachers' knowledge of phraseme constructions (PhraCons) and their approach in Albanian English language teaching (ELT) classrooms, with particular attention to the role of teaching materials for Grade 9. While previous research has highlighted the gap between teachers' intuitive awareness of formulaic language and their formal instruction in phraseology, little attention has been given to how this gap manifests in the resources they use and create. Building on the current research on phraseodidactics (Granger & Meunier, 2008; Paquot, 2019; Schlund & Pavlova, 2024), this study will examine teacher cognition and pedagogical practice through a mixed-methods design combining teacher interviews, classroom questionnaires, and an in-depth analysis of teaching materials. It will explore how PhraCons are presented, explained, and practiced in textbooks and supplementary materials, to allow us to identify some key issues in teacher awareness, instructional gaps, teaching strategies and perception of challenges, such as L1 interference (Albanian). In conclusion, some recommendations will be provided for improving the phraseological content of ELT materials and enhancing teacher training to foster communicative competence through better integration of formulaic language in instruction.

Keywords: phraseme constructions, teacher knowledge, EFL instruction, communicative competence, L1 interference

METHODOLOGIES FOR IDENTIFYING PHRASEME CONSTRUCTIONS AND OTHER IDIOMATIC EXPRESSIONS IN FOREIGN LANGUAGE BOOKS: DIACHRONIC REVIEW

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ABSTRACT

Textbooks are “an almost universal element” (Hutchinson & Torres, 1992, p. 315) in foreign language teaching, and despite rapid technological advancements in recent years, teachers still do not enter the classroom without them (Can Daşkın & Hatipoğlu, 2019; Hatipoğlu & Can Daşkın, 2020; Rathert & Cabaroğlu, 2024; Swe, 2017; Waltermann & Forel, 2015). The selected coursebooks also frequently shape the nature of the teaching environment in the specific context and may even influence the entire content that students learn or do not learn in class (Mäntylä et al., 2024; Veliz-Campos et al., 2024). Therefore, a considerable number of experts have called for and/or created critical analysis methodologies aiming to uncover whether or not foreign language textbooks include a sufficient and representative number of idiomatic expressions (e.g., phraseme constructions (PhraCons), proverbs), without which the speech has “a bookish, stilted, unimaginative tone” (Cooper, 1999, p.258), and the students struggle with the development of their communicative competence.

This paper provides a diachronic systematic review of the methodologies and frameworks used to identify, classify, and analyse idiomatic expressions (e.g., PhraCons, proverbs) in foreign language teaching (FLT) materials over the last four decades (i.e., since Cunningsworth, 1984). By examining how empirical book analysis has evolved over time, the study seeks to uncover the elements that have remained constant and the criteria that have been dropped, added, or reshaped. The broader goal of the study is to provide both academics and practitioners with a valid and reliable guide they can refer to when faced with the challenge of material evaluation and selection.

The more specific goal of the study is to examine whether a unified analytical framework can effectively accommodate the diversity of idiomatic expressions, such as Phracons, across different textbooks and educational paradigms, or whether adaptations are needed to reflect shifting patterns of idiomaticity, usage frequency, and cultural framing. It also addresses methodological challenges in tracking formulaic language diachronically, such as identifying shifts in frequency, form, and function. The study argues for a more systematic and context-aware integration of Phracons into FLT curricula to enhance learners’ communicative competence.

DEVELOPING PHRASEOLOGICAL COMPETENCE IN FOREIGN LANGUAGE TEACHING: A CONTRASTIVE ANALYSIS OF PHRASEOLOGICAL CONSTRUCTIONS IN GERMAN AND ENGLISH LANGUAGE TEXTBOOKS AT B2 LEVEL

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ABSTRACT

Developing phraseological competence as a key component of communicative competence stands at the forefront of contemporary research in foreign language teaching. This study aims to provide a contrastive analysis of the presentation, textual distribution, and didactic treatment of phraseological constructions (Phrasemkonstruktionen) in B2-level German and English language textbooks, according to the Common European Framework of Reference for Languages (CEFR).

This analysis includes contemporary textbooks (methods) used for teaching English and German in Albania. The study examines not only the types of phraseological units that are present but also the textual contexts in which they appear, including authentic dialogues, narrative texts, informative articles, and everyday communicative situations.

Special attention is given to the typology of exercises proposed for the acquisition of these phraseological units. Preliminary results indicate that most exercises remain at the lexical or translational level, lacking components such as functional analysis, creative usage, or intercultural awareness. This reveals a discrepancy between the declared goals of developing communicative competence and the actual didactic implementation in practice. In conclusion, this article suggests a more conscious and integrated approach for teaching phraseological units, proposing the inclusion of communicative-based exercises, intercultural reflection, and real-life situational contexts. These measures may contribute to a deeper and more sustainable development of phraseological competence in foreign languages at the upper-intermediate level.

FITNESS AND COGNITION: A SIGNIFICANT CONNECTION WITH IMPLICATIONS FOR STUDENTS AND TEACHERS

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ABSTRACT

What is the significance of the connection between fitness and cognition? Presenters Ashley and Andrea have shared an interest and passion for fitness especially since their days as university students. Now, as experienced expat teachers living abroad, they seek to share insights on how fitness not only helps with managing stress but also plays a pivotal role in optimal cognitive function. Topics in this presentation will include insights from *Spark: The Revolutionary New Science of Exercise and the Brain* by John Ratey, M.D. and *Built to Move* by Kelly Starrett and Juliet Starrett. Lastly, classroom implications for teachers and learners will be discussed as well as general lifestyle enhancements.

USING AR APPS IN A CLIL CLASS: EXPLORING THE PERSPECTIVES OF 7TH-GRADE STUDENTS: A CASE STUDY

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ABSTRACT

This pilot study explores the integration of Augmented Reality (AR) into Content and Language Integrated Learning (CLIL) in a 7th-grade classroom in Samsun, Türkiye. Framed as a single instrumental case study, the research aims to investigate how AR-enhanced instruction influences students' engagement, content comprehension, and language development. A CLIL-based interdisciplinary lesson on the solar system was designed using a mobile AR application (ARLOOPA) and implemented in a private school setting with 13 students. Data were collected through focus group interviews with both students and a science teacher. Preliminary findings suggest that the AR-supported CLIL lesson increased learners' motivation and facilitated content understanding through immersive, multimodal experiences. Students reported reduced language anxiety and greater willingness to use English in context, while the teacher highlighted improved classroom interaction. The study also identified challenges related to technological accessibility and alignment with curricular goals. These insights provide an empirical foundation for scaling AR-integrated CLIL instruction and inform the design of future research. As an initial step in a broader research continuum, this study demonstrates the transformative potential of AR for language and content integration in English Language Teaching (ELT).

DIGITAL LANGUAGE LEARNING PORTFOLIOS: PATHWAYS TO AUTONOMY, MULTIMODALITY, AND LIFELONG LEARNING

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Digital language learning portfolios (DLLPs) have emerged as valuable tools in language education, enabling learners to document, reflect on, and showcase their progress through technology-enhanced platforms. They provide opportunities for self-assessment, learner autonomy, and continuous feedback, aligning with contemporary approaches to formative assessment and lifelong learning. This paper explores the pedagogical importance of DLLPs, drawing on both European frameworks such as the European Language Portfolio and digital tools like LinguaFolio Online, Google Sites, and Seesaw. The study highlights key advantages of DLLPs, including personalized learning, multimodal expression, and enhanced intercultural competence, while also addressing challenges such as technological accessibility, teacher workload, and issues of assessment validity. By reviewing existing literature, providing examples of successful implementation, and comparing available platforms, this paper aims to present a balanced perspective on the potential and limitations of DLLPs in diverse educational contexts. The findings suggest that while DLLPs foster learner engagement and reflective practices, their effective integration requires institutional support, teacher training, and careful consideration of ethical and digital literacy issues. The paper concludes with practical recommendations for language educators and policymakers seeking to harness DLLPs for more inclusive, learner-centered, and future-oriented language education.

ENHANCING ETYMOLOGY: INTERCULTURAL UNDERSTANDING AND EFFECTIVE CROSS-CULTURAL LIVING

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While learning a new language and culture, we encounter words that could be deemed as “un-translatable”. In these circumstances we try to use a collection of words in our native language to capture the nuanced meaning that one word conveys. Once we associate two or three words, we move on, feeling as if we’ve overcome the “translation barrier”. However, this presentation will explore two primary perspective shifts in this type of situation. The first is to expand our approach to “etymology” to also include a cultural-defining factor. In these circumstances, cultural context and history is significant in grasping the entire meaning and effect that one word can express. The second shift is to recognize the importance of conversations and interactions with native speakers in “translating” and understanding these words. Ultimately, these two shifts take time and energy that people living cross-culturally do not often want to invest. However, these investments are worthwhile and in the end make us more effective and considerate teachers, intercultural communicators, and global citizens.

A DETAILED ANALYSIS OF YDS (FOREIGN LANGUAGE EXAM) APPLIED IN TÜRKİYE

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ABSTRACT

In Türkiye academicians and various people in education need to take high stakes tests of foreign language so as to prove their language proficiency levels for academic or career reasons. YDS (Foreign Language Exam), standing out as the country's recognized language tests, is one of the measurement tools that has been adapted for many years, often going under installments according to needs. This study examines the Foreign Language Exam in Türkiye context, starting from its evolution from KPDS and ÜDS to updated version of YDS, and its electronic version E-YDS. As all of the mentioned examinations are organized by ÖSYM (Directorate of Measurement, Selection and Placement Center), this paper will also provide an insight to what ÖSYM included and still includes in their high stakes language tests, how they are implemented, scored and evaluated. In addition to the formal applications and facts about the tests, the discussion will also include the advantages and disadvantages of YDS. Considering the points that are mentioned, the possible complementary improvements in YDS will be worked on. Overall, this study discusses the history of mentioned language tests, the main points and facts about them, and how to upgrade them while keeping up with current circumstances.

CONTRASTIVE TEACHING OF ENGLISH AND GERMAN PHRASEMES: A COGNITIVE AND DIDACTIC APPROACH TO MULTILINGUAL PHRASE COMPETENCE

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ABSTRACT

This study explores the role of contrastive phraseodidactics in the teaching of English and German phrasemes to foreign language learners. Phrasemes—such as idioms, collocations, and fixed expressions—are essential for achieving communicative fluency and intercultural competence, yet they often pose significant challenges due to their figurative meaning and structural rigidity. By adopting a cognitive and usage-based approach, this research aims to compare common phrasemes in English and German, analyze learner difficulties, and propose effective teaching strategies that highlight cross-linguistic similarities and differences. Using corpus-based data and classroom interventions, the study demonstrates how a contrastive methodology can enhance learners' awareness, retention, and application of phrasemes in context. The findings contribute to multilingual language pedagogy by integrating theoretical insights from phraseology and cognitive linguistics into practical teaching models. This paper indicates strategies how to integrate phrasemes into the curriculum and in the foreign language didactic, by using bilingual glossaries, phrasebooks, and visual metaphors and recommends textbook development and teacher training.

Keywords: phrasemes, contrastive phraseodidactics, comparative analysis, cognitive linguistics, English and German language, multilingual language pedagogy

TEACHING WRITING IN UPPER-PRIMARY ENGLISH CLASSES IN MONTENEGRO: PERSPECTIVES OF NOVICE TEACHERS AND THEIR MENTORS

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ABSTRACT



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Writing skills in English are among the most complex areas of foreign language instruction, particularly in primary education. Despite its significance, this skill is often overshadowed by other language competencies due to the complexities of teaching it and the demands of extensive curricula.

This pilot study seeks to investigate the practices of novice English language teachers who have recently begun working in primary schools, focusing particularly on the third learning cycle (grades VII–IX).

The study includes all novice teachers involved in this cycle, as well as their mentors and experienced English language teachers who supervise the work of these novices. Using questionnaires as the main research tool, the study examines the methods and techniques used by both novice teachers and their mentors in teaching writing. This analysis covers the types of tasks assigned to students, how instruction is adapted to accommodate various proficiency levels through differentiation, and the use of supplementary materials beyond the textbook content.

Attention is particularly focused on the roles of homework, feedback and methods of assessment, including the potential implementation of assessment rubrics.

The results of this pilot study are expected to lay the foundation for a larger project focused on helping English language teachers improve their writing instruction. The primary objective is to highlight the challenges faced by novice teachers and provide examples of effective practices that can enhance writing skills among primary school pupils. This paper specifically aims to ensure that writing is not neglected in teaching practices but is actively integrated and fostered as a vital component of English language instruction.

MEASURING INTERCULTURAL COMMUNICATIVE COMPETENCE AT THE TERTIARY LEVEL: A QUESTIONNAIRE-BASED STUDY IN A MULTICULTURAL EFL PREPARATORY CLASS

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ABSTRACT

As globalized classrooms become increasingly culturally diverse, fostering intercultural communicative competence (ICC) among language learners has become a critical



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component of language education. This study investigates the self-reported level of ICC among culturally mixed students at the tertiary level and examines the relationship between their self-reported attitudes toward cultural diversity and their intercultural communication skills in English. The participants were 33 students from various cultural backgrounds enrolled in a tertiary-level English preparatory class, and data were collected solely through the Intercultural Communicative Competence Questionnaire (ICCQ), which was adapted from Sevime Şahin (2020) with permission. Descriptive statistics indicated a moderate overall level of ICC ($M = 2.30-3.09$) on a 5-point Likert scale. The highest mean score was recorded for the item “When I am reading a story book written in L2, I always try to appreciate the culture of the target language” ($M = 3.09$), suggesting an awareness of cultural perspectives. The lowest score was found in “When I am uncertain about cultural differences, I take a tolerant attitude” ($M = 2.30$), pointing to a need for further development in intercultural tolerance. Pearson correlation analysis revealed a significant positive correlation between students’ self-reported attitudes and their intercultural communication skills ($r = .47, p < .05$), indicating that more positive attitudes toward cultural differences are associated with stronger interpersonal communication in English. These findings underscore the importance of integrating both attitudinal and communicative components into language instruction to enhance ICC in multicultural tertiary-level EFL classrooms

THE IMPACT OF STUDENT FLEXIBILITY ON ENHANCING CLASSROOM ENGAGEMENT

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ABSTRACT

This study investigates the impact of student flexibility on enhancing classroom engagement in a tertiary-level English as a Foreign Language (EFL) context. Student



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flexibility, defined as the ability to adapt to new tasks, roles, and learning environments, is increasingly seen as a key factor in fostering active participation, communication, and critical thinking in modern educational settings. Adopting a mixed-methods approach, the study collected data through a questionnaire administered to 40 students and semi-structured interviews with a smaller group (n=15). The questionnaire provided a broad overview of students' attitudes and self-perceptions related to flexibility and engagement, while the interviews offered deeper insight into their individual experiences, emotions, and coping strategies when faced with dynamic classroom activities. Findings revealed that students with higher self-reported flexibility were more likely to engage actively in tasks such as group work, role-playing, and open discussions. However, a subset of students expressed discomfort or anxiety, particularly in speaking-intensive or collaborative situations. While many appreciated the opportunity to experiment with new learning formats, others preferred more structured, predictable environments. These results suggest that student flexibility plays a significant role in shaping engagement levels in EFL classrooms and underscore the need for teaching approaches that both challenge and support learners in becoming more adaptable. The study contributes to the growing body of research on learner-centered pedagogy by highlighting the importance of developing student flexibility as a pathway to improved engagement and language learning outcomes.

THE 2025 ELT RESEARCH LANDSCAPE: A BIBLIOMETRIC ANALYSIS OF THEMATIC, METHODOLOGICAL, AND INSTRUMENTAL TRENDS

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ABSTRACT

This study presents a comprehensive bibliometric analysis of the contemporary English Language Teaching (ELT) research landscape, based on a complete corpus of 77 postgraduate theses (67 MA, 10 PhD) completed within a single university department in 2025. The primary objective was to identify dominant and emerging trends across three core domains: thematic topics, research methodologies, and data collection instruments. The analysis reveals a research ecosystem defined by several key characteristics. Thematically, the field is driven by two parallel forces: the pervasive integration of educational technology—with a significant focus on Artificial Intelligence (AI) in writing pedagogy—and a sustained scholarly investigation into the affective and cognitive dimensions of language learning, such as motivation, self-efficacy, and foreign language anxiety. Methodologically, Mixed-Methods Research has emerged as the clear paradigm of choice, with the quasi-experimental pre-test/post-test design serving as the default for evaluating the efficacy of pedagogical and technological interventions. Correspondingly, questionnaires and semi-structured interviews are the most prevalent data collection instruments. A defining feature of the corpus is its near-exclusive focus on the Turkish English as a Foreign Language (EFL) context, rendering this analysis a rich case study of how global ELT trends are investigated and adapted within a specific national educational framework. Findings indicate a maturation in technology research, shifting from simple efficacy questions to complex issues of pedagogical integration and user literacy, and a growing sophistication in modeling psychological factors. Ultimately, by systematically mapping dominant trends and pinpointing critical research gaps (e.g., AI for listening skills, the need for longitudinal studies), this study provides an invaluable roadmap for future researchers, educators, and curriculum developers, helping to direct the field's collective efforts toward the most pressing and impactful areas of inquiry.

THE EFFECT OF SOCIAL MEDIA CONTENT ON ENGLISH PRONUNCIATION LEARNING

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ABSTRACT

This study examines the impact of social media content on the development of English pronunciation skills among university students enrolled in language-related programs in



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Türkiye. The participant group consisted of 53 students from Kahramanmaraş İstiklal University, Kahramanmaraş Sütçü İmam University, Necmettin Erbakan University, Afyon Kocatepe University, and 29 Mayıs University. Data were collected through a structured questionnaire designed to measure students' exposure to pronunciation-focused content on social media platforms such as TikTok, Instagram, and YouTube, as well as their perceptions of its educational effectiveness. The statistical findings from SPSS 23 revealed that a majority of participants frequently encountered English pronunciation content on social media and perceived it as having a positive influence on their pronunciation learning. Content produced by native speakers, particularly in the form of short comedic sketches, songs, and film or television excerpts, was identified as particularly beneficial for pronunciation learning. The majority of the participants reported actively mimicking the pronunciation they encountered and retaining it more effectively through these formats. However, some participants expressed concerns about exposure to inaccurate or inconsistent pronunciation and questioned the reliability of social media as a formal instructional tool. Overall, the results suggest that while social media should not replace formal instruction, it serves as a valuable supplementary resource by providing authentic input and increasing learner engagement in informal learning environments.

TRANSLANGUAGING FOR SOCIAL JUSTICE: A CONCEPTUAL FRAMEWORK FOR ENGLISH LANGUAGE TEACHER EDUCATION

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ABSTRACT

Social justice has long been recognised as a central concern in education, and in recent years translanguaging has emerged as a powerful pedagogical resource to promote



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inclusivity. However, the relationship between translanguaging and social justice is neither uniform nor unidirectional, particularly considering the sensitive ecology of EFL classrooms. Building upon a theoretical framework that distinguishes equity, equality, and fairness as competing perspectives of social justice (Taş et al., 2025), this conceptual paper aims to establish how translanguaging can be utilised for social justice in language education. Within this proposed framework, it is suggested that from an equity perspective, translanguaging could support marginalised learners by offering linguistic scaffolds and compensatory resources that allow disadvantaged students to catch up with their peers. From an equality perspective, it can serve to value all students' linguistic repertoires equally, such as by incorporating multiple first languages in multicultural classrooms. From a fairness perspective, translanguaging may even function to privilege students who demonstrate linguistic flexibility, rewarding those who can strategically draw on their repertoires for meaning-making. These diverse orientations imply that translanguaging for social justice is not a single practice but one that can be adapted to different classroom dynamics. Consequently, this paper argues that English language teacher education programmes must familiarise prospective teachers with this tripartite framework, enabling them to integrate translanguaging judiciously across varied classroom contexts.

ADAPTATION IN ACTION: STRATEGIES OF PROSPECTIVE ENGLISH LANGUAGE TEACHERS

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ABSTRACT



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Adapting teaching materials is a critical skill for prospective English teachers, particularly where printed materials may not necessarily address learners' needs. This study investigates the processes of adaptation applied by 60 third-year ELT students of a Turkish university during a lesson redesign task. From established models of materials adaptation (McDonough, Shaw & Masuhara, 2013; Tomlinson & Masuhara, 2010), the research examines the methodology used (addition, deletion, modification, simplification and reordering) and the reasons why such decisions were made, for instance, personalization, individualization, or localization. Findings indicate that while prospective teachers demonstrated creativity and flexibility in initiating content changes, they were more likely to focus on surface-level changes (e.g., simplification, replacement of activities) compared to structural changes. Reflections revealed a strong orientation towards learner engagement and contextual relevance, but inconsistencies emerged between their self-reported pedagogical justifications and actual adaptation made. These findings also suggest that material adaptation is a dynamic, context-dependent process guided by teacher cognition and learner needs (Rathert & Cabaroğlu, 2022). Overall, the study stresses the importance of integrating adaptation training systematically within teacher education programs. Providing prospective teachers both theoretical preparation and practical opportunities can foster more principle-based and effective adaptation strategies and ultimately lead to greater classroom responsiveness and learner achievement.

Keywords: materials adaptation, teacher education, adaptation strategies

BEYOND THE SOCIAL: A NEW COMPLEMENTARY PERSPECTIVE ON CHARACTER ANALYSIS THROUGH EVOLUTIONARY PSYCHOLOGY IN AMERICAN LITERATURE

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ABSTRACT

This study explores how evolutionary psychology can offer a complementary perspective in the analysis of characters, especially to feminist literary criticism, in American literature. Feminist criticism provides a valuable framework for understanding how



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gender roles and patriarchal structures shape literary texts, often interpreting character behavior through social and cultural norms. However, evolutionary psychology provides the opportunity to evaluate characters' decisions and relationships from a broader perspective, through biologically based instincts such as mate selection, status seeking, sexual competition, and parental investment.

This study analyzes F. Scott Fitzgerald's "The Great Gatsby" and Charlotte Perkins Gilman's "The Yellow Wallpaper" through the lens of evolutionary psychology, primarily drawing on David M. Buss's "Evolutionary Psychology: The New Science of the Mind." "The Great Gatsby" will be examined with Gatsby's and Daisy's mate selection and competition between men; The psychological disintegration of the female protagonist in "The Yellow Wallpaper" will be addressed not only within the framework of patriarchy but also evolutionary derived vulnerabilities.

This presentation challenges biases against evolutionary psychology, bridges it with feminist theory, and offers a multi-layered approach to character analysis, proposing evolutionary psychology as an alternative tool for literary studies.

Keywords: Evolutionary Psychology, American Literature, Feminist Criticism, Character Analysis, Literary Analysis

ENGLISH FOR SPECIFIC PURPOSES: LEGAL ENGLISH

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ABSTRACT

In the transition from local to global, one of the most popular topics among lawyers is "Legal English". After graduating successfully from law school, one can usually work as a lawyer, judge, prosecutor, notary or public law expert. The areas of English use and level of need for all these professional groups are quite different from each other. For instance, academicians in the field of law, can never deepen their knowledge without



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English and cannot be proficient in the literature. Thus, English may not carry such a vital importance for a judge or prosecutor who works in local courts. Moreover, for a local lawyer, in case of the fact that the client is not a foreigner, using English may not be important in daily cases. However, a lawyer who knows English can both develop the portfolio of the client through an international circle and have the potential to get along with the shrinking global market and deepen in the field of jurisprudence by reading and following external sources or a judge can examine the decisions given by foreign courts especially by the applications to the European Court of Human Rights.

Despite the fact that the use of English has become increasingly attractive in the legal community “Legal English” is still perceived as a problem. The basis of this perception lies in the law students' distance from foreign languages and the inadequacy of English language education in law faculties. Although we learn English in a basic education period of approximately 10 years before starting the law faculty, it cannot be said to be a sufficient level, especially for a difficult use such as Legal language. In addition, the English language education provided in many law schools is far below from the level of a qualified learning.

In this presentation, the place of the English language in the legal professions, how the frequency and areas of use differs, the inadequacy of English in law education, some analyses and suggestions on how we can improve our Legal English in professional terms will be examined.

Keywords: Law, Legal English, English Education for Specific Usages

THE ACCENT PREFERENCES OF TEACHING ASSISTANTS IN TURKISH CONTEXT

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ABSTRACT

Teaching assistants (TAs) are generally criticized for having 'unintelligible' accents for professional communication. Therefore, the use of accent variety is a big matter for them because ELT departments prefer that students are exposed to a standard or widely understood variety of English such as General American or Received Pronunciation (RP). In this regard, this presentation aims to explore the role of accent preference and perception in English language teaching and learning by TAs in Türkiye. Through a questionnaire, this research investigates which accents are commonly used and preferred by Turkish TAs, and how different accents impact perceptions of skillfulness and pronunciation difficulty. Additionally, the questionnaire probes which accents that are more challenging to pronounce for the respondents. The research aims to highlight trends in accent preference, such as the popularity of North American English (NAE) and British English (RP) accents along with three others, and the ways these preferences can influence language acquisition. The results expose a significant impact of accent on both learner comfort and TAs' effectiveness, with varying levels of difficulty in pronunciation and differing perceptions of authority or expertise tied to accent choice. Actually, dialect preference of Turkish TAs in English language education isn't about which dialect is "better", but it's about intelligibility, consistency, and alignment with instructional goals. To put it in a nutshell, TAs must be mindful consistently of their dialect use to support learning effectively, reduce confusion, and meet both institutional and learner expectations because students often imitate their pronunciation and phrasing.

Keywords: accent, dialect, language, neural accent, natural accent, foreign accent

AN INVESTIGATION OF PRE-SERVICE ENGLISH LANGUAGE TEACHERS' PERCEPTIONS OF THE EUROPEAN PORTFOLIO FOR STUDENT TEACHERS OF LANGUAGES (EPOSTL)

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ABSTRACT

This study investigates the perceptions of 210 pre-service English language teachers regarding the European Portfolio for Student Teachers of Languages (EPOSTL) as a tool for professional development. Utilizing a mixed-methods approach, the research explores



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how pre-service teachers perceive the EPOSTL's role in fostering self-assessment, reflection, and key language teaching competencies through a quantitative questionnaire and qualitative questions. The findings reveal a generally positive self-perception among participants, with high mean scores for competencies such as relating language learning theory to practice. However, the results also indicate significant areas of uncertainty and perceived weakness. Notably, participants demonstrated the lowest confidence in their ability to use the EPOSTL for academic research and action research, with a high percentage of "undecided" responses in these categories. Furthermore, lower mean scores related to providing and accepting feedback suggest that collaboration and communication with mentors remain a challenge. The findings are consistent with existing literature highlighting the "theory-practice divide" and the need for structured, dialogic guidance to use the EPOSTL effectively. This research highlights that while the EPOSTL is a valuable tool, its success depends on an explicit, scaffolded integration within a supportive educational environment that addresses specific competency gaps.

LANGUAGE AND SOCIAL ADAPTATION PROCESSES OF STUDENTS FROM CENTRAL ASIAN REPUBLICS AT A TURKISH UNIVERSITY

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International student mobility has rapidly expanded over the past decades, yet the dynamics of adaptation among culturally proximate groups remain insufficiently explored. This qualitative study examines the linguistic and social adaptation of nine students from Central Asian Turkic republics studying at Hacettepe University in Turkey. Data were collected through Google Form–based open-ended responses and semi-structured interviews, and analyzed using content analysis. Five major themes emerged: *Motivated Adaptation, Social Integration, Cultural Adaptation Negotiation, Support Mechanisms, and Future Orientation*.

Findings reveal that language proficiency served as both a barrier and a catalyst for adaptation. Participants initially struggled with academic vocabulary, lecture speed, and discipline-specific terminology, but gradually transformed these challenges into motivation for self-improvement. Social interaction with Turkish peers and participation in campus life fostered linguistic confidence and a sense of belonging, while cultural proximity facilitated familiarity yet occasionally produced mismatched expectations. Support from peers and instructors proved more decisive than formal institutional structures, functioning as an emotionally reciprocal system that sustained resilience. Ultimately, students framed adaptation not as a temporary adjustment but as a developmental trajectory leading toward future educational and professional aspirations.

By highlighting how shared linguistic roots do not automatically guarantee effortless integration, this study underscores the need for differentiated, discipline-specific language support and culturally sensitive mentoring in Turkish higher education. The findings contribute to ongoing discussions on internationalization by showing that adaptation is a co-constructed process of persistence, reciprocity, and future-oriented growth.

Keywords: Central Asian Republics, International students, Language adaptation, Social integration, Cultural learning, Hacettepe University

A COMPREHENSIVE ANALYSIS OF TRINITY COLLEGE LONDON'S ISE EXAMS: HISTORY, STRUCTURE, IMPLEMENTATION AND SCORING

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ABSTRACT

This paper presents an extensive analysis of the Integrated Skills of English (ISE) exam conducted in Trinity College, London. This is done through providing a detailed investigation of its history, structure, implementation and discussing its advantages and



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limitations by referring to current literature and testing principles. Initially, a brief historical background of the college is introduced with the development of the ISE exam. Then, a comprehensive analysis of the exam's modular system from A1 to C2 is given along with detailed task descriptions for both digital and paper-based formats. In the next part, the evaluation and scoring process is explained thoroughly with a specific emphasis on CEFR alignment. Lastly, the exam's negative and positive aspects are discussed objectively which is followed by suggesting an enhanced involvement of test-takers, teachers, exam designers and researchers.

Keywords: Trinity College London, ISE Exam, Integrated Skills Assessment, CEFR alignment

DEMONSTRATION OF EMOTIVE FUNCTIONS IN THE INTONATION OF ENGLISH LANGUAGE IN TERMS OF PITCHES VIA COMPUTER AND TEXT TO SPEECH LABS

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ABSTRACT

The term pitch refers to the perceived highness or lowness of the voice in utterances. In English, pitches and its patterns, known as intonation contours, help to express emotion (such as anger, joy, sadness), attitude (e.g. politeness, sarcasm, boredom), and interpersonal stance (such as dominance, submission, engagement, detachment) taking place in speaker-hearer relationships. Pragmatically speaking, beyond the literal words spoken, the pitches in the intonation of utterances convey speaker's emotions, attitudes, and interpersonal meanings. Pitch is not only a basic property of sounds it is the only suprasegmental feature of language that bears emotive use of speech. Therefore, the emotive function of language use triggered by pitches, gives us direct information about their psychology. This study investigates the emotive functions of intonation in English by analyzing pitch variation through computer-based tools and Text-to-Speech (TTS) laboratory technologies. Intonation, as a prosodic feature of spoken language, plays a critical role in expressing emotions, attitudes, and communicative intent beyond the literal meaning of utterances. Focusing on pitch contours, the research demonstrates through audio and video demonstration as authentic texts how different emotions, such as asking questions, advertising, curiosity, exclamations, hesitations, certainty/uncertainty, joy, anger, suspicion, sadness, sarcasm (mugging), surprise, and so on, are encoded and perceived through intonational variation. Additionally, this research contributes to a broader understanding of speech prosody and underscores the value of analyzing and teaching the nuanced role of intonation for non-native English language teachers.

Keywords: pitch, pitch contour, intonation, tonic stress, loaded language, pathos

TASK-BASED LANGUAGE ASSESSMENT IN A BLENDED LEARNING CONTEXT: INSIGHTS FROM TURKISH EFL STUDENTS AND INSTRUCTORS AT THE TERTIARY LEVEL

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ABSTRACT

This study examines the factors influencing Turkish EFL students' performances and instructors' practices in online and face-to-face task-based language assessment (TBLA) environments, as well as their perceptions of TBLA in a blended learning context. It further investigates whether these perceptions differ across participant groups. A TBLA



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procedure was implemented in a blended learning environment over eight weeks in the English Preparatory Program of a Turkish state university with 54 students and 8 instructors. The data were collected through one-minute papers completed at the end of each task in both environments. Additionally, semi-structured interviews were conducted with 15 students and all the instructors to gain deeper insights. Inductive content analysis of the qualitative data revealed four main themes and their sub-themes: (1) the efficiency of using rubrics in class for the speaking and writing tasks, (2) problems with the online environment, (3) advantages of TBLA in the face-to-face environment, and (4) first impressions of the blended learning environment. The findings also indicated that the instructors teaching the A2-level classes held notably different perceptions from the rest of the participants on certain issues. The study offers pedagogical implications and recommendations for integrating TBLA into blended learning contexts. By identifying the factors that shape both student performance and instructor practice, as well as their perceptions, the findings highlight the importance of designing blended learning environments that are responsive to learners' needs and conducive to effective TBLA practices.

Keywords: task-based language assessment, blended learning, perceptions, performances, practices

*This article is a revised part of the first author's unpublished doctoral dissertation entitled "Application of the Task-Based Language Assessment in the Blended EFL Learning Environment", completed under the supervision of the second author (Hacettepe University, 2024).

EFL TEACHERS' AGENCY IN MoNE CONTEXT

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ABSTRACT

Teacher agency is a fundamental concept in the literature that explains teachers' pedagogical decision-making processes, professional autonomy, and adaptability to changing contextual conditions (Biesta & Tedder, 2007; Priestly et al., 2015). Although the concept has received increasing scholarly attention worldwide, research on English Language Teaching (ELT) teacher agency in Turkey remains limited and fragmented. Previous studies have often addressed the issue indirectly through related constructs such as motivation, self-efficacy, professional well-being, and social justice, while comprehensive investigations focusing directly on teacher agency are scarce (Mutlu, 2017; Gülmez, 2019; Ersöz, 2021; Öztürk, 2022; Otlı, 2024). Against this backdrop, the present study is among the few attempts to directly investigate EFL teachers' perceptions



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of agency in the Turkish MoNE context and to examine the contextual and personal factors influencing its enactment.

Preliminary findings from an initial sample of 32 teachers of a larger study suggest that overall agency levels are moderate to high. Teachers reported stronger enactment of agency in classroom practices and professional development, particularly in reflective practice, technology integration, and promoting student self-assessment. In contrast, institutional–community engagement, such as collaboration with parents, involvement in community-based projects, and participation in academic events, appeared relatively weaker and more variable. Moreover, very weak differences were observed across gender, teaching level, teaching experience, or workload, though a slight tendency toward higher agency was noted among teachers aged 36–40. These initial findings highlight the need for greater structural and organizational support to strengthen institutional and community dimensions of agency. The study contributes to the limited body of ELT teacher agency research in Turkey and provides practical insights for policymakers and school leaders on fostering teacher agency more effectively.

GENDER AND EVALUATIVE LANGUAGE IN L2 WRITING: INTENSIFIER CONSTRUCTIONS IN A CROSS-LINGUISTIC LEARNER CORPUS

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ABSTRACT

Intensifier constructions are essential in construing evaluative meaning in academic writing, yet their gendered usage patterns in L2 learner texts remain underexplored. This raises questions about how writer gender shapes evaluative language choices. Drawing on the International Corpus of Learner English (ICLE), which spans essays from 26 L1 backgrounds (~6 million words), this study investigates whether gender influences preferences for intensifier-based constructions in argumentative prose.

Previous research has examined intensifiers in learner writing (e.g., Lorenz, 1999), but typically focuses on frequency or lexical range. Gender-linked variation in intensifier use has been documented in spoken L1 English, where women tend to use intensifiers more frequently and in different pragmatic contexts than men (Holmes, 1995). Using scripted



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but conversationally styled L1 dialogue, Tagliamonte and Roberts (2005) also found gendered preferences in intensifier selection. Theoretically, intensifiers are part of the graduation subsystem in Appraisal Theory (Martin, 2000; Martin & White, 2005), which models how writers scale evaluative meaning. Despite this relevance, gendered constructional preferences have not been examined through a corpus-driven approach. The study applies collostructional analysis (Stefanowitsch & Gries, 2003) to identify statistically salient associations between intensifiers and the lexical–grammatical elements they co-select. We compare these patterns across gender and L1 backgrounds without restricting the analysis to predefined pairings. This approach integrates gender-based sociolinguistic inquiry with large-scale learner corpus analysis to advance understanding of how gender mediates intensifier use in L2 academic writing.

Keywords: Intensifiers, Evaluation, Gender, Learner Corpus, Collostructional Analysis

FROM EXCLUSION TO EMPOWERMENT: FOSTERING INCLUSIVE ENVIRONMENTS FOR EFL INSTRUCTORS' PROFESSIONAL GROWTH

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ABSTRACT

Inclusivity is increasingly acknowledged as vital—not only for students but also for empowering teachers through professional development (PD). Institutional inclusivity—the degree to which educators feel recognized, supported, and meaningfully involved in the policies, practices, and decision-making of their institutions—emerges as a critical factor in fostering sustainable and impactful PD. Research has increasingly highlighted that effective PD transcends mere skill acquisition to encompass teachers' sense of belonging, agency, and inclusion within their professional contexts. Research in diverse EFL settings (Avalos, 2011; Darling-Hammond et al., 2017) indicates that inclusive



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institutional cultures—characterized by trust, collaboration, and reflective dialogue—promote greater teacher participation in self-directed and contextually pertinent PD practices. In contrast, insufficient institutional support or acknowledgment frequently results in professional isolation and disengagement. In this context, inclusivity encompasses not only classroom practices but also the ways in which institutions empower teachers as equal stakeholders in PD paths. The examined literature underscores an urgent requirement for PD models that incorporate institutional inclusivity and self-directed learning principles, framing educators as both learners and contributors to organizational advancement. This study seeks to address this gap by exploring how institutional inclusivity—the sense of belonging, recognition, and participative organizational culture—interacts with self-directed PD among EFL instructors.

Keywords: institutional inclusivity, professional development, EFL teachers, teacher agency

INSTRUCTORS IMPLEMENTATION OF THE 21ST CENTURY SKILLS (THE 4CS) IN TERTIARY LEVEL ENGLISH LANGUAGE CLASSES

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ABSTRACT

This study investigated how teachers working in the field of English Language Teaching (ELT) integrate critical thinking, communication, collaboration, and creativity (4C) into their teaching processes. Researchers agree that educational systems need to be redesigned not only to teach cognitive knowledge but also to teach higher-order skills such as creative production, problem-solving, decision-making, and higher-order skills.



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The study was based on theories of researchers such as Trilling & Fadel (2009), Fullan & Scott (2014), Robinson (2011), and Kumaravadivelu (2003) that examine how education functions in the 21st century. According to these approaches, the roles of teachers and learning environments need to be redefined. This enables students to become producers of knowledge rather than consumers of knowledge. The research was conducted using a mixed-method design. The '21st Century Teaching and Learning Scale' developed by Hixson et al. (2012) collected quantitative data from 113 teachers, while qualitative data was obtained through thematic analysis of responses to open-ended questions. In addition, the structural distributions of the items were examined with multidimensional scaling (MDS) methods. The results obtained showed that teachers mostly applied these skills at a moderate level. It was difficult to evaluate creative and critical thinking in particular. MDS analyses showed that the items related to 'measurement' and 'experimental application' were different from the scale. Teachers complained about problems such as time constraints, measurement uncertainty, and curriculum density, and qualitative findings support this view. Nevertheless, it is clear that methods such as inquiry-based learning, project-based activities, and peer feedback were used in the classroom. The level of education of the participants and their participation in seminars also significantly affected the in-class application of the skills. These findings show that teachers should be guides who facilitate deep learning rather than just transferring content. Such outcomes can be possible with systematic, structural support. In this context, the research suggests that teacher education should be supported with theoretical foundations, professional development opportunities should be increased, measurement-evaluation tools should be diversified, and 21st century skills should be effectively integrated into the curriculum.

Keywords: 21st century skills, critical thinking, communication, creativity, collaboration, mixed method, deep learning, English language teaching