GlobELT 2026 Conference

28-31 October 2026

in collaboration with Atatürk Teachers' Training Academy, TRNC

GlobELT 2026

12th International Conference on Teaching and Learning English as an Additional Language

28-31 OCTOBER, 2026

ATATÜRK TEACHERS' TRAINING ACADEMY, TRNC

KEYNOTE SPEAKERS



BELGİN ELMAS

TED University

Türkiye



MARIJA MIJUŠKOVIĆ

University of Montenegro

Montenegro

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GlobELT 2026

CONFERENCE PROGRAM
&
ABSTRACT BOOK

From the President of the Conference,

Dear GlobELT 2026participants,

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 the 2026 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 2026 conference program professionally, with patience and true dedication.

GlobELT 2026 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 2026 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 13th GlobELT Conference in 2027.

Kindest regards.

Prof. Dr. Ismail Hakki Mirici

President of GlobELT 2026

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CONFERENCE PROGRAM

28-31 October 2026
Nicosia, TRNC

ROOM ONE (PLENARY SESSION) **1st Day: 28th October 2026, Wednesday**		
Hours	**Event**	
10:00- 12:00	**CONFERENCE REGISTRATION**	
12:00 - 13:30	**COFFEE BREAK**	
13:30 - 14:30	**Opening Speeches**	**Prof. Dr. İsmail Hakkı Mirici** / GlobELT Conference Chair
		Prof. Dr. Güner Konedralı / President of the Turkish Republic of Northern Cyprus Atatürk Teacher Training Academy
14:30-14:45	**COFFEE BREAK**	
14:45- 15:45	**First Keynote Speaker: Dr. Marija Mijuskovic** "Reaching Different Learners: Rethinking Mentorship as Mediation in Differentiated EFL Classrooms" *Chair: Prof. Dr. İsmail Hakkı Mirici*	
15.45 - 16.00	**COFFEE BREAK**	
16.00 - 17.00	**Second Keynote Speaker: Prof. Dr. Belgin Elmas** "Teaching Between Yin and Yang: Balance, Struggle, and Meaning in ELT" *Chair: Assoc. Prof. Dr. İsmail Fırat Altay*	
17.00 - 17.15	**COFFEE BREAK**	
17.15 - 18.15	**Keynote Speaker: Prof. Dr. Hakan Sarı** "New Developments and Improvements in Special Education in Turkiye: In the Light of Legal Framework" *Chair: Prof. Dr. Semra Mirici*	
CLOSING THE FIRST DAY		

2nd Day: 29th October 2026, Thursday	
Hours	**Event**
10:00- …..	Girne Tour and Gala Dinner
CLOSING THE SECOND DAY	

ROOM ONE (PLENARY SESSIONS): 3rd Day: 30th October 2026, Friday		
Hours	**Event**	
10:00- 11:00	**Workshop: Ilgın MİRİCİ** "Designing and Evaluating AI-Generated Language Tasks: A Hands-on Workshop" *Chair: Tunay Taş*	
11:00 - 11:10	**COFFEE BREAK**	
Day 3 **Session 1** ***Chair: Mehmet Demirezen***	**Presenters**	**Titles**
11.10 - 11.30	Haydar Yıldırım & Mehmet Şahin	Educational Needs of Adults in the Context of 21st-Century Skills
11.30 - 11.50	Mehmet Demirezen	Schwar Sound of English as a Pronunciation Hurdle in the Context of Turkish Pre-service English Teachers
11.50 - 12.10	Halil Ercan & İzel Heper & Şehnaz Tornacı	Digital Platform Use and Digital Competence among Primary School English Teachers
12:10 - 13:30	**LUNCH**	
13:30 - 14:30	**Keynote Speaker: Prof. Dr. Osman Cankoy** "Life is Mathematics" *Chair: Prof. Dr. Semra Mirici*	
14.30 - 14.40	**COFFEE BREAK**	

Day 3 Session 2 *Chair: Mehmet Demirezen*	**Presenters**	**Titles**
14:40 - 15.00	Zehra Ertay & İlkay Gilanlıoğlu	The Intercultural Sensitivity of Academic English Students in a Multicultural University
15.00 - 15.20	Mehmet Demirezen & Halil Ercan	The Origin, Development, and Decline of the Mid-Atlantic Accent: A Pronunciation Perspective
15.20 - 15.40	Ayça Aslan	A Corpus-Assisted Comparison of Self- and Peer-Reflections in TEYL
15.40 - 16.00	Çağda Kıvanç Çağanağa & Sibel Ersel	From AI Awareness to Responsible Practice: Developing English Teachers' Generative AI Competence Through Professional Development
16.00 - 16.10	**COFFEE BREAK**	
Day 3 Session 3 *Chair: Eda Yapıcı*	**Presenters**	**Titles**
16:10 - 16:30	Berfin Sayı	When Eyes Are Watching: Unpacking Emotional Experiences of Observed Instructors: An Interpretive Phenomenological Study
16.30 - 16.50	Naile Buluç	Changes in Pre-Service EFL Teachers' AI-TPACK Competencies Across a Semester-Long TELT Course
16.50 - 17.10	Eda Yapıcı & İsmail Hakkı Mirici	Accept, Adapt, or Reject? Setting Pedagogical Boundaries with Scenario-Based GenAI in Generative AI-Assisted Language Teaching
17.10 - 17.30	Şeyda Sarı Yıldırım	Making the Invisible Visible: Exploring Pedagogical Content Knowledge through Differentiated Instruction in English Language Teaching for Gifted Learners
17.30 - 17.50	Iván Zádori & Zsolt Nemeskéri	From Legacy to Innovation: Integrating the Dienes Approach into 21st-Century Education
CLOSING THE THIRD DAY		

ROOM TWO (PARALLEL SESSIONS) 3rd Day: 30th October 2026, Friday		
Day 3 Session 1 *Chair: Mehmet Demirezen*	**Presenters**	**Titles**
10:00- 10.20	Sezen Korkmaz	From Learner Perspectives to Pedagogical Design: Sustainability Integration in University-Level EFL Instruction
10.20 - 10.40	Seda Kuşçu Özbudak	From Audio Description to Classroom Activity: A Comparative English–Turkish AVT Analysis and Its Pedagogical Applications in EFL Contexts
10.40 - 11.00	Halil Ercan & Mehmet Demirezen	An Investigation of Pronunciation Teaching Perceptions of In-Service Teachers
11.00 - 11.10	**COFFEE BREAK**	
Day 3 Session 2 *Chair: Funda Gezer*	**Presenters**	**Titles**
11.10 - 11.30	Özge Özoğul Yıldırımtürk	Reflections from Cyprus: A Place-based, Critical, and Multilingual Pedagogy to Bridge Divides
11.30 - 11.50	Aslı Saygı & Arzu Umarusman	Undergraduate Students' Perceptions of English Pronunciation Instruction: Importance, Adequacy, and Expectations
11. 50 - 12.10	Funda Gezer & Maryam Samer	ChatGPT as a Reader: Artificial Intelligence and the Interpretation of Student Creative Poetry
12:10 - 13:30	**LUNCH**	
Day 3 Session 3 *Chair: Nurşah Ataş Türkmen*	**Presenters**	**Titles**

14:40 - 15.40	**Workshop: Buse Nur MARAL** "A Practical AI Toolkit for ELT Educators"	
15.40 - 15.50	**COFFEE BREAK**	
Day 3 **Session 4** ***Chair: Andrea Dimitroff***	**Presenters**	**Titles**
15.50 - 16.10	Andrea Dimitroff & Janae Brazeal	Reflective teaching practices: insights gained from team teaching and video coaching
16.10 - 16.30	Hale Ülkü Aydın	Navigating the L2 Professional Self: Identity Conflicts and the Impostor Phenomenon in Speaking Tasks
16.30 - 16. 50	Ashley Dimitroff	Emotional intelligence (EQ): the new measure of competency - Exploring skills that make a difference in students' and teachers' lives
16.50 - 17.10	Çağda Kıvanç Çağanağa	From Empire to Republic: The Ideological Transformation of English Language Teaching in Turkey (1919–1938)
17.10 - 17.30	Kazem Najmi	Task Complexity and EFL Learners' Oral Performance: Effects on Complexity, Accuracy, and Fluency across Proficiency Levels
CLOSING THE THIRD DAY		

ROOM THREE (PARALLEL SESSIONS) 3rd Day: 30th October 2026, Friday		
Day 3 Session 1 *Chair: İsmail Fırat Altay*	**Presenters**	**Titles**
10:00- 10.20	Çise Çavuşoğlu	Specialising the Generalist: A Curriculum Analysis of a New English Language Teaching Pathway for Primary Teachers in North Cyprus
10.20 - 10.40	Joyce Pittman **(Room Four)**	Against All Odds: Cultivating Transformative Values for 21st-Century Global Citizens
10.40 - 11.00	İsmail Fırat Altay Aybuke Kaval & Şeyda Nur Atasever	Cultural representation in local English coursebooks: A multimodal semiotic analysis
11.00 - 11.10	**COFFEE BREAK**	
Day 3 Session 2 *Chair: Mehmet Şahin*	**Presenters**	**Titles**
11.10 - 11.30	Ayşe Altay & Aybuke Kaval & Berkant Bilek	Comparing AI and Instructor Assessment in Speaking Exams: Score Agreement and Feedback
11.30 - 11.50	İdris Kocabey & Mehmet Şahin	Critical Thinking Skills of Secondary School Teachers: Sample Scenarios and Applications
11. 50 - 12.10	Özlem Khan & Arzu Umarusman	Investigating Mediation Activities in High School English Coursebooks Aligned with the Century of Türkiye Education Model
12:10 - 13:30	**LUNCH**	
Day 3 Session 3 *Chair: Tunay Taş*	**Presenters**	**Titles**

14:40 - 15.00	Tuğba Çıtlak & Ertürk Akyüz	Education for Sustainable Development in EFL Teacher Research: A Systematic Review
15.00 - 15.20	Iveta Kovalcikova	ExeFun-READ Intervention: Progress in Children's Executive Functioning and Language Abilities Related to Reading Comprehension
15.20 - 15.40	Tunay Taş & Mine Taş	'Can I say it in Turkish?': How language choice negotiations mediate vulnerability and parity of participation in tertiary EMI programmes
15.40 - 16.00	Gamze Demirtaş Çelebi	Analysing Grammatical Errors of Turkish EFL Learners in Writing
16.00 - 16.10	**COFFEE BREAK**	
Day 3 Session 4 *Chair: Kübra Aksoy Çınar*	**Presenters**	**Titles**
16.10 - 16.30	Şevval İzgüt & İsmail Hakkı Mirici	Integrating Mindfulness And Creative Teaching Practices to Mitigate Test Anxiety in Lower Secondary EFL Classrooms
16.30 - 16.50	Kübra Aksoy Çınar	Can EFL Students Detect Bad AI Feedback? Exploring Critical AI Literacy in English Language Learning
16.50 - 17.10	Nibret Nega & Kassie Shifere & Yenus Nurie	Improving Learner Engagement and Oral Proficiency in EFL through Task-Based Language Teaching: A Quasi-Experimental Study at Jigjiga University, Jijiga, Ethiopia
17.10 - 17.30	Dorothy D Souza	Professional Identity among Pre-service Teachers: Role of Digital Competence and AI Literacy
17.30 - 17.50	Nilufar Hayıtova	Teaching English to Mixed Level Students
CLOSING THE THIRD DAY		

ROOM ONE (PLENARY SESSION) 4th Day: 31th October 2026, Saturday	
Hours	**Event**
10.00 - 12.00	**CLOSING THE CONFERENCE**

ABSTRACTS

KEYNOTE SPEAKER



Marija Mijušković

Dr. Marija Mijušković is an assistant professor in the Department of English Language and Literature at the Faculty of Philology, University of Montenegro. She holds advanced degrees from both the University of Belgrade and the University of Montenegro. Her research focuses on effective and innovative methods for teaching English as a foreign language (EFL). As a frequent speaker and guest lecturer across Europe, Dr. Mijušković provides fresh insights into English language teaching, particularly emphasizing differentiated instruction. Her work encompasses the development of language skills and seeks to enhance classroom practices within Montenegro's education system. Through her research and publications, she inspires educators to engage every learner and make teaching both practical and impactful.

KEYNOTE SPEAKER



Belgin Elmas

Belgin Elmas completed her undergraduate and doctoral studies at Anadolu University and her master's degree at Bilkent University as a recipient of the Fulbright Program scholarship. Between 1989 and 2019, Dr. Elmas served at Anadolu University in various academic and administrative roles, including Director of the School of Foreign Languages and Vice Director of the Institute of Educational Sciences. From 2019 to 2025, she served as Chair of the Department of English Language Teaching at TED University. In her doctoral dissertation, Dr. Elmas investigated the causes of anxiety experienced by foreign language learners in speaking and writing. Her research interests include foreign language education, teacher education, psychological factors affecting language learning, and the use of technology in language education. She continues to conduct research in these areas at both national and international levels and has supervised numerous master's and doctoral theses. In addition to her academic work, Dr. Elmas shares her expertise with broader audiences through a YouTube channel where she hosts conversations with experts on education, as well as through her personal website where she publishes her writings. Dr. Elmas teaches undergraduate and graduate courses on language teaching methods, contemporary approaches in education, teacher education, and educational psychology, and continues to contribute to the professional development of future teachers.

KEYNOTE SPEAKER



Hakan Sarı

After graduating from Kırşehir High Teacher Training School and the Department of Educational Sciences at Gazi University, he successfully completed his master's degree in special education at the University of Warwick and his doctoral degree in special education at Oxford Brookes University in the UK, returning to Turkey in 2000. Since 2001, he has served as the Head of the Department and Head of the Main Science Discipline in the Special Education Department he established. Prof. Dr. Hakan SARI has authored numerous books, book chapters, research articles, and reports published both in Turkey and abroad. He has represented our country in the best possible manner as an invited keynote speaker at many international congresses. In line with this goal, he continues to contribute to education in our country by training students at the undergraduate, master's, and doctoral levels in the field of special education. Additionally, after successfully serving in various periods as Advisor to the Minister at the Ministry of National Education, Director General for Special Education and Guidance Services, Advisor to the President of YÖK (Council of Higher Education), and General Coordinator of the Disabled Student Units within YÖK, he returned to his duties at the university. He currently serves as the Head of Department and Head of the Main Science Discipline in the Special Education Department at Necmettin Erbakan University. He has successfully completed and published numerous national and international books, articles, and scientific reports. Prof. Dr. Hakan SARI is married and has two children.

KEYNOTE SPEAKER



Osman Cankoy

Osman Cankoy graduated from Middle East Technical University, Department of Mathematics in 1987. Subsequently, he completed his Master's degree in the Department of Science Education at Middle East Technical University, Faculty of Education in 1989, and earned his Ph.D. in Curriculum Development and Mathematics Instruction in 1998 from the same university. After working at the Department of Mathematics at Eastern Mediterranean University for a year in 1990, he taught Mathematics, Computer Science, and Science at Famagusta Turkish Maarif College between 1990 and 1992. From 1994 to 2022, he served at Atatürk Teacher Academy, including 5 years as the President of the Academy. Cankoy received the title of Associate Professor in 2008 and full Professor in 2014. He worked as a part-time faculty member at Middle East Technical University Northern Cyprus Campus. He is a retired lecturer at Atatürk Teacher Training Academy. He has authored and edited various mathematics textbooks for primary and secondary school levels from 1st to 8th grade. He is married and has two children.

Reaching Different Learners: Rethinking Mentorship as Mediation in Differentiated EFL Classrooms

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Abstract

In English as a Foreign Language (EFL) classrooms, students often follow the same curriculum despite having varying levels of proficiency. It is common for a single group to exhibit differences in linguistic skills, cognitive readiness, and learning pace. In these environments, differentiation is not merely a methodological choice; it is a professional responsibility. This keynote addresses a significant challenge in teacher education: how can we prepare future teachers to respond thoughtfully and effectively to the diverse needs in EFL classrooms? Mentorship is redefined here as a structured form of pedagogical mediation that enables pre-service teachers to develop the capacity for principled differentiation. Rather than viewing differentiation as a simple mechanical adjustment of materials, mentorship can serve as a model for reflective decision-making. This involves carefully balancing linguistic input, cognitive demand, and task complexity while keeping learning objectives unchanged. Drawing upon experiences from the Montenegrin context, where guided mentoring practices aided students in creating differentiated classroom and homework tasks aligned with the Common European Framework of Reference for Languages (CEFR), this example highlights broader questions regarding teacher preparation. Such tasks target the four language skills and accommodate a range of proficiency levels within the same classroom. Preparing teachers for real EFL classrooms involves more than just methodological training. It requires structured opportunities for practice in mediation through scaffolding, dialogue, guided questioning, and informed pedagogical choices. Understanding mentorship in this way positions it not merely as supplementary support but as a strategic tool for fostering adaptive, reflective, and inclusive EFL teaching.

Keywords: mentorship, mediation, differentiation, EFL, CEFR, teacher education

Teaching Between Yin and Yang: Balance, Struggle, and Meaning in ELT

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Abstract

Language teaching is often framed around skills, outcomes, and measurable achievement. Yet classrooms are also deeply human spaces, shaped by identity, uncertainty, vulnerability, and purpose. This plenary introduces existential psychology as a powerful lens for understanding the experiences of both teachers and learners in English Language Teaching (ELT). Moving beyond the traditional focus on identifying negative emotions that affect the learning process, and the more recent emphasis on enforced positivity, the talk proposes a meaning-centered perspective in which challenges are understood as natural and potentially transformative aspects of the learning journey. Drawing on principles from existential psychology, the session explores how meaning, responsibility, choice, and growth can be integrated into language education. It introduces the PURE model as a practical framework for guiding teachers and learners to reflect on purpose, identity, and agency, and demonstrates how existential awareness can enrich classroom practice. By positioning language classrooms as spaces for human growth rather than just linguistic performance, the talk invites educators to reconsider teaching as a process of co-constructing meaning, enabling both teachers and learners to experience deeper engagement, resilience, and transformation.

New Developments and Improvements in Special Education in Turkiye: In the Light of Legal Framework

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Abstract
This presentation examines how the constitutional guarantee enshrined in Article 42 of the Constitution of the Republic of Türkiye -which stipulates that "no one shall be deprived of the right to education and training"- has been translated into a multi-layered legal framework within the field of special education and how it guides actions related to special education. This framework encompasses a range of legal regulations: starting with fundamental statutes such as the Basic Law on National Education (1973), Decree-Law No. 573 (1997), and the Law on Persons with Disabilities No. 5378 (2005), and extending to the UN Convention on the Rights of Persons with Disabilities (ratified by Turkey in 2009); the Regulation on Special Education Services (prepared and enacted in 2012—and subsequently revised in 2018 and 2022 -to facilitate the transition to 12-year compulsory education and guide all subsequent special education activities); and the ÇÖZGER assessment system (2019), which serves as a crucial component of needs-based educational identification and assessment and forms the basis for medical evaluation. The presentation also addresses developments in special education between 2012 and 2026, including: legislative changes that strengthen accountability; the work of relevant Parliamentary Research Commissions established within the Grand National Assembly of Türkiye (TBMM) to identify the challenges faced by individuals with handicaps and the gifted- two key groups within special education—and to ensure their participation in society as productive citizens through quality education free from discrimination; accessibility rights reflecting a new approach in both physical and digital environments; and improvements to Individualized Education Programs (IEPs)- designed to fully meet the educational needs of all students by incorporating evolving research trends and utilizing detailed educational identification and assessment processes conducted by professional teams. Additionally, the presentation covers new developments in support services for special education provided within the framework of IEPs. Furthermore, it advocates for the inclusion of all teachers- whether teaching a foreign language or a second language- as members of the IEP team. The conclusion highlights the necessary steps to bridge the gap between legislation and practices and explains why the agenda, for the next five years, should be a primary priority for all special education professionals and policymakers. Finally, the presentation details the necessary future trends for research on special education in Türkiye.

Keywords: Turkey, Special Education, Inclusive Education, Legal Framework, Individualized Education Program (IEP), Accessibility, Universal Design for Learning, New Research Trends

Life is Mathematics

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Abstract

Mathematics is a universal language of interpretation woven into the fabric of daily life, extending far beyond the paradigm of mere "numbers and formulas." The mechanisms of mathematical reasoning -which individuals unconsciously employ during decision-making, strategic planning, and complex problem-solving- can be examined from various perspectives. Mathematics can be viewed not merely as an academic discipline, but as a fundamental cognitive tool that fosters analytical thinking, a critical perspective, and the ability to generate creative solutions. From another angle, it addresses the deep-seated negative perceptions of the subject within society; by bridging abstract concepts with real-life scenarios, mathematics emerges as a vital educational model designed to overcome these barriers. It also serves as a practical framework underpinning processes of comparison and logical inference across a wide spectrum of activities, ranging from everyday shopping to risk management. Ultimately, mathematics is positioned as a universal language that transcends the confines of the classroom, enabling us to understand and make sense of the world. The primary objective is to transform mathematics from an abstract requirement into a tool of awareness that enhances an individual's quality of life and expands their cognitive capacity.

ROOM 1

Educational Needs of Adults in the Context of 21st-Century Skills

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Mehmet Şahin
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Abstract

Rapid advances in information and communication technologies, globalization, and the transformation of labor markets have fundamentally changed the skills required for participation in contemporary economic and social life. In this context, traditional academic skills alone are increasingly insufficient, and adults need opportunities to develop 21st-century skills that support lifelong learning, employability, and active participation in society. This study aims to identify the educational needs of adults in acquiring 21st-century skills and to examine how these needs can be addressed in response to current economic, technological, and social transformations. The study employed a mixed-methods approach using a concurrent convergent parallel research design. The participants were 143 adults aged 20–45 from different occupational groups in Diyarbakır, Çermik, Adana, Osmaniye, Gaziantep, Şanlıurfa, Elazığ, Antalya, Aydın, and Erzincan. Data were collected using the Adult Needs Form in the Context of Twenty-First-Century Skills, consisting of 10 sections and 62 items, following a pilot study. The findings indicate that adults regard skills-oriented education as necessary but perceive existing educational practices as inadequate. In particular, competencies such as accessing and evaluating information, problem solving in technology-rich environments, collaboration, initiative, and leadership are increasingly important for employment, social participation, and individual development. The findings further suggest that adult education should be organized around flexible, individualized, and lifelong-learning-oriented models that take account of individual and regional differences. Greater coordination among relevant adult education institutions is also needed. Overall, the study indicates that current provision remains insufficient to meet the evolving demands of 21st-century skills and highlights the need for further research and innovative educational models that can support adults in adapting to changing workplaces and societies.

Keywords: adult education; 21st-century skills; lifelong learning; employability; digital transformation; skill development

Schwar Sound of English as a Pronunciation Hurdle in the Context of Turkish Pre-service English Teachers

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Abstract

The schwar sound is the most common speech sound in rhotic accents such as American English. It occurs when a schwa is combined with an [r] sound taking place in an unstressed syllable (e.g., the end of *mister, doctor, dollar, earner, murmur, speaker, teacher, etc.* While the schwa sound is represented as [ɚ], schwar is based on the combination of schwa+ /r/ phoneme. That is why the schwar sound is termed as a schwa colored sound. As the most common vowel sound in English, schwar is be regarded as both a pronunciation hurdle and a "spelling killer," since its reduced realization is often difficult to predict from orthography. Because Turkish learners of English have Turkish as a syllable-timed language, they instinctively give equal weight to every syllable and its vowel, and thus they struggle to hear schwa and schwar sound in conversation. In this descriptive study, the phonetic structure of schwar sound and its two types will be clearly unearthed. In addition, the audio forms of two types of schwar sounds will be demonstrated by means of text-to speech labs supported by the Audacity sound analysis program. Additionally, how the combination of [ɚ]+ /r/ becomes even more challenging to perceive and articulate in such words as *burner, earner, earthworm, furniture, murderer*, *perpetrator, pervert, server*, *worker,* and so on. Consequently, it will be displayed that schwar sound is the one of the most crucial pronunciation hurdles for Turkish Pre-service English teachers and the other non-native English learners mother tongues carry different language typology. Eventually, all of the above boils down to the fact that the schwar sound in English is a pronunciation and spelling hurdle for Turkish Pre-service English teachers and other learners whose L1 is not stress-timed.

Keywords: schwa, rhotic schwar, r-colored vowel, vowel reduction, pronunciation hurdle, pronunciation fossilization.

Digital Platform Use and Digital Competence among Primary School English Teachers

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İzel Heper

Şehnaz Tornacı

Abstract

The increasing reliance on digital technologies in language education requires teachers to possess not only technical skills but also pedagogical competence in integrating digital platforms into classroom practice. Understanding how English language teachers employ these technologies across different instructional tasks is essential for designing effective professional development initiatives. This study explores the digital competence of primary school English teachers in the Turkish Republic of Northern Cyprus by examining three dimensions of digital platform use: research and instructional preparation, teaching process and student support, and digital assessment. Data were collected from 106 teachers through an adapted version of the Digital Competence Scale originally developed by Tzafilkou et al. (2023). Psychometric analyses confirmed the construct validity and internal consistency of the adapted instrument. The findings indicate that teachers demonstrate relatively high levels of digital competence, particularly in instructional planning and resource preparation, whereas technology use for classroom interaction and student support remains comparatively limited. Furthermore, significant differences emerged according to demographic characteristics, especially age and gender. These findings underline the need for targeted professional development programs that focus on pedagogically meaningful technology integration rather than technical proficiency alone. The study contributes to the growing discussion on digital competence in English language teaching and provides evidence to inform teacher education and educational policy in the TRNC.

Keywords: Digital competence, educational technology, English language teaching (ELT), primary education, teacher professional development

The Intercultural Sensitivity of Academic English Students in a Multicultural University

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Abstract

This study investigates the intercultural sensitivity (IS) of Academic English students enrolled at the Foreign Languages Division of a higher education institution. A qualitative research design was adopted, and data were elicited through semi-structured interviews conducted with 20 students representing twelve national backgrounds. The interview recordings were transcribed verbatim and anonymised, and the transcripts were analysed by means of content analysis using QDA Miner Lite, a qualitative data analysis software programme, through which the data were coded, the codes were collated into themes, and code frequencies were retrieved. The analysis yielded ten categories of intercultural sensitivity, encompassing the participants' interest in and rationales for learning about other cultures, their beliefs concerning members of other cultures, their perceptions of the norms, values and opinions of culturally different others, their willingness to share the same environment and to interact with such individuals, and their evaluation of their own culture in relation to others. The findings indicate a comparatively high level of intercultural sensitivity: All of the participants expressed an interest in learning about other cultures, respect for the norms and values of others constituted the most frequently recurring code, and the majority reported frequent and comfortable interaction with culturally diverse peers. Reported difficulties clustered around language barriers, divergent lifestyles and differing backgrounds. The study is significant in that it examines intercultural sensitivity within a naturally multicultural instructional setting, and in that its qualitative design affords access to the reasoning and lived experiences underlying students' orientations towards cultural difference, thereby complementing the scale-based accounts that have predominated in the field. The findings are therefore of relevance to curriculum designers, language instructors and policy makers seeking to integrate intercultural competence into English language programmes in internationalised higher education contexts.

Keywords: intercultural sensitivity; intercultural communication; higher education; Academic English; qualitative content analysis

The Origin, Development, and Decline of the Mid-Atlantic Accent: A Pronunciation Perspective

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Abstract

The term Mid-Atlantic accent emerged in the early 1900s mainly in the U.S. as a conscious social and theatrical performance. The term "Mid-Atlantic" is very confusing because as a geographical term it has nothing to do with Mid-Atlantic States. This is a term that seemingly describes a birthplace halfway between Britain and America. Therefore, a term like Transatlantic Accent would have been much more appropriate, yet the term Mid-Atlantic is favored. The terms Mid-Atlantic accent and transatlantic accent are used interchangeably. Furthermore, the term "mid-Atlantic" is said to be a strange misnomer because it doesn't invoke in us the images related to it. The name actually, "Mid-Atlantic" stems from the accent's distinct characteristics of mixing British, American, and a bit of Canadian phonetics in speech. The term itself is often applied to varying groups of states, but generally, its members are considered to be New York, New Jersey, Pennsylvania, Delaware and Maryland. The term Middle Atlantic includes New Jersey, New York, and Pennsylvania. Since nobody spoke the Mid-Atlantic accent natively, it was just a TV and movies accent or did many Americans actually spoke like that back in the Golden Age. Mid-Atlantic accent sounded a lot like British English. Since any language which has no native speakers is bound to die, Mid-Atlantic accent became one of them. In this descriptive study, birth, development and downfall of Mid-Atlantic accent in the USA will be explained and discussed.

Keywords: Mid-Atlantic accent, transatlantic accent, standard accent, virtual accent, clipped cadence

A Corpus-Assisted Comparison of Self- and Peer-Reflections in TEYL

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Abstract

Self and peer assessments play a critical role in fostering reflective practice and pedagogical competency in language teacher education. Unfortunately, there are limited empirical studies on how future English language teachers linguistically formulate evaluative feedback in relation to self and peer-oriented contexts. This corpus-based comparative study examines the linguistic selection of specific language features employed by prospective English language teachers (n=60) when completing a video-supported storytelling reflection task. In a video-supported storytelling activity intended for children, the participants were required to perform two tasks: one being writing of self-reflection on their own teaching performance (Task 1) while the other one being writing of peer-reflection on the video of an assigned classmate (Task 2). The collected reflections formed two separate sub-corpora which include the Self-Reflection Corpus (SRC) and the Peer-Reflection Corpus (PRC). The study shows considerable differences in style used in the two forms of reflections. Peer-reflections show greater frequency of positive pedagogical adjectives (such as engaging, clear) and boosting adverbs (highly, exceptionally). This shows the use of professional politeness strategies and peer-affirming tendencies in the process of peer feedback. In comparison, self-reflections show greater frequency of comparative adjectives, critical performance adjectives (rushed, monotone), and hedging adverbs (slightly, somewhat). This demonstrates increased levels of self-evaluation in the process. It is therefore important for teacher educators to provide scaffolding of evaluative language for pre-service teachers.

From AI Awareness to Responsible Practice: Developing English Teachers' Generative AI Competence Through Professional Development

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Abstract

The transition from the late Ottoman Empire to the Early Republican period fundamentally reshaped Turkey's educational system, yet the ideological transformation of English language teaching (ELT) during this critical period remains underexplored. Existing scholarship has largely focused on curriculum reforms or individual textbooks, leaving the relationship between state educational policy and textbook discourse insufficiently examined. This study investigates how English was redefined from a practical foreign language into an instrument associated with modernization, citizenship, and national identity between 1919 and 1938. The study adopts a Corpus-Assisted Critical Discourse Analysis (CACDA) framework, combining Fairclough's three-dimensional model of discourse with Foucault's concept of disciplinary power and Bourdieu's theory of cultural capital. The corpus consists of late Ottoman English textbooks, including English Self-Taught (1919), early Republican English textbooks, official secondary school curricula (1924, 1927, 1931, and 1936), and selected publications of the Ministry of Education. Corpus linguistic techniques -including keyword, frequency, and collocation analyses- are integrated with qualitative discourse analysis to identify shifts in educational and ideological representations. Rather than treating English merely as a subject of instruction, the study examines how pedagogical discourse reflected broader projects of state formation and social transformation. It argues that the changing discourse surrounding English language education mirrored evolving conceptions of the ideal citizen, disciplined student, and modern nation. By bringing together historical educational documents and corpus-assisted discourse analysis, this research contributes to the historiography of ELT in Turkey while demonstrating the value of digital humanities approaches for examining educational change. The study also establishes the foundations of a historical English textbook corpus spanning the late Ottoman and Early Republican periods, creating a reusable research infrastructure for future scholarship.

Keywords: English language teaching, corpus-assisted discourse analysis, Early Republican Turkey, Ottoman education, language policy

Changes in Pre-Service EFL Teachers' AI-TPACK Competencies Across a Semester-Long TELT Course

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Abstract

Artificial intelligence (AI) is increasingly shaping language teachers' instructional planning; however, access to AI tools does not necessarily result in pedagogically meaningful integration. Although AI-TPACK provides a framework for conceptualizing the knowledge required for AI-supported teaching, empirical evidence remains limited on how pre-service EFL teachers' perceived competencies develop through sustained teacher education. This study investigated how pre-service EFL teachers' self-reported AI-TPACK competencies changed across a semester-long Technology-Enhanced Language Teaching (TELT) course. This paper reports the quantitative strand of a larger explanatory sequential mixed-methods study. Participants were 35 fourth-year English Language Teaching students enrolled in a 16-week TELT course at a foundation university in Türkiye. The 39-item AI-TPACK scale was administered as a pre-test in Week 1 and a post-test in Week 15. After Shapiro–Wilk tests confirmed the normality of the difference scores, paired-samples t-tests were conducted across the seven AI-TPACK domains. Statistically significant increases were found in all seven domains ($p < .001$), with effect sizes ranging from $d = 4.02$ to $d = 5.97$. Integrated Technological Pedagogical Content Knowledge increased from $M = 2.37$ ($SD = 0.33$) to $M = 3.44$ ($SD = 0.37$), $t(34) = 29.91$, $p < .001$, $d = 5.06$. Pedagogical Content Knowledge showed the largest effect ($d = 5.97$), whereas Technological Pedagogical Knowledge showed the smallest, though still substantial, effect ($d = 4.02$). The findings indicate broad-based development in participants' perceived capacity to coordinate technology, pedagogy, and content rather than growth limited to technical knowledge. This pattern implies that sustained and pedagogically grounded AI-related learning experiences may support AI-TPACK development in pre-service EFL teacher education. Nevertheless, the single-institution, one-group, self-report design means that the observed changes cannot be attributed exclusively to the course or interpreted as evidence of observed classroom performance.

Keywords: AI-TPACK; pre-service EFL teachers; artificial intelligence; Technology-Enhanced Language Teaching; teacher education

When Eyes Are Watching: Unpacking Emotional Experiences of Observed Instructors: An Interpretive Phenomenological Study

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Abstract

Due to the ever-changing nature of teaching, classroom dynamics have inevitably been evolving. This ongoing evolution influences and reconceptualizes teacher education and professional development. In response to these changes and to support the growth of teacher practices, classroom observations have become an indispensable component of teacher professional development. Although classroom observations aim to improve teaching practices, in contexts where the observations are compulsory, they may not be well received by the observed instructors. Despite the widespread use of classroom observation as a professional development tool, the intended purpose of the observations and teachers' lived emotional experiences remain underexplored. Therefore, this study aims to explore the lived experiences of instructors at a school of foreign languages through an interpretive phenomenological approach. Data were collected through semi-structured interviews conducted before classroom observations and after post-observation feedback meetings with instructors selected via criterion sampling. The data were analyzed using content analysis in MAXQDA 24. The findings revealed a complex range of emotional experiences, indicating that while most participants recognized the value and the effectiveness of classroom observations, some experienced negative emotions due to inexperience, unfamiliarity, and seeing the process as an institutional requirement. Further, the findings highlighted the importance of post-observation feedback meetings, the observer's attitude, and the quality of the feedback provided, emphasizing participants' expectations for constructive, solution-oriented feedback sessions. The findings of this study may inform the practices of teacher educators, observers, trainers, professional development practitioners, and administrators in designing more supportive and structured observation processes.

Keywords: classroom observations, emotional experiences, developmental observations, professional development

From Anxiety to Agency: Scaffolding Ethical GenAI Use in Structured Speaking Assignments

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Abstract

The integration of Generative Artificial Intelligence (GenAI) into English for Academic Purposes (EAP) communication contexts presents pedagogical challenges concerning learner anxiety and academic integrity. This qualitative study investigates the impact of a structured instructional intervention on sophomore undergraduate students' attitudes toward and ethical use of GenAI across structured speaking assignments. The semester-long study incorporated an explicit preparation phase during Weeks 2–5, focusing on effective preparation strategies and frameworks for ethical prompt engineering. Following this intervention, empirical data were collected across multiple task cycles. Data sources included baseline surveys measuring foreign language speaking anxiety (FLSA) and perceptions of AI, mandatory post-task AI logs detailing tool usage, written self-reflections, and stimulated recall interviews exploring students' decision-making processes. Preliminary findings indicate that early, scaffolded interventions significantly mitigated performance-related anxiety and shifted students' perceptions of GenAI from an external threat to a manageable tool for structuring arguments and rehearsal across tasks. The paper concludes with pedagogical implications for embedding explicit ethical AI frameworks and reflective practices within spoken academic communication curricula.

Room 2

From Learner Perspectives to Pedagogical Design: Sustainability Integration in University-Level EFL Instruction

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Abstract

Despite calls to embed sustainability across higher education, language programmes have been slow to act on them, and when they do, it is rarely the students who are asked what they think. This study set out to fill that gap. It examined how 140 university English preparatory students in Türkiye responded to the idea of bringing environmental and sustainability topics into their EFL classes, and what their responses suggest for pedagogical design. Data came from a bilingual questionnaire combining closed and open items, administered in English and Turkish so that language ability would not distort what students were actually trying to say. Descriptive statistics handled the closed-ended responses; thematic analysis was applied to the open-ended ones. Overall, students were receptive to the idea of integrating sustainability into their EFL classes. A large majority of students (82.8%) viewed sustainability issues as relevant to their daily lives. Roughly three-quarters believed that working with such topics in class could raise their environmental awareness (75.7%) and strengthen connections between language learning and real-world issues (74.3%). When asked how sustainability content might best be handled, students consistently pointed towards interactive and communicative activities, such as discussions, debates, and collaborative projects, rather than reading passages or grammar exercises built around environmental vocabulary. The open-ended responses added something the numbers could not capture: a recurring concern about balance. Students wanted sustainability topics to be meaningfully integrated into language learning rather than treated as a separate agenda that might overshadow language-learning goals. Based on these findings, the study proposes a student-centred framework for integrating sustainability into EFL instruction, with particular attention to relevance, interaction, and the balance between sustainability content and language-learning goals. The findings also have implications for curriculum planning and materials development in university EFL programmes. By focusing on students' views, the study adds a learner perspective to current discussions of sustainability in language education.

Keywords: EFL, sustainability education, higher education, learner perspectives, pedagogical design, Education for Sustainable Development

From Audio Description to Classroom Activity: A Comparative English–Turkish AVT Analysis and Its Pedagogical Applications in EFL Contexts

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Abstract

Audio description (AD) makes film and television accessible to visually impaired viewers. To convey what the camera shows, AD relies on precise verbs, manner adverbs, and adjectives that carry emotional weight. This makes it a rich, largely overlooked resource for language teaching. This paper compares the English and Turkish AD tracks of the Netflix series Stranger Things to show how translators handle the same visual information differently and how these differences can serve as classroom activities for EFL learners. A small parallel corpus was built from Season 1, focusing on scenes with little or no dialogue, where AD carries most of the narrative weight: chasing, hiding, sneaking, and tense, visually driven moments such as fear or discovery. These scenes were chosen because they place the heaviest descriptive load on AD, making translation choices easiest to see. The English and Turkish versions of each scene are read side by side to identify where they diverge: what is added, left out, how culturally specific details are handled, and how much descriptive detail each language fits into a limited space. Rather than applying a fixed coding scheme, the paper works through concrete examples showing how the two languages describe the same scene differently. These examples are then used to design three classroom activities: reading an English AD sentence and predicting the scene before watching it; watching a scene and writing an AD translation to compare with the published Turkish version; and discussing the differences between the two tracks to reconstruct the translator's reasoning. None of these depend on Stranger Things specifically, so teachers can apply the approach to any production with AD in both languages. The paper contributes to research on audiovisual translation in language teaching and offers a low-cost way to combine translation awareness with vocabulary and writing practice, using material students already enjoy watching.

Keywords: audio description, audiovisual translation, English–Turkish comparison, EFL classroom activities, translation awareness

An Investigation of Pronunciation Teaching Perceptions of In-Service Teachers

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Abstract

Pronunciation is a fundamental aspect of language learning, yet it is often overlooked due to challenges such as inadequate training, limited class time, and a lack of resources. Understanding teachers' perspectives can help refine instructional approaches and lead to more effective pronunciation instruction. This study aimed to examine the perceptions of in-service English language teachers in North Cyprus regarding pronunciation instruction and its role in English language teaching (ELT). A quantitative research design was employed, and data were collected from 132 secondary and high school English language teachers who volunteered (non-probability sampling). The Pronunciation Teaching Perception Scale (PTPS) was used as the main data collection instrument. The data were analyzed using SPSS 24, employing descriptive statistics, independent samples t-tests, and one-way ANOVA. Findings revealed that teachers generally held positive perceptions of pronunciation instruction, particularly in using English for communication and in emphasizing pronunciation instruction. Teachers working in private schools, English-medium institutions, or those with Ph. Ds, international experience, and either low or high teaching experience showed significantly higher perception scores. These results offer valuable implications for teacher training, curriculum development, and pronunciation pedagogy in EFL contexts.

Keywords: Northern Cyprus; teacher attitudes; teacher training; foreign language education; phonetics; curriculum planning; in-service training of teachers; English language education; educators

Reflections from Cyprus: A Place-based, Critical, and Multilingual Pedagogy to Bridge Divides

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Abstract

I will report on a case study on teaching Cypriot Turkish and Turkish to adult learners within a grassroots and multi-communal initiative in Cyprus. For the online lessons, which spanned 20 weeks across 2024 and 2025, I developed place-based materials (Demarest, 2014), and applied critical literacy (Lewison, Flint, & Van Sluys, 2002) and pedagogical translanguaging (Cenoz & Gorter, 2021) approaches. While critical pedagogy and place-based learning have already been synthesised (Gruenewald, 2003), as they are both concerned with how the context shapes people and is shaped by people's actions, the inclusion of pedagogical translanguaging introduces an additional dimension into the discussion. Data sources for this case study include the teaching materials, a researcher diary documenting classroom interactions, and learner responses from anonymous feedback forms. Discourse analysis was used to examine classroom interaction involving pedagogical translanguaging, while teaching materials and feedback forms have been coded deductively based on established categories aligned with the study's theoretical framework. The lessons were embedded into the Cypriot context through the use of local toponyms, histories, and customs. The use of Cypriot Turkish, often marginalised in language education, gave learners an awareness of the differences in local practices, and challenged standard language ideologies. Reflective activities and open-ended questions encouraged learners to go deeper and to analyse multiple perspectives. Drawing on learners' multilingual repertoires enabled them to bring their existing knowledge into the lessons and supported developing crosslinguistic awareness. Last but not least, using relevant and current themes generated active participation. This presentation explores the impact of this pedagogical practice in a conflict-affected and multicultural context and offers recommendations for its mainstreaming through educational and teacher training programmes. In doing so, it highlights the potential of language education to contribute to broader intercultural understanding, collaboration, and the reshaping of symbolic borders through place-based, critical, and multilingual pedagogies.

Making the Invisible Visible: Exploring Pedagogical Content Knowledge through Differentiated Instruction in English Language Teaching for Gifted Learners

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Abstract

Pedagogical Content Knowledge (PCK) remains largely invisible unless it is enacted through teachers' instructional decisions and classroom practices. In English language teaching (ELT) for gifted learners, this invisible knowledge is reflected in teachers' ability to design differentiated learning experiences that respond to students' diverse readiness levels, interests, learning profiles, and advanced cognitive characteristics. Although differentiated instruction has become a widely recognised approach in gifted education, relatively little is known about how English teachers' pedagogical content knowledge is translated into differentiated instructional practices. Moreover, despite the influential conceptualisations of PCK proposed by Shulman (1986, 1987) and later elaborated by Park and Oliver (2008), this theoretical perspective has received limited attention in studies investigating English language teaching for gifted learners. Grounded in Shulman's theory of Pedagogical Content Knowledge, Park and Oliver's model of PCK, and Tomlinson's framework of Differentiated Instruction, this study aims to make teachers' implicit pedagogical reasoning visible by exploring how English teachers enact their pedagogical content knowledge through differentiated instructional practices in Turkish Science and Art Centers (BİLSEM)—institutions providing supplementary education for gifted students. An explanatory sequential mixed-methods design is employed. In the quantitative phase, English teachers working in BİLSEM complete a differentiated instruction questionnaire to establish their differentiation profiles across content, process, and product dimensions. In the qualitative phase, semi-structured interviews are conducted with approximately 10 purposefully selected teachers to explore how their pedagogical reasoning informs differentiated instructional decisions. Qualitative data are analyzed using deductive reflexive thematic analysis based on the components of Park and Oliver's PCK model with the help of MAXQDA, and the findings from both phases are integrated during the interpretation stage. By making teachers' pedagogical content knowledge visible through their differentiated instructional practices, this study is expected to extend the application of Park and Oliver's conceptualisation of PCK to the context of gifted English language teaching. The findings are also expected to contribute to the literature on gifted education and ELT while offering practical implications for teacher education, professional development, and classroom practice.

Keywords: Pedagogical Content Knowledge, Differentiated Instruction, Gifted Learners, English Language Teaching, Mixed Methods, BİLSEM.

Integrating Mindfulness And Creative Teaching Practices to Mitigate Test Anxiety in Lower Secondary EFL Classrooms

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Abstract

Heightened stress can lead to student anxiety, which significantly undermines academic achievement, psychological well-being, physical health, health behaviour, and interpersonal relationships (Hughes, 2005). Thus, it poses a critical challenge in both educational and psychological contexts. Test anxiety, in particular, acts as a major obstacle to academic achievement, hindering students' exam performance and long-term educational attainment while affecting roughly one-fifth of college students (Priebe & Kurtz-Costes, 2022). As the cognitive, behavioral, and physiological symptoms of test anxiety are interconnected, with negative self-thinking and fear of failure mutually reinforcing one another, interventions should be comprehensive and multifaceted. Incorporating mindfulness techniques has the potential to reduce the negative impacts of test anxiety on students (Nwadi et al., 2025; Dundas & Nygård, 2024). Since mindfulness-based interventions (MBIs) can enhance students' ability to regulate behaviour, attention, emotion, performance, and thinking in English as a foreign language (EFL), they offer a significant number of strategies for alleviating test anxiety (Skelly & Estrada-Chichon, 2021; Sun et al., 2025). This study mainly examined the combination of mindfulness and creative teaching practices to mitigate test anxiety among EFL students. Adopting a mixed-methods research design, the study utilized a quasi-experimental pre-test–post-test control group setup combined with thematic analysis of reflective journals. The sample comprised 142 sixth-grade EFL students (N = 142) divided equally into an experimental group (n = 71) and a control group (n = 71) from a middle school in Konya, Turkey. The experimental group received an eight-week intervention based on mindfulness and creative teaching practices, while the control group continued with standard instructional practices. Data collection instruments included the Cognitive Test Anxiety Scale (CTAS) and the Mindful Attention Awareness Scale-A (MAAS-A), alongside reflective journals maintained by the experimental group.

Quantitative data were analyzed via one-way Multivariate Analysis of Covariance (MANCOVA) to control for baseline differences, whereas for qualitative data, thematic analysis was conducted on the reflective journals completed after each intervention session by the experimental group. The findings demonstrated that students exposed to the mindfulness and creative teaching-based intervention exhibited a statistically significant decrease in cognitive test anxiety alongside a statistically significant increase in mindfulness levels, while no significant change was observed in the control group. Qualitative insights supported the quantitative outcomes, indicating increased emotional regulation, self-awareness, and agency in applying mindfulness techniques as coping mechanisms. Conversely, there was a reduction in test anxiety, distress, and negative stress responses. By combining mindfulness techniques with creative teaching applications, this research demonstrates that such interventions bear the potential to foster emotional regulation, enhance present-moment awareness, and provide both EFL learners with coping strategies to alleviate test anxiety and language educators with actionable guidelines to cultivate low-anxiety classroom environments.

Keywords: teaching english as a foreign language, test anxiety, mindfulness, creative teaching practices, young adolescents

'Can I say it in Turkish?': How language choice negotiations mediate vulnerability and parity of participation in tertiary EMI programmes

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Abstract

English-medium instruction (EMI) programmes typically position English as the legitimate language of participation, yet students may prefer or explicitly request to participate through their L1. Drawing on Fraser's (2008) notion of parity of participation, this qualitative case study examines how language-choice negotiations mediate vulnerability and participation in the preparatory programme of a Turkish university's School of Foreign Languages. Through interviews with students and instructors, we explore how preferences for L1 Turkish or L2 English interact with personal language beliefs, institutional language policies, and critical multilingual awareness. Specifically, we conceptualise vulnerability as a concept bi-directionally interacting with participation in language classrooms. Using L2 English may enable 'legitimate participation' within an EMI ecology whilst simultaneously exposing students to perceived linguistic inadequacy and reduced voice. Conversely, shifting to L1 Turkish may facilitate 'increased participation' whilst creating other forms of vulnerability for students or instructors, including perceived dependence and pedagogical compromise. Findings suggest conflicting understandings of when such vulnerabilities should be accepted, reduced, or pedagogically negotiated. We argue that language choice constitutes a largely taken-for-granted social justice dilemma in which vulnerability and parity of participation intersect (with possibly conflicting interests).

Keywords: English medium instruction; parity of participation; vulnerability; language choice; social justice

Analysing Grammatical Errors of Turkish EFL Learners in Writing

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Abstract

The present study examined the grammatical errors of 20 tertiary-level Turkish learners of English using descriptive qualitative analysis to identify the most prevalent grammatical errors and their sources. Data were collected from two types of academic paragraphs written by learners enrolled at a state university in Turkiye. Following the taxonomy of James (2013), a total of 35 paragraphs were collected and coded separately by two raters. Errors were categorized into five major error types: Misselection, Omission, Addition, Overinclusion, and Blends. The highest number of errors (42%) was related to Misselection, followed by Omission (39%). Not only interlanguage interference but also intralingual interference were found to result in inaccurate grammatical utterances. The study presented some pedagogical insights for teachers and learners.

Keywords: error analysis, grammatical errors, writing in EFL classes

Undergraduate Students' Perceptions of English Pronunciation Instruction: Importance, Adequacy, and Expectations

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Abstract

This study examined university students' perceptions of pronunciation instruction in English-related undergraduate programs, with particular attention to the perceived importance of pronunciation, the adequacy of current instructional practices, and students' expectations regarding pronunciation-focused learning opportunities. The study adopted a quantitative descriptive survey design and involved 93 undergraduate students enrolled in the English Language Teaching program at Hacettepe University and the Translation and Interpreting program at Kahramanmaraş Sütçü İmam University. Data were collected through a questionnaire consisting of demographic questions and 20 Likert-type items addressing different dimensions of pronunciation instruction. The responses were analyzed using descriptive statistics to identify overall patterns in students' perceptions. The findings revealed that participants regarded clear and intelligible pronunciation as an important component of effective communication and as relevant to both academic achievement and future professional opportunities. Despite this strong perceived importance, students generally considered the pronunciation support offered within their current courses insufficient. They expressed a clear preference for greater curricular emphasis on pronunciation and more opportunities for systematic practice. Participants also reported favorable views of individual practice, immediate corrective feedback, and technology-supported activities as means of improving pronunciation skills. Overall, the findings point to a mismatch between students' recognition of the importance of pronunciation and the extent to which they perceive it to be addressed in their programs. The study therefore highlights the need for a more systematic, practice-oriented, and pedagogically integrated approach to pronunciation instruction in English-related higher education programs.

ChatGPT as a Reader: Artificial Intelligence and the Interpretation of Student Creative Poetry

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Abstract

This study explores artificial intelligence (AI) in the interpretation of creative poetry through examining ChatGPT as a potential reader of literary text. Using Roland Barthes theoretical perspective that meaning emerges from the interaction between text a reader rather than authorial intention, this research investigates how AI constructs an interpretive response to poetic language created by students. Though many studies interpreted existing canonical literary work, not enough research addressed AI as a non-human reader examining creative poems written by students in an educational context. The research used a qualitative method to analyze the interpretations of the text that ChatGPT provided. The findings suggest while artificial intelligence is effective in identifying themes and structural patterns, it cannot access the emotional, historical, and cultural horizons of meaning. Therefore, it should be considered a functional support tool in poetry education, but not as an interpreter that can replace human interpretation.

Emotional intelligence (EQ): the new measure of competency - Exploring skills that make a difference in students' and teachers' lives

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Abstract

In a world where an increasing number of people have the necessary degrees and qualifications as well as impressive CVs, how can true competency in the workplace and in the world be measured ? This presentation will explore what some are calling the new and true measure of competency- emotional intelligence (EQ). Some of the matters discussed in this presentation are: What is EQ? Why is it essential for teaching and language teaching? How can it be acquired or improved? What can educators do in order to facilitate growth in their students' EQ? How can focusing on/building EQ in the workplace benefit teachers? Attendees can expect a thorough but concise overview of some of the existing literature related to EQ, followed by discussion of the presenter's survey-based research results, as well as possible implications that can be used in both personal and professional realms.

Reflective teaching practices: insights gained from team teaching and video coaching

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Abstract

The role of mirrors, photography, and reflection all hold a vital role in modern society. In the same way that athletes and performers benefit from reflecting on their technique, teachers possess opportunities for reflective teaching practices. This poses the question, how do reflective teaching practices facilitate teacher development? Team teaching and video coaching provide both experiences and insights into how to answer this question. Join presenters Andrea Dimitroff and Janae Brazeal as they consider the rationale behind reflective teaching practices, present their own experiences with reflective teaching projects, and share practical implications to be gained and applied in the classroom.

Can EFL Students Detect Bad AI Feedback? Exploring Critical AI Literacy in English Language Learning

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Abstract

Generative artificial intelligence (GenAI) is rapidly becoming part of everyday language learning, giving EFL learners immediate access to feedback, explanations, and language suggestions. While this kind of tool may serve as an important source of assistance for learners, the quality of the feedback provided by AI largely depends on learners' ability to critically evaluate the information they receive from AI. Inability to use AI critically does not mean inability to work with such tools. This study explores the ability of EFL learners to evaluate AI-generated feedback. Specifically, the study aims at understanding whether EFL learners can distinguish between the correct and incorrect, misleading, or inappropriate suggestions given by the application, depending on their English proficiency, level of AI literacy, and confidence in their judgements. A mixed-methods design was employed with 60 university level EFL students in Türkiye. They were asked to perform an AI feedback evaluation task, which involved six short texts in English and 24 feedback suggestions (some of them accurate and others incorrect grammatical suggestions, misleading explanations, inappropriate suggestions related to vocabulary or context, and unnecessary corrections). Participants had to answer whether the suggestion was correct, incorrect, or uncertain and rate their confidence in this decision on a five-point scale. Besides, participants took a brief questionnaire on AI literacy (Wang, Rau, and Yuan, 2023), and their English proficiency was estimated by their most recent English proficiency scores obtained in the institution where the research was conducted. Results showed that participants had no problem evaluating AI feedback in cases when the accuracy was apparent but had difficulties when it came to feedback which looked plausible in terms of language but was incorrect or inappropriate in context. Contextually inappropriate suggestions and misleading explanations proved to be the most problematic ones, and they were more likely to be accepted as correct feedback. There was a positive relationship between proficiency in English and accuracy in feedback evaluation, and a similar relationship was found between AI literacy and evaluation accuracy. What is interesting is that students' confidence in their decision-making was not correlated with the accuracy of their judgement, and sometimes high confidence was observed in acceptance of the feedback, which was in fact incorrect. Qualitatively, more successful participants considered the context, used their linguistic knowledge, and questioned the logic of suggestions made by AI, instead of taking the information as it was given. It should be concluded that there is a need to move from using GenAI tools to evaluation of the information they provide.

Accept, Adapt, or Reject? Setting Pedagogical Boundaries with Scenario-Based GenAI in Generative AI-Assisted Language Teaching

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Abstract

The need for future teachers to acquire both AI literacy and the professional judgment necessary to decide when, how, and under what circumstances AI use is pedagogically appropriate has increased as a result of the quick integration of generative artificial intelligence (GenAI) into English language teaching. Although a growing number of research has examined teachers' and pre-service teachers' perceptions, attitudes, levels of AI literacy, and technology acceptance, little is known about how future English language teachers make context-sensitive pedagogical decisions about specific uses of AI in the classroom. Examining these decisions may provide a better understanding of how pre-service teachers distinguish between pedagogically beneficial uses of AI, practices that require teacher mediation, and uses that may negatively affect learning, professional responsibility, or learner autonomy. This study aims to examine how pre-service EFL teachers set pedagogical boundaries around the use of generative AI in language teaching. Specifically, it focuses on how they evaluate different use cases for GenAI, how appropriate they find these applications, how confident they are in their judgments, and the pedagogical, ethical, professional, and student-related considerations underlying their decisions to accept, adapt, or reject specific use cases for GenAI. This study will employ a scenario-based mixed-methods approach with approximately 80–100 pre-service EFL teachers studying in an English Language Teaching program at a state university in Türkiye. Data will be collected through a Scenario-Based AI Pedagogical Assessment Task developed by the researchers, which includes six classroom scenarios addressing lesson planning, speaking practice, materials development, assessment, written corrective feedback, and student use of AI-generated language. For each scenario, participants will decide whether to accept, adapt, or reject the described use of GenAI, then rate its pedagogical appropriateness and confidence in their decision on a five-point scale, and finally identify the factors influencing their

judgment and briefly explain the reasoning behind their choice. Before the main data collection, the task will be reviewed by experts and pilot-tested to ensure its clarity, relevance, and overall usability. Quantitative data will be analysed descriptively using frequencies and percentages for categorical responses and medians and interquartile ranges for appropriateness and confidence ratings. Written justifications will be analysed through thematic analysis to identify recurring patterns of pedagogical reasoning. Consequently, the quantitative decision patterns and qualitative themes will be integrated at the scenario level using a joint display. Rather than addressing AI integration as a matter of general acceptance or resistance, as is often the case, this study will provide a contextually sensitive explanation of where and why pre-service EFL teachers draw pedagogical boundaries around the use of AI. By integrating participants' decisions with the reasoning behind them, the study is expected to clarify when GenAI is viewed as appropriate pedagogical support, when teacher mediation is considered necessary, and when its use may threaten learner authenticity, autonomy, assessment fairness, or professional responsibility. The findings are expected to inform English language teacher education by encouraging a move beyond primarily tool-focused AI training toward fostering critical pedagogical judgment, responsible human–AI collaboration, and well-informed teacher agency.

Keywords: generative artificial intelligence, pre-service EFL teachers, AI literacy, pedagogical judgment, teacher agency

Teaching English to Mixed Level Students

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Abstract

Teaching English to mixed-level students is widely recognized as one of the most challenging tasks faced by language teachers. In heterogeneous classrooms, learners often differ significantly in their language proficiency, learning styles, motivation, and educational backgrounds. These differences create difficulties in designing lessons that effectively address the needs of all students while maintaining engagement and promoting meaningful learning outcomes. This study explores the challenges associated with teaching English in mixed-ability classrooms and examines strategies that can support effective instruction. Drawing on current literature and classroom practices, the research highlights the importance of differentiated instruction, collaborative learning, task-based activities, and the integration of technology to accommodate diverse learner needs. The findings suggest that flexible teaching approaches and learner-centered methodologies can help teachers create inclusive learning environments where students of varying proficiency levels can participate actively and develop their language skills. The study contributes to a better understanding of mixed-level English language teaching and provides practical recommendations for educators seeking to enhance learning opportunities in diverse classrooms.

Keywords: mixed-level classrooms, English language teaching, differentiated instruction, learner-centered learning, mixed-ability learners, language education

Specialising the Generalist: A Curriculum Analysis of a New English Language Teaching Pathway for Primary Teachers in North Cyprus

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Abstract

In state primary schools in the Turkish Republic of Northern Cyprus (TRNC), English is one of four "branch" subjects, alongside music, visual arts and physical education, delivered within the primary curriculum. Following the alignment of its programmes with the four-year model of the Higher Education Council (HEC), Atatürk Teachers' Training Academy (ATTA) has prepared prospective primary school teachers to teach all subjects in the primary curriculum, while offering only limited training in the branch subjects. This limitation is reinforced at the regulatory level: Article 22(ç) of the Teachers' Law (Law No. 25/1985) authorises school principals to determine the classes and courses each teacher will teach, yet neither this provision nor any related regulation stipulates subject-specific qualifications as a condition of assignment. Consequently, English may be taught by teachers lacking adequate linguistic proficiency or subject-specific pedagogical preparation, a form of out-of-field teaching identified in the international literature as a principal constraint on the quality of primary English instruction (Copland, Garton, & Burns, 2014). This study examines the English Language Teaching pathway introduced in the 2024–2025 academic year within the modular Primary School Teaching Undergraduate Programme developed under the ATTA Restructuring Project. In this model, students complete introductory coursework in all four branch subjects and are subsequently placed, on the basis of aptitude assessments and academic achievement, into a single specialisation pursued alongside the core primary teaching programme. Admission to the English pathway is restricted to students demonstrating the highest levels of proficiency, who then undertake specific courses related to Teaching English as a Foreign Language (TEFL). The study current adopts a qualitative document analysis of programme documentation and relevant legislation to examine the rationale, structure and sequencing of the pathway. It argues that curricular reform alone is insufficient and proposes a legislative amendment linking the assignment of branch subjects to evidenced specialisation.

Keywords: primary teacher education, English language teacher education, out-of-field teaching, curriculum reform, language education policy, North Cyprus

Against All Odds: Cultivating Transformative Values for 21st-Century Global Citizens

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Abstract

The demands of the 21st century require a re-envisioning of education that extends beyond content mastery to the cultivation of values essential for global citizenship. This paper presents a values-centered framework designed to prepare learners to navigate complexity, diversity, and global interdependence. Grounded in narrative inquiry and informed by lived experiences documented in *Against All Odds: I Did It!*, this theoretical study explores how resilience, cultural humility, ethical leadership, and global responsibility can be intentionally integrated into educational practice. Drawing on interdisciplinary perspectives from education, technology, and social development, this work bridges theory and practice by offering practical strategies for embedding values into curriculum design, teacher preparation, and student engagement (UNESCO, 2015; OECD, 2018). The paper further examines the role of educators and world leaders as transformative agents who shape not only academic outcomes but also the moral and social capacities of learners globally (Freire, Paulo, 1970). Findings suggest that values-based education fosters critical thinking, empathy, and ethical decision-making—competencies necessary for sustainable global development (Nussbaum, Martha C., 2010). This proposal aligns with the mission of GLOBETS 2026 by contributing innovative approaches to the implementation of research across diverse educational contexts. Implications for policy, practice, and future research are discussed.

Keywords: Global citizenship, values-based education, resilience, ethical leadership, cultural humility, sustainability, 21st-century skills

Cultural representation in local English coursebooks: A multimodal semiotic analysis

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Abstract

Drawing on Braj Kachru's Three Circles framework, this study compares locally published English coursebooks from Inner Circle, Outer Circle, and Expanding Circle contexts. It aims to explore similarities and differences in cultural representation across the three circles, focusing on the distribution of local, target, and international cultural elements. Using a qualitative comparative design grounded in social semiotic theory, the research consists of 7 local books which are from the United States and the United Kingdom (Inner Circle), Bangladesh and Malaysia (Outer Circle), Türkiye, Greece, and South Korea (Expanding Circle). Findings reveal that Inner Circle coursebooks project an inclusive, multicultural landscape, whereas Outer Circle materials reflect differing national language policies. It was observed that Bangladesh focused primarily on national heritage with limited mention of international elements, while Malaysia adopted more of a global approach. In the Expanding Circle, foreign cultural elements are mainly filtered through local norms; Western traditions are included in Greek textbooks where they are culturally familiar, but left out in Turkish books where they lack real-world context. Additionally, visual styles across contexts serve as effective tools tuned to cultural and educational norms. These findings show that local coursebook designers actively compile visuals to help students balance their own cultural identity with global communication skills rather than simply promoting the target culture.

Comparing AI and Instructor Assessment in Speaking Exams: Score Agreement and Feedback

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Abstract

Recent technological advances have increased interest in how AI can be utilised in language assessment. While previous studies have explored the effectiveness of AI in written assessments, research in terms of speaking performance remains limited. This study aims to compare AI-generated and instructor-generated scoring and feedback. Employing a mixed-methods research design, this study involves audio-recorded student performances (N=60), which were evaluated independently by instructors and an AI tool using the same analytic speaking rubric. A paired-samples t-test indicated a statistically significant difference between the two scoring methods $t(59) = 2.42$, $p = .019$), with instructors assigning slightly higher scores on average (MD = 0.88, Cohen's d = 0.29). Furthermore, intraclass correlation analysis revealed a moderate level of inter-rater reliability between instructor and AI generated scores (ICC(3,1) = 0.49, 95% CI [0.27, 0.66]). Both pieces of feedback (given by an AI tool and two instructors) quoted instances of error while considering whether they affect communicative meaning or not. On top of that, the feedback given by AI utilised those quotes as evidence for why a student matches a certain score level on the rubric. Consequently, the findings highlight that feedback given by AI is highly structured, holistic and in-depth feedback including detailed justifications, while the instructors' feedback consisted of diagnostic, error-spotting short notes of noticeable features.

Critical Thinking Skills of Secondary School Teachers: Sample Scenarios and Applications

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Abstract

The aim of this study is (a) to examine secondary school teachers' critical thinking skills and, based on the findings, to develop sample scenarios for teachers, and (b) to implement these scenarios and examine the resulting changes in students. To this end, sample modules were developed to enhance teachers' critical thinking skills, as emphasized in "the Century of Türkiye Education Model". The research employed phenomenology as a qualitative research approach. The participants in the study were 10 secondary school teachers from different subject areas. Interview questions were used to determine the participants' views. The data were analyzed using qualitative analysis methods. Work was conducted with the teachers to develop the sample scenario modules. The findings of this study revealed that teachers' definitions of critical thinking skills centered on certain themes, and that they generally defined critical thinking as the ability to develop a multifaceted perspective, analyze and evaluate, make decisions impartially, adopt an inquisitive attitude, and generate creative solutions. In addition, eight scenarios were developed to enhance critical thinking skills. The developed scenarios were implemented by two teachers with their students. Findings from this implementation indicated that the scenarios had a positive impact on the development of critical thinking.

Keywords: critical thinking, creative thinking, secondary school teachers, teacher development

Investigating Mediation Activities in High School English Coursebooks Aligned with the Century of Türkiye Education Model

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Abstract

Mediation has reshaped language education by serving as a key communicative tool that supports meaning-making and connects different languages, cultures, and ways of thinking. With its central placement in the Common European Framework of reference for languages (CEFR) Companion Volume, language education has transformed from teaching traditional isolated skills to integrated modes of communication, positioning learners as social agents. Accordingly, the Century of Türkiye Education Model (CTEM) has restructured the national English language curriculum around action-oriented, social-emotional skills, and collaborative competencies. In line with these developments, this study aims to investigate the extent, distribution, and nature of mediation activities in newly developed high school English coursebooks aligned with the CTEM. All instructional tasks across three units of each coursebook were analyzed through content analysis based on the CEFR Companion Volume Mediation Framework. Findings reveal that while the coursebook integrates mediation tasks to varying degrees, showing a noticeable emphasis on text processing and peer collaboration, activities fostering cross-linguistic mediation and pluricultural space remain relatively limited. Based on the findings, the study concludes with implications for materials designers, textbook writers, and language teachers regarding the integration of mediation tasks into secondary language education.

Education for Sustainable Development in EFL Teacher Research: A Systematic Review

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Abstract

The growing emphasis on Education for Sustainable Development (ESD) has highlighted the role of education in equipping learners to understand, respond to, and address global challenges in the 21st century. In English as a Foreign Language (EFL) education, sustainability has increasingly been recognized as an important dimension of language learning and as a competence that can support learners in navigating academic, professional, and social contexts (Partnership for 21st Century Learning, 2019). Accordingly, sustainability and the 17 Sustainable Development Goals (SDGs) have increasingly been incorporated into language teaching through various pedagogical initiatives. However, despite this growing interest, limited attention has been paid to how ESD has been conceptualized and integrated within EFL teacher education and teaching research. To address this gap, this systematic review examines research published between 2015 and 2025 on ESD in EFL teacher education and teaching contexts. Specifically, it investigates the sustainability competencies addressed, pedagogical approaches and methods employed, and research contexts represented in the existing literature. Following the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines (Page et al., 2020), relevant studies will be systematically identified, screened, and analyzed to map current trends, methodological characteristics, pedagogical practices, and areas requiring further investigation. The review is expected to provide a comprehensive picture of how ESD has been conceptualized and implemented in EFL education and how teachers have been positioned as facilitators of sustainable development. The findings may contribute to strengthening the conceptual and pedagogical integration of ESD into EFL teacher education and teaching, while informing future research and the development of more sustainability-oriented language education practices.

ExeFun-READ Intervention: Progress in Children's Executive Functioning and Language Abilities Related to Reading Comprehension

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Abstract

The primary objective of this conference contribution is to evaluate the effectiveness of a cognitive stimulation program, ExeFun-READ (a program focusing on executive functioning stimulation via the L1 (Slovak language) curriculum with a specific focus on enhancing reading comprehension). The program is explicitly based on the assumed bi-directional relationship between executive functioning and language abilities related to reading comprehension. The program is domain-specific; the curriculum of L1 (Slovak) is a curricular area in which cognitive mediation occurs. ExeFun-READ was designed primarily for educational purposes, specifically professional tutoring for low-performing students. The intervention consists of 30 units; each unit lasts for 45–60 min. In total, 151 low-performing students attending grade four from seven elementary schools took part in the project. The study employs a pre-test–training–post-test design with three conditions: experimental, active control, and passive control. In the current study, the intervention led to improved language abilities related to reading comprehension. Significant improvements were found in vocabulary (semantic knowledge), completion of sentences (syntactic knowledge), and classification of terms (verbal fluency and inferencing) in the group of children that received the ExeFun-READ intervention. In terms of executive functioning, the improvement only extended to switching fluency.

From Empire to Republic: The Ideological Transformation of English Language Teaching in Turkey (1919–1938)

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Abstract

The transition from the late Ottoman Empire to the Early Republican period fundamentally reshaped Turkey's educational system, yet the ideological transformation of English language teaching (ELT) during this critical period remains underexplored. Existing scholarship has largely focused on curriculum reforms or individual textbooks, leaving the relationship between state educational policy and textbook discourse insufficiently examined. This study investigates how English was redefined from a practical foreign language into an instrument associated with modernization, citizenship, and national identity between 1919 and 1938. The study adopts a Corpus-Assisted Critical Discourse Analysis (CACDA) framework, combining Fairclough's three-dimensional model of discourse with Foucault's concept of disciplinary power and Bourdieu's theory of cultural capital. The corpus consists of late Ottoman English textbooks, including English Self-Taught (1919), early Republican English textbooks, official secondary school curricula (1924, 1927, 1931, and 1936), and selected publications of the Ministry of Education. Corpus linguistic techniques-including keyword, frequency, and collocation analyses-are integrated with qualitative discourse analysis to identify shifts in educational and ideological representations. Rather than treating English merely as a subject of instruction, the study examines how pedagogical discourse reflected broader projects of state formation and social transformation. It argues that the changing discourse surrounding English language education mirrored evolving conceptions of the ideal citizen, disciplined student, and modern nation. By bringing together historical educational documents and corpus-assisted discourse analysis, this research contributes to the historiography of ELT in Turkey while demonstrating the value of digital humanities approaches for examining educational change. The study also establishes the foundations of a historical English textbook corpus spanning the late Ottoman and Early Republican periods, creating a reusable research infrastructure for future scholarship.

Keywords: English language teaching, corpus-assisted discourse analysis, Early Republican Turkey, Ottoman education, language policy

Navigating the L2 Professional Self: Identity Conflicts and the Impostor Phenomenon in Speaking Tasks

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Abstract

The construction of a second language (L2) professional identity is a complex, non-linear negotiation frequently fraught with psychological tension. Grounded in poststructuralist perspectives of identity formation, this qualitative study investigates how second-year undergraduate students navigate the turbulent transition from a secure L2 learner identity to an envisioned future professional self. The study maps the contextual fluctuations of students' L2 ideal selves across an entire academic term within an academic communication course at a private foundation university. Data were collected from a cohort of 52 sophomore students through a continuous tracking design, starting with a baseline retrospective identity survey. This was followed by task-specific "Behind the Scenes" reflection logs across multiple spoken assignments, notably culminating in a high-stakes Video Resume task. The Video Resume, which required students to adopt professional attire and project a future expert persona, emerged as a critical site of identity conflict. Inductive thematic analysis of the qualitative data reveals that the conscious effort to modify one's natural L2 voice and assume authoritative discourse triggers acute sensations of the Impostor Phenomenon. However, these task-induced identity clashes, rather than merely acting as psychological barriers, serve as crucial catalysts for students to negotiate and ultimately claim ownership of their L2 professional identities. The findings provide significant pedagogical implications for ELT practitioners, emphasizing the necessity of designing affect-sensitive curricula that accommodate the fragmented and processual nature of L2 identity construction.

Task Complexity and EFL Learners' Oral Performance: Effects on Complexity, Accuracy, and Fluency across Proficiency Levels

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Abstract

Task complexity is an important dimension of task design that may influence the quality of second language oral production. However, increasing task complexity may not affect learners at different proficiency levels in the same way. This study investigates the effects of task complexity on the complexity, accuracy, and fluency (CAF) of oral performance among Iranian EFL learners at elementary, intermediate, and advanced proficiency levels. Sixty EFL learners were selected from an initial pool of 90 participants based on their performance on the Oxford Placement Test. The participants consisted of 21 elementary, 20 intermediate, and 19 advanced learners. They were asked to perform speaking tasks representing three levels of task complexity: low, medium, and high. Their oral performance was subsequently analyzed in terms of grammatical complexity, lexical complexity, accuracy, and fluency. Grammatical complexity was measured through clauses per C-unit, lexical complexity through type-token ratio (TTR), accuracy through the percentage of error-free C-units, and fluency through the number of words produced per minute. The results of a mixed between-within-subjects analysis of variance indicated that task complexity significantly affected learners' oral CAF performance. Proficiency level also had a significant effect on CAF, suggesting that learners at different stages of language development respond differently to variations in task demands. These findings highlight the importance of considering both task complexity and learner proficiency when designing and sequencing speaking activities. The study has practical implications for English language teachers, curriculum and materials developers, and language assessors. In particular, it suggests that task complexity should be carefully graded and matched to learners' proficiency levels rather than increased uniformly across speaking activities. The findings also contribute to the ongoing discussion of how task design can be used to promote more effective and developmentally appropriate L2 oral performance.

Evaluating Large Language Model Assessment of EFL Learner Writing: Agreement with Human Raters Across Institutional Instructional Levels

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Abstract

The rapid development of large language models (LLMs) has created new possibilities for automated assessment of second-language writing, yet questions remain concerning the reliability and comparability of AI-generated scores relative to human ratings. This study investigates the extent to which an LLM-based assessment of English as a foreign language (EFL) learner writing agrees with ratings assigned by trained English language teachers across institutional instructional levels. The study draws on naturally occurring writing samples produced during the English preparatory program's regular level examinations. Students complete standardized in-school writing examinations under controlled, face-to-face conditions without access to dictionaries, machine translation, or generative artificial intelligence. Each essay is independently assessed by two trained teacher raters using the institution's established writing rubric, and a composite human rating is calculated from the two independent scores. The same anonymized essays are subsequently assessed by a large language model using the same scoring criteria. Human inter-rater reliability, AI scoring consistency, and AI–human agreement will be examined using appropriate reliability and agreement statistics, with particular attention to potential differences across the institution's A1, A2, and B1 instructional groups. Because these groups are based on an institution-specific placement and progression system rather than an externally standardized proficiency test, they are treated as institutional instructional levels rather than independently validated CEFR proficiency categories. The study aims to provide empirical evidence concerning the comparability, consistency, and potential limitations of LLM-based assessment of EFL writing in an authentic educational assessment context.

Tracking AI and Human Assessment of EFL Writing Across Repeated Institutional Proficiency Assessments

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Abstract

Large language models are increasingly being considered as potential tools for second-language writing assessment, but relatively little is known about how their ratings correspond with human assessment as learners progress through successive stages of an English preparatory program. This study examines the longitudinal relationship between AI-generated and human ratings of EFL learner writing across repeated institutional level examinations. The study uses a naturally occurring dataset of writing performances produced by students in an English preparatory program who undergo periodic level testing and may be reassigned to different instructional groups as their performance develops. Students' essays are independently rated by two trained English teachers using the institution's writing assessment rubric, while anonymized versions of the same texts are assessed by a large language model under a standardized scoring procedure. The study will examine changes in AI–human agreement across successive assessment occasions, while accounting for the repeated observations contributed by individual students. In addition to examining overall score agreement, the study will investigate whether patterns of AI–human discrepancy remain stable or change as students progress through the institution's instructional levels. Because the writing tasks differ across levels and assessment occasions, task characteristics will also be documented and considered when interpreting the findings. By examining AI assessment in authentic, repeated institutional testing rather than isolated experimental writing tasks, the study aims to contribute evidence about the stability of AI-based writing assessment across learner development and to identify conditions under which AI ratings converge with or diverge from human teacher judgments.

Improving Learner Engagement and Oral Proficiency in EFL through Task-Based Language Teaching: A Quasi-Experimental Study at Jigjiga University, Jijiga, Ethiopia

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Abstract

The task-based approach focuses on the students' use of tasks naturally in pairs/groups, which makes the students active participants of the teaching and learning process through exchanging ideas to complete the given task. TBLT has emerged to be a subject of research interest for over three decades, and it is still considered one of the predominant teaching methods in the field of second language learning and teaching. Thus, this study aimed at improving learners' engagement towards learning and speaking the English language and enhancing learners' oral proficiency through TBLT in and outside of ELL major students' classrooms. A quasi-experimental research design that employed a one-group pretest-posttest design with single-group participants was used. The participants were third-year ELL major undergraduate students at JU, Ethiopia. In the intervention of nine weeks, the participants were taught target language features for speaking via task-based language teaching. Tests, interviews, and the students' reflective journals were used to collect the data. ANOVA and a one-sample t-test were used to analyze the quantitative data, while a qualitative analysis was employed for the students' reflective journals. The findings indicated that the task-based language teaching approach improved the oral proficiency of EFL students. Additionally, participants felt that task-based language teaching was beneficial to their oral communication skills development and had positive attitudes on the utilization of the TBLT approach in oral communication skills teaching. Finally, considering the results, it was recommended that TBLT ought to be included in EFL oral proficiency teaching.

Professional Identity among Pre-service Teachers: Role of Digital Competence and AI Literacy

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Abstract

The rapid integration of digital technologies and Artificial Intelligence (AI) into education has created new expectations for teachers, making digital competence and AI literacy increasingly important dimensions of professional preparation. This study examines the relationships among digital competence, AI literacy, and professional identity among pre-service teachers, with particular emphasis on the predictive contributions of digital competence and AI literacy to professional identity. The study adopted a quantitative approach and analysed the data using Partial Least Squares Structural Equation Modelling (PLS-SEM) and regression analysis. The findings show that digital competence significantly and positively affects both AI literacy ($\beta = 0.412$, $p < .001$) and professional identity ($\beta = 0.284$, $p < .001$). AI literacy also significantly predicts professional identity ($\beta = 0.345$, $p < .001$). The mediation analysis further indicates that AI literacy partially mediates the relationship between digital competence and professional identity (indirect effect $\beta = 0.142$, $p = .001$; bootstrapped 95% CI [0.065, 0.238]). The structural model explains 17.0% of the variance in AI literacy and 29.4% of the variance in professional identity. Regression results indicate that the combined predictors account for 29.4% of the variance in professional identity ($R^2 = 0.294$; adjusted $R^2 = 0.283$), with the overall model being statistically significant, $F(2, 125) = 26.027$, $p < .001$. Both digital competence ($\beta = 0.284$, $p = .001$) and AI literacy ($\beta = 0.345$, $p < .001$) make significant independent contributions, with AI literacy demonstrating the stronger standardised predictive effect. The study highlights the complementary roles of foundational digital skills and AI literacy in shaping pre-service teachers' professional identity. It recommends that teacher education programmes adopt a sequenced and integrated approach to developing digital competence, AI literacy, and professional identity; embed practical and ethical AI applications into the curriculum; promote critical evaluation of AI-generated content; and provide institutional support, infrastructure, mentoring, and continuous professional development. These measures can strengthen technological confidence, pedagogical readiness, and professional self-understanding, preparing future teachers to respond effectively to the opportunities and challenges of AI-integrated education.

Keywords: Digital competence, AI literacy, Professional Identity, pre-service teachers, teacher education.