ILTERG

INTERNATIONAL LANGUAGE TEACHER EDUCATION RESEARCH GROUP

3rd INTERNATIONAL ILTERG CONFERENCE

ABSTRACT BOOK

June 2-3, 2023

The 3rd International ILTERG Conference is held face-to-face and online.

UNITED STATES OF AMERICA
EMBASSY ANKARA, TURKEY

NEVŞEHİR HACI BEKTAŞ VELİ ÜNİVERSİTESİ
2007

REGIONAL ENGLISH LANGUAGE OFFICE
U.S. Embassy, Ankara, Turkey

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Foreword

Greetings to all participants and esteemed colleagues as we come together for the 3rd ILTERG Conference. It brings us great pleasure to welcome you to this gathering, which serves as a platform for collaboration and research in the field of language teacher education. ILTERG, an acronym for the International Language Teacher Education Research Group, was established as part of an Erasmus+ project seven years ago and continues to thrive as a non-profit organization, fostering cooperation and knowledge sharing among language teacher educators worldwide.

The ILTERG Conference holds the key objective of uniting language teacher educators from diverse contexts, creating abundant opportunities for exchange and networking. We are fortunate to be joined by a remarkable array of colleagues and researchers from across the globe, each contributing valuable insights from their studies. This convergence of ideas will not only inspire fruitful dialogue but also facilitate the establishment of future plans and collaborative projects in the realm of language education research.

The central theme of this conference revolves around teacher education and development, particularly within the context of English Language Teaching (ELT). ILTERG recognizes the significance of incorporating research, theoretical frameworks, and best practices from a wide range of language teacher education contexts. As language teaching evolves, it is increasingly vital to contribute to the professional growth and development of language educators. Hence, ILTERG Conference aims to play an instrumental role in advancing both language teacher education and English language teaching itself.

We extend our sincerest gratitude to all participants attending this conference, including academics, foreign language teachers, teacher trainers, and graduate students in the field of English Language Teaching. Your presence and willingness to share current research findings in the domains of foreign language teaching and teacher education greatly enrich this event. Your contributions will undoubtedly contribute to the collective knowledge and professional advancement of language educators worldwide.

It is also an honor to host a number of distinguished speakers to present their research and scholarly papers. We would especially like to thank Dr. Katie Welch, Prof. Dr. Yasemin Bayyurt, Prof. Dr. Gölge Seferoğlu, Prof. Dr. Kenan Dikilitaş, Dr. Kyria Rebeca Finardi for their invaluable contributions to the conference. We would also like to express our gratitude to workshop presenters Prof. Dr Turan Paker, Prof. Dr. Meltem Huri Baturay and Rupert Breheny, Assoc. Prof. Dr. Sedat Akayoğlu and Tom Godfrey. We look forward to listening to them and all other participants, whose studies will be a feast of mind for us.

The 3rd ILTERG Conference serves as a vibrant forum for collaboration, exploration, and the dissemination of research in language teacher education. We encourage you to actively engage in discussions, forge connections, and immerse yourself in the rich tapestry of ideas presented here. Let us seize this opportunity to collectively shape the future of language teaching and education. We also thank the Regional English Language Office of U.S. Embassy, Ankara, Turkey for giving us a grant for this conference.

Once again, a warm welcome to the 3rd ILTERG Conference!

Prof. Dr. Gonca Yangın Ekşi
ILTERG Conference Chair

3rd ILTERG CONFERENCE
DAY 1 - June 2, 2023 Friday

Time		Room 1	Room 2	Room 3	Room 4	
08:30 - 9:15	REGISTRATION					
09:15 - 09:30		Opening Remarks **Prof. Dr. Gonca YANGIN-EKŞİ** **Assoc. Prof. Dr. Bengu AKSU-ATAÇ** **Roger COHEN**				
09:30 -10:30	Plenary Session (1)	**MEETING LINK:** https://tinyurl.com/iltergroom1-ps1 From Theory to Practice: Transforming Language Teacher Education through Explicit Pedagogical Modeling **Prof. Dr. Katie WELCH** *(Chair: Gonca YANGIN-EKŞİ)*				
10:45 - 11:45	Concurrent Sessions (1)	Distance Language Education as a New Paradigm in Higher Education in Algeria **Badra HAMİDİ** Application of Modern Methods in Teaching English **Irodakhon ZAYNOBİDİNOVA** Combining Multiple Applications in Online Speaking Classes: Student Perceptions **Elif TOKDEMİR-DEMİREL** Online Problem-Based Learning in an ESP Course **Burçak YILMAZ-YAKIŞIK** *(Chair: Burçak YILMAZ-YAKIŞIK)*	Developing Speaking and Writing Skills of Sport School Pupils **Makhbubakhon YAKUBOVA - Hulkaroy ABDUVALİYEVA** Language Teachers Perceptions and Practices of Social and Emotional Learning **Aydan IRGATOĞLU** Measuring Foreign Language Teaching Anxiety Levels of Pre-Service English Language Teachers: Sources and Coping Strategies **Samet TAŞÇI** *(Chair: Samet TAŞÇI)*	Teaching Critical Thinking Skills to University Students in the Age of Misinformation and ChatGPT **Anita TJAN** In Search of New Approaches to Teaching and Learning Language in the Age of Transhumanism within the Perspectives of Augmented Intelligence and Algorithmic Management **Feride Zeynep GÜDER** The Cross-Cultural Effect: How Does Erasmus+ Mediates in Intercultural Contexts? **Assoc. Prof. Dr. Bengü AKSU-ATAÇ - Mine NURLU** Foreign Language Instructors' Metaphorical Perceptions of Using Technology in Classes **Fatma BAŞARIR - Özge SIRMA** *(Chair: Fatma BAŞARIR)*	An Examination of ChatGPT Report on Teaching English as a Foreign Language to Young Learners **Fatma KİMSESİZ** Using Technology in Modern ELT Lessons as an Assessment Tool **Kıvanç ERTÜRK** Analysis of the Inherent Artistic-Figurative Means of Expression of the Binary Opposition of Good and Evil **Ozodakhon Kuchkarova** EFL Teachers' Insights and Appraisals Concerning 21st Century Learning And Innovation Skills **Hacer KAÇAR - Prof. Dr. Hasan BEDİR** *(Chair: Gamze EMİR)*	Digital Platform as a Tool for Instagram Captions **Şerife Rugen DARANDELİ** Tertiary-Level L2 learners' Pe... Face-to-Face Language Learni... Context **Tuğçe TEMİR - Fatma Melike...** Teacher Educators' Opinions ... İrem AYDIN - Devrim HÖL Podcasting as a Supplementa... Practice in Emergency Distan... **Yusuf ÖZTÜRK** *(Chair: Yusuf ÖZTÜRK)*
12:00 – 13:00	Concurrent Sessions (2)	**Workshop 1** Skill-Based Formative Assessment in English at A2 and B1 Levels **Prof. Dr. Turan PAKER** *(Chair: Mehmet TUNAZ)*	Using Universal Design to Promote Equity in the Classroom **Ginelle HANAWAY** The Role of PDC in English Language Teachers' Professional Career: A Theoretical Perspective **Tuba BAYKARA - Dilara KARABIYIK** From the Eyes of Student Teachers: A Qualitative Study on Challenges Through Reflective Practice **Nilgün KARSAN - Erdem AKBAŞ** From A Practitioner to A Researcher Perspective: Dilemma between Practice and Research **Serdar TEKİN** *(Chair: Serdar TEKİN)*	The Place of Speech Acts of a Please in The General System of Classification of Speech Acts **Shakhnoza SHOKIROVA** Self-perceived Competency Levels of In-service EFL Teachers in Turkish MoNE Context **Ayşe ZAMBAK- Prof. Dr. Hasan BEDİR** Exploring Turkish EFL Learners' Self-Regulated Vocabulary Learning through Information and Communication Technologies **Gamze EMİR - Prof. Dr. Gonca YANGIN-EKŞİ** *(Chair: Gamze EMİR)*	Self-Efficacy Beliefs of EFL Students About Their Writing Skill in English at A Preparatory Program **Duygu İŞPINAR-AKÇAYOĞLU** Learning in Times of Existential Uncertainty: A Holistic Study of Language Learning through Crises **Chad C. DAVIDSON** The Attitudes and Perception of EFL Students in Turkey Towards Writing **Meltem KAYGUSUZ - Prof. Dr. Hasan BEDİR** The Role of Discussion Activities in Promoting Tolerance in English as a Foreign **Emre SOBACI - Hayriye AVARA** *(Chair: Hayriye AVARA)*	English as the Key to a Succes... **Oyatullo BAKHDIROV - Gul...** Now in Theaters: Mindfulnes... Mindfulness in Foreign Lang... **Assoc. Prof. Dr. Bengü AKSU...** Orthographic Similarity Caus... Retrieval and Recognition of ... **Mustafa YILDIZ** EFL Learners' Metaphorical P... Language Learning and Englis... **Fatma KİMSESİZ** *(Chair: Fatma KİMSESİZ)*
13:00 – 14:00		LUNCH				
14:00 -15:00	Plenary Session (2)	**MEETING LINK:** https://tinyurl.com/iltergroom1-ps2 Multilingual and Multicultural Awareness in English Language Learning in EFL Contexts **Prof. Dr. Yasemin BAYYURT** *(Chair: Bengu AKSU-ATAÇ)*				
15:15 – 16:15	Concurrent sessions (3)	Investigating the Effect of ChatGPT on Writing Proficiency and Learner Autonomy **Halil İbrahim ŞAHİN** Native or Nurture: Technology as a Forgotten Tool in English Language Teacher Training **Aslıhan Nur EROL** Informal Digital Learning of English (IDLE): Pre-service ELT Teachers' IDLE Practices and Their Thoughts about IDLE **Prof. Dr. Gonca YANGIN-EKŞİ - Ahmet Erdost YASTIBAŞ** Reflections on EFL K-12 Student Engagement in Flipped Learning: Highlights from an Action Research Study in the Intercultural Context **Işıl Günseli KAÇAR** *(Chair: Işıl Günseli KAÇAR)*	Research Trends Related to AI in Language Education: A Bibliometrics Analysis **Ali ERARSLAN - Prof. Dr. Meltem Huri BATURAY** Was it Proofread by a Human or ChatGPT? **Nermin PUNAR-ÖZÇELİK** English as a Lingua Franca (ELF) through the Metaphors of English Major Students **Elif KEMALOĞLU-ER** Describing Pre-service EFL Teachers' Digital Assessment Levels according to DigCompEdu **Mehmet TUNAZ** *(Chair: Mehmet TUNAZ)*	A Case Study on EFL Teachers' Perspectives on Teaching Undergraduate Students through Realia **Enes ALTAN - Devrim HÖL** English in Medicine: Putting the Learner in the Spotlight **Firuza ABDULKHAIROVA** Forms of Counteraction Speech in English Dialogues **Nargizoy MIRZAEVA** ELT Students' Reflections about Explicit and Implicit Written Corrective Feedback **Selda ÖZER** *(Chair: Selda ÖZER)*	An Examination of Test Anxiety among Undergraduate Students Enrolled in the Programme of Translation and Interpreting **Ömer ÖZER - Duygu İŞPINAR-AKÇAYOĞLU** Covid-19 Salgınının İlk Günlerinde Doktorların Kullandığı Örtmeceler Üzerine Bir Analiz **Nihal YETKİN-KARAKOÇ** The Impact of Games in Boosting English Language Speaking Skills of Turkish Elementary School Learners **Bora GÜR - Meryem AKÇAYOĞLU** Reiss With ChatGPT: Community Translation during the Covid-19 Pandemic **Prof. Dr. Oktay ESER - Özge ÇETİN - Ali DURAN** *(Chair: Oktay ESER)*	Investigating Graduate ELT St... Experiences and Uncertainty ... **Büşra ŞATIR - Mehmet BARD...** "You Want A Missionary": A... An English Teacher Becomes ... **Perihan KORKUT - Ertan DER...** **Prof. Dr. Şevki KÖMÜR** The Semantics of Stylistic De... Uzbek **Zulfiya DJABBAROVA** "What gives me nightmares i... Analysis of Pre-service EFL Te... **Aydan IRGATOĞLU - Özkan K...** *(Chair: Aydan IRGATOĞLU)*
16:30 – 17:30	Concurrent sessions (4)	**Workshop 2** Discovering your Teaching Self **Tom Godfrey** *(Chair: Samet TAŞÇI)*	Psikodilbilim Açısından Karşılaştırmalı Çözümleme Yaklaşımı **Surayyokhon OMONULLAYEVA** Investigating the Effects of Telecollaboration on Pre-service English Teachers' Intercultural Communicative Competence Development **Samed Yasin ÖZTÜRK - Sabahattin YEŞİLÇINAR** Gender – Pragmatic Features of Phonetic Non-Verbal Means **Nigora KHAYDAROVA** The Interplay between Assessment Literacy and Teacher Well-being: A Pathway to Effective Teaching and Learning. **Sabahattin YEŞİLÇINAR - Samed Yasin ÖZTÜRK** *(Chair: Sabahattin YEŞİLÇINAR)*	Teachers' Perspectives on the Use of Artificial Intelligence in English Language Teaching **Ömer ÖZER** Learner Autonomy of EFL Students: A Qualitative Study **Hatice ÖZGAN-SUCU** AI in EFL context: A Bibliometric Study **Şerife FİDAN - Devrim HÖL** The Impact of "Kahoot!" on English as a Foreign Language Learners' Vocabulary Knowledge **Tuğba ÜNAL - Ceylan YANGIN-ERSANLI** *(Chair: Ceylan YANGIN-ERSANLI)*	Interkulturelles Filmmaterial im Fremdsprachenunterricht **Çiğdem KIRCA - Neslihan ACAR** Die Motive in der Phantastischen Kinder und Jugendliteratur und deren Einsatz im DaF-Unterricht **Fatma ALTUN** Hofstede's Dimensions of National Culture and Their Implication in Language Classrooms **Deren Başak AKMAN-YEŞİLEL** Possible Prospects and Challenges of ChatGPT in Foreign Language Teaching and Learning **Esen GENÇ** *(Chair: Esen GENÇ)*	Linguocultural Characteristic... English and Uzbek **Nargiza YULDASHEVA** Investigation of the Factors t... Productive Collocational Kno... **Zeynep ÖZDEM-ERTÜRK** Comparative Analysis and Th... of Corrective Feedback On Ef... **Tubanur PİRDAL** The Development of the Vete... Academic English Collocation... **Mustafa ÖZER - Erdem AKBAŞ** *(Chair: Erdem AKBAŞ)*
17:45 – 18:45	Plenary Session (3 & 4)	**MEETING LINK:** https://tinyurl.com/iltergroom1-ps3 Translanguaging in TESOL **Prof. Dr. Gölge SEFEROĞLU** *(Chair: Burçak YILMAZ-YAKIŞIK)*				

3rd ILTERG CONFERENCE
DAY 1 - June 2, 2023 Friday

Time		Room 5	Room 6: A Cup of English	Room 7	Room 8	Room 9
08:30 - 9:15	REGISTRATION					
09:15 - 09:30						
09:30 -10:30	Plenary Session (1)					
10:45 - 11:45	Concurrent Sessions (1)	Digital Platform as a Tool for Language Teaching: Instagram Captions **Şerife Ruşen DARANDELİ** Tertiary-Level L2 learners' Perceptions of Online and Face-to-Face Language Learning in a Hybrid Learning Context **Tuğçe TEMİR - Fatma Melike EŞDUR** Teacher Educators' Opinions on ChatGPT" **İrem AYDIN - Devrim HÖL** Podcasting as a Supplementary Activity for Speaking Practice in Emergency Distance Education **Yusuf ÖZTÜRK** *(Chair: Yusuf ÖZTÜRK)*	RELO (Regional English Language Office) U.S. Embassy	**MEETING LINK:** https://tinyurl.com/iltergroom6-cs1 Towards Raising University Students' Awareness on the Indigenous Languages in Mexico **Anna V. Sokolova GRINOVIEVKAYA** Empowering Learners as Global Citizens: Incorporating Sustainable Development Goals in Language Teaching **Arzu EKOÇ-ÖZÇELİK** Classroom Interactional Competence: Contributory Factors And Related Learning Opportunities **Mojtaba BAZVAND - Mohammad Ali MOKHTARI** Schoolscapes: Linguistic Landscapes at Primary Educational Settings in Turkey **Melike ÜNAL-GEZER** *(Chair: Hatice ÖZGAN-SUCU)*	**MEETING LINK:** https://tinyurl.com/iltergroom7-cs1 Preparing Corpus-Based Materials to Teach Phrase-Frames to Computer Engineering Students **Ayça SOLSUN - Erdem AKBAŞ** Augmenting the Interest and Involvement of Teachers and Students to Engage in Hybrid Education Today: An Exploratory Study **M. Al Muthassir FARHANA - Jabbar Al Muzzamil FAREEN** Pre-Service ELT Teachers' Emotional Experiences During Teaching Practicum: A Study on Causes and Consequences **Aynur KESEN-MUTLU** Blended Learning in Teacher Education : A Flipped Classroom Model for the TEFL (Teaching English as a Foreign Language) Course **Amel BENYAHIA** *(Chair: Selda ÖZER)*	**MEETING LINK:** https://tinyurl.com/iltergroom8-cs1 The Effects of the Quizlet on Turkish EFL High School Students' Vocabulary Learning **Esra ATALAN - Gonca SUBAŞI** Computer and Mobile Assisted Focus on Literary Text for the Advanced EFL Classroom: A New-age Pedagogical Stylistics **Yaser HADIDI - Mahsa Golmohammad GHAREDAGHI - Abolfazl Bafandeh POUR** Translanguaging in Writing: Theory, Practice, and Research **Havva ZORLUEL-ÖZER** Cross-linguistic Metaphorical Variation in Les Miserables and its English Translation **Mahsa Golmohammad GHAREDAGHI - Yaser HADIDI - Abolfazl Bafandeh POUR** *(Chair: Yasemin AKTAŞ)*
12:00 – 13:00	Concurrent Sessions (2)	English as the Key to a Successful Career **Oyatullo BAKHODIROV - Gulchehrahon RAHMANOVA** Now in Theaters: Mindfulness! Incorporating Mindfulness in Foreign Language Classrooms **Assoc. Prof. Dr. Bengü AKSU-ATAÇ - Ayşe Gamze ÇAM** Orthographic Similarity Causing Confusion over the Retrieval and Recognition of Words for EFL Learners **Mustafa YILDIZ** EFL Learners' Metaphorical Perspectives on English Language Learning and English Teachers in Turkey **Fatma KİMSESİZ** *(Chair: Fatma KİMSESİZ)*		**MEETING LINK:** https://tinyurl.com/iltergroom6-cs2 Multimodal Feedback Using AI Techniques in ELT Online Classes **Azra TAJHIZI - Santosh Kumar BEHERA** AI-supported L2 Writing Tools: Facilitators or Troublemakers in English Language Teaching and Learning **Sibel SÖĞÜT** Modeling the Contribution of Anxiety, Enjoyment, and Classroom Environment to Boredom among Students of English as a Foreign Language **Elias BENSALEM** Exploring Formation of Language Teacher Identity: A Phenomenological Study **Ümran ÜSTÜNBAŞ** *(Chair: Fatma Aslı KARACAOĞLU)*	**MEETING LINK:** https://tinyurl.com/iltergroom7-cs2 Multisensory Teaching and Theta/beta Ratio Oscillatory Activities in Foreign Language Vocabulary Retention **Farnaz Farrokh ALAEE** An Urgent Call for Teacher Training in English for Specific Purposes (ESP) **Ouafa OUARNIKI** The Relationship between Non-native Pre-service EFL Teachers' Foreign Language Teaching Anxiety and Self-efficacy Beliefs **Zeliha YÜKSEL** Agentive Teachers in Times of Crisis: A Qualitative Investigation of Post-Earthquake ELT Practices in Turkey **Aysel EYERCİ** *(Chair: Merve BULUT-YÜCELEN)*	**MEETING LINK:** https://tinyurl.com/iltergroom8-cs2 On the Feasibility of a Context-based Approach to Language Assessment: A Model Abbreviated in Speaking **Gholam-Reza ABBASIAN** Language Teacher Identity as Peacebuilder **Hamid ALLAMI** Demotivation or Amotivation: A Literature Review on Clarifying the Concepts in L2 **Ahmet Selçuk ÖZDEMİR** *(Chair: Fatma BAŞARIR)*
13:00 – 14:00						
14:00 -15:00	Plenary Session (2)			**MEETING LINK:** https://tinyurl.com/iltergroom6-ps4 Methodology and Technology in ELT Education and Practice **Prof. Dr. Kyria Rebeca FINARDI** *(Chair: Serdar TEKİN)*		
15:15 – 16:15	Concurrent sessions (3)	Investigating Graduate ELT Students' Uncertainty Experiences and Uncertainty Management **Büşra ŞATIR - Mehmet BARDAKÇI** "You Want A Missionary": A Duoethnography on How An English Teacher Becomes A Drama Advocate **Perihan KORKUT - Ertan DEREN - Fırat AKDOĞAN - Prof. Dr. Şevki KÖMÜR** The Semantics of Stylistic Device Litotes in English and Uzbek **Zulfiya DJABBAROVA** "What gives me nightmares is …": A Preliminary Analysis of Pre-service EFL Teachers Apprehensions **Aydan IRGATOĞLU - Özkan KIRMIZI** *(Chair: Aydan IRGATOĞLU)*		**MEETING LINK:** https://tinyurl.com/iltergroom6-cs3 A Qualitative Research on Designing Games Using Authentic Materials in Teaching English to Children **Dilber Yaren POLAT - Enise BALCIK - Emine KAYMAK - Meryem Başak SIRAKAYA - Prof. Dr. Feyza DOYRAN** Developing Professional Communicative Competence via Wordwall **Pulatova DURDONA - Ilhamova IRODA** The Relationship Between Turkish EFL Learners' Personality Traits and Their Written Corrective Feedback Preferences **Mehtap YORGANCI** Challenges of Evaluating Presentations in LSP Prepared by Philology Students **Joanna KIC-DRGAS** *(Chair: Yasemin AKTAŞ)*	**MEETING LINK:** https://tinyurl.com/iltergroom7-cs3 Gifted and Non-Gifted Students' Differences on Textually Explicit, Textually Implicit, and Script Based Reading Items: Are Gifted Students Also Gifted L2 Readers? **Kamal HEIDARI** Ecopedagogical Analysis of Middle School EFL Coursebooks Published by the Turkish Ministry of National Education **Gülçin CİVAN-ARTUN - Kürşat CESUR** Piloting the 'Sustainable Development Goals in English Language Teaching' Course Syllabus **İlknur BAYRAM - Özlem CANARAN** Determining The Opinions of English Teachers Working in Secondary Educational Institutions on the Secondary Education English Course Curriculum – Nevşehir Province Sample **Ersan UZ** *(Chair: Fatma BAŞARIR)*	**MEETING LINK:** https://tinyurl.com/iltergroom8-cs3 Ethical Considerations in Internet Research: What Researchers Need to Know? **Goudarz ALIBAKHSHI** Mapping Quality of Research in Different Methodological Orientations: The Case of Mixed-Methods Research **Mohammed Amini FARSANI** The Future of Seereer Language in a Context dominated by the Evolution of Wolof and Foreign Languages in Senegal **Jean Christophe FAYE** *(Chair: Tuğçe KAPLAN)*
16:30 – 17:30	Concurrent sessions (4)	Linguocultural Characteristics of Compound Nouns in English and Uzbek **Nargiza YULDASHEVA** Investigation of the Factors that Affect EFL Learners' Productive Collocational Knowledge **Zeynep ÖZDEM-ERTÜRK** Comparative Analysis and The Effect of Different Types of Corrective Feedback On EFL Students' Writing **Tubanur PİRDAL** The Development of the Veterinary Medicine Academic English Collocation List (VMCL) **Mustafa ÖZER - Erdem AKBAŞ** *(Chair: Erdem AKBAŞ)*		**MEETING LINK:** https://tinyurl.com/iltergroom6-cs4 L2 Proficiency and Multilingualism in Learners' FL Vocabulary Profiles and Vocabulary Strategy Use **Maria Pilar Agustín LLACH** Need for Cognition in Education: A Comparison of the Mindsets of Pre-Service and In-Service Teachers **Erol PÖYRAZ** Examining Middle School EFL Teachers' Perceptions of Alpha Generation Learning Features **Imane TIAIBA - Bouchra Nour El Houda ALLEM** A Micro-Analytic Investigation into EFL Teachers' Extended Wait Time Practices in L2 English Classrooms **Duygu GÜNEŞ - Ufuk GİRGİN** *(Chair: Selda DEMİR)*	**MEETING LINK:** https://tinyurl.com/iltergroom7-cs4 The Effect of the Speaking Tasks On Intercultural Awareness at Tertiary Level: A Case Study in Turkey **Gizem ÇOŞKUN - Zekiye Müge TAVİL** The Role of Sundanese and Indonesian in Schools in Garut (Indonesia) **Luca LEZZI** Culture in EFL Context: What Do Iranian Teachers Do? **Mohammad Ahmadi SAFA - Zahra Karim ABADİ** The Effect of Vignette Cases on Instruction Giving Practices of Preservice Teachers: A Case Study in A State University **Melike KOÇAK-MAT - Zekiye Müge TAVİL** *(Chair: Olcay UZUN)*	**MEETING LINK:** https://tinyurl.com/iltergroom8-cs4 From Research Methods to Teaching Methods: Examining the Case of Eye-Tracking in EFL Reading **Behzad GHONSOOLY** Professional EFL Teachers' Identity, Vision, and Agency **Azizeh CHALAK** *(Chair: Samet Taşçı)*
17:45 – 18:45	Plenary Session (3 & 4)					

3rd ILTERG CONFERENCE
DAY 2 - June 3, 2023 Saturday

Time		Room 1	Room 2	Room 3	Room 4
9:30 -10:45	Concurrent Sessions (1)	**MEETING LINK:** https://tinyurl.com/iltergroom1-cs1 **Workshop 3** ChatGPT: A Game Changer in English Language Learning and Teaching **Assoc. Prof. Dr. Sedat AKAYOĞLU** *(Chair: Ahmet YASTIBAŞ)*	Identifying Apology Strategies Used by Turkish EFL Teachers **Safiye Nur KAHYA** Can Mindfulness Make Us Better Language Learners? **Safiye Nur KAHYA - Deren Başak AKMAN-YEŞİLEL** "Here & Now" in Language Classrooms with Mindfulness-based Activities **Asuman AŞIK - Zeynep KOÇALİ** Insights into the Digital Future of Language Teaching **Oğuzhan AKTÜRK- Gözde ERECE - Prof. Dr. Oya TUNABOYLU** Workshops for Pre-Service Teachers of English On Web 2.0 Tools and E-Twinning Projects **Zuhal KARDEŞLER - Ceylan YANGIN-ERSANLI - Adem ÜNLÜ** *(Chair: Ceylan YANGIN-ERSANLI)*	Exploring Vocabulary Learning in English as an Additional Language: What does the Current Literature Tell Us? **Şeyma ÇİDEM - İhsan ÜNALDI** What Puzzles Them Reflects Them! A Narrative Inquiry of Research Engagement **Asiye DOĞAN-UÇAR - Erdem AKBAŞ** Faculty-School Collaboration in Action: Insights of Pre-Service Teachers from the English Fest **Ahmet ÖNAL - Nihan ERDEMİR - Derya COŞKUN** Action Research: What Teachers Learn From It **Sema TURAN** Humanizing Qualitative Research Courses in Applied Linguistics through Critical Autoethnographic Narrative **Ufuk KELEŞ - Bedrettin YAZAN** *(Chair: Ufuk KELEŞ)*	Motivation Levels and Sources of Private School Language Teachers in Turkish EFL Context **Şule İTAH** Investigating the Effect of an Intercultural Telecollaboration on Turkish Pre-Service Teachers' Communication Competence **Hülya TUNCER** Replication as A Rising Trend in SLA Research: Affordances and Challenges **Özkan KIRMIZI** Early Evidence of Kahramanmaraş Earthquake on EFL Teachers' Well-being **Prof. Dr. Hasan BEDİR - Semra KARAALİ - Meltem KAYGUSUZ** *(Chair: Meltem KAYGUSUZ)*
11.00 -12:15	Concurrent Sessions (2)	**MEETING LINK:** https://tinyurl.com/iltergroom1-cs2 **Workshop 4** Metaverse/ AR / AI Harnessing the Tools to Future Proof Your Career **Prof. Dr. Meltem Huri BATURAY** **Rupert BREHENY** *(Chair: Ahmet YASTIBAŞ)*	Evaluation of 9th Grade Teenwise and Relearn English Textbooks in terms of Values **Sevim EMECEN- Prof. Dr. Arif SARIÇOBAN** Exploring the Identity Development Process and Attitudes of Bilingual Children towards Heritage Languages **Rumeysa YÜCEL - Prof. Dr. Kenan DİKİLİTAŞ** 'We Have Talked about it Earlier': Examining the Use of Organizational Metadiscourse by EMI Lecturers **Sinem BİLGİN-YÜCEL - Erdem AKBAŞ** Classrooms beyond the Tradition: A Classroom Discourse Analysis **Tuba BAYKARA - Yasemin AKTAŞ** *(Chair: Tuba BAYKARA)*	Teaching Literature to EFL Students at University Level: In The Example of Muriel Spark's Novel "Aiding and Abetting" **Malohat DJALALDINOVA** Parallelism Between Stylistics and Literary Views in 'A Suitable Boy' **Mürüvvet MESCİGİL - Songül TAŞ - Fatma SOLMAZ** Rhetoric Power to Flout the Taboos: Christians and Saracens in Gui De Warewic and in Boeve De Haumtone **Mürüvvet MESCİGİL - Songül TAŞ - Fatma SOLMAZ** Racism and Gendered Islamophobia in Zadie Smith's White Teeth **Zühal GÖKBEL** *(Chair: Zühal GÖKBEL)*	Examination of Media Literacy Levels of Pre-Service Foreign Language Teachers **Ahmet AYCAN** The Analysis of "Indian Education" by Sherman Alexie **Gamze AR** Students' and Teachers' Perceptions on ESP Teaching and Students' Willingness to Communicate in English – Burdur Vocational and Technical Anatolian High School Case Study **İdil KARPUZ** Teaching Culture through Literature: Marriage Age and Elopement in Jane Austen's Pride and Prejudice **Nazlı GÜNDÜZ** *(Chair: Nazlı GÜNDÜZ)*
12:30 – 13:30	Plenary Session (1)	**MEETING LINK:** https://tinyurl.com/iltergroom1-cs3 Designing Feedback for Teacher Development: Implications for Language Teacher Educators **Prof. Dr. Kenan DİKİLİTAŞ** *(Chair: Mehmet TUNAZ)*			
13:30 – 13:45		**MEETING LINK:** https://tinyurl.com/iltergroom1-cs3 Closing Remarks **Prof. Dr. Gonca YANGIN-EKŞİ**			

6

3rd ILTERG CONFERENCE
DAY 1 - June 2, 2023 Friday

Time	Room 5	Room 6: A Cup of English	Room 7	Room 8	Room 9
08:30 - 9:15	**REGISTRATION**				
09:15 - 09:30					
09:30 -10:30	**Plenary Session (1)**				
10:45 - 11:45	**Concurrent Sessions (1)** — Digital Platform as a Tool for Language Teaching: Instagram Captions **Şerife Ruşen DARANDELİ** / Tertiary-Level L2 learners' Perceptions of Online and Face-to-Face Language Learning in a Hybrid Learning Context **Tuğçe TEMİR - Fatma Melike EŞDUR** / Teacher Educators' Opinions on ChatGPT" **İrem AYDIN - Devrim HÖL** / Podcasting as a Supplementary Activity for Speaking Practice in Emergency Distance Education **Yusuf ÖZTÜRK** / *(Chair: Yusuf ÖZTÜRK)*	**RELO (Regional English Language Office) U.S. Embassy**	**MEETING LINK:** https://tinyurl.com/iltergroom6-cs1 / Towards Raising University Students' Awareness on the Indigenous Languages in Mexico **Anna V. Sokolova GRINOVIEVKAYA** / Empowering Learners as Global Citizens: Incorporating Sustainable Development Goals in Language Teaching **Arzu EKOÇ-ÖZÇELİK** / Classroom Interactional Competence: Contributory Factors And Related Learning Opportunities **Mojtaba BAZVAND - Mohammad Ali MOKHTARI** / Schoolscapes: Linguistic Landscapes at Primary Educational Settings in Turkey **Melike ÜNAL-GEZER** / *(Chair: Hatice ÖZGAN-SUCU)*	**MEETING LINK:** https://tinyurl.com/iltergroom7-cs1 / Preparing Corpus-Based Materials to Teach Phrase-Frames to Computer Engineering Students **Ayça SOLSUN - Erdem AKBAŞ** / Augmenting the Interest and Involvement of Teachers and Students to Engage in Hybrid Education Today: An Exploratory Study **M. Al Muthassir FARHANA - Jabbar Al Muzzamil FAREEN** / Pre-Service ELT Teachers' Emotional Experiences During Teaching Practicum: A Study on Causes and Consequences **Aynur KESEN-MUTLU** / Blended Learning in Teacher Education : A Flipped Classroom Model for the TEFL (Teaching English as a Foreign Language) Course **Amel BENYAHIA** / *(Chair: Selda ÖZER)*	**MEETING LINK:** https://tinyurl.com/iltergroom8-cs1 / The Effects of the Quizlet on Turkish EFL High School Students' Vocabulary Learning **Esra ATALAN - Gonca SUBAŞI** / Computer and Mobile Assisted Focus on Literary Text for the Advanced EFL Classroom: A New-age Pedagogical Stylistics **Yaser HADIDI - Mahsa Golmohammad GHAREDAGHI - Abolfazl Bafandeh POUR** / Translanguaging in Writing: Theory, Practice, and Research **Havva ZORLUEL-ÖZER** / Cross-linguistic Metaphorical Variation in Les Miserables and its English Translation **Mahsa Golmohammad GHAREDAGHI - Yaser HADIDI - Abolfazl Bafandeh POUR** / *(Chair: Yasemin AKTAŞ)*
12:00 - 13:00	**Concurrent Sessions (2)** — English as the Key to a Successful Career **Oyatullo BAKHODIROV - Gulchehrahon RAHMANOVA** / Now in Theaters: Mindfulness! Incorporating Mindfulness in Foreign Language Classrooms **Assoc. Prof. Dr. Bengü AKSU-ATAÇ - Ayşe Gamze ÇAM** / Orthographic Similarity Causing Confusion over the Retrieval and Recognition of Words for EFL Learners **Mustafa YILDIZ** / EFL Learners' Metaphorical Perspectives on English Language Learning and English Teachers in Turkey **Fatma KİMSESİZ** / *(Chair: Fatma KİMSESİZ)*		**MEETING LINK:** https://tinyurl.com/iltergroom6-cs2 / Multimodal Feedback Using AI Techniques in ELT Online Classes **Azra TAJHIZI - Santosh Kumar BEHERA** / AI-supported L2 Writing Tools: Facilitators or Troublemakers in English Language Teaching and Learning **Sibel SÖĞÜT** / Modeling the Contribution of Anxiety, Enjoyment, and Classroom Environment to Boredom among Students of English as a Foreign Language **Elias BENSALEM** / Exploring Formation of Language Teacher Identity: A Phenomenological Study **Ümran ÜSTÜNBAŞ** / *(Chair: Fatma Aslı KARACAOĞLU)*	**MEETING LINK:** https://tinyurl.com/iltergroom7-cs2 / Multisensory Teaching and Theta/beta Ratio Oscillatory Activities in Foreign Language Vocabulary Retention **Farnaz Farrokh ALAEE** / An Urgent Call for Teacher Training in English for Specific Purposes (ESP) **Ouafa OUARNIKI** / The Relationship between Non-native Pre-service EFL Teachers' Foreign Language Teaching Anxiety and Self-efficacy Beliefs **Zeliha YÜKSEL** / Agentive Teachers in Times of Crisis: A Qualitative Investigation of Post-Earthquake ELT Practices in Turkey **Aysel EYERCİ** / *(Chair: Merve BULUT-YÜCELEN)*	**MEETING LINK:** https://tinyurl.com/iltergroom8-cs2 / On the Feasibility of a Context-based Approach to Language Assessment: A Model Abbreviated in Speaking **Gholam-Reza ABBASIAN** / Language Teacher Identity as Peacebuilder **Hamid ALLAMI** / Demotivation or Amotivation: A Literature Review on Clarifying the Concepts in L2 **Ahmet Selçuk ÖZDEMİR** / *(Chair: Fatma BAŞARIR)*
13:00 – 14:00					
14:00 -15:00	**Plenary Session (2)**		**MEETING LINK:** https://tinyurl.com/iltergroom6-ps4 / Methodology and Technology in ELT Education and Practice **Prof. Dr. Kyria Rebeca FINARDI** / *(Chair: Serdar TEKİN)*		
15:15 – 16:15	**Concurrent sessions (3)** — Investigating Graduate ELT Students' Uncertainty Experiences and Uncertainty Management **Büşra ŞATIR - Mehmet BARDAKÇI** / "You Want A Missionary": A Duoethnography on How An English Teacher Becomes A Drama Advocate **Perihan KORKUT - Ertan DEREN - Fırat AKDOĞAN - Prof. Dr. Şevki KÖMÜR** / The Semantics of Stylistic Device Litotes in English and Uzbek **Zulfiya DJABBAROVA** / "What gives me nightmares is …": A Preliminary Analysis of Pre-service EFL Teachers Apprehensions **Aydan IRGATOĞLU - Özkan KIRMIZI** / *(Chair: Aydan IRGATOĞLU)*		**MEETING LINK:** https://tinyurl.com/iltergroom6-cs3 / A Qualitative Research on Designing Games Using Authentic Materials in Teaching English to Children **Dilber Yaren POLAT - Enise BALCIK - Emine KAYMAK - Meryem Başak SIRAKAYA - Prof. Dr. Feyza DOYRAN** / Developing Professional Communicative Competence via Wordwall **Pulatova DURDONA - Ilhamova IRODA** / The Relationship Between Turkish EFL Learners' Personality Traits and Their Written Corrective Feedback Preferences **Mehtap YORGANCI** / Challenges of Evaluating Presentations in LSP Prepared by Philology Students **Joanna KIC-DRGAS** / *(Chair: Yasemin AKTAŞ)*	**MEETING LINK:** https://tinyurl.com/iltergroom7-cs3 / Gifted and Non-Gifted Students' Differences on Textually Explicit, Textually Implicit, and Script Based Reading Items: Are Gifted Students Also Gifted L2 Readers? **Kamal HEIDARI** / Ecopedagogical Analysis of Middle School EFL Coursebooks Published by the Turkish Ministry of National Education **Gülçin CİVAN-ARTUN - Kürşat CESUR** / Piloting the 'Sustainable Development Goals in English Language Teaching' Course Syllabus **İlknur BAYRAM - Özlem CANARAN** / Determining The Opinions of English Teachers Working in Secondary Educational Institutions on the Secondary Education English Course Curriculum – Nevşehir Province Sample **Ersan UZ** / *(Chair: Fatma BAŞARIR)*	**MEETING LINK:** https://tinyurl.com/iltergroom8-cs3 / Ethical Considerations in Internet Research: What Researchers Need to Know? **Goudarz ALIBAKHSHI** / Mapping Quality of Research in Different Methodological Orientations: The Case of Mixed-Methods Research **Mohammed Amini FARSANI** / The Future of Seereer Language in a Context dominated by the Evolution of Wolof and Foreign Languages in Senegal **Jean Christophe FAYE** / *(Chair: Tuğçe KAPLAN)*
16:30 – 17:30	**Concurrent sessions (4)** — Linguocultural Characteristics of Compound Nouns in English and Uzbek **Nargiza YULDASHEVA** / Investigation of the Factors that Affect EFL Learners' Productive Collocational Knowledge **Zeynep ÖZDEM-ERTÜRK** / Comparative Analysis and The Effect of Different Types of Corrective Feedback On EFL Students' Writing **Tubanur PİRDAL** / The Development of the Veterinary Medicine Academic English Collocation List (VMCL) **Mustafa ÖZER - Erdem AKBAŞ** / *(Chair: Erdem AKBAŞ)*		**MEETING LINK:** https://tinyurl.com/iltergroom6-cs4 / L2 Proficiency and Multilingualism in Learners' FL Vocabulary Profiles and Vocabulary Strategy Use **Maria Pilar Agustín LLACH** / Need for Cognition in Education: A Comparison of the Mindsets of Pre-Service and In-Service Teachers **Erol POYRAZ** / Examining Middle School EFL Teachers' Perceptions of Alpha Generation Learning Features **Imane TIAIBA - Bouchra Nour El Houda ALLEM** / A Micro-Analytic Investigation into EFL Teachers' Extended Wait Time Practices in L2 English Classrooms **Duygu GÜNEŞ - Ufuk GİRGİN** / *(Chair: Selda DEMİR)*	**MEETING LINK:** https://tinyurl.com/iltergroom7-cs4 / The Effect of the Speaking Tasks On Intercultural Awareness at Tertiary Level: A Case Study in Turkey **Gizem ÇOŞKUN - Zekiye Müge TAVİL** / The Role of Sundanese and Indonesian in Schools in Garut (Indonesia) **Luca LEZZI** / Culture in EFL Context: What Do Iranian Teachers Do? **Mohammad Ahmadi SAFA - Zahra Karim ABADİ** / The Effect of Vignette Cases on Instruction Giving Practices of Preservice Teachers: A Case Study in A State University **Melike KOÇAK-MAT - Zekiye Müge TAVİL** / *(Chair: Olcay UZUN)*	**MEETING LINK:** https://tinyurl.com/iltergroom8-cs4 / From Research Methods to Teaching Methods: Examining the Case of Eye-Tracking in EFL Reading **Behzad GHONSOOLY** / Professional EFL Teachers' Identity, Vision, and Agency **Azizeh CHALAK** / *(Chair: Samet Taşçı)*
17:45 – 18:45	**Plenary Session (3 & 4)**				

Plenary Session 1

From Theory to Practice: Transforming Language Teacher Education through Explicit Pedagogical Modeling

Dr. Katie WELCH

We've all heard horror stories of teacher educators lecturing about cooperative learning and student-centered instruction while speaking in a monotone voice and clicking mindlessly through PowerPoint slides in the front of the room. This do-as-I-say-not-as-I-do approach to teacher education sends mixed messages about whether we truly believe in the pedagogy we say we want our teachers to enact in their own classrooms.

While language teacher preparation has a long history of providing pre-service teachers with in-class experiences of various historical methods (e.g. Diane Larsen-Freeman's well-known *Language Teaching Methods* video series), as content-based approaches have become more prominent in the field, new ways of modeling are needed.

In this session, we will review the existing literature on modeling in English teacher education. I will then share my own experience revising the syllabus of an undergraduate-level Second Language Acquisition course targeted for pre-service K-12 teachers. By reconsidering *how* I taught the course, the increased exposure to explicit modeling allowed students to make more meaningful theory-practice connections.

14:00 – 15:00	June 2, 2023	Room 1
Meeting link:	https://tinyurl.com/iltergroom1-ps2	

Plenary Session 2

Multilingual and Multicultural Awareness in English Language Learning in EFL Contexts

Prof. Dr. Yasemin BAYYURT

Foreign Language Education Department, Boğaziçi University, Turkey

From kindergarten through higher education, educational policies and practices in many countries have recently emphasized the need to create future global citizens who are interculturally aware and connected. Language teachers now have the responsibility of assisting their students in becoming responsible citizens, as the study of the English language often plays a significant role in their students' awareness towards emerging multilingualism and multiculturalism in their environment. Since their students will need intercultural communication skills to successfully negotiate communicative situations with people from different backgrounds in their future lives as intercultural citizens, English language teachers need to take into account the importance of the English language in the future lives of their students. Intercultural citizenship (IC) education emphasizes the educational value and potential of IC while emphasizing the clear practical advantages of acquiring many languages. Being a global citizen requires a learner to be culturally aware of issues that affect them both locally and globally. These important concerns include immigration, sustainability, human rights, and international student mobility, among others. In theory, teachers expect their students to learn English so they can easily communicate in a multilingual and multicultural environment. In presentation, I will discuss that the significance of raising both pre- and in-service English language teachers' awareness towards emerging multilingualism and multiculturalism in the Turkish educational context. I will provide examples from published works to illustrate my points.

14:00 – 15:00	June 2, 2023	Room 1
Meeting link:	https://tinyurl.com/iltergroom6-ps4	

Plenary Session 3

Multilingual and Multicultural Awareness in English Language Learning in EFL Contexts

Prof. Dr. Kyria Rebeca FINARDI

This talk reflects on the role of technology in the trends and innovations brought to bear in English language teaching (ELT) methodologies and pedagogies in the post-pandemic scenario. With that aim, a bibliographic review of the role of technology in ELT methodologies is provided with a discussion of current trends and innovations in terms of ELT pedagogies. Considering the affordances of digital technologies, on the one hand, and knowledge of English language, on the other, in the mediation and amplification of access to contents online, this talk advances the idea that both the resistance to and the uncritical use of English and digital technologies have negative consequences for social and academic development. Overall, the analysis of trends and innovations suggests that, after the pandemic and with due preparation and support, some of the digital technologies and approaches experimented with during the pandemic may be incorporated into pedagogical practices in blended approaches, which in turn represent a real trend and possibility for pedagogical innovation in ELT.

Plenary Session 4
Translanguaging in TESOL

Prof. Dr. Gölge SEFEROĞLU

This plenary will discuss how translanguaging can empower multilingual language teaching with examples from different contexts around the globe. Translanguaging, a term coined by linguist Ofelia García, challenges traditional notions of language learning and opens up new possibilities for effective communication and understanding. In an interconnected society, the ability to communicate in multiple languages is increasingly valued and sought after. English, being the lingua franca of the modern era, holds a significant place in this landscape. However, traditional language teaching methods often prioritize monolingualism, emphasizing the separation and exclusivity of languages. Translanguaging, on the other hand, recognizes and embraces the linguistic resources learners bring from their native languages, allowing them to use these resources to enhance their English language development. Instead of treating students' native languages as obstacles, teachers can encourage students to use their home languages alongside English to develop a deeper understanding of concepts and express their thoughts more effectively. By embracing translanguaging, educators are creating an inclusive and supportive environment where students feel empowered to learn English while preserving their linguistic identities.

Plenary Session 1
Designing Feedback for Teacher Development: Implications for Language Teacher Educators

Prof. Dr. Kenan DİKİLİTAŞ
Faculty of Arts and Education, University of Stavanger, Norway

Designing feedback practices for teacher development is a critical task for language teacher educators since feedback is key to teacher learning and development. My talk aims to introduce and discuss the implications of feedback practices in the context of language teaching and provide insights for language teacher educators to improve their developmental support for teachers. I begin by introducing what we understand by feedback provided for teachers and its importance in cultivating teacher growth and promoting teaching practices. I then provide some models and frameworks for designing feedback practices, considering both formative and summative evaluation approaches. I also discuss the role of technology in feedback delivery and negotiation, emphasizing the benefits and challenges of incorporating hybrid feedback designs for diverse developmental purposes. I conclude with a discussion on implications and further research in feedback practices for language teacher educators to explore and develop contextualised designs that support teacher development.

Oral Presentation

Distance Language Education as a New Paradigm in Higher Education in Algeria

Badra HAMIDI
hamidi.badra@outlook.fr, Aflou University Center, Algeria

The Covid 19 epidemic has had a significant impact on every aspect of education, including the global higher education environment. In fact, emergency distance teaching and learning has supplanted traditional face-to-face classrooms all over the world in an attempt to cope somehow with the situation. The pandemic served as a catalyst for the transition and change of education systems to adapt to the technological improvements of the 21st century. The pace of technological development and globalization, which had previously overshadowed language teaching and learning, has accelerated to the point where it has become extremely diverse, therefore the ministry of higher education in Algeria has recently appealed the stakeholders to start distance classes using the available and possible alternatives for promoting such classes and working as partners for delivering online effective instruction. The present study aims at shedding light on the significance of adopting the distance language education as an alternative to in-person presence education in the Algerian tertiary education as well as to highlight the main challenges that encountered teachers and educators when shifting to this new mode of teaching and learning. To investigate the potential and the effectiveness of using the distance language education, a study was conducted at Aflou University Center. It should be pointed out that a classroom observation and an unstructured interview were used for collecting data and getting insights into how teachers dealt with this sudden shift to distance education and to elicit information about the procedure of providing a distance learning. However, regarding online teaching and learning in the context of Algeria, there have been some critical challenges such as the access of quality internet to attend the classes without disturbance for all the learners and the teachers in rural areas, the teachers' preparation to run the online classes effectively, the students' and parents' motivation and their preparedness for this opportunity, the familiarity and access of the students about the resources and technology related to online learning are some of the most prominent ones. This new mode of teaching and learning should not be imposed without enabling lecturers and students to understand this fundamental sudden shift because both instructors and students have been acting as change agents during this transition. The study ends up with recommendations to promote the quality of online education through the adoption of varied tools for distance learning. Implications were made to extend this type of education to workers and special needs' students in the future.

Keywords: Higher education, Distance learning and teaching, Learning platforms, COVID-19 pandemic, Technology effectiveness

Oral Presentation

Combining Multiple Applications in Online Speaking Classes: Student Perceptions

Elif TOKDEMİR-DEMİREL

elif6171@gmail.com, Department of English Translation and Interpretation, Kırıkkale University, Turkey

The concepts of complete online teaching, emergency online teaching were introduced into Turkish tertiary education with the COVID-19 outbreak. Online teaching in Turkish Universities first started in the 1980s with the initiative of Anadolu University and has existed ever since with varying intensity in different universities. With the devastating earthquake on January 6, 2023 which affected 10 cities of Turkey, emergency online teaching was introduced at Universities which was later transformed into hybrid teaching. These developments indicate that online teaching is going to be a part of education in the future as well. Therefore, it is important to take lessons from experiences we have learnt during the pandemic period from our online classes. Speaking classes were especially challenging to teach online during the pandemic due to mainly technical issues. This study surveys students' perceptions towards the use of multiple digital applications in the speaking class which were utilized to enhance the interaction in the online speaking class. A total of 52 1st year English Translation major university students participated in the online survey which included both Likert Scale and open-ended questions. The data were analyzed both with quantitative and qualitative methods. The students were asked to express their perceptions on how various applications contributed to their participation, engagement and motivation to speak.
Keywords: Online teaching, Speaking skills, Teaching apps, Engagement

Oral Presentation

Online Problem-Based Learning in an ESP Course

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Problem-based learning has been implemented in many disciplines, such as medical schools and the field of language learning. It has many successful outcomes when it is used in subject-matter and EAP/ESP courses. This study aims to investigate the dentistry students' perceptions about PBL tasks regarding their profession. The participants are 98 senior dentistry students at a state university in Turkey. To determine the perceptions of dentistry students about this pioneering approach, data were obtained from problem-based projects, self-study tasks, and reflection reports. These reports show that students benefited from PBL tasks because they formulated their own real-life problems about their profession; they discussed the problems within groups; and they did academic research to find solutions. Therefore, the process fostered collaboration and cooperation among participants; improved their reading and writing skills in English; and interviewing other stakeholders in the field increased students' self-esteem. In a nutshell, the whole process improved students' language performance and broadened their horizons on professional issues.
Keywords: ESP course, Problem-based learning, Dentistry

Oral Presentation

Investigating the Effect of ChatGPT on Writing Proficiency and Learner Autonomy

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With the advancements in technology and natural language processing (NLP), the methods of language instruction have also been evolving. ChatGPT, the phenomenal chatbot developed by OpenAI, has already proven to be useful in quite a wide range of areas such as coding, content generation, solving problems, translating texts, developing creative ideas for businesses, summarizing articles, building CVs, writing essays and even telling jokes and poems. In this research, the impact of ChatGPT on students' writing proficiency and learner autonomy was examined. A total number of 30 students (i.e. 15 in the control group, and 15 in the experimental group) who are studying at a preparatory program of a state university in Türkiye participated in the research. In the first part of the investigation, a pretest-treatment-posttest quasi-experimental design was followed. In the second part, to further elaborate on the results of the research, a structured interview was carried out with volunteering students from the experimental group. Preliminary analysis of the data revealed that ChatGPT did not have a significant effect on students' writing proficiencies. On the other hand, it was found that there is a discrepancy between the statements of the students and the findings of the research. While they reported the benefits of ChatGPT in developing their proficiency and fostering autonomy, no significant difference between the pretest and posttest scores was found.

Keywords: ChatGPT, Writing proficiency, Learner autonomy, Artificial intelligence

Oral Presentation

Native or Nurture: Technology as a Forgotten Tool in English Language Teacher Training

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The debate between digital natives and digital immigrants when it comes to technology has been a long faring war. However, neither digital immigrants nor digital natives have been able to find an answer to the question of technology integration. Technology holds a very important place in all lives; however, even with the importance of technological tools relentlessly advertised for the learners, the demand for technology is often overlooked on the side of the teachers. Even though the number of technologies used in the classroom increases, the catch up of English language teacher training with the current technology has not been very successful. From the first time technology appeared in the classroom, to now, when some of the teachers in the classrooms are digital natives, unfortunately not much has changed. Teachers have complained about lack of technology integration training since the first appearance of computers in the classroom and although computers remain in the classroom, so does the lack of training. Recent literature acknowledges the teachers' role in technology integration; however, the gap between practice and theory has not been closed. Therefore, this study was carried out to analyze the needs of pre-service English teachers in terms of technology integration and provide a possible syllabus for a technology training course at an undergraduate level. In this presentation, findings from the data collection and further suggestions will be discussed.

Keywords: Technology in language teaching, Computer assisted language learning (CALL), Teacher training

Oral Presentation

Informal Digital Learning of English (IDLE): Pre-service ELT Teachers' IDLE Practices and Their Thoughts about IDLE

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Several studies have been made on informal digital learning (IDLE) of English in several aspects, including willingness to communicate, foreign language enjoyment, and achievements in tests, but to the best knowledge of the researchers, little has been known about pre-service ELT teachers' IDLE practices and their thoughts about IDLE. Therefore, this study aims to find out these. It was designed as a mixed-methods study. The data will be collected with an IDLE questionnaire and open-ended questions added to this questionnaire. Quantitative data will be analyzed through descriptive statistics, while qualitative data will be analyzed with content analysis. The present study's findings will help to understand the IDLE practices of pre-service ELT teachers and their opinions about IDLE. The present study's findings will be discussed in line with the literature, and its pedagogical implications will be mentioned.

Keywords: Informal digital learning of English, Pre-service ELT teachers; IDLE practices, Thoughts about IDLE

Oral Presentation

Reflections on EFL K-12 Student Engagement in Flipped Learning: Highlights from an Action Research Study in the Intercultural Context

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Flipped learning is an innovative pedagogical approach, with an emphasis on the role of teacher as a facilitator, student-centered instruction, student interaction and engagement, collaboration, autonomy, and peer learning. There has been a surge of interest in online flipped learning during and the post-pandemic era due to its dynamic, and flexible learning environment, and ongoing formative assessment practices recently. Despite extensive research regarding student and teacher perceptions on flipped learning in the tertiary ESL/EFL contexts, the impact of flipped learning on the K-12 contexts is relatively underexplored. This action research study conducted as a recently-completed Erasmus+ project aimed to investigate the impact of flipped learning on the student engagement and satisfaction in four European EFL K-12 contexts. Twenty-four K-12 student participants from Turkey, the Netherlands, Lithuania and Spain (six from each partner county) were selected via purposeful sampling. The qualitative data were gathered via an online focused group interview composed of open-ended questions regarding K-12 learners' perceptions of flipped learning and its impact on their cognitive, affective, and behavioral engagement. The data were analyzed via inductive content analysis. The classroom engagement framework by Wang et al. (2014) was used as the theoretical framework in the study. The findings revealed that the adoption of flipped learning in intercultural contexts is likely to foster K-12 learners' use of English as a lingua franca, their higher order thinking skills, autonomous, collaborative and peer learning, intercultural and digital competence, enhancing their motivation.

Keywords: Student engagement, Flipped learning, Action research, Intercultural competence, Digital competence, Collaborative learning, Learner autonomy

Oral Presentation

Developing Speaking and Writing Skills of Sport School Pupils

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The present article highlights the overview of definition of the word "game", provides some exercises, activities and games like "Chain", "Question to question", "Making up clusters", "Who am I?", "From word to word" for developing speaking and writing skills of pupils at sport schools. In every language, speech consists of two types: 1) oral 2) written. It is obvious, the oral is important. The oral speech includes teaching, understanding through listening, retelling. They are connected closely and teaching them separately is impossible. Games deserve a crucial role in the language classroom. They are fun, which is extremely important as they can help activate students who may have been inactive before due to lack of interest. Keeping students active is vital because teachers will never be able to actually teach students anything unless they can get them to participate in their own learning process. Games are good for shy students and the ones with low confidence, and are being applied specifically when playing takes place in smaller groups, because in such cases they get a chance to speak in front of less audience rather than the whole class. Moreover, it is sometimes easier to open up and forget the shyness when playing a game because the atmosphere is not serious.

Keywords: Games, Activities, Oral speech, Written speech, Exercises

Oral Presentation

Language Teachers Perceptions and Practices of Social and Emotional Learning

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Social and emotional learning (SEL) is becoming increasingly important in today's classrooms throughout the world. More instructors feel that social and emotional needs of pupils must be addressed during the learning process. This is because how students see themselves and each other influences how they learn in school. Developing important social and emotional skills is necessary for pupils as they progress through life's obstacles from infancy to maturity. As a result, the goal of this research is to determine how language instructors value social and emotional learning and how they foster the development of students' social and emotional skills. This investigation focuses on instructors' use of academic and nonacademic tactics to help pupils in a language classroom. This study also focuses on SEL-related language activities since curriculum in these topics are more likely to be connected with learning about one's own and others' emotions, ideas, and actions. Furthermore, instructors use a variety of instructional methods to enhance social and emotional development in language courses more frequently than in other core lessons. All of them will are analyzed in this study.
Keywords: Social and emotional learning, Perceptions, SEL-related activities

Oral Presentation

Measuring Foreign Language Teaching Anxiety Levels of Pre-Service English Language Teachers: Sources and Coping Strategies

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The effect of emotional variables has long been acknowledged in the context of foreign language education (Pavlenko, 2011) and foreign language anxiety is thought to have negative effect on learning. While research on foreign language anxiety (FLA) has grown dramatically over the past few decades, that of foreign language teaching anxiety (FLTA) has mostly remained unexplored. Therefore, the aim of this study is to measure foreign language teaching anxiety levels of non-native pre-service English language teachers experienced during teaching practicum. In addition, this study aims to seek the sources and coping strategies of FLTA. The current study will employ both qualitative and quantitative data collection methods. Quantitative data will be collected through Foreign Language Student Teacher Anxiety Scale developed by Merç (2010) that will be administered to 40 participants. The scale has 27 Likert type items and 6 dimensions: relationship with mentors, language proficiency, feeling about academic incompetence, fear of being criticized by peers, fear of what others think, and student effect. Descriptive statistics will be used for interpretation of the findings. Qualitative data will be collected via semi-structured interviews and the answers of the participants will be recorded to determine the sources of FLTA and participants' coping strategies. The findings will be discussed in line with the findings of previous studies and educational implications will be offered.

Keywords: Teaching anxiety, Pre-service teachers, Teaching practicum, Sources of anxiety

Oral Presentation
Using Universal Design to Promote Equity in the Classroom

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Educators occasionally need to be reminded that equality and equity in the classroom are not always the same. As teachers, we realize that not all students learn in the same way. Incorporating concepts from universal design for learning not only fosters learning equity amongst students, but also creativity and student autonomy while increasing learners' motivation. In addition, "the universal design approach allows instructors to think differently about teaching because it removes the focus from the individual learner and his or her 'ability' to master the material and instead requires instructors to provide a variety of acceptable formats through which each student may engage the material…" (Brown, David & Smallman, 2017). This presentation will cover the three universal design for learning (UDL) principles and explore activities and strategies for applying them in the classroom. Attendees will walk away with a set of tools they can use to accommodate a diverse student population, ensuring that all learners can demonstrate their understanding of classroom content.

Keywords: Diversity, Equity, Universal design for learning, Motivation

Oral Presentation

The Role of PDC in English Language Teachers' Professional Career: A Theoretical Perspective

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Dilara KARABIYIK

Language teaching is a dynamic and on-going process. Hence, it is closely related to life-long learning, a significant part of individuals' professional life. After starting to work, teachers are expected to pedagogically improve themselves and keep up with up-to-date conditions. Relatedly, Professional Development Communities (PDC) takes the responsibility of meeting current expectations of professional life. PDC trainings in partnership with the Ministry of National Education (MoNE), Teacher Training and Development General Directorate, the Sabancı Foundation, and British Council aim to enable in-service teachers to apply new communicative language teaching methods, to create extra-curricular materials for classroom use, to find solutions for classroom problems and to use digital technologies more effectively. In that vein, starting collaboration between in-service English teachers working in the same cities is the primary target of the trainings. Collaboration between the colleagues paves the way for innovations such as good practices, solutions for the common problems, and effective use of digital tools. This collaboration, thus, is called as 'butterfly effect' in the project. In Türkiye, PDC trainings of trainers started with the first in-service English teachers' trainings in 2020 and followed by the regular PDC seminars of facilitators. The aim of this study is to provide an outline of PDC seminars and its butterfly effect among in-service English language teachers.

Keywords: PDC, English language teachers' training, New approaches in language teaching

Oral Presentation

From the Eyes of Student Teachers: A Qualitative Study on Challenges Through Reflective Practice

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Reflective practice has a remarkable impact on the professional development of individuals from any field ranging from teaching to nursing. Despite its significance, this practice has been insufficiently acknowledged and remains undervalued. This qualitative study aims to investigate the challenges confronted by student-teachers during their teaching experiences through the utilization of reflective practice. The data were collected from 16 student-teachers participated voluntarily in a program called "Teaching Buddies" in which they gained teaching experience in public and private schools. The research data were collected through reflections (in the form of responses for weekly Google forms, each of which with a different focus) and teaching journals of the student teachers (right after their school visits). We employed content analysis to identify the challenges encountered by the student-teachers, and subsequent focus group interviews further elaborated on these emerging themes. In order to ensure reliability, the interview was audio-recorded and transcribed verbatim by the first author. The data utilized in this paper were extracted from the initial five weeks of the ten-week school visits undertaken by the participants, which is part of a larger dataset compiled for first author's doctoral studies. Findings revealed challenges such as student-teachers' lack of speaking skills, problems with material selection and preparation, classroom management and so on. These obstacles can exert a significant influence on pre-service teachers' self-efficacy, motivation, and capacity to effectively engage with students while providing high-quality instruction. Thus, impetus for professional development of the student-teachers in the areas where they had challenges is just one of the positive outcomes of such a reflective practice. The paper concludes by discussing implications and recommendations for future research.

Keywords: Reflection, Professional development, Challenges, Student-teachers

Oral Presentation

From A Practitioner to A Researcher Perspective: Dilemma between Practice and Research

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It is a common belief that research and practice have affected and hence complemented each other in the field of language teaching. Research sometimes has a leading power and role in this relationship, but it is vice versa in other cases. Although both research and language teaching practice go parallel with each other, there are sharply diverging points between what research suggests and what is actually applied in the field probably due to practical constraints. This talk focuses on several of these aspects from the perspective of a previous language teacher and current academic and teacher educator in the field of TESOL. More specifically, it scrutinises classroom language use, the use of most up-to-date teaching methods, and preparing a lesson plan. To illustrate, the dominant belief in academia suggests an exclusive use of L2 in language teaching and hence teacher educators mostly train pre-service teachers accordingly. However, the language teachers working in the field could struggle to maintain L2-only policy because of several practical issues such as learner and teacher proficiency level, motivation, time constraints, and curriculum. Thus, teacher educators in academia should be aware of the practical and contextual issues, and hence educate teacher candidates so that they can customise their teaching by taking into consideration contextual factors. In this way, language teachers could make informed decisions, become more empowered, and hence teach more effectively.

Keywords: Pre-service teacher education, Empowering teachers, Practitioner perspective

Oral Presentation

Research Trends Related to AI in Language Education: A Bibliometrics Analysis

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Using a bibliometric analysis, this study aimed to examine the research trends surrounding artificial intelligence (AI) in language education. In order to identify publication trends, research topics, and influential authors, institutions, and countries in this field, 41 articles published in the Web of Science database between 2018 and 2023 were analyzed. The bibliometrics findings show that the use of AI in language education, natural language processing, machine learning and translation, interactive task learning, and intelligent tutoring systems have been the most popular research topics in the field of artificial intelligence in language education. China, the United States, Italy, and Russia were identified as the most research-producing countries in the field of AI in language education. Additionally, the research identified the most influential authors, and journals in this field. As a result of this bibliometric analysis, this study provides a comprehensive overview of AI in language education research trends and can guide future studies in this area.

Keywords: Artifical intelligence, Language education, Bibliometric analysis

Oral Presentation

Was it Proofread by a Human or ChatGPT?

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According to Cambridge Dictionary, proofreading is "the process of finding and correcting mistakes in the text before it is printed or put online". Some agencies or individuals engage in proofreading, and they are paid for their efforts to make the text better for publishing. On the other hand, with the help of changing and constantly developing technology, new online tools have emerged to do the same proofreading process. Apart from these online tools, a highly new Artificial Intelligence platform, ChatGPT, might be used as a proofreader. In the present case study, seven academic research articles' abstracts from seven different fields have been exposed to the proofreading process by both an English language expert and ChatGPT. Proofread texts were kept secret, and the writers and an external expert tried to analyze them to identify which one was proofread by a language expert and which was by ChatGPT. While doing so, they were asked their reasons for this classification. A grading criterion of 56 points was determined by eight people's reviews of seven texts. If all authors and the expert correctly guessed the proofreader of all the texts, a total of 56 points would result. However, it turned out that they did not find a clear difference between ChatGPT and the human reader, guessing correctly 28 out of 56. The authors believed that language experts could proofread better than ChatGPT in terms of content, vocabulary, and grammatical accuracy, while ChatGPT could perform better in terms of punctuation, capitalization, and coherence. At first sight, ChatGPT was regarded as worse than a human proofreader by the authors, and most problematic proofreads were attributed to ChatGPT. However, when it was analyzed in detail, some proofreading problems arose both by ChatGPT and human proofreaders. Overall, it was thought that ChatGPT would not be sufficient on its own without any control, and also a human proofreader would not be able to make the necessary adjustments without having the necessary field term knowledge and reading carefully.
Keywords: artificial intelligence; proofreading; English language

Oral Presentation

English as a Lingua Franca (ELF) through the Metaphors of English Major Students

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In spite of the sheer reality of English used as a lingua franca in and outside the L2 English classrooms, many English major students are still unaware of the concept of English as a Lingua Franca (ELF), which signals the urgent necessity to integrate ELF-awareness into English majors. This study presents an ELF-aware education model for tertiary-level English classes and analyses the metaphors suggested by English major students exposed to this model on the concept of ELF. 32 English major students studying Foreign Languages Education and Translation and Interpreting at two English-medium state universities in Türkiye participated in the study. The data were collected by semi-structured interviews and thematically analysed. The findings show that the students conceptualize ELF with several metaphors implying the multivariate roles ELF assumes in today's multilingual and multicultural world as well as their deeply-seated beliefs about this complex phenomenon. The pedagogical implications of the study will be discussed along with suggestions for further research.

Keywords: English as a lingua franca (ELF), ELF-awareness, ELF-aware education, Tertiary-level education, English major students, Metaphors, Metaphor studies

15:15 – 16:15	June 2, 2023	Room 2

Oral Presentation

Describing Pre-service EFL Teachers' Digital Assessment Levels according to DigCompEdu

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The European Framework for the Digital Competence of Educators (DigCompEdu) is designed for teachers in a variety of settings, including formal and informal classrooms, as well as those that serve for students with special needs. Its objective is to act as a foundation upon which Member States, regional governments, appropriate national and regional organizations, educational organizations, and public or private professional training institutions may build their own models of Digital Competence. DigCompEdu consists of six main areas which are professional engagement, digital resources, teaching and learning, assessment, empowering learners, and facilitating learners' digital competence. The aim of the current study is to determine the digital assessment levels of pre-service EFL teachers in accordance with the subcategories of the "assessment" part involved in the DigCompEdu report. 30 per-service EFL teachers took part in this descriptive research. The data were collected through the proficiency scale in DigCompEdu report and interview sessions. The results revealed that the participants were at A2 level in the category of "assessment strategies", B1 level in the "analyzing evidence", and A2 level in the "feedback and planning" sections. It was concluded that new courses or activities related to digital assessment competence should be provided for pre-service EFL teachers.
Keywords: DigCompEdu, EFL, Digital Assessment, Pre-service

16:30 – 17:30	June 2, 2023	Room 2

Oral Presentation

Psikodilbilim Açısından Karşılaştırmalı Çözümleme Yaklaşımı

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Bu makalede, karşılaştırmalı tipolojide zaman içinde bilim insanlarının ilgisini çeken karşılaştırmalı analiz yaklaşımı, yöntemleri ve türleri hakkında bilgi sahibi olabilirsiniz. Ancak Yöntemler yaklaşım ve ilkelere göre uygulanırken, aşağıdaki ilkelerin dünya bilim adamları tarafından dil öğretiminde etkili olduğu düşünülmektedir.
Keywords: Yöntem, Yaklaşım, Tipolojik analiz, İdeografik dilbilgisinin yönü, İşlevsel yapı

Oral Presentation

Investigating the Effects of Telecollaboration on Pre- service English Teachers' Intercultural Communicative Competence Development

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Intercultural Communicative Competence (ICC) refers to the ability to communicate effectively and appropriately with individuals from different cultural backgrounds. This involves not only linguistic competence, but also a deep understanding of the values, beliefs, and social norms of different cultures, and the ability to adapt communication styles accordingly. As the world becomes more interconnected and diverse, ICC is increasingly recognized as a crucial skill for language learners and teachers. Telecollaboration, or online intercultural exchange, has emerged as a promising approach to promoting ICC development among language learners. Telecollaborative projects can take many forms, such as joint language learning, virtual exchange, or intercultural dialogue. The present study focuses on whether three-month telecollaborative study fosters ICC among 10 pre-service English teachers from Turkey. The Turkish participants collaborated on creating an educational material with fellow pre-service English teachers from Germany and Israel by meeting online every week. The interactions of the participants were recorded and transcribed, and later qualitatively analyzed. The study is significant because of following reasons: first, it contributes to the growing body of research on telecollaboration as a means of promoting ICC development. Second, it provides insight into the specific ICC needs and challenges of pre-service teachers of English, who will go on to teach in multicultural and multilingual classrooms. The results of the study may have several implications for language teachers, teacher educators, and policy makers. Firstly, the findings may provide guidance for developing telecollaborative activities and programs that are tailored to the ICC needs of pre-service teachers of English. Secondly, the study may help to identify the key components of successful telecollaboration, such as the importance of task design, teacher facilitation, and cultural preparation. Finally, the study may inform policy decisions around the integration of telecollaboration and ICC development into language teacher education programs. The findings of the study will be discussed in line with the existing literature on telecollaboration and English teacher education.
Keywords:　Telecollaboration, ICC, Pre-service English teachers

Oral Presentation

Gender – Pragmatic Features of Phonetic Non-Verbal Means

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This article is devoted to the phonetic, pragmatic, stylistic analysis of paraverbal means in the speech of women and men. Phonation non-verbal means are associated with the physiological characteristics of a person, are associated with his psychological state and constantly complement the process of verbal speech. Phonostylistic means may be accompanied by signs of phonation (a very quiet voice, constriction of the throat, etc.) and various movements, facial expressions, gestures, kinesthetic signs. Phonostylistic and paralinguistic features are necessary not only for linguistics, but also for other areas, in particular, acting, drama, oratory, psychology, and forensic science. To date, research has also focused on non-verbal phonation devices, their uses and features.

Keywords: Phonation, Gender, Speech Volume, Pause, Tone features, Timbre, Speech process, Provide, Communication process, Non-verbal means

Oral Presentation

The Interplay between Assessment Literacy and Teacher Well-being: A Pathway to Effective Teaching and Learning.

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Assessment literacy and teacher well-being are essential components of effective instruction. This qualitative study focuses on the interaction between assessment literacy and teacher well-being and how this interaction contributes to effective teaching and learning. The study consists of 25 English language teachers and adopts semi-structured interviews to collect data. Based on the findings, assessment literacy and teacher well-being are interconnected, and the development of assessment literacy skills positively impacts teacher well-being. Additionally, the study highlights the importance of teacher well-being in enhancing teaching effectiveness, student engagement and learning outcomes. The study provides insight into the challenges teachers face in achieving and maintaining assessment literacy and well-being, and suggests that providing adequate support and resources can facilitate their development. The implications of these findings for teacher education and professional development are discussed. Overall, the study highlights the significance of assessment literacy and teacher well-being in promoting effective teaching and learning and suggests that a focus on these areas can lead to positive outcomes for both teachers and students.

Keywords: Assessment literacy, Teacher well-being, Effective teaching, Learning outcomes, Teacher education

Oral Presentation

Teaching Critical Thinking Skills to University Students in the Age of Misinformation and ChatGPT

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University students utilize the internet for making personal, familial and political decisions, according to Zive and Bene (2022), in addition to using it for academic purposes. Critical thinking skills are needed as university students navigate misinformation on the internet and those generated by artificial intelligence such as ChatGPT. Educators have an essential role in fostering these critical thinking skills. Scriven and Paul (2003) defines critical thinking as "the intellectually disciplined process…as a guide to belief and action." Sahlberg (2023) advises "From the equity point of view, the critically important thing is that we make sure that each and every child understands – what are we facing here and what are we likely to be experiencing in the future…And then make sure that they know what they're doing with this technology.." The research results of Donhue and Muic (2022) observe that students with critical thinking skills ask deeper questions and discuss more logically and use reflection as a way to learn. However, their student population is in K-12, not university students. The purpose of this presentation is to share the action research from the implementation of strategies for developing critical thinking skills with university students. The instructor is a native American English speaker teaching English as a Foreign Language at a Turkish state university. The instructor, in the Spring 2023 semester, has two groups of prep students, two groups of department students, and a speaking club. One of the aims of the implementation is to increase the students' confidence in identifying misinformation by giving them tools. Another aim is to provide the students a base for critical exploration and analysis of ChatGPT. Resources used are the American English website, Stanford's Civic Online Reasoning, and Harvard's Project Zero Thinking Routines Toolbox. The results are measured qualitatively with the instructor's reflections and exit tickets. In this interactive session, attendees will exchange thoughts on the topic and hear an update on the action research.

Keywords: Critical thinking skills, English as a foreign language, Reflective teaching, ChatGPT, Cultural differences

Oral Presentation

In Search of New Approaches to Teaching and Learning Language in the Age of Transhumanism within the Perspectives of Augmented Intelligence and Algorithmic Management

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The tsunami-like revolution of high technology such as the Neuralink project or Chat GBT has changed the role of digital technologies in learning and teaching language. So far, digitization of educational tools mostly increases the exposure of the target language, helps teachers to develop interactive and authentic material, increases learner autonomy, arranges learning time at their own pace and style, and quickens assessment techniques. Now, the whole scenario of teaching and learning language approaches has been challenged by new inventions and research in AI and Neuro Science. When they start implementing a chip onto human skulls that change the whole neurological system, it is obvious that a new type of super-smart society will eventually emerge. When Elon Musk introduced the Neuralink Project, he shocked people by stating that these chips can make languages unnecessary. He furthers his thesis that language is an inefficient way to communicate as with these chips, people could communicate from this chip to a device and then to another chip in another person. Elon Musk's discourse shows that a new type of world has been aimed to be designed and they now search the possibility of hybrid mechanisms that bring together human-machine collaborations. Here merging AI and authentic human intelligence reaches another level of Intelligence as Augmented Intelligence. This study will investigate new perspectives and approaches to language learning and teaching in this new world design. Coping with the new realities in this super-smart society and new types of learners with augmented intelligence, an authentic syllabus should be designed by searching for alternative approaches. The study explores the ideological and sociotechnical perspectives of super-smart societies developed by Anderson, Heidegger, Licklider, and Stiegler.

Keywords: Algorithmic management, Authentic intelligence, Augmented intelligence, Neuralink, Language learning, Language teaching, Technoculture

Oral Presentation

The Cross-Cultural Effect: How Does Erasmus+ Mediates in Intercultural Contexts?

Bengü AKSU-ATAÇ

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Mine NURLU

The Common European Framework for References for Languages (CEFR) has provided an overall understanding for the curricula and language teaching and learning resources since 2001. Mediation, a form of intercultural competence that builds bridges between languages and cultures, was previously one of the four modes of communicative activities along with reception, production, and interaction. Mediation has undergone considerable revisions with the release of the CEFR Companion Volume in 2018. Its functions expanded to a communicative language strategy with scales in mediating a text, concepts, and communication. Today, it not only promotes cross-linguistic communication but also fosters cross-cultural interaction. The word 'Erasmus+' refers to the European programme for the education, training of youth and sports involving many teachers and students. As a natural consequence of their functions, Erasmus+ projects play crucial roles in intercultural contexts. This ongoing study aims to fill the gap in this subject area by describing the functions of Erasmus+ mobilities in terms of intercultural competence and evaluating their effectiveness in mediation. To that end, general views of the teachers and students participating in these mobilities were taken and discussed to provide insight to collect more data through questionnaires and interviews. As the final goal, the obtained data will be evaluated to describe how much Erasmus+ mobilities serve mediation and therefore CEFR.

Keywords: Mediation, Erasmus+, Intercultural competence

Oral Presentation

Foreign Language Instructors' Metaphorical Perceptions of Using Technology in Classes

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The aim of this study is to analyse foreign language instructors' perceptions of using technology in their classes, through the medium of metaphors. The sample group of the study consists of foreign language instructors working in five state universities from three different parts of Turkey in 2022-2023 academic year, selected by using convenience sampling, one of the purposeful sampling techniques. Data collection process is still in progress. In data collection, "Metaphor Questionnaire about Using Technology in Foreign Language Classes", developed by the researchers, is used. In the study, phenomenological design, which is among qualitative research methods, will be used. In the light of the data, it will be examined that through which metaphors instructors' perceptions of using technology in their classes are expressed, and under which conceptual categories these metaphors can be collected. In data analysis of the study, content analysis technique will be used, and in the scope of coder reliability, the codings made by the researchers separately will be compared, and the coherence will be tested in accordance with Miles and Huberman's (1994: 64) formula (reliability= consensus/ consensus+dissensus x 100). The data obtained will be discussed in the context of literature, and suggestions will be made.

Keywords: Foreign language instructors, Foreign language teaching, Technology use in language teaching, Metaphor

Oral Presentation

The Place of Speech Acts of a Please in the General System of Classification of Speech Acts

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This article discusses a number of studies on the study of the place of speech acts of a please in English. There is also a brief description about the problem of classifying speech acts.

Keywords: Speech act, Please, Term, Informative speech, Classifying speech acts

Oral Presentation

Self-perceived Competency Levels of In-service EFL Teachers in Turkish MoNE Context

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This research investigated the self-perceived competency levels of EFL teachers in the Turkish MONE (Ministry of National Education) context and whether these perceptions vary according to multiple variables as a mixed-methods study. Another subject of the study was to identify the areas where teachers see themselves as less competent and need further professional development. In doing so, the researcher applied the English Teachers Field-Specific Competencies Assessment Scale to 267 English teachers by snowball sampling via an online survey. Simultaneously, 27 English teachers filled out written interview forms prepared by the researcher to obtain in-depth knowledge. Then, the data were analyzed with the convergent parallel design method, and the qualitative and quantitative data thus complemented each other. The major findings revealed that participants were unsure about their skills in teaching English to students with special needs. Teachers also had similar perspectives on how to improve students' English-speaking abilities. Another result indicated that teachers' self-perceived competency levels are statistically affected by their education level, professional experience, and involvement in prior in-service teacher training programs. In short, it was found that the most prevalent need was for developing proficiency in languages, especially speaking skills, followed by the need for enhancing EFL teachers' digital skills.

Keywords: EFL teachers, Competency, Turkish MONE

Oral Presentation

Exploring Turkish EFL Learners' Self-Regulated Vocabulary Learning through Information and Communication Technologies

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This study set out to investigate Turkish EFL learners' self-regulated vocabulary learning in an ICT-based environment. To achieve this goal, the study adopted a mixed-method sequential explanatory design, in which The Self-Regulated Vocabulary Learning Through (SRLvocICT) scale developed by Şahin-Kızıl and Savran (2018) was employed to assess EFL students' self-regulated vocabulary capacities in an ICT-based learning environment, followed by focus group and semi-structured interviews to elaborate on the quantitative results. The quantitative data were analyzed using different descriptive statistical analyses, and the qualitative data were analyzed using content analysis. The findings revealed that EFL students used ICT tools to regulate their vocabulary learning, mainly utilizing technology to manage their emotions in coping with impediments to learning and seeking out more opportunities and sources to learn vocabulary. However, students were less likely to use ICT tools to increase social interaction and seek help from native speakers and peers around the world. Qualitative findings indicated that the self-paced, anytime and anywhere learning nature of ICT, and the provision of a variety of language learning sources helped students to reduce boredom and stress, and made vocabulary learning more attractive as they could use ICT tools that appealed to their needs, interests, preferences, and learning styles.

Keywords: Self-regulation, Vocabulary learning, Information and communication tecnologies

15:15 – 16:15	June 2, 2023	Room 3

Oral Presentation

A Case Study on EFL Teachers' Perspectives on Teaching Vocabulary through Realia

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This qualitative study investigated EFL teachers' perspectives on the use of realia as a teaching tool for young learners' vocabulary development in an English language classroom. The study involved three English teachers from a private language school who were interviewed and observed in their teaching practices. The findings indicate that the use of realia in teaching vocabulary helps to improve students' authentic use of language and their vocabulary learning. Moreover, the students feel more motivated and are more willing to engage in activities when realia is incorporated into the learning process. These results suggest that the use of realia can be an effective approach for teaching vocabulary to young learners in an English language classroom as well as improving their authentic use of language and increasing their motivation to actively participate in the classroom activities.

Keywords: Realia, Vocabulary, EFL, Young learners

15:15 – 16:15	June 2, 2023	Room 3

Oral Presentation

English in Medicine: Putting the Learner in the Spotlight

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One of the actual challenges of ESP is to define the effectiveness of various approaches to language learning and teaching. The main aim of the article is to research future dimensions in Medical English language learning and teaching. Needs assessment, curriculum development and evaluation are the key points observed for achieving the aim.

Keywords: ESP, Non-native speakers, English in medicine, Needs materials, Medical students

Oral Presentation

ELT Students' Reflections about Explicit and Implicit Written Corrective Feedback

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The study aimed at examining reflections of ELT students about explicit (EWCF) and implicit written corrective feedback (IWCF). Qualitative research, case study design and convenient sampling technique was used in the study. The study group included 16 ELT students at preparatory class. The data were analyzed through content analysis. The analyses showed that both EWCF and IWCF had positive and negative aspects. EWCF helped students see their identified mistakes and correct them, revise them not to make the same mistakes and improve themselves in writing. It is also more learner-oriented and easier to correct the mistakes. Nevertheless, it led some students just to correct their mistakes, which caused to make the same mistakes. It prevented them from learning the actual problem, dwelling on their mistakes, learning from their mistakes, and improving themselves in writing. IWCF led students to correct their mistakes on their own, think about their mistakes and search for possible corrections. It helped them improve themselves in writing, learn from their mistakes, learn permanently, learn their actual problem not to make the same mistakes again, so it decreased the rate of making mistakes. It also helped them search from different sources, develop their research skills, and get higher scores. However, it caused a few students to have difficulty in finding what and where the problem is. Overall, students thought that IWCF was more effective than EWCF.

Keywords: Explicit corrective feedback, Implicit corrective feedback, Writing skill, ELT students, Prospective teachers of English.

Oral Presentation

Teachers' Perspectives on the Use of Artificial Intelligence in English Language Teaching

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Artificial intelligence, once a concept that was popular in science fiction, is now a growing domain with many applications in various fields. Many language users have recently been leaning on this technology for many purposes from translation to language learning. English language classrooms are one exciting place to test the benefits of AI-powered tools for language learners. This study attempts to portray how English language instructors working in a Preparatory Year Programme at a state university in Turkey view the application of AI to language teaching. The data were collected from three instructors through interviews. The analyses indicate that the professionals hold conflicting views on which tasks in the English language teaching context should not be automated. The results revealed that there are certain situations and purposes in which instructors feel potential distrust towards AI. The study closes with a discussion of the implications of how AI can be used to optimise language teaching and learning processes.
Keywords: English as a foreign language (EFL), Artificial intelligence (AI), Language learning, English language instructors

Oral Presentation

Learner Autonomy of EFL Students: A Qualitative Study

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Learner autonomy highlighting the learners' engagement in self-reliant learning is considered to be one of the primary components in successful foreign language learning process. The study aims to find out the levels of autonomy among learners of English as a second language and the factors that affected the learner autonomy. The data was gathered by semi-structured interviews with the students learning English at the School of Foreign Languages. The sample consists of 28 ELT students out of 60 students. Data was analyzed by thematic analysis method. According to the results of the study it is possible to state that the average autonomy level of the students is Intermediate. Besides the qualitative data analysis shows that the students' role, teacher's role, task, environment and material are major determiners of learner autonomy. In this study it is suggested that not only students but also teachers should understand the value of learner autonomy and autonomous learning elements should be included in the curriculum. Also, recommendations for English instructors are discussed.
Keywords: EFL Learners, Learner autonomy, Responsibility

Oral Presentation

AI in EFL context: A Bibliometric Study

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Using data from Bibliometrix and Web of Science, this study examined articles in the subject of language and linguistics that dealt with artificial intelligence (AI). Authors, publishing years, universities, countries, preferred journals, trend topics, and mostly used keywords, citation rates were all considered in the analysis. Findings showed an increase in publications over time and a growing interest in AI. Leading universities and prominent authors were identified. Depending on the country, different levels of engagement were observed. The distribution of insights was provided via preferred journals. Current research priorities were mirrored in popular themes. Citation counts suggested useful keywords. This study helps researchers and decision-makers evaluate AI research in language and linguistics.

Keywords: Bibliometrix, Web of Science (WoS), Artifical intelligence

Oral Presentation

The Impact of "Kahoot!" on English as a Foreign Language Learners' Vocabulary Knowledge

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In today's world, game-based learning has attracted considerable attention. This study examined the effects of Kahoot! on Turkish EFL students' vocabulary knowledge. The perceptions of the students were also analyzed as part of this research study. In total, 30 sophomore students who were studying in the Aviation Management Department (17 in the experimental group, 13 in the control group) participated in the study. The participants were enrolled in eight-hour weekly General English courses at one of Turkey's state colleges in the Black Sea region. Convenience sampling was utilized. A vocabulary pretest and following the intervention, one instant, and one delayed post-test was administered to determine the participants' in both EG and CG English vocabulary knowledge. An attitude questionnaire was also administered to evaluate how the participants in the EG group felt about the treatment. Semi-structured interviews were conducted to gather qualitative data. The findings of this study indicated that after nine weeks of intervention, learners' vocabulary scores increased significantly. Although the instant post-test did not demonstrate a significant difference between the two groups, the delayed post-test revealed a substantial difference. Qualitative data also revealed that students had a positive attitude toward using Kahoot! According to the data as a whole, it appears that both teachers and students may get benefit from Kahoot! as game-based learning to a great extent.
Keywords: Game based learning, Kahoot, Vocabulary learning

Oral Presentation

An Examination of ChatGPT Report on Teaching English as a Foreign Language to Young Learners

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Artificial Intelligence programs have gained momentum in many fields of education, technology, and research. Language teaching has a share in this stimulation of human intelligence processed by computer software systems. As one of the most innovative programs designed for producing responses to users, ChatGPT has attracted attention in language instruction. Developed by OpenAI, ChatGPT provides concise information based on specific questions on a topic or theme. Employing a content analysis of the explanations by ChatGPT, this study aims to analyze the responses by ChatGPT on a specific theme of teaching English to young learners. The data were collected by asking 10 questions to ChatGPT about teaching English to young learners on improving language skills, learning vocabulary, building intercultural awareness across L1 and L2, and the process of foreign language learning for children. The results demonstrated that ChatGPT initiated each response by a description sentence, produced 6 items of tips on average for the questions, and provided a concluding paragraph for each question. Moreover, the results displayed that the suggestions made at the end of the tips are coherent with the tips described. The study also figures implications for teaching English to young learners based on the information produced by ChatGPT and suggestions for further research on the area of artificial intelligence and foreign language instruction.

Keywords: ChapGPT, English language, Young learners

Oral Presentation

Using Technology in Modern ELT Lessons as an Assessment Tool

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The purpose of the study is to review the use of technology in assessment. The study will be real time presented and the lack of real time presentation of technology as an assessment tool shed light to this study. The study is literature review of using technology as an assessment tool. In this study, assessment types, how the concept of assessment evolved with the time, the importance of documentation in the assessment using technology and the history of the technological tools for assessment and the usage of the technological tools and web 2.0 tools for assessment, the new generation and the benefits of using technological tools for ELT will be discussed. The aim is to create a valuable resource for the academics who wants to enhance their knowledge of using technology as an assessment tool for modern ELT lessons.

Keywords: Assessment, Technology, Lessons

10:45 – 11:45	June 2, 2023	Room 4

Oral Presentation

Analysis of the Inherent Artistic-Figurative Means of Expression of the Binary Opposition of Good and Evil

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The present article discusses the analysis of good and evil artistic means of expression. The actuality of the topic of analysis of artistic and figurative means of expressing good and evil is associated with the current socio-cultural situation in our society, characterized by deepening crisis phenomena that cannot but affect the spiritual sphere person. Together with the definitions given to these words, examples of the opinions of Russian and British scientists who conducted research in this direction are also presented.

Keywords: Good and evil, Analysis, Reality, Imagination, Consciousness, Society, Artistic image, Tool, Person

10:45 – 11:45	June 2, 2023	Room 4

Oral Presentation

EFL Teachers' Insights and Appraisals Concerning 21st Century Learning And Innovation Skills

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Education in the 21st century emphasizes the increasing impact of globalization and the realization of the demand to support the place of knowledge and communication. This research defines and explains EFL teachers' insights about the framework of 21st century skills in ELT through pedagogical meanings. An explanatory sequential mixed method was used and 190 EFL teachers completed the questionnaire while eight EFL teachers were interviewed. Gender, age, grade level they work with, year of job experience and participation of a professional development programme were the main variables. EFL teachers had similar scores for the level of their perceptions about these skills except for the teachers having a professional development program about 21st century learning and innovation skills (4Cs). The significance of organizing professional development programs for EFL teachers was ensured offering vital implications for language instructors, curriculum designers, textbook writers and researchers in the field.

Keywords: 21st century learning skills, Innovation, EFL

Oral Presentation

Self-Efficacy Beliefs of EFL Students About Their Writing Skill in English at A Preparatory Program

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Writing has been regarded as the most difficult skill to develop by most students learning English as a foreign language. This study sets out to explore writing self-efficacy of EFL learners enrolled in the preparatory program of an English-medium university. The study employed a descriptive research design using qualitative data collection and analysis methods. Data were collected through focus-group interviews in which 15 participants were asked to respond to open-ended questions about their writing self-efficacy. The questions used for the interviews were adapted using the related literature (Erkan, 2013). Students' self-efficacy was found to be affected by instructional content and writing assignments and exams. The findings showed that compared to their previous knowledge, the students thought that they improved their writing skill substantially. On the other hand, they saw writing skill quite difficult to develop, found some writing topics instructed challenging, had difficulties in finding a good topic sentence and supporting it with good examples, found themselves using the same vocabulary and structures over and over again, and needed more effective writing practices to get prepared for the exams better. Instruction of writing strategies to students are reported to be associated with writing self-efficacy, which can be utilized to improve students' writing self-efficacy.

Keywords: Writing, Prep school, Writing self-efficacy

Oral Presentation

Learning in Times of Existential Uncertainty: A Holistic Study of Language Learning through Crises

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This paper arises out of two needs: the need for holistic studies of language learning motivation and identity that are philosophically-based and the need for a philosophical basis that remains relevant through times of existential uncertainty and opportunity deprivation. The latter need has always been salient in one region or another but was made globally salient by the COVID-19 pandemic and, recently, nationally salient in Türkiye with the 2023 Türkiye earthquakes. This paper's value-based, existential framework addresses these needs by incorporating existentialist Jean-Paul Sartre's concept of action, value theorist Agnes Callard's concept of aspiration, and existential ethics of care philosopher Nel Noddings' concept of 'I must.' These philosophical concepts and how they address the needs for holistic studies and for a relevant framework through crises will be explained in the first section of the paper presentation. Then, in the second section, the application of the framework is illustrated through a vignette of an American living in Kansas who attempted to learn other languages during the changes in lockdown restrictions and extremes of uncertainties throughout the first 16 months of the COVID pandemic. The data consists of 822 journal entries of 718 hours of explicit language learning. Finally, the framework is used to explore actions, aspirations, and I musts of language learning teachers and students of Muş Alparslan University as they have striven to continue in their language learning journeys throughout the months following the 2023 Türkiye earthquakes.

Keywords: Life-long language learning, Identity, Value

Oral Presentation

The Attitudes and Perception of EFL Students in Turkey Towards Writing

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Writing has always been considered the most challenging and difficult aspect of language acquisition for every student, without exception, especially if it is to be done in a foreign language (Jabali, 2018). And most Turkish EFL students face various difficulties in meeting the desired level of writing proficiency in the target language since they come from a variety of backgrounds, have different learning styles, and have various perspectives, attitudes, and perceptions towards their writing talent. The purpose of this study is to examine how Turkish EFL students feel about their university writing courses and to determine whether there is a connection between these attitudes and the students' overall writing abilities. There were 110 students from various departments who are studying in the preparatory program at Tarsus University. The data were collected from the participants through a questionnaire. The students were asked to reflect on their attitudes toward the writing course. The findings revealed that the students had a negative attitude toward the writing course, even though they thought writing skills were necessary to shape their academic and future lives. In this sense, there was a negative relationship between the attitude of participants towards writing and their academic success in writing.

Keywords: Attitudes, Perception, Writing attitude

Oral Presentation

The Role of Discussion Activities in Promoting Tolerance in English as a Foreign

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In today's globalized world, an increasing number of people are moving to foreign countries to seek a better standard of living or to avoid local conflicts in their home country. In parallel to this migration mobility, schools in Turkey have experienced a significant increase in ethnic and cultural diversity due to the rising number of international students. These students usually face difficulties adapting to the new school and home culture and confront discrimination from their peers (Ekici, 2018). This discrimination can take various forms, such as prejudice, xenophobia, and unfair treatment, and it can severely impact students' academic and social progress. Hence, this study aimed to explore the role of discussion activities in developing the positive attitudes of language learners towards cultural diversity. Over the course of five weeks in the spring semester of 2022–2023, 12 students in the preparatory class at Ondokuz Mayıs University, School of Foreign Languages, participated in discussions and exchange of ideas concerning critical cultural issues. Qualitative data was collected via semi-structured interviews with voluntary participants after the five-week discussion period to assess the efficacy of discussion activities. Qualitative findings were organized, coded, and categorized using OneNote and MAXQDA software. The results of this study indicated that discussing cultural issues have great potential to enhance the development of tolerance and appreciation towards individuals of different cultural backgrounds.

Oral Presentation

An Examination of Test Anxiety among Undergraduate Students Enrolled in the Programme of Translation and Interpreting

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The research on test anxiety has provided evidence to explain the feelings that interfere with students' ability to perform well on tests. It is a formidable obstacle to many university students on their way to achieving their academic goals. This study investigates gender and age differences for test anxiety among university students at a public university in Turkey. The study included a total of 51 students who were enrolled in the Translation and Interpreting Programme. The participants were recruited via convenience sampling. The data were collected using an online survey and analysed using descriptive and inferential statistics. The findings of this study imply that there is a significant difference by gender. The study has also determined the prevalence of cognitive test anxiety among the students. Findings also suggest that a considerable percentage of the participants had problematic test anxiety. The study has some practical implications and directions for future research.

Keywords: Test anxiety, Higher education, University students, Quantitative study, English majors

Oral Presentation

Covid-19 Salgınının İlk Günlerinde Doktorların Kullandığı Örtmeceler Üzerine Bir Analiz

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Alanyazında örtmecenin doktorların hastalarıyla birebir etkileşimlerinde arzu edilmeyen konuları iletmede güvenli bir yol olarak kullanıldığı görülmektedir. Ancak, doktorların halka seslenişlerinde kullandıkları örtmece üzerine bugüne dek bir araştırma yapılmamıştır. Bu çalışma Covid-19 salgınının ilk günlerinde (10 Mart-30 Nisan 2020) halka bilgi veren 34 doktorun hazırlıklı/hazırlıksız 52 röportaj ve konuşmasında kullandığı örtmece dil üzerinde odaklanmıştır. Çalışma doktorların arzu edilmeyen bir mesajı iletme durumunda doğrudan bir ifade mi, yoksa birebir etkileşimler esnasında yapılan önceki çalışmalarda görüldüğü gibi, örtmece bir dil mi kullandığını, eğer kullanıyorsa, alttürlerini çözümlemeyi hedeflemiştir. Araştırmanın sonuçları örtmecenin çeşitli türlerle karşımıza çıktığını ve hem doktorların hem de halkın olumlu/olumsuz yüzünü korumak amacıyla pandeminin ilk günlerinde sıkça kullanıldığını ortaya koymaktadır.

Keywords: Örtmece, Dilbilim, Covid-19 salgını

Oral Presentation

The Impact of Games in Boosting English Language Speaking Skills of Turkish Elementary School Learners

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The development of effective communication skills in the domain of foreign language learning is of paramount importance, specifically in the elementary level education contexts. The speaking skill of Turkish speakers of English is substantially neglected at this level of foreign language education as traditional methods often fail to engage language learners in meaningful and fun speaking activities.

This classroom action research study explores the potential effects of games in enhancing the speaking skills of Turkish elementary school students learning English as a foreign language in the provience ofTunceli in Turkey. The effects of games in fostering active involvement may have a role in facilitating the acquisitionn os speaking skills. Via games classroom teachers can create input rich learning environments to actively engage and motivate the leaarners to improve their oral communication abilities by experiencing the element of fun which is quite essential in elementary language levels. While such interactive learning climates stimulate learners in becoming more fluent speakers, they also create enthusiams towards learning by collaborating with their peers. Games not only provide fluency in the target language, but also allow learners to practice and recycle grammatical structures, refine their pronunciation and broaden their vocabulary in a tension free enyoyable classroom settings. The study employed convenience sampling as participants were convenient to the researchers. The participants played games in accordance with various preplanned games for a duration of eight weeks. Pre and post tests were applied to gauge their language proficiency. Additionaly, a questionnaire was conducted to find out their reactions to playing games. The gathered results revealed that games were significant in unlocking the students potentials in building up both their confidence by contributing to speaking skills and their linguistic growth in general.

Keywords: Games, Elemantary school, English language learners, Linguistic growth

Oral Presentation

Reiss With ChatGPT: Community Translation during the Covid-19 Pandemic

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In a diverse country, community interpreting and translation services are vital so that members of the community can have access to the services delivered by government departments and agencies. We have been through challenging times due to the Covid-19 pandemic during which instant translations into multiple languages were necessary to create a common ground for all in regard to the pandemic. So, this brings the idea of using cutting-edge translation technologies based on Artificial Intelligence (AI) like ChatGPT to overcome the challenges posed in such unprecedented times can be an option. The objective of the current qualitative study is to explore the potential of those AI-based chatbots to achieve functional translations to meet the needs of a community in times of crisis. We collected data through documents on the effects of Covid-19, used officially in Australia, and analyzed four different translated documents of a source text comparatively through content analysis, one of which was a human translation and the remaining three were rendered by ChatGPT-4 into Turkish in accordance with Reiss's text functions (informative, expressive, and vocative). The translations of the source texts into different text types by means of ChatGPT-4 were recorded with a screen recorder program to ensure rigor. The findings suggest that AI-based chatbots, when used by a professional translator, can produce better results and technology can save time in good hands. This study will be useful to those who are interested in translation technology such as practitioners in the industry as well as academics of translation and interpreting at universities. It also concludes with some implications, limitations and recommendations for future T&I research.

Keywords: Community translation, Translation technology, AI-based chatbots, ChatGPT, Government, Reiss, Functional theories of translation

Oral Presentation

Interkulturelles Filmmaterial im Fremdsprachenunterricht

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Das Ziel dieser Studie ist es, den Stellenwert von interkulturellen Filmmaterialien im Fremdsprachenunterricht mit Hilfe der Aktionsforschung aufzuzeigen. Aufgrund ihrer Beschaffenheit eignen sie sich insbesondere für den Fremdsprachenerwerb, weil sie nicht nur visuelle sondern auch akustische Elemente beinhalten. Durch interkulturelles Filmmaterial haben die Fremdsprachenlerner die Möglichkeit, Sprachhandlungen aus ihrer eigenen Kultur mit denen aus der fremden Kultur gegenüberzustellen. Aus diesem Grund sollte sprachliches Handeln im Vordergrund der Fremdsprachenlehre stehen, denn lediglich das grammatikalische und lexikalische Wissen einer Fremdsprache reicht nicht für die Gewährleistung einer korrekten Sprachhandlung aus. An diesen Gedankengang knüpft auch die Dramendidaktik und Dramenpädagogik an, die das ganzheitliche Lernen als Lernprinzip impliziert. In dem die Fremdsprachenlerner selbst interkulturelle Kurzfilme erstellten und in die Rolle schlüpften, erlebten und erfuhren sie selbst interkulturelles Sprachhandeln. Durch exemplarische Beispiele wird in der vorliegenden Studie die komplementäre Beziehung zwischen Kultur und Sprache und deren Bedeutungsgehalt für den Sprachlernprozess vor Augen geführt.

Keywords: Interkulturelles Filmmaterial, Dramendidaktik, Dramenpädagogik

Oral Presentation

Die Motive in der Phantastischen Kinder und Jugendliteratur und deren Einsatz im DaF- Unterricht

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Diese Arbeit hat die Absicht, die Motive der phantastischen Kinder- und Jugendliteratur im deutschsprachigen Raum vorzustellen und deren Einsatz im DaF-Unterricht Anhand Beispiele zu zeigen. Diese Studie basiert sich auf der Dokumentenanalyse, einer der qualitativen Forschungsmethoden. Den Gegenstand der Untersuchung bilden die Werke der deutschen Phantastischen Kinder- und Jugendliteratur. Das Studienmaterial der Recherche bilden drei deutsche Phantastische Kinder- und Jugendromane. Zur Analyse der Forschungsdaten wurde eine deskriptive Analysemethode verwendet. In diesem Zusammenhang wurden phantastische Werke untersucht und die Motive analysiert. Nach der Analyse der verschiedenen Motive die in Phantastischen Kinder- und Jugendliteratur Werken auftreten, folgen die Anregungen zum Einsatz dieser Motive im DaF-Unterricht. Hier wird gezeigt, wie man die Motive im DaF-Unterricht Handlungs- und Produktionsorientiert umsetzen kann. Dabei wird beim Einsatz der phantastischen Motive die Förderung der vier Fertigkeiten hervorgerufen. Basierend auf diesen Punkt wird in dieser Arbeit Möglichkeiten zur Schüleraktivitäten gezeigt, die die Fertigkeiten der Schüler fördert.

Keywords: Phantastik, Motive, DaF-Unterricht

Oral Presentation

Hofstede's Dimensions of National Culture and Their Implication in Language Classrooms

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In recent years, special attention has given to culture in language teaching. It is believed that culture is an indispensable part of language teaching process. It is even claimed to be the 5th skill to be taught. The understanding and interpretation of culture keeps changing and different scholars assign different meaning to culture. There is still not a definite definition of culture. Hofstede (2010, 6), for example, defines culture as "the collective programming of the mind that distinguishes the members of one group or category of people from others." In other words, culture differs from one nation to another. Based on his empirical studies, Hofstede built the cultural dimensions theory to explain national cultural differences. With the help of these dimensions, it is easier to understand how national cultures work and what might the reasons for cross-cultural social misunderstandings be. As for the language classrooms, since the number of immigrants rapidly increases all over the world for various reasons, such as wars, it is very likely to say that the number of students with different cultural backgrounds would increase in these classrooms. Therefore, a language teacher should be aware of the cultural differences and take them into account while designing her/his classroom activities. This study aims to suggest some activities to increase cultural awareness after building a foundation about six dimensions of national cultures as suggested by the Hofstedes.

Keywords: Dimensions of national cultures, Cultural differences, Stereotype, Prejudice

Oral Presentation

Possible Prospects and Challenges of ChatGPT in Foreign Language Teaching and Learning

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Recent advancements in natural language processing have led to the development of large language models such as ChatGPT, which can generate human-like responses to textual prompts. This technology can be leveraged to enhance language teaching by providing personalized language learning experiences, instant feedback, and real-life conversation simulations. ChatGPT can be used in various language teaching settings, such as online language courses, language tutoring, and language learning applications. With its ability to generate natural-sounding responses, it can provide learners with a more engaging and interactive experience. Learners can practice their language skills by engaging in real-life conversations with ChatGPT, which can help improve their speaking, listening, and comprehension skills. Moreover, it can provide instant feedback to learners, helping them identify and correct their mistakes in real-time. However, there may also be potential drawbacks of using ChatGPT in language teaching. So, issues and risks associated with its usage should also be taken into account. Overall, ChatGPT has the potential to revolutionize language teaching by providing personalized, interactive, and engaging language learning experiences and this study aims to explore the effectiveness of ChatGPT in language education and to identify any potential limitations or challenges that may arise in its implementation.

Keywords: ChatGPT, Language learning, Language teaching, Artificial intelligence

Oral Presentation

Digital Platform as a Tool for Language Teaching: Instagram Captions

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Technology and digitalization have rapidly become an indispensable part of the 21st century and caused breakthrough changes by significantly affecting every area of social life. The changes brought about by the age of technology have undoubtedly affected language teaching and learning. Given this significance, there is a growing number of educators started to recognize the importance of digitalization and the changes needed. The need to keep up with the changes caused by the digital era has brought with the use of online tools in educational materials and inspired educators. Accordingly, social media platforms commence playing an essential role in addressing the issue of seeking innovative online tools that address students' interests. As one of the leading digital platforms, Instagram has a significant denominator in human life with an increasing number of users and popularity. The pervasive role of Instagram in people life has started to take its place as an educational material with its integration into language teaching. Being a prominent field of language, grammar teaching is one of the most controversial and challenging issues in language teaching additionally, previous studies related to social media have not dealt with grammar. Consequently, this paper aims to emphasize the emerging role of Instagram as a medium of promoting contextualized grammar teaching and tries to provide an outline of new insights into contextualized grammar teaching in language teaching.

Keywords: Social media, Instagram, Online tools, Contextualized grammar teaching

| 10:45 – 11:45 | June 2, 2023 | Room 5 |

Oral Presentation

Tertiary-Level L2 learners' Perceptions of Online and Face-to-Face Language Learning in a Hybrid Learning Context

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This comparative study aims to explore the effectiveness of online learning and face-to-face learning in an L2 learning setting at tertiary level in one of the foundation universities in Turkey. The study will focus on comparing the two teaching types, online learning and face-to-face learning in a setting where there is a hybrid education and evaluating their impact on language learning outcomes and find out learners' satisfaction and perceptions about it. The research will be conducted using a mixed-methods approach, including a questionnaire and exam scores, as well as qualitative data collected through interviews. The study is expected to contribute to the ongoing discussion on the effects of online and face-to-face learning in a hybrid language learning context. The findings of the study will have practical implications for language educators to use in their own hybrid language classes.
Keywords: Online learning, Hybrid education, Learning outcomes

| 10:45 – 11:45 | June 2, 2023 | Room 5 |

Oral Presentation

Teacher Educators' Opinions on ChatGPT

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The ChatGPT technology is a noteworthy progression in the practicality of natural language processing, with far-reaching ramifications for numerous domains including computer science, law, finance, education, and medicine, among others. ChatGPT has made a large impact in a number of fields, but its effect on higher and secondary education is most noticeable. The capability of ChatGPT to produce written content, including segments of essays or solutions to open-ended inquiries that are frequently indiscernible from human reactions, has rendered it a widely discussed subject in academic institutions. Considering the increasing popularity of ChatGPT technology in educational settings, this study aimed to investigate the opinions of teacher educators regarding the adoption of ChatGPT in higher education. Semi-structured interviews were conducted with education faculty members. The results of this study indicate that faculty members' perception on ChatGPT varies depending on their level of experience, knowledge, and attitudes towards technology in the realm of education.
Keywords: Artificial intelligence, ChatGPT, Teacher educators

Oral Presentation

Podcasting as a Supplementary Activity for Speaking Practice in Emergency Distance Education

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In the context of emergency distance education, conversation classes can be challenging to deliver effectively. In such a context, podcasting, a method of delivering audio content online with a series of episodes, can have potential benefits for speaking practice, feedback and reflection, autonomy and creativity, and technical skills. This study aims at examining language learners' views on using podcasting as a supplementary activity in an oral communication skills course taught online during the spring semester of the 2020-2021 academic year. Participants were 31 students studying English language teaching at a Turkish state university in eastern Turkey. At the beginning of the semester, they formed groups of 3-4 and chose a topic and a podcast title. They recorded a total of six episodes throughout the semester using the Anchor app. The recording of each episode was done by following three steps spread over three weeks: preparing for the episode, recording the episode, and reflecting on the experience of recording an episode. Data collection involved reflection forms filled by the participants throughout the process. The form included questions on their evaluation on the episode recorded, the problems they encountered, what they would do differently the next time, and their overall impression on the process. Content analysis was conducted to reveal codes and themes in the participants' responses to the reflection form, and these codes and themes were presented with direct quotations from the participants' statements. The findings showed that the participants thought positively about podcasting, and referred to learning from each other, and benefits on their language use as well as being engaged in group work at a time of distance learning.

Keywords: Podcasting, Emergency distance education, Language learners

Oral Presentation

English as the Key to a Successful Career

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English has become the language of global communication, which makes it a key factor in career success. Nowadays, being proficient in English is a requirement for many job positions and career paths. This article aims to explore the importance of English in career success, its advantages, and how it can be improved. The article also discusses the challenges that non-native English speakers face and how they can overcome them. Lastly, the article provides practical tips on how to improve one's English language skills.

Keywords: English language, Career success, Communication, Proficiency, Non-native speakers

Oral Presentation

Now in Theaters: Mindfulness! Incorporating Mindfulness in Foreign Language Classrooms

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Ayşe Gamze ÇAM

Language learning is affected by many intrinsic and extrinsic factors. Especially, internal factors such as motivation, self-regulation, and anxiety play a crucial role in the language learning process. Thus, lower affective filter can help the learners to improve their performances and develop a more positive attitude towards learning English. This could be achieved by cultivating students' social and emotional skills. In recent years, mindfulness has been a growing interest in education. The term 'mindfulness' is briefly described as a state of attention and awareness that emphasizes one's ability to be at the moment'. It involves some relaxation techniques such as guided meditation and focusing on the breath. Consequently, incorporating mindfulness into foreign language education has become a remarkable issue in the field recently. Many studies have explored the positive effects of mindfulness practices in foreign language classrooms. The purpose of the study is to investigate which mindfulness techniques work in foreign language classes, in which aspects, and how long these techniques should be applied, by using document analysis method. The results which will gain from this study will be used to determine the method of a comprehensive study to be carried out later.

Keywords: Mindfulness, Language learning, Self-regulation, Meditation

Oral Presentation

Orthographic Similarity Causing Confusion over the Retrieval and Recognition of Words for EFL Learners

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The current study aims to investigate whether English words with similar lexical forms cause confusion over the retrieval and recognition of words for EFL learners. Among ten categories Laufer (1988) creates for the potential features of similarity between words causing error in identifying words in a correct way, the present study examines Category 8 that is formed of words with all the same sounds except one consonant sound, and Category 10 including words with the same consonants and different vowels. Purposive sampling is adopted to include 26 EFL learners with A2-B1 language proficiency in English preparatory program, who formerly took a Vocabulary Size Test (Nation & Beglar, 2007) and performed well with the first 1,000 words, in the study. The data was collected by means of two different instruments, which test 18 pairs of words chosen among the most frequent 1,000 words. Firstly, a thirty-six-item cued recall test, in which the role the target word plays in context and its definition in English were given as clues, was administered to the participants. Secondly, the participants took a word recognition test for those 18 pairs of words, in which they were expected to fill in the blanks in given context with one of the two lexical items highly similar in pronunciation and spelling. In the word recognition test, after each item, the participants were also asked to choose one of the options 'very much, reasonably, not at all' that measure how certain they are about the accuracy of their answers. The findings in the cued recall test revealed that participants correctly retrieved just over 60% of the words in category 10, compared to almost 45% for words in category 8. In the same test, almost 6% of the responses for category 10 and just over 1% for category 8 included other confusing counterparts. In the word recognition test, participants correctly recognized the words in both category 8 (90,61%) and category 10 (90,16%) with a rate of slightly more than 90%. However, the certainty ratings gauging how certain the participants were about the accuracy of their answers in the word recognition test indicated that participants were almost equally 'very much' confident in the accuracy of their responses in both categories 8 (60,67%) and 10 (63,02%). The findings of the Wilcoxon Signed Ranks Test, applied due to asymmetrically distributed data in the word recognition test, also showed that there was no difference between the participants in terms of their answers to the questions in both categories ($p > ,05$; $p=,751$).

Keywords: Orthographic similarity, Lexical confusion, Spelling errors

Oral Presentation

EFL Learners' Metaphorical Perspectives on English Language Learning and English Teachers in Turkey

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The metaphorical elicitations for English language learning and English teachers has long been studied as a prevalent research area. This study aims to investigate the individual perceptions of EFL learners from different levels through metaphor elicitations. 80 EFL learners from secondary schools and high schools in Turkey contributed to the study. As the focal point of this examination, learners were asked to describe their perceptions about English language learning through a metaphorical prompt "Learning English is like……, because………' and English teachers through "An English teacher is like ….., because……". The data analysis was conducted through metaphor clusters in consideration of the descriptions. According to the results, the metaphors about English language learning were distributed into 13 distinct categories. In addition, the metaphors that reflect perceptions about English language teachers were distributed into 10 categories. The results identified both distinct and related interpretations of learner metaphors. Also, the conclusive evidence of the study offers important implications for how English language instruction needs to be guided and how EFL teachers should perform with more facilitative roles.

Keywords: English Language, English teachers, Metaphorical perspectives

Oral Presentation

Investigating Graduate ELT Students' Uncertainty Experiences and Uncertainty Management

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The present study aims to explore graduate ELT students' uncertainty experiences and how they manage uncertainty in the classroom and the thesis period. In order to achieve this goal, the mixed method research design was adopted to collect data. The quantitative data were collected through a questionnaire consisting of 44 items and it was applied to 60 ELT graduate students studying at different universities in Turkey. The qualitative data were obtained from interviews conducted with 10 participants in a convenience sampling approach. The results indicated that there are various sources of uncertainty such as course-related, social, cognitive, and physical. In addition, it was found out that ELT graduate students had both positive and negative appraisals and emotions towards uncertainty. The findings also revealed that students employ various strategies to manage uncertainty in the classroom and the thesis period including reducing uncertainty, maintaining and resolving uncertainty, and ignoring uncertainty. There is no study about graduate ELT students' uncertainty experiences and its management both in the classroom and the thesis period. Hence, this study's findings could redound to both educators and researchers in terms of understanding graduate ELT learners' actions derived from uncertainty and contribute to the field by providing theoretical insights.

Keywords: Uncertainty, Uncertainty experiences, Uncertainty management

Oral Presentation

"You Want A Missionary": A Duoethnography on How An English Teacher Becomes A Drama Advocate

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The inspiration for this duoethnography comes from an ambition of understanding how non-drama teachers learn drama as a method for language teaching. There isn't much research on how English teachers learn to use drama, despite the fact that the case for using drama to teach languages has been made convincingly so far. As a part of a nationally funded research project, the researchers collaborated on implementing a series of process drama oriented collaborative writing sessions. Before the project, Ertan, an English teacher at Muğla Science High School, had received in-service teacher training on drama from Perihan, an English language teacher trainer and drama specialist. However, he had never actually tried drama in his lessons. The research collaboration allowed us a rare glimpse into Ertan's path toward mastering drama for language teaching. Ertan observed and helped with the lessons while Perihan taught drama for almost two semesters. The two researchers regularly got together to talk about language learning and drama. Drama, according to the researchers, has a number of benefits for language learning. However, there are some obstacles in the way of becoming a dedicated drama teacher. Making sacrifices to adopt a new teaching strategy requires alignment between the teacher's beliefs and actions. This duoethnography offers readers in-depth, personal, and autobiographical accounts of the experiences of the two researchers and lays the foundation for further discussion of both drama teacher preparation and English language teaching.

Keywords: Process drama, Teacher education, Duoethnography, English language teaching

Oral Presentation

The Semantics of Stylistic Device Litotes in English and Uzbek

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This article deals with the importance of stylistic devices in the English and Uzbek languages including lexical stylistic device of litotes and its semantic features while using as a core element of everyday usage. In order to make clear we can give various definitions about litotes in non-related languages. Much useful insight into litotes may be found in the literature. Understanding semantic features of the stylistic device of litotes can help speakers to make their speeches more colourful and emotional. The study of such bright language and speech units was conducted with the help of the systemic structural method, the comparative method, and in some cases – certain methods and techniques of linguistic and cultural analysis. The complex of the applied methods and techniques enabled us to show the versatility and complexity of the studied material and draw a number of conclusions. Language units based on litotes help us establish certain benchmarks in the worldview of native speakers and mark the stereotypes of their thinking and perception: what they consider large or small, significant or insignificant. The use of litotes is conditioned by the communicative and pragmatic tasks of a speaker or writer: language units that correlate semantically with litotes enable not only giving a particular emotional or expressive coloring to a statement, but also giving assessments.

Keywords: Language units, Phrase formation, Hyperbole, Litotes, Semantic Metamorphosis, Significant, Expressive colouring

Oral Presentation

"What gives me nightmares is …": A Preliminary Analysis of Pre-service EFL Teachers Apprehensions

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The present study was undertaken to find out the apprehensions of pre-service EFL teachers. There are several sources of motivation for the present study. First, language teachers are supposed to be high intellectual equipped with not only the language but also how to impart this knowledge. In addition, given that interaction and communication are significant characteristics of language classes, language teachers are expected to have the necessary skills to orchestrate this communication. Pre-service EFL teachers are likely to suffer from such stressors, which is the focus of the present study. To collect data, we used the EFL Teacher Apprehension Scale (STAS), developed and validated by Ghanizadeh, Goldast, and Ghonsooly (2020). This tool conceptualizes teacher apprehensions in terms of four sub-dimensions which are attitudinal factors, organizational factors, L2-related factors, and classroom management. A total of 200 pre-service EFL teachers were surveyed. The results indicate that pre-service EFL teachers have various levels of apprehensions. It is hoped that working on teacher apprehensions will have potential benefits for government, supervisors, or policy makers given that when we know what puts fear in the hearts' pre-service EFL teachers could help us take proactive action and reduce some part of this stress.

Keywords: Teacher apprehensions, Teacher stress, Pre-service EFL teachers

Oral Presentation

Linguocultural Characteristics of Compound Nouns in English and Uzbek

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Compound nouns, the study of their specific characteristics, analysis in the context of different languages have always been interesting and full of debates in linguistics. Language learning is directly related to its culture. Language is a reflection of the nation. In present article we aim to reveal the linguistic and cultural aspects of languages through compound nouns in English and Uzbek languages. Researching compound words, strengthening them from the structural point of view, but also from the linguistic and cultural point of view, which determines their place in English and Uzbek culture, remains one of the tasks facing the science of linguistics today. The traditions of a different nation guide the history, way of life, and self-concentration of this nation.

Keywords: Linguacultural characteristics, Compound nouns, Self-concentration

Oral Presentation

Investigation of the Factors that Affect EFL Learners' Productive Collocational Knowledge

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Collocational knowledge merits investigation since it is a crucial aspect of vocabulary knowledge and contributes to fluency like a native speaker. This study investigates the variables influencing tertiary level Turkish EFL learners' productive collocational knowledge. Two productive tests, one for vocabulary knowledge and one for collocational knowledge, are used to collect data. A questionnaire is also used to gather information regarding language exposure and use. First, the relationship between single-word knowledge and collocational knowledge at productive level is examined. Second, the effects of five variables are investigated on collocational knowledge: congruency with Turkish, collocational frequency, node word frequency, type of collocation, and mutual information scores. Third, the impacts of participants' individual differences (age, gender, and year of formal English teaching) and personal language exposure/use on productive collocational knowledge are examined. The results demonstrate a correlation between productive vocabulary and collocational knowledge. According to an analysis of survey results, learners often have more knowledge of collocations the more language input they are exposed to. Overall, the results indicate that productive collocational knowledge is influenced and connected with a variety of circumstances, and that understanding of these characteristics has some consequences and recommendations.

Keywords: Collocations, Productive, Vocabulary, Corpus

Oral Presentation

Comparative Analysis and The Effect of Different Types of Corrective Feedback On EFL Students' Writing

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Feedback has been used to develop learners' writing skills and improve their potential for learning and motivation, so feedback has been regarded as an essential aspect of the writing process. That is why the writing process and the effect of feedback on students' writing tasks and processes have been examined in many studies. Feedback types have been argued in studies (e.g., Byrene, 1988; Ferris& Helt, 2000; Bitchener, Young, and Cameron, 2005), and there has been no agreement on this issue. While corrective feedback can affect students' writing processes negatively, error correction can be helpful as long as it is easy to understand, consistent, and reduces students' language errors. Hence, it has been a controversial topic, as it is really hard to make generalizations about this topic because of the different participants, methods, and research designs. Writing processes (prewriting, drafting, revising, and editing) have become the focus of writing. That is why feedback has been considered an essential component of the writing process. In the stage of feedback, communication and cooperation between teacher and students have gained importance, so a portfolio is the most appropriate way for the process approach. Students are encouraged to read their feedback and revise their papers. It has been expressed that portfolios are a bridge between students and teachers, as teachers are able to observe students' improvement in writing and students have the chance to develop their own writing skills based on their feedback. In learning and teaching, effective feedback to students has been described as a key factor. While Ramsden (2003) and Mory (2004) defined the word 'effective' as feedback that is appropriate and well-timed, Knight& Yorke (2003) specified it as feedback that is suitable to the needs of the student and situation and stated that there must be different types of feedback for different-level students because each student may have a different learning style or needs. Hence, feedback provides students with an opportunity for learning, and students should be encouraged during the writing process because feedback lets them develop themselves in their future work. Therefore, this study was conducted to investigate the effect of different kinds of feedback (i.e., uncoded and coded indirect feedback and direct feedback) and conferencing on the improvement of students' writing skills. There were three experimental groups with A2 level 500 EFL students and 18 teachers, and the experimental groups had writing lessons for 8 hours in 8 weeks. The first group received uncoded indirect feedback by responding, and the students diagnosed their mistakes and corrected them. The second group had coded indirect feedback, and error correction codes were used. The last group had direct feedback, and the teacher corrected the students' tasks in terms of content, organization, vocabulary, use of English, and mechanics. Also, each group was divided into two groups: interactive conferencing and non-interactive conferencing. This study was conducted with a focus on the experiences and evaluations of the students and teachers within the study. The data was gathered from a variety of sources, including task and exam results, observations, and focus group interviews with the students and teachers from the preparatory school of a private university. This study differentiates itself from previous research in that conferencing was included in writing lessons. The results revealed that even though learners started similarly, the groups with conferencing and the group with uncoded indirect feedback benefited from the feedback in writing lessons. It is expected that the findings of this study

will help teachers apply more suitable and effective methods in correcting students' papers, commenting on and giving feedback on students' papers, and encouraging students' participation.

Oral Presentation

The Development of the Veterinary Medicine Academic English Collocation List (VMCL)

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This study aimed to describe the development of the Veterinary Medicine Academic English Collocation List (VMCL). To extract a list of collocations, we used the Veterinary Medicine Corpus (the VMC; Özer & Akbaş, 2022), a corpus of 1449 open-access research articles (approximately 8 million words) using the Veterinary Medicine Academic Word List (VMAWL; Özer & Akbaş, 2022). The corpus featured the March 2022 iteration of articles withdrawn via Anthony's (2019) AntCorGen v 1.1.2. The 835 nodes from the VMAWL were analysed on LancsBox v 6.0 (Brezina et al., 2020) using the collocational association measures following Balance (2022), Brezina et al. (2015), and Brezina (2018). The GraphColl utility in LancsBox was set to the following collocation parameters notation: MI2(3), L5R5, C5, NC(5). Types were preferred over lemmas (Chon & Shin, 2013; Durrant, 2009; Stubbs, 1996) to reveal a fuller spectrum of collocational relations between the nodes and collocates (Durrant, 2009). The output files from LancsBox were analysed manually according to some criteria borrowed from Ackerman & Chen (2013), Lei & Liu (2018), and Brezina & Gablasova (2013). Only "grammatically well-formed" (Chon & Shin, 2013; p. 9) "combinations of lexical words" (Durrant, 2009; p. 157) were taken into account, and prepositions were added where necessary (Ackerman & Chen, 2013). An expert-judged approach was adopted upon the finalisation of manual treatment so that the preliminary list can be linguistically valid and a more pedagogically-driven list could be created. Significant differences between the V-Coll and such academic collocation lists as ACL (Ackerman & Chen, 2013) and AECL (Lei & Liu, 2018) were documented. The VMCL will be used in the development of teaching materials for a corpus-based discipline-specific academic writing course to help increase the collocational competence of veterinary medicine postgraduate students.

Keywords: Corpus, Collocation, Veterinary medicine

Towards Raising University Students' Awareness on the Indigenous Languages in Mexico

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Nowadays, it is crucial to examine the role of the indigenous languages in the societies where they are used and spoken. In this regard, Mexico is distinguished by its linguistic diversity due to a great number of ethnic groups living on the national territory. Unfortunately, there have been various factors throughout the history of this country that have threatened the existence of the heritage languages and their linguistic variants. Therefore, different national and international governmental and non-governmental organizations have taken certain measures aiming at reversing this process. They have launched programs and projects for the study of the heritage languages and cultures and reinforcement of the importance of these languages for the sustainable development of Mexico. Motivating university students to learn them can be considered a significant support for making these efforts successful. In this connection, it is necessary to analyze the students' representations of the local languages and cultures, i.e. their beliefs, opinions, attitudes, prejudices, etc. With this in mind, in 2022 a survey was conducted among almost 40 students enrolled in various curricula in a Mexican public university. The participants responded to a questionnaire related to their academic, and demographic characteristics as well as their perceptions of the indigenous languages. Some of these students also took part in group discussions. A data analysis based on the social representation theory elaborated in the field of Social Psychology was both quantitative and qualitative. Broadly speaking, the respondents' features of the above-mentioned types, together with the place conferred to the indigenous languages and cultures on the national "linguistic market" (the term coined by the French sociologist Pierre Bourdieu) have an enormous impact on the construction of the students' social representations. The final goal of the present research is to contribute to the development of the linguistic policy and planning in Mexico.

Keywords: Indigenous languages, Social representations, Mexican university students

Empowering Learners as Global Citizens: Incorporating Sustainable Development Goals in Language Teaching

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As language teachers, we understand that we cannot single-handedly transform the world's unequal structure. Nevertheless, even our small actions can have a significant impact, and teaching language learners to utilize language rather than just learn "about" it is essential. It is also our responsibility to nurture learners who possess critical thinking and problem-solving skills, and who can become active global citizens in our rapidly evolving world. This session proposes practical solutions for language teachers to incorporate Sustainable Development Goals (SDGs) into their lessons. By integrating global issues into the classroom and structuring teaching around SDGs, teachers can encourage learners to take action and become socially responsible. Furthermore, equipping students with the necessary language and social skills to discuss these subjects will enable them to become active agents of change. The session will introduce a range of practical exercises that can be implemented in the classroom to facilitate students' understanding of the SDGs and how to promote peaceful, inclusive, innovative, and equitable solutions. Additionally, students can enhance their speaking and writing abilities by discussing topics that contribute to a fairer, healthier, and more sustainable world. By incorporating SDGs into language teaching, teachers can create a classroom environment that encourages learners to consider topics that are underrepresented in coursebooks and the media. Teachers can also help learners develop the necessary skills and attitudes to make a positive impact on the world. These skills include critical thinking, problem-solving, turn-taking, listening, sharing ideas, cooperating with others to complete tasks, and promoting constructive attitudes such as respect for other people's opinions and tolerance. In conclusion, language teachers can contribute to a sustainable world by incorporating SDGs into their lessons. This can help learners become active global citizens who possess the skills and attitudes necessary to make a positive impact on the world. With practical exercises and activities, teachers can provide students with the language and social skills to discuss global issues, encouraging them to take action and become socially responsible individuals who can contribute to a fairer, healthier, and more sustainable world.

Keywords: Sustainable development goals, Global citizens, Language teaching, Language learning

Oral Presentation

Classroom Interactional Competence: Contributory Factors And Related Learning Opportunities

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Classroom interaction is a significant feature of the learning and the teaching course when examining an EFL classroom (Amatari, 2015; Nasir et al., 2019) since it permits the exchange of knowledge (Septiana et al., 2019). Therefore, it is the interactions which decide the achievement of the teaching process and of the students' learning outcomes (Handayani & Umam, 2017). Nevertheless, classrooms have frequently been shown as teacher dominated (Blanchette, 2009; Boyd & Rubin, 2002; Sum & Kwon, 2020; Yanfen & Yuqin, 2010). Therefore, this descriptive study aimed to investigate the interaction of teacher talk, student talk, and classroom interactional competence and the relationship among these factors and learning opportunities in an EFL classroom. The results of this study might contribute to teachers', students' and educators' classroom and interactional knowledge.

Keywords: Classroom interactional competence, Teacher talk, Student talk

Schoolscapes: Linguistic Landscapes at Primary Educational Settings in Turkey

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The present study aims to explore Turkey's early English contexts from a sociolinguistic perspective. Schoolscapes surrounding young language learners have been analyzed for bilingual and multilingual perspectives. The study implications suggest a potential impacting role of linguistic landscapes in primary schools to further improve linguistic as well as language-associated culture knowledge and awareness of young language learners. Schooling in two languages is becoming more and more common across the world (Cenoz, Genesee & Gorter, 2013 in the European context and Shin and Kominski, 2010 for the United States context). Bilingualism, thus, is the norm. Butler (2015) claims despite the increasing number of speakers learning English at early grade levels, many children do not use much English in their daily routines. In other words, children do not receive enough amount of exposure to English other than school contexts which are also insufficient in supporting continuous language learning experience of learners. One sub-dimension of the discussion on the EYL policy is the time allocation. This is a valid observation in Turkish education context as time allocation greatly varies from public to private sectors. While at public schools modest time with roughly one hour per week of EYL. The time of exposure to English is limited. In such EYL contexts English is taught primarily by one teacher (one voice) which limits the opportunity for young learners to hear a wider-range of English with authentic and fluent exposure. Last and most importantly, in such classes learners do not develop some fluency outside the school therefore those children may have no models of authentic and localized 'children's English' (Johnstone, 2020). In such program, the two major goals would be first to help learners develop positive attitude to English language and secondly develop language awareness. The private K-4 contexts in Turkey's education system show great variation in terms of richness and pervasiveness of schoolscapes and such contexts formed the main context for the present study.

The question pondered upon in the present study is to what extent Turkiye's primary schoolscapes expose bi-lingual and multi-lingual content to early English learners and for what purposes? Can it be said that Turkey's primary school contexts- also called as schoolscapes- promote bilingualism or multilingualism? Linguistic landscapes can be defined as the visual display of languages through signs, billboards, advertisements, and graffiti which "is not a direct reflection of the official statuses of the languages used nor the relationship between languages" (Wardhaugh et al., 2015, p.86). Brown (2012) introduced schoolscape term when she studied images and artefacts in the foyers and classrooms of the schools of Estonia. A study having adopted the nexus analysis perspective found English was the favorable variety and the schoolscape was not favoring bilingualism in German-English in Alberta, Canada. Szabo (2015) acting as a visitor to school analyzed linguistic landscapes in four elementary schools in Budapest. Szabo located differences between public and private schools' linguistic landscapes. Laihonen and Todor (2017) examined a Hungarian speaking village in Romania. They used the schoolscapes as a filter to distill national, global, and local identities. Language ideologies which is a part of hidden curriculum reflected in schoolscapes about language values need investigation. According to Gorter (2018), linguistic landscapes in schools can serve as powerful pedagogical tools; however, schoolscapes are even more

powerful to shed light on "language awareness, multilingual literacy, multimodality, identities, ideologies or the functions of the signs" (p. 82). In this present study, any poster, sign, display in and out of classrooms, in the hallways, dining rooms, sports court, school yard, stairs, technology labs and all have been recorded to further analyze for bilingualism and multilingualism perspectives. The analyzed entries (over 300 snapshots from 10 different institutions) which are photos of signs, billboards, notifications, posters were analyzed for language selection (language/s selected) and language prominence (language in the forefront vs in the background). Analyses results suggested promotion of bilingualism mainly rather than multilingualism. The signs are great resources instructionally as they support peripheral learning. They are pedagogically safe as children can interact with those signs on a daily basis. The study implications are for educators and policy makers highlighting the crucial role of schoolscapes for early English learners' authentic, interactive, engaging English as a foreign language learning.

Keywords:

Oral Presentation

Multimodal Feedback Using AI Techniques in ELT Online Classes

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As the world becomes more digital AI techniques provide more effective multimodal feedback to students. It allows for personalized efficient feedback that is tailored to each student's needs. It saves time for teachers who would otherwise have to manually grade assignments or provide individualized feedback. It provides an engaging learning experience for students who may be more motivated by technology-based activities. Multimodal feedback using AI techniques can greatly enhance the effectiveness of English language teaching online classes. AI-powered speech recognition technology can be used to analyze students' pronunciation and provide feedback on their accuracy. This can help students improve their speaking skills and develop a more natural-sounding accent. This can be done through text or audio feedback. Natural language processing (NLP) algorithms can be used to analyze students' written work and provide feedback on grammar, vocabulary, and sentence structure. This can help students improve their writing skills and develop a more sophisticated writing style.

Chatbots powered by AI can be used to provide instant feedback to students during online classes. They can answer questions, provide explanations, and offer suggestions for improvement. Chatbots powered by AI can provide instant feedback to students on their performance in quizzes or tests.

AI-powered video analysis software can analyze a student's body language and facial expressions during a speaking activity and provide feedback on areas that need improvement. Virtual reality technology powered by AI can create immersive environments where students can practice their English skills and receive personalized feedback.

AI-powered virtual tutors can be used to provide personalized feedback to students based on their individual learning needs and preferences. They can adapt their teaching style to match the student's learning style, making the learning experience more effective.

AI-powered gamification techniques can be used to make English language learning more engaging and fun for students. This can include interactive quizzes, games, and simulations that provide instant feedback on performance.

Overall, multimodal feedback using AI techniques has the potential to revolutionize English language teaching online classes by providing personalized, real-time feedback that helps students improve their skills faster and more effectively than ever before.

Keywords: AI Techniques, Multimodal Feedback, Personalized real time feedback

AI-supported L2 Writing Tools: Facilitators or Troublemakers in English Language Teaching and Learning

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Artificial Intelligence (AI) tools have emerged as powerful platforms for L2 writing classes with the prevalence of recent technological developments. Debate continues regarding the legitimate integration of these tools in L2 writing, in line with the principles of academic integrity. Given the current multifaceted discussions on the use of AI-supported L2 writing instruction as an area of growing interest, this study aimed to examine pre-service English language teachers' grounds and connections between their current use of these tools and their future prospects to integrate them into their teaching practices. Employing a qualitative research paradigm, a researcher-developed survey and follow-up interviews were used to elicit the perspectives of 28 pre-service teachers and five teacher trainers. The obtained data were analyzed according to the stages of qualitative data analysis. The emergent ideas embedded in the responses were labelled and the codes were clustered into broader themes to obtain a description of their perspectives. The findings showed that both pre-service teachers and teacher trainers foregrounded the need to set rules, policies, and strategies, their concerns about academic misconduct, their willingness to encourage students for legitimate use, and the roles of AI tools to eliminate inequalities and divide among students. Considering these findings, pedagogical implications are discussed to adopt a critical stance over the employment of these tools and to train learners to improve their AI literacy skills in accordance with emerging current developments.

Keywords: AI-supported L2 writing, Pre-service teachers, Teacher trainers

Modeling the Contribution of Anxiety, Enjoyment, and Classroom Environment to Boredom among Students of English as a Foreign Language

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Over the past few years, there has been a surge in scholarly attention about the role of emotions in second-language acquisition. There is a consensus among researchers that emotions play a crucial part in learning a new language. The emotional experiences of language learners, such as anxiety, enjoyment, and motivation, have been studied, and strategies to promote positive emotions and decrease negative emotions have been identified. Motivated by a recent academic interest in boredom, this study investigated the effects of foreign language enjoyment (FLE), foreign language classroom anxiety (FLCA), and classroom environment (CE) on learners' foreign language learning boredom (FLLB). A sample of 481 college students enrolled in English classes took part in the study. There were significant correlations of FLCA, FLE, and FLLB with CE. Structural equation modeling (SEM) analysis revealed that students' FLCA, FLE, and CE were significant predictors of their FLLB, with FLCA being the strongest predictor, followed by FLE and CE. The independent predictive effects of FLCA, FLE, and CE outweighed the interactive effects between CE and FLCA, CE and FLE, and FLCA and FLE. Pedagogical implications are discussed based on the results.

Keywords: Foreign language learning boredom, Classroom environment, English as a foreign language, Foreign language classroom anxiety, Foreign language enjoyment, Structural equation modeling

Exploring Formation of Language Teacher Identity: A Phenomenological Study

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This phenomenological qualitative study aims to investigate how language teacher identity is shaped through pre-service language teacher education. To this end, the study focuses on prospective English language teachers' experiences shaping their attitudes towards teaching profession and their efficacy beliefs at a pedagogical formation certificate program and teaching practice involved in it. The participants were seven English language teacher candidates attending the program and thus, observing real classroom conditions and practicing micro-teaching. Data were collected through semi-structured interviews and reflection papers. Content analyses of the data revealed codes and themes related to positive attitudes towards teaching profession, past learning experiences shaping beliefs and expectations, and essential language teacher qualities, which are considered within the scope of the notion of teacher identity. Dependent on findings, several implications are provided concerning pre-service language teacher education.

Keywords: Pre-service teacher education, Language teachers, Teacher identity, Pedagogical formation certificate program

Oral Presentation

A Qualitative Research on Designing Games Using Authentic Materials in Teaching English to Children

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Authentic materials and games which reflect real-life communications have great importance in teaching English to young learners. However, based on observations and several research studies, language teachers are known to have problems and difficulty in using such materials and activities. Various studies have been carried out on the use of authentic materials and games, their purpose, importance, advantages, and disadvantages, but there are not enough studies on using authentic materials in the classroom with games or how to prepare games using authentic materials by taking the opinions of teachers. Therefore, based on the teachers' own experiences, the present research attempts to investigate, explore and analyse what teachers know and how they use and design authentic materials and games and how they can increase the effectiveness of the use of authentic materials with children in the classroom through games. To reach this end, phenomenological qualitative research method was used. The study group consisted of twelve English language teachers working with 3rd and 4th-grade students at state schools in Gaziantep. Semi-structured interviews were conducted and content analysis was applied on the data obtained. Preliminary results will be discussed in line with literature; implications will be given and ideas on how to design games using authentic materials will be shared. This research study is an ongoing project supported by TUBİTAK.
Keywords: Authentic materials, Teaching English to children, Games in ELT

Oral Presentation

Developing Professional Communicative Competence via Wordwall

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Ilhamova IRODA

Presenters will concentrate on expanding professional terminology through the use of software programs such as Wordwall. Softwares like Wordwall helps EFL learners build memory techniques, enhance creativity, and reduce anxiety. The educators will share their expertise by developing a number of interactive vocabulary-based exercises on Word wall and other such kind of educational software. Vocabulary acquisition is frequently stated as a crucial component in foreign language instruction. There are
numerous ways to increase pupils' vocabulary while also encouraging them to connect and communicate. Increasing terminology with the interactive software vocabulary- based games is a very motivating tool for learning and understanding the meaning of new words. It also enables learners to cope with vocabulary challenges independently, demonstrate their own competence and ingenuity as well as boosts their confidence. Teachers of diverse English language classes can deliver their wide range of techniques in their presentation. During the workshop presenters will use their own created online vocabulary based activities as a successful way to increase their vocabulary. Firstly, presenter 1 identifies the role of interactive activities in teaching vocabulary and make participants play created vocabulary-based on Wordwall programme. The practice section will be conducted by the second and third presenters in three stages. In the first stage, a presenter will give the link of "Wordwall" and explain the instructions how to sign up and use this programme in order to make interactive activities on educational tool,"Wordwall"; attendees should be grouped into smaller groups. Afterwards, the participants are asked to choose cards which describes situation and guess the words then make online interactive games on Word wall. After designing several activities such as" Match up","Flip tiles","Open the box","Wordsearch","Anagram","Gameshow quiz","Crossword","Matching pair","Random wheel" on Wordwall by all the groups, they can share the link of their games and play them
Keywords: Terminology, Professional communicative competence,Wordwall

The Relationship Between Turkish EFL Learners' Personality Traits and Their Written Corrective Feedback Preferences

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While language learners are writing, it is quite normal to have errors that are a natural part of the learning process and should not be feared. Written corrective feedback (WCF) which is provided for errors in essays is a challenge faced by language teachers. The Big Five Personality Traits Model is a commonly used framework that describes personality in five dimensions: extraversion, agreeableness, conscientiousness, neuroticism, and openness to experience. Understanding the relationship between students' WCF preferences and their personality traits can help teachers provide more personalized, tailored feedback in writing classes. This research aimed to examine the relationship between the personality traits of English as a foreign language learners and their WCF preferences . A sample of 128 EFL learners at a state university in Turkey was surveyed using the Big Five Inventory and Students' WCF Preferences Questionnaire. The research found that most participants preferred teacher-led, unfocused, direct WCF with specific and detailed comments on content, grammar, and organization, written in red ink. The study showed that feedback preferences were related to personality dimensions such as agreeableness, extraversion, conscientiousness, openness to experience, and neuroticism. The results suggested that many students believed in the usefulness of WCF in preventing future errors, and high scorers in certain personality traits preferred specific and detailed comments from their teacher rather than correcting themselves.

Keywords: English language teaching, EFL, Written corrective feedback, Personality traits

Challenges of Evaluating Presentations in LSP Prepared by Philology Students

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Given the role that presentations play in professional, often multilingual everyday life, practicing their correct structure and presentation should be part of a foreign language teaching. The aim of the presentation is to highlight the results of a pilot study developed and carried out as part of specialist language classes at the Faculty of Applied Linguistics at the Adam Mickiewicz University in Poznań. The main aim of the study was to combine content subject knowledge with one of the soft skills (Orth 1999: 107) – presentation design and presenting. The study made it possible to identify areas with the greatest degree of difficulty and develop their strategies for dealing with them based on good practices of other universities. Lessons learned are suggestions for the curriculum.
Keywords:

Oral Presentation

L2 Proficiency and Multilingualism in Learners' FL Vocabulary Profiles and Vocabulary Strategy Use

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Lexical competence and strategic competence are part of the wider concept of communicative competence. In 2020 The Companion Volume to the CEFR highlighted four main strategies that can be related to lexical access, activation, and lexical organization of the mental lexicon: reception, interaction, production and mediation. The extent of the influence of L2 proficiency and linguistic background (bilingualism vs. multilingualism) on lexical competence and strategic competence is the object of study in the present work. The linguistic origin of learners, i.e. local versus learners from migrant origins with other minority languages as L1, is an under-researched field of study still awaiting definite findings. Here, 90 undergraduate students had to complete a semantic fluency task and a vocabulary strategy questionnaire. Data were analysed according to participants' L2 proficiency (A2-C2) and linguistic background (bilingual vs. multilingual learners). Results point to proficiency being a discriminating factor in lexical access and organization, as well as in strategi preferences. However, linguistic background had no influence on results of either lexical access, nor strategic competence nor L2 proficiency. The overriding levelling effect of schooling and mixed classes is brandished as the main reason for lack of differences between local participants learners of English as their first foreign language, and multilingual learners who already know at least two languages (home language and majority local language) and learn English as an additional language. The present study has been funded by The Government of La Rioja through AFIANZA (02/2022).
Keywords: Lexical access, Lexical organization, Strategic competence, Multilingualism

Oral Presentation

Need for Cognition in Education: A Comparison of the Mindsets of Pre-Service and In-Service Teachers

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Despite the fact that need for cognition (NC) has been recognized and investigated in many academic domains, educational sciences have showed little attention to the concept of NC. Therefore, there was a dearth of research on teachers' NC levels (Arpacı & Bardakçı, 2016). The issue was desolated more dramatically about the differences between pre-service and in-service teachers' NC levels. In this mixed method study, 234 pre-service and in-service teachers were investigated to observe whether there was a difference between them in terms of their level of NC. The findings of the study indicated that there was a significant difference between the pre-service and in-service teachers regarding NC. The in-service participants' NC scores were found significantly low from the pre-service participants. The study presented important data about to what extent the pre-service teachers differentiated from the in-service teachers regarding NC. The study also reflected some important implications.

Keywords: Need for cognition, Pre-service teachers, In-service teachers

Oral Presentation

Examining Middle School EFL Teachers' Perceptions of Alpha Generation Learning Features

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The concept of generation goes beyond people who were born in the same period of time to the ones who have been moulded by common experiences that made them linked to the same sentiment of belonging. Generation values and behavioural styles are continuously evolving and changing according to learners and each one brings its distinct features to the EFL classroom. Alpha generation consists of persons born in the digital age (between 2010-2025) who are incredibly comfortable with the rapid technological advancement., and who are considered teenagers at the present time. This paper aims at examining EFL teachers' perceptions of Alpha generation learning styles. To that end, an online survey was conducted with 42 middle school EFL teachers who volunteered to participate in the study. The questionnaire was developed from the literature and sought to identify Alpha generation characteristics and their preferred learning styles. Descriptive data revealed that pupils of the Alpha generation learn in special ways that depends a lot on technology. Thus, the inclusion of their preferred methods of learning will be of great help for their motivation. The findings of the study could be particularly significant for material designers and educators to consider the needs and preferences of the Alpha generation in order to cope with the new demands of digital learners and improve teaching methods for more effective outcomes.

Keywords: Alpha generation, Learning styles, EFL teachers

Oral Presentation

A Micro-Analytic Investigation into EFL Teachers' Extended Wait Time Practices in L2 English Classrooms

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Extended wait time (EWT), one of the focal points affecting teaching process, is defined as "allowing sufficient time … for students to respond" by Walsh (2011). As one of the "interactures" of Walsh (2011), studying how EWT functions in EFL classrooms can also provide insights into classroom interactions and suggestions on teacher training and development (Can Daşkın, 2015; Girgin, 2018; Walsh, 2002, 2011; Walsh and Li, 2013). However, it might be considered that there are few studies on EWT (Atar, 2020a, 2020b; Süt, 2020). Hence, this study aims to discover the uses of EWT in EFL classrooms and EFL teachers' practices to facilitate students' responses. The data, part of the first author's ongoing MA thesis, was collected via video recordings of classroom interaction in its natural context and then analyzed through Conversation Analysis principles. The study's initial findings show that an EFL instructor employs various EWT strategies, such as allowing students sufficient time to think and formulate responses. If there is no answer from a student, she encourages participation by asking the student to think for a while and promising to return, nominates among volunteers, and then returns to the previous student. As the strategy works on multiple occasions, this study suggests that EWT might increase students' learning opportunities and involvement, and both pre/in-service teachers might benefit in terms of classroom interactional competence if employed effectively.

Keywords: Extended wait time, Classroom interactional competence, Conversation analysis, EFL classrooms

Oral Presentation

Preparing Corpus-Based Materials to Teach Phrase- Frames to Computer Engineering Students

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Preparing corpus-based materials to teach phrase-frames to Computer Engineering students. Recently, the requirement of publishing internationally also escalates the demand for proper academic writing among academics all around the world. The reciprocal interdependence between the demand and need for academic writing prompts escalation in teaching of academic writing, as well. Although academic writing gains its popularity, little attention and importance is given to phrase-frames in order to carry out appropriate academic writing. Phrase-frames (p-frames) can be defined as discontinuous multi-word expressions which promote fluency and comprehension of the written texts (Römer,2010). Phrase-frames are quite paramount not only in the first language but also in the second language since they enable writers to produce more influential, valid and legitimate products (Hyland,2012). The teaching of corpus-based lists of phrase-frames for specific disciplines has become omnipresent in academics recently. Therefore, the corpus-based lists and materials of p-frames are now totally essential and valuable for teachers and learners of English for Academic Purposes (EAP). This paper aims to create discipline specific corpus-based materials and lists for the purpose of teaching p-frames to Computer Engineering students. The study is based on an analysis of a corpus of 500 research articles written in the area of Computer Science. Four following sections of each research article were included in the present study; abstract, introduction, materials and methods, results and discussion. The articles were selected through an online corpus generator tool 'AntCorgen' (Anthony, 2022). The total number of words in the corpus was 1.604.918. The sections of the selected research articles are analyzed through an online analysis tool 'Antgram' (Anthony, 2022) to determine the frequency, variability and predictability scores of phrase-frames. The results of the quantitative and qualitative analyses clearly showed that the most frequent function of phrase frames is referential expressions in each section and writers tend to apply phrase-frames most in the Results and Discussion part of their articles while they use the least phrase-frames in Abstract. Moreover, both positive and negative correlations are uncovered between the variability and predictability scores of some frequent phrase-frames. Finally, several materials and a corpus-based list of the most common p-frames in Computer Engineering were created in order to facilitate teaching and learning of useful discipline specific p-frames.
Keywords: Phrase-frames, Computer engineering, Corpus-based materials

Oral Presentation

Augmenting the Interest and Involvement of Teachers and Students to Engage in Hybrid Education Today: An Exploratory Study

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The tertiary level education fosters blended learning to encompass online education as a perennial requirement in addition to classroom learning. Though the teachers and students are in the verge of adopting online learning along with classroom learning, they face tremendous challenges that need to be addressed for creating their interest and involvement in engaging in online learning. This paper emphasizes on how both the teachers and students need to be provided with those on campus and online resources and learning management systems to simultaneously indulge in both online and offline education. Teachers' effectiveness and challenges in switching to digital teaching and also students' psychological traits and learning difficulties while practicing online learning is discussed. It is implied that their real time issues in both online and on campus learning needs to be immediately addressed and should be trained to update and evolve to the needs and standard of contemporary world education.

Keywords: Blended learning, Learning needs, On campus education, Online learning, Online resources, Tertiary level education

Oral Presentation

Pre-Service ELT Teachers' Emotional Experiences During Teaching Practicum: A Study on Causes and Consequences

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The field of teacher emotion has become a focus of research in teacher education, and language teacher research is no exception to this growing trend. Language teachers, as in other fields of teaching, experience a variety of emotions that may affect their professional beliefs, motivation, or well-being. In the same way, teachers' emotions have an influence on students' academic performance and the learning process. Pre-service language teachers are likely to experience a wide variety of emotions as they go through a dynamic process in which they are expected to carry out teaching practices in a real classroom setting and are assessed by their supervisors. Numerous studies have explored teachers' emotions in different research contexts; however, the number of studies on pre-service language teachers' emotionality needs to be increased. For this very specific reason, this study attempted to scrutinize pre-service English language teachers' emotions before, during, and after the teaching practicum. The study also dwelled on the causes and consequences of the emotions experienced by pre-service language teachers. The study was conducted with 70 Turkish pre-service English language teachers. Data collected via reflection journals and semi-structured interviews were analyzed using content analysis. The findings of the study had some implications for pre-service teachers and teacher trainers.

Keywords: Teacher emotions, Pre-service language teachers, Teaching practicum.

Blended Learning in Teacher Education: A Flipped Classroom Model for the TEFL (Teaching English as a Foreign Language) Course

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Teaching with technology is gaining an increasing importance. In most higher education institutions, e-learning, blended learning, or distance learning made their way as standard forms of instruction to provide alternative solutions to the many challenges associated with in-person learning. In Algeria, blended learning is announced by the ministry of higher education as an official medium of instruction in all universities during the post-pandemic era. Both teachers and students are making efforts to adjust their teaching/learning practices to meet the new requirements of the digital age. This paper presents a case study of a flipped classroom model designed by the researcher for her pre-service teachers in their TEFL (Teaching English as a Foreign Language) module. The course involves a mixed instructional method combining both e-learning and face to face learning. Whereas the online part addresses lower order skills ; namely knowledge and comprehension, the classroom time is devoted to higher order skills involving group discussion and evaluation of the students' learning. This new mode of instruction proved to be very effective in covering a wider range of information and extended practice opportunities which were not possible with traditional face to face learning. Moreover, students showed a positive attitude towards this new experience and asserted that it helped them develop more independence, autonomy, and responsibility for their own learning.

Keywords: Blended learning, Flipped classroom, Teacher education, Higher/Lower order skills

Multisensory Teaching and Theta/beta Ratio Oscillatory Activities in Foreign Language Vocabulary Retention

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The present study investigated theta/beta ratio (TBR) variations in FL vocabulary retention to analyze the effect of the multisensory language teaching method at the preschool level. To meet the purpose, we used Quantitative Electroencephalography (QEEG) records of thirty-two volunteered preschool novice FL learners to investigate the link between TBR and FL vocabulary learning. The participants were assigned into two experimental groups: Non-multisensory (seven girls and nine boys) and Multisensory (eight girls and eight boys) teaching groups. After twenty an hour-session instruction, the comparative findings of the pre-and post-Expressive One Word-Picture-Matching Test (EWPT) showed that the Multisensory group outperformed the Non-multisensory one. The analyses of the collected data on pre-and post-brain QEEG records of TBR variations indicated a significant decrease in Pz in the Non-multisensory group and a significant increase in Fz in the Multisensory group. The statistical comparison between post-records showed a significant decrease in Cz in the Multisensory group compared to Non-multisensory one; besides, a significant positive correlation was found between TBR oscillatory activities on Fz and scores on the post-test in the Multisensory group. The individual analysis indicated higher TBR frequencies in the Non-multisensory group's post-record than the Multisensory one. The results contributed to understanding TBR concerning learning and retention and provided insights into using the multisensory method in the FL context.

Keywords: TBR, Multisensory teaching, FL vocabulary retention, QEEG

Oral Presentation

An Urgent Call for Teacher Training in English for Specific Purposes (ESP)

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English for Specific Purposes (ESP) has become an essential part of language education, as it provides learners with the language skills necessary for specific academic or professional purposes. However, teaching ESP requires specialized knowledge and skills that many language educators lack. This paper highlights the urgent need for teacher training and professional development in ESP and discusses key strategies for enhancing the quality of ESP instruction. The research begins by examining the challenges that ESP teachers face, including identifying specific language needs, selecting appropriate materials, and navigating interdisciplinary content. It then emphasizes the importance of learner-centered approaches, such as task-based and communicative approaches, in ESP instruction and highlights the role of technology in enhancing learning outcomes. The investigation argues that teacher training and professional development are crucial for addressing these challenges and improving the quality of ESP instruction. It discusses various models of teacher training and professional development, such as workshops, mentoring, and online courses, and emphasizes the importance of ongoing support and collaboration among ESP educators. The article also highlights key areas of focus for teacher training in ESP, including needs analysis, material design, assessment, and interdisciplinary content. It emphasizes the need for teacher training to be tailored to the specific needs of ESP educators and the learners they serve. In short, this work emphasizes the urgent need for teacher training and professional development in ESP and highlights key strategies for enhancing the quality of ESP instruction. By providing teachers with the knowledge and skills they need to deliver high-quality instruction, we can ensure that ESP learners are equipped with the language skills necessary to succeed in their academic and professional pursuits.

Keywords: English for specific purposes, ESP teaching, Teacher training, Professional development, Language skills, Interdisciplinary content, Technology, Learner-centered approaches

Oral Presentation

The Relationship between Non-native Pre-service EFL Teachers' Foreign Language Teaching Anxiety and Self-efficacy Beliefs

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Background and Purpose: The relationship between foreign language teaching anxiety (FLTA) and teacher self-efficacy concepts has not attracted enough interest so far. This study aimed to reveal the relationship between these two concepts on the side of non-native pre-service English as a foreign language (EFL) teacher.

Method: The study employed a correlation study methodology. Data were collected from 90 non-native pre-service EFL teachers from English Language Teaching departments at different universities in Türkiye through a reliable scale for each concept.

Results: The descriptive findings revealed that the participants had a moderate level of FLTA and a relatively high level of teacher self-efficacy. The main finding of the study was the low negative correlation between the two concepts of FLTA and perceived teaching self-efficacy. The predetermined variables of age, gender, and class level in describing and comparing the participants' both FLTA and perceived self-efficacy levels caused no significant differences in the participants' scores.

Conclusion: This study showed that the two concepts can be negatively related and co-affect the pre-service EFL teachers' beliefs for their professional success. Future research may focus on variables that have not been studied enough or compare the native and non-native teachers' FLTA and self-efficacy levels. Finally, more correlation studies can be conducted with different study groups or in different contexts.

Keywords: EFL, Non-native pre-service teacher, Anxiety, Foreign language teaching anxiety, Teacher self-efficacy.

Agentive Teachers in Times of Crisis: A Qualitative Investigation of Post-Earthquake ELT Practices in Turkey

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Agentive teachers are expected to make decisions and revisions as well as taking action as they face challenges during teaching practices. Teacher agency means the state of being the subject of teaching profession. This definition exerts teacher's role and responsibility in taking action in any emergency situation to affect the teaching process. Turkey was shocked with devastating earthquakes occurred on south-eastern cities of the country on February 6th, 2023. Thousands of people died or severely injured, and thousands of buildings collapsed due to major destruction caused by the earthquakes which affected a vast region with more than ten cities in Turkey. All universities in the country have shifted to online education due to Higher Education Council's (HEC) implications. Thus, a second stage of online education, an 'emergency remote teaching period, started after COVID-19 period. Teaching professionals needed to re-design and adapt their teaching practices according to the necessities occurred in the time of crisis. In this sense, current research aims at investigating teacher agency practices of university level ELT professionals in Turkey in times of crisis. The study is a qualitative research devoted to explore the agentive roles of teachers in designing and adapting their teaching in accordance with the necessities of online education conducted during post-earthquake period in Turkey. To obtain the data, a semi-structured interview was conducted with ten EFL teachers who work for different state universities across Turkey. The data was analysed through content analysis method. The findings revealed that teachers had to make a number of adaptations and transform their teaching practices alleviate the challenges caused by crises. These findings are believed to contribute to guide all stakeholders in terms of being more well-prepared for unpredictable constraints in times of crisis.

Keywords: Teacher Agency, EFL teachers, Teaching through crisis

Oral Presentation

Gifted and Non-Gifted Students' Differences on Textually Explicit, Textually Implicit, and Script Based Reading Items: Are Gifted Students Also Gifted L2 Readers?

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This study compared gifted and non-gifted students' performance on three types of reading items namely, textually explicit, textually implicit, and script based items. It explored whether giftedness might bear a differential difference in reading performance of students. The study included two phases. İn the first phase, 82 gifted and non-gifted students were seated for three different English reading tests, each containing three different reading items: textually explicit reading items, textually implicit reading items, and script based reading items. In the second phase, with the purpose of triangulation, 64 different gifted and non-gifted Iranian students took the same reading tests. Gathered data were then analyzed via descriptive statistics and MANOVA. The study uncovered a significant difference between the gifted and non-gifted students in all the three test items in both phases. The study also revealed that in all of the tests, it was the gifted students who outperformed the non-gifted ones.

Keywords: Giftedness, Textually explicit reading items, Textually implicit reading items, Script-based reading items, Triangulation, MANOVA

Oral Presentation

Ecopedagogical Analysis of Middle School EFL Coursebooks Published by the Turkish Ministry of National Education

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This study investigates Eco-pedagogical content in middle school EFL coursebooks published by the Turkish Ministry of National Education and currently being used in public schools. The written and auditory content in four selected coursebooks were analysed in the light of six criteria (praxis, teaching about the social and natural environment, teaching in the social and natural environment, teaching through the social and natural environment, teaching the connections of sustainability and urgency) put forward by Gaard (2008) for Eco-pedagogy of children's environmental literature by employing qualitative content analysis. The results of the study demonstrated that 7th grade coursebook is the book involving the highest number of Eco-pedagogical activities while 5th grade coursebooks is the one with the lowest number. It was also revealed that the distribution of the six criteria in the activities of the four books varies greatly. The most satisfied criterion in the activities was found to be "teaching about the social and natural environment". That's why, the study makes recommendations for how to ensure that other Eco-pedagogical requirements are met in activities and calls for more research on other grade levels as well.

Keywords: Ecopedagogy, Content analysis, ELT coursebooks

Piloting the 'Sustainable Development Goals in English Language Teaching' Course Syllabus

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English teachers rarely work with colleagues who teach sustainability or they seldom find activities and materials to incorporate Sustainable Development Goals (SDGs) in their teaching. This is partly due to the insufficient coverage of SDGs in pre-service education, or a lack of on-the-job training opportunities on why SDGs matter in education. The aim of the presentation is to share the findings of a university-funded project that piloted a suggested course syllabus addressing SDGs in language teacher education. The participants of the project were fifteen 3rd and 4th year teacher candidates from the English Language Education program. The teacher candidates participated in a fourteen-week course, based on the presentation and discussions of why the SDGs matter, pillars of Education for Sustainable Development (ESD), and workshops on how to incorporate SDGs in English language teaching through four skills, lesson planning and materials preparation. Data was collected via focus group interviews and reflective journals. Preliminary findings has shown the teacher candidates were pleased to be part of the project and learn about the integration of SDGs in language teaching. The participants' understanding of the need of giving language learners a sense of personal responsibility and a new perspective on the issues the world faces has also enhanced as a result of the course. Lastly, the teacher candidates shared their recommendations for the improvement of the course syllabus.

Keywords: Sustainable development goals, Pre-service teacher education, English language teaching, Qualitative study

Oral Presentation

Determining The Opinions of English Teachers Working in Secondary Educational Institutions on the Secondary Education English Course Curriculum – Nevşehir Province Sample

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In a sense, the 21st century is called as the century of communication and the communication skill is among the skills of the 21st century. The common communication tool that will enable communication between individuals and countries with the developing technology and the shrinking world is English. Countries make various studies and investments for individuals to learn at least one foreign language. In our country, studies on learning and teaching foreign languages continue in the context of developing foreign language curriculum and course materials. The aim of this study is to determine the opinions of English teachers working in secondary education institutions in Nevşehir about the English lesson curriculum put into practice as of 2018. Determining the perceptions and opinions of the teachers, who are practitioners of the curriculum in the field, about the relevant curriculum is of great importance for the success of the current foreign language teaching curriculum and the development of the next foreign language curriculum. In this quantitative descriptive study, a questionnaire developed by the researcher will be used as a data collection tool. The sample of the study is 51 English teachers working in 9 different institutions randomly determined according to their types from secondary education institutions throughout the province of Nevşehir. The data to be obtained was analyzed using the SPPS package program and the results was discussed and evaluated primarily in the context of the research problem, and the existing studies in the literature. The suggestions that may be important for future English course curriculum development studies will be presented.

Keywords: Curriculum, Foreign language teaching, Secondary education, English curriculum

The Effect of the Speaking Tasks On Intercultural Awareness at Tertiary Level: A Case Study in Turkey

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The unprecedented changes in English language with the impact of globalization entail the need for communication with people from different cultures. Therefore, in the process of learning English, students are required to have intercultural awareness to communicate in a variety of cultural settings. In this context, the main aim of this study is to find out the students' levels of intercultural awareness and to investigate to what extent the activities which will be used in the implementation foster the students' intercultural awareness. The present study also aims to reflect the students' perceptions of intercultural awareness. Accordingly, an 8-week implementation was designed according to the conceptual framework of intercultural awareness. The study will be carried out online with 8 prep school students at a state university. The quantitative data will be collected through the Intercultural Awareness Questionnaire by Zorba (2019) which will be used as a pretest and posttest. The qualitative data will be gathered through the focus group interviews before and after the implementation and the observations in the first and last week of the implementation. With respect to the findings, as in this study the data collection process is in progress, only the students' levels of intercultural awareness and their perceptions before the implementation will be presented.
Keywords: Intercultural awareness, Speaking tasks, Tertiary level

Oral Presentation

The Role of Sundanese and Indonesian in Schools in Garut (Indonesia)

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The aim of this paper is to provide an overview of the role and importance of Sundanese and Indonesian language teaching and learning in schools in Garut (West Java), and to what extent multilingualism is common among students in this 'superdiverse' area. I will focus on the students' attitudes towards the indigenous language (namely Sundanese) and the official and national language (Indonesian), also analysing the level of knowledge in both languages. Data has been collected through the usage of a questionnaire concerning multilingualism and its perception, teaching and learning of both languages, as well as through an online interview. The results of the survey have been looked at from a double perspective: the perception of multilingualism and its influence on linguistic behaviour, and the usage of both languages in various domains of life. I argue that there still is a widespread positive opinion of multilingualism in indigenous languages, and there are efforts to maintain Sundanese in different contexts, though Indonesian is becoming increasingly important in some spheres of life.

Keywords: Sundanese, Endogenous language, Teaching and learning practices

The Effect of Vignette Cases on Instruction Giving Practices of Preservice Teachers: A Case Study in A State University

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Preparing preservice teachers to become effective teachers is crucial as they may come across with various challenges throughout their career. To overcome these challenges, they need to be familiar with real classroom interaction. Knowing how and when to give which instruction has a vital role in a language learning context as failure to give appropriate instructions may result in serious issues. The research on instruction giving practices is mainly focused on problems, suggestions, and the effect of various types of instructions on students' learning. The current study attempts to cast light on the instruction giving practices of preservice teachers, to explore if the intervention promotes preservice teachers' instruction giving practices and to unveil their perceptions regarding the vignette cases used during the intervention. A questionnaire was designed to identify what preservice teachers know about instruction giving and what problems they encounter while giving instructions. Following the pilot study, the data was collected through the questionnaire and focus group interviews. Then, vignette cases will be designed considering the results of the pretest and interviews. During the 6-week intervention, reflective journals will be kept by the participants to increase reliability of the gathered data. After the intervention, same questionnaire will be employed as posttest. The results will be compared to see the difference before and after the intervention.

Keywords: Instructions, Vignette, Preservice teachers

Oral Presentation

The Effects of the Quizlet on Turkish EFL High School Students' Vocabulary Learning

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Using digital and online flashcards has expanded in ESL/EFL classrooms in recent years to meet the needs of digital natives. Hence, the present study seeks to examine the impact of the Quizlet digital flashcard tool on vocabulary acquisition and probable pronunciation improvement of Turkish EFL learners. Fifty-two 9th-grade learners were separated into two groups. While the Quizlet group (N:26) was presented tasks and assignments through Quizlet study modes adapted from Schmitt (1995), the regular class (N:26) was taught through current-curriculum methods. First, an experimental mixed methods research design including a pretest and a posttest adapted from Laufer and Goldstein (2004) and Webb (2009) was implemented in two groups to evaluate the effectiveness of Quizlet on vocabulary learning and pronunciation. Additionally, a semi-structured interview with 26 participants in the Quizlet group was conducted to gain insights into learners' perception of Quizlet. The results indicated that there was a statistically significant difference between the Quizlet group learners' pre and post-test scores. The findings further showed that both groups increased their scores at different rates. The second part of the study revealed that the Quizlet group learners were the least successful in word stress and the most successful in consonant quality. Lastly, the outcomes of the interviews demonstrated that more than half of the participants' opinions of using Quizlet were mostly positive.

Keywords: Vocabulary teaching, Turkish EFL high school students, Digital flashcards, Quizlet

Oral Presentation

Computer and Mobile Assisted Focus on Literary Text for the Advanced EFL Classroom: A New-age Pedagogical Stylistics

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Using a decidedly sturdy and vast body of evidence in theory and practice, Literature in Language Education (LLE) has argued compellingly in favour of taking literature-text to the classroom and direct explicit instruction of literary text to increase Literary Awareness (LitAw). The current study is a report of repeatedly successful past experience of taking literature to the advanced classroom involving BA students of English Language and Literature, a long portion of which can now be seen to have happened over the Covid-era online teaching everyone has been forced into. In this report of mobile and computer assisted instruction of literary text, we give an account of how we have operationalized Sonia Zyngier's five elements for LitAw, i.e. exposure, cross-linking, reference buildup, adjustment, and productivity, in this prolonged era of inevitable online instruction. Pedagogical Stylistics and LLE have been vociferous in calling for and indeed establishing beyond doubt the role and place of literary text in making many psychological and proficiency gains in foreign language education, on time invested as well as resources. But the field, solid though its staked-out claim on theory and practice has been, is yet to propose an agenda and suggested steps in these dire times for pedagogy. Maybe, and understandably, LLE has been too reliant on the physical classroom and the teacher, but it is time for a new-age pedagogical Stylistics we all have to grow accustomed to, going with the bleaker assumption that times of pedagogical adversity like the Covid one will be always striking, on and off, whether we like it or not. Replications in different contexts and countries could also be placed on the agenda so as to verify whether students in other contexts can also become more sensitized to the language of literary texts if they undergo a similar programme.

Keywords: Literature in language education, Computer and mobile assisted focus on literary text, Pedagogical stylistics

Oral Presentation

Translanguaging in Writing: Theory, Pratice, and Research

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This presentation aims to accomplish three goals. A) It conceptualizes translanguaging based on the works of Ofelia Garcia and her colleagues as well as other prominent scholars with contributions to translanguaging theory and practice. It explains what the concept of translanguaging refers to and in what ways it overlaps with and differs from the notions of codeswitching and codemeshing, two concepts that are occasionally mentioned in the same breath as translanguaging in the literature, and presents a translanguaging model that is developed to outline the concept of translanguaging in relation to codeswitching and codemeshing approaches. B) The presentation demonstrates how translanguaging applies to practice in the context of writing. Although translanguaging originally emerged as a concept to explain the phenomenon of verbal interactions between students and students/teachers in dual-language classrooms, the term increasingly became recognized to describe language practices in writing as well. To demonstrate the translanguaging practice in writing, the presentation provides examples of translanguaged texts from the literature and the author's own writing. And C), reviewing the extant literature, the presentation outlines the three trajectories of translanguaging research in the context of writing: translanguaging in digital, K-12, and college writing. This presentation therefore may benefit the literacy and language educators by providing a critical understanding of a theory-laden languaging practice that is happening in every classroom.

Keywords: Language, Literacy, Translanguaging, Writing

Oral Presentation

Cross-linguistic Metaphorical Variation in Les Miserables and Its English Translation

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When analyzing literary discourse from a Cognitive Stylistics vantage point, it is said that cognitive/cultural variation in LOTE (Languages Other Than English) should also be taken into account, for obvious reasons of the variable cultural/cognitive reality conceptualized in these languages. Against this background, the present study picks up on the same cross-linguistic strand towards further exploring French as an understudied language with respect to English. What of course hasn't been specifically looked at is the conceptualization of conceptual metaphors in established French literature, Les Miserables in this study, and their translations into other languages including English. Kovecses's 4-dimensional scheme is the model and hypothesis feeding into this investigation of differences and similarities in conceptual metaphors between the French text and that of the English translation. This is geared to testing if the findings and the patterns of this analysis support Kovecses's hypothesis that the most frequent case in the cross-linguistic analysis of the translation of the same concept or domain is DIFFERENT/SAME/SAME/SAME (the four categories being Word Form, Literal Meaning, Figurative Meaning, and Conceptual Metaphor). Also, this article wants to see if the DIFFERENT/DIFFERENT/DIFFERENT/DIFFERENT pattern which Kovecses found no instance of in his everyday speech data, but that he argued to ONLY belong to literary text, emerges in our literature-text data or not. Insight into cross-linguistic variation in metaphorical conceptualization gained from analyzing conceptual metaphors in the source literary canon in one language, and then analyzing their literary translations or possible choices available in another language, will help understand to what extent these patterns are universal and which aspects are prone to cross-cultural variation, and why. There are social, historical and cultural interpretations that could be offered to explain these variations, a variation in cognitive mapping from one language to another bearing commensurate repercussions in cultural variation.

Keywords: Metaphorical variation, Conceptual metaphors, French literary fiction, Les Miserables, English translation

Oral Presentation

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

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

Keywords: Assessment, Testing strategies, Context, SLA

Oral Presentation

Language Teacher Identity as Peacebuilder

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The world we live in is, now more than ever, in dire need of peace among all individuals with various beliefs, cultures, orientations, and backgrounds. Peace between nations, peace between cultures, between groups, peace with the environment, and more notably, peace is needed within the self (the inner peace) (Oxford et al., 2020). Then it seems necessary that peace be part of our life. We should be educated to learn how to make peace. Peace education, then, must be an integral part of education for all. We should learn how to create a cooperative society, how to hate war, how to love other people, how to love the environment and in general how to behave peacefully. In order to become a peacebuilder, fundamental peace knowledge is necessary; peacebuilders also need specific peace competencies. Language education should prepare teachers to become peacebuilders and language teachers who would like to teach peace are required to gain fundamental peace knowledge. The English language as an international lingua franca (ELF) with a global scope of use has a great responsibility for building peace. Developing peacebuilder language teachers requires that they develop an identity to positively influence future generations of language learners. Establishing a peacebuilder identity and investing in realizing it could be done through the incorporation of peace language in teachers' professional cognition and practices.

Keywords:

Oral Presentation

Demotivation or Amotivation: A Literature Review on Clarifying the Concepts in L2

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Research on motivation in L2 has experienced a great breakthrough for the last forty years. Contemporary research framework for motivation studies has produced several terms to define concepts related to motivation. 'Amotivation' and 'demotivation' are among these terms. Both of these terms define distinct features of unmotivated learners. Though they are used interchangeably by some scholars, they mean different concepts. The relevant literature gives distinct meanings for the terms. Current paper aims at reviewing the literature in order to explore the meanings of these terms. In an attempt to clarify the difference and distinction between 'amotivation' and 'demotivation', relevant literature has been investigated thoroughly. It is concluded that the each term has a unique meaning in defining different aspects of lack or loss of motivation.

Keywords: Motivation in L2, Amotivation, Demotivation

Oral Presentation

Ethical Considerations in Internet Research: What Researchers Need to Know?

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Each human being possesses their own rights, interests and integrity that cannot be ignored in the performance of research. Therefore, researchers need to preserve individual freedom and self-determination, protect personal integrity, respect privacy and family life, and safeguard against harm and unreasonable strain. Research ethics is based on respect for human dignity and it is based on general ethics and fundamental human rights. Recognized values in Internet research include, for example, freedom, autonomy, dignity, solidarity, democracy, trust, and equality. Four aspects are relevant in an assessment of Internet research ethics: the sensitivity of the information, the interaction with the participants, the accessibility in the public sphere, and the vulnerability of the participants. Four further factors are more particular to communication via the Internet: a) the stored data, searchability of the data , data can be copied, and the unclear nature of the audience . in this speech, I try to describe these different factors and aspects in more detail with regard to five areas: a) the distinction between private and public; b) The concern vulnerable groups; c) researcher's responsibility to obtain consent; d) the researcher's responsibility for confidentiality and anonymization; and e) sharing of data, open data and Big Data. I will also try provide guidelines to the researchers on how to observe ethical considerations while doing internet research including collecting information and data as well as interpreting and reporting the data.

Keywords: Internet research, Ethical considerations, Human beings, Privacy

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

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

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

Oral Presentation

The Future of Seereer Language in a Context dominated by the Evolution of Wolof and Foreign Languages in Senegal

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The current study is devoted to the future of Seereer, a language belonging to the West Atlantic group of Niger- Congo and spoken in Senegal and in some other African countries and whose origin and classification have given rise to a lot of debates within researchers in general and linguists and historians in particular. In other words, it is about describing the structures and organization of Seereer language used in the community and how they function, especially the different domains that different languages or ways of speaking are employed in. In addition, in some of its communities the ancestral language is not currently spoken as it used to be, and younger generations have lost interest and proficiency and the natural transmission of the language is weakened or broken. So, the work aims to describe the way this language is nowadays practiced and to preserve the linguistic practices of its community in a context dominated by the evolution of Wolof and foreign languages. However, to deal with such a topic, some new and authentic data have been drawn from a variety of documents, interviews, conversations, interactions, etc. and have enabled us to implement a new analytical approach and end up with results that are going to be presented during the discussions.

Keywords: Community, Description, Evolution, Language, Practice, Speaker

From Research Methods to Teaching Methods: Examining the Case of Eye-Tracking in EFL Reading

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Findings of research methods are for the most part used to inform pedagogy. The implications of research studies are totally dependent on new findings which are produced as a result of the use of a particular research method. For example, miscue analysis as a research method provides valuable information about reading deficits. The same line of inquiry could be seen when think-aloud protocol data are produced to inform reading strategies and processes. Interestingly enough, the history of research methods shows that some qualitative methods possess the capacity of turning into teaching methods. For example, in early 2000, reading scholars in the United States explored the internal potential of the introspective method particularly the think-aloud (TA) approach to be used as a teaching method for developing the reading ability of school children. In Iran, the result of one particular study showed the significant effect of the TA approach on reading improvement and self-efficacy of a group of EFL learners. While further research is needed to support the validity of this line of inquiry, there is a growing need of examining the potential capacity of other qualitative research methods to be used as a teaching method. Eye-tracking method is a valuable qualitative method that provides rich information about the reading behavior and process of readers. However, its capacity to be used as a teaching method has not been addressed in the present literature. This talk sheds some light on its teaching potential. The view applied in this talk reflects the importance of using eye-tracking data and methods in a comparative paradigm of the skilled-novice continuum.
Keywords:

Oral Presentation

Professional EFL Teachers' Identity, Vision, and Agency

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This paper focused on the teachers' professional development with reference to teacher identity, vision, and agency. To understand language teaching, first, teachers' professional, cultural, political, and individual identities should be explored. Teacher identity stands at the core of the teaching profession. It provides a framework for teachers to construct their ideas of how they see themselves, understand who they are, and how others see them. Teacher education, technological advances, and globalization have affected teachers' identities. Vision refers to the future-oriented aspect of teachers' self-concept, describing their visualizations of what they might become, what they would like to become, or what they are afraid of becoming. Transforming classrooms into engaging environments for learning demands more than a repertoire of innovative principles and techniques. It requires teachers who will be motivated to put the knowledge into practice. A framework for motivating teachers through vision could be achieved by igniting the flame of teacher vision and guarding this flame. Teacher agency is the capacity of teachers to act purposefully and constructively to direct their professional growth and contribute to the development of their colleagues and students. Teachers who have agency are not passive and are aware of their part. The degree to which a teacher acts with agency depends on factors, including their internal traits, motivation, the school's structural conditions, and teachers' involvement and empowerment in decisions. Having agency helps teachers be positive role models and leaders for their students. The goal here is to support professional development through familiarity with teacher identity, vision, and agency to benefit from teachers' expertise to have a high-quality and enriching education.

Keywords: Professional development, Teacher agency, Teacher identity, Vision

Oral Presentation
Identifying Apology Strategies Used by Turkish EFL Teachers

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The interplay between language and culture has long been a challenge in language education. Recognizing the importance of cultural awareness, English language teachers are great role models for transmitting culture to learners. Although culture can be taught through intended actions, it can also be hidden in the teachers' unintended verbal speech acts. Many attempts have been made to investigate English language teachers' apology strategies to determine which culture they tend to make amends in. On the contrary, there was little focus given to the English language teachers in Turkey and the effects on the culture of their apology strategies. Therefore, the present study aims to identify the apology strategies of the 30 English language teachers in the Turkish context; fifteen teachers who had been abroad for more than six months and fifteen teachers who had only been exposed to Turkish culture. The study employed a Discourse Completion Test consisting of ten imaginary situations designed for the different cultural aspects developed by Bergman and Kasper (1993). The results revealed that the two groups differed in their use of the Taking on Responsibility, Upgrader, and Downgrading the Responsibility strategies. The teachers who had been abroad for more than six months were more open to taking responsibility for the problems, while their counterparts preferred to blame others. Furthermore, the Interlocutory Force Indicating Device (IFID) and Offers to Repair strategies were among the most significantly utilized methods, while Verbal Redress was the least favored strategy in the responses given by the participants in total.
Keywords: Apology strategies, Discourse Completion Test, EFL, Cultural awareness

Oral Presentation
Can Mindfulness Make Us Better Language Learners?

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The mental state of mindfulness encourages people to concentrate on the present rather than the past, the future, or their own ideas. Throughout time, Eastern meditation techniques and ancient Sanskrit culture, which included yoga and breathing techniques, went hand in hand in developing awareness exercises. The educational process has been employed as a stress-relieving and anxiety-lowering aid through the use of yoga and breathing techniques. The number of studies examining the connection between mindfulness and learning has increased significantly. The bulk of earlier studies looked on the effects of mindfulness, attention awareness, foreign language awareness, and self-consciousness on speaking anxiety. In the context of quantitative research, the current study intends to provide light on the link between academic achievement and mindfulness levels among high school students. The sample will be approximately 100 high school learners from a state school in Samsun. Mindful Attention Awareness Scale (MAAS) developed by Brown & Ryan (2003) and adapted into Turkish by Özyeşil, Arslan, Kesici and Deniz (2011) will be adopted as a data collection tool. To achieve the goal of the current study, the scale's results and the students' scores on the achievement test will be compared.
Keywords: MAAS, Mindfulness, Academic achievement, Mediation, Self-awareness

Oral Presentation

"Here & Now" in Language Classrooms with Mindfulness-based Activities

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Recently there is a growing interest towards mindfulness in educational psychology as well as several other fields. The affordances of mindfulness practices in foreign language classrooms have been investigated in relation with anxiety, self-regulation, affective factors and motivation. Mindfulness as a strategy has a considerable potential to be included in the instruction of foreign language. In spite of the increased attention on mindfulness, language teaching classrooms do not involve adequate and effective resources on the integration of mindfulness. Also, language teaching materials include few or no examples, texts, activities explicitly or implicitly to introduce mindfulness as a strategy or a technique. Thus, teachers who want to practice mindfulness in their classrooms do not have sufficient resources. With this motivation in mind, this chapter aims to investigate how mindfulness as a technique and content can be incorporated into language teaching materials by providing the background framework in theory and guidelines to develop mindfulness-based materials and sample activities and resources for foreign language teachers and practitioners. Instructional strategies such as graphic organizers, questioning skills, imagery and reflective journals are discussed to improve mindful learning in foreign language classrooms. Sample materials are introduced in relation to main language skills.

Keywords: Mindfulness, Foreign language classroom, Material development

Oral Presentation

Insights into the Digital Future of Language Teaching

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As technology advances, language teaching is being transformed by the digital age. In the future, language teaching is expected to become even more digital and personalized, offering students opportunities to learn at their own pace. In this presentation, we will explore how digital tools shape language teaching, including their impact on language input, practice opportunities, learner autonomy, accessibility, and ethical considerations. Our only aim is to provide insights into the evolving landscape of language teaching. Initially, we will begin with the history of digital assistants like ChatGPT and Metaverse and their role in creating global communication and collaboration opportunities among students. Us teachers play a vital role in guiding students in navigating these tools and designing curricula to meet changing needs. Secondly, concern about the over-reliance on digital tools is going to be argued. Thirdly, we will address the ethical impacts of these developments, as the future of language teaching in a digital world requires a balance between innovation and tradition. Therefore, we will explore issues of creativity and authenticity in the use of AI assistants for language learning, noting potential concerns of spoon-feeding and lack of ingenuity. Afterwards, our presentation is going to inquire if these tools replace teachers entirely. Even though ChatGPT and Metaverse are prominent, machines lack the nuanced understanding of human language needed for true language mastery. The question of whether machines will replace language teachers remains open; but don't you think machines would eventually master this too? We will conclude our presentation by emphasizing the importance of healthy unity, with language teachers playing a critical role in harnessing the power of digital tools. Through this presentation, we will delve into the potential impact of AI on various aspects of language teaching, while addressing ethical considerations. AI can certainly augment the work of language teachers, making language learning more accessible and efficient, as long as it is used in harmony with effective teaching practices.

Keywords: Digital tools, Artificial intelligence, Language teaching

Oral Presentation

Workshops for Pre-Service Teachers of English On Web 2.0 Tools and E-Twinning Projects

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This study aimed to investigate the impact of educational workshops on pre-service English language teachers' awareness and understanding of web 2.0 tools, specifically in relation to e-twinning projects. 17 participants were selected from the English Language Teaching (ELT) Department at a public university. The study was conducted over a period of three weeks and data was collected through written forms completed by the participants after each workshop. The workshops were delivered by three experts in the field of education who have national and international project experience and are currently employed by both a university and the Ministry of National Education. The results indicate that participants experienced an increase in their understanding of web 2.0 tools, particularly in relation to e-twinning projects, and believed that the workshops would help them create an optimal learning and teaching environment for themselves and their students. The participants also raised awareness on e-twinning projects as a result of these workshops, and they were eager to participate in them in the future. On the other hand, a few participants reported internet-related problems that might be encountered during the use of these tools, and also suggested that the introduction of web 2.0 tools might be done more gradually and thoroughly by the experts.
Keywords: Web 2.0 tools, ELT, E-twinning projects, Pre-service teachers

Oral Presentation

Evaluation of 9th Grade Teenwise and Relearn English Textbooks in terms of Values

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Ten values were determined as friendship, honesty, justice, patience, self-control, love, respect, patriotism, responsibility and altruism in order to increase the humane, moral, universal and cultural values of the students in the 9th-12th grade new English curriculum prepared by the Turkish Ministry of National Education in 2018. Two different high school 9th grade English textbooks, Teenwise written by the authors of the Ministry of National Education and Relearn prepared by a private publishing house based on 2018 English curriculum were evaluated on the basis of units using the document analysis technique and it was examined which values were included in the books. According to research results, it was deduced that both of the books includes the values presented in new 9th-12th English curriculum. Moreover, in both of the books, the most repeated value is friendship, while the least mentioned value is altruism.

Keywords: Values education, English textbooks, English curriculum

Oral Presentation

Exploring the Identity Development Process and Attitudes of Bilingual Children towards Heritage Languages

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We explore how simultaneous, successive and sequential bilingual children from six different countries construct their bilingual identity based on BINF by analyzing their language portraits to gain insights into their attitudes towards their respective heritage languages. Our study differs from other existing studies in two aspects. Firstly, participants were from diverse linguistic backgrounds and secondly, BINF and LP tasks were used in conjunction to gain a wholistic view about their identity formation process. We adopted a qualitative research design where six LPs were examined considering the participants' interpretation of identities. Also, we conducted a semi-structured interview based on BINF with six children aged from 10 to 16. The results showed that children displayed positive attitudes towards learning their HLs. Three parameters of the children's HLs were seen to affect their attitudes, namely the prestigious and communicative aspects of language and obstacles they have encountered in the acquisition process of that language. As for categories that shape their attitudes, they seemed to develop bi-cultural identity belonging to dominant and HL cultures. We propose implications for HL programs, specifically the need for grouping HL learners based on their HL acquisition background and motivation to acquire their HLs, and for facilitating cultural hybridity.
Keywords: Heritage language, Bilingualism, Identity formation, Language portraits

Oral Presentation

'We Have Talked about it Earlier': Examining the Use of Organizational Metadiscourse by EMI Lecturers

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With the effect of the internationalization process, the English has become an indispensable element in every field all over the world. One of these areas is undoubtedly education (Akbaş & Bal-Gezegin, 2022; Lasagabaster, 2022; Keleş & Yazan, 2022; Kırkgöz & Dikilitaş, 2018; Williams, 2015). Due to the widespread use of English, many institutions (i.e. universities) have initiated English as a medium of instruction (EMI) to convey academic content in their context.

Recent studies on EMI classrooms have emphasized general pedagogical aspects (e.g. lecturers' and students' views on English education (Jiang, Zhang & May, 2016), lecturers' and students' language proficiencies (Williams, 2015), comparison of native and non-native English speaking lecturers (Qiu & Fang, 2019), understanding of the content told, and the positive and negative effects of English use on their educational development (Phuong & Thong, 2019). Classroom discourse gains great importance in EMI classrooms in order to ensure that the content can be understood by the students and to provide an effective teaching. Earlier studies are relatively limited in terms of the functional analysis of the classroom discourse created by the lecturers and students and how they communicate. Additionally, previous studies which emphasized classroom discourse in EMI settings addressed very specific contexts, such as Italian (Molino, 2018), Chinese and Spanish (Doiz & Lasagabaster, 2022), and Korean (Williams, 2015) since EMI research requires a context-sensitive understanding in particular academic settings. Exploring how classroom discourse in Turkish EMI context is established and managed by lecturers is relatively less researched, especially with a focus on communication built and signalled via metadiscourse devices by lecturers. Metadiscourse is an important concept in terms of organizing the content and reflecting the speaker's attitudes, beliefs and thoughts about the content (Tang, 2017). Despite its common use, very few studies (Molino, 2018; Tang, 2017) have so far addressed metadiscourse in classroom discourses at the higher education level, particularly in EMI. In line with this, thus, we believe it is important to delve into how metadiscourse devices are employed in order for the lecturer to convey content of their classes effectively in Turkish EMI classes. This can be substantially significant when such EMI settings could be more lecturer-oriented since there is potential "an overwhelming number and amount of teacher turns for knowledge transmission" (Akbaş & Bal-Gezegin, 2022, p.5) that might require lecturers to "structure their own lectures in an optimally effective way" (Flowerdew, 1994, p.14).

This article aims to present a different perspective to the studies conducted within the scope of EMI by analysing the organizational metadiscourse markers used by the EMI lecturers in the classes from hard sciences (i.e., Geometry, Probability and Random Variables) and soft sciences (i.e., Law and Institutions of the European Union, History of Art and Architecture I) in the Turkish context. For this purpose, we compiled a corpus of EMI classes from publicly available lectures from METU's Open Course Ware platform, which included approximately 500,000 words. Following the classification by Kopple (2012) and Tang (2017) we utilized,

subcategories were added in the light of the literature review. These discourse markers were defined and classified using the AntConc v3.5.8 (Anthony, 2019) and UAM Corpus Tools 3.3 collection tools. The functions of organizational discourse markers used by lecturers were analysed and discussed by dividing them into subcategories. The quantitative and qualitative analyses are supported by the functional and contextual analyses of items potentially acting as organizational metadiscourse. Findings show that lecturers pay a close attention to alerting students to remember past information by using organizational metadiscourse markers. Additionally, we find that organizational metadioscurse by lecturers helps create an outline in their students' minds to announce what is to be talked about in the later parts of the classes. Moreover, by using sequencers (i.e.. first, then), topicalizer markers (i.e. move on to, look at) appeared to dominate the classroom discourse so that the lecturers could organize the classes better. By using organizational metadiscourse expressions (i.e. let's show that, what we're trying to do here, let's check that) in the category we call activity connective, the lecturers attempt to signal what they would do and what they would want the students to do. The novelty of the current research lies in four aspects: (1) a particular EMI setting, Turkey; (2) the (cross)disciplinary nature of the medium of instruction by Turkish lecturers; (3) the size of our EMI corpus under investigation for generalizability of our findings; (4) the strength of corpus approaches in addressing and filling the gap in our knowledge of language use in EMI settings.

Keywords: Metadiscourse, EMI, Classroom discourse, Teacher talk

Oral Presentation

Classrooms beyond the Tradition: A Classroom Discourse Analysis

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Classrooms provide significant clues for the nature of language learning and teaching process since they are the primary source in understanding the interactional relationship between the teacher and students. Classroom interaction is provided by the active language use in appropriate contexts with different participants from different social, cultural and linguistic backgrounds. Hence, language, the fundamental tool for communication, turns into discourse when contextual factors come to prominence. Rather than only consisting of linguistic elements such as nouns, verbs, grammar rules or morphemes, discourse is a tool for the social construction of knowledge. Accordingly, classroom discourse is related to any kind of interaction during the lesson. It includes teacher-student interaction, student-student interaction, participants' perspectives or body languages rather than mere classroom talk. Such social or pedagogical aspects of classrooms are important for those who want to improve learning and teaching process. In this regard, classroom discourse analysis (CDA) focuses on teachers' instructional strategies or techniques in parallel with students' reactions to shed light on the dynamic and interactional process of language learning. The aim of this study is to offer a theoretical outline for CDA as an analysis method, which provides insights for both language teachers and researchers to foster language learning process.

Keywords: Classroom discourse, Classroom discourse analysis, Language teaching

Oral Presentation

Exploring Vocabulary Learning in English as an Additional Language: What does the Current Literature Tell Us?

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Vocabulary acquisition is one of the prominent research areas in applied linguistics. There have been many studies to comprehend the nature of vocabulary learning. However, these studies cover a rather limited part of vocabulary learning. The overall theory of vocabulary acquisition does not exist today (Schmitt, 2019). It is partly because vocabulary consists of various components, such as spelling. Most of the studies for vocabulary focus on a single component. However, multi-component studies are vital for grasping the relationship among them and give an idea for planning vocabulary instruction. Therefore, it is a fruitful field to study multiple components of vocabulary. This study aims to explore the multicomponent vocabulary studies that have been applied so far to identify the gap in this field. To this end, existing literature was reviewed to fulfill the aim of the study. Recent studies were prioritized to provide current data while reviewing existing literature. This study has been revealed that there is limited agreement among the studies on vocabulary acquisition of various aspects, and the contribution to this gap is notably small in the Turkish EFL context. One of the reasons may be that parameters in related studies vary significantly. Besides, each study has limitations since they cannot measure all word component in a single study. Therefore, each study requires to be extended or replicated for different contexts. This study identifies the lack in the related literature and emphasizes the need for further studies to fill the gap.

Keywords: Vocabulary components, Vocabulary learning, Acquisition order of l2 lexis

Oral Presentation

What Puzzles Them Reflects Them! A Narrative Inquiry of Research Engagement

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Practitioner research has gained recognition as a powerful tool for teachers to enhance their teaching practices and contribute to their professional development. However, pre-service teachers may not be adequately prepared to engage in practitioner research as research courses for them often focus on academic research. This study aimed to address this challenge by designing a research course based on the principles of Exploratory Practice (EP) to promote pre-service English teachers' research skills and engagement. It involved 28 third-year ELT students who were provided with the necessary theoretical background before carrying out practitioner research. The study used narrative inquiry methodology to explore the first stage of their research engagement, with a focus on their puzzles (research questions in EP terms) and the narratives they wrote about how they developed them. The findings of the study highlighted the significance of internally-driven research topics and the narratives behind them in providing valuable insights into pre-service teachers' perspectives on the teaching profession and their roles within it. This study also suggested that these insights could help teacher educators to better understand and support the development of pre-service teachers' research skills and professional identities. Overall, this study contributes to the ongoing conversation about the use of practitioner research in teacher education and underscores the importance of providing pre-service teachers with opportunities to engage in meaningful research that is relevant to their professional growth.

Keywords: Pre-service language teacher education, Exploratory practice, Research engagement, Teacher identity, Narrative inquiry

Oral Presentation

Faculty-School Collaboration in Action: Insights of Pre-Service Teachers from the English Fest

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In recent years, collaboration between faculty and schools has widely drawn attention in teacher education. Nevertheless, little is currently known about the impact of faculty-school collaboration on pre-service teacher learning in the field of ELT. For this purpose, this study aims to explore PSTs' insights of the English Fest event in terms of faculty-school collaboration, professional, personal, and pedagogical benefits, challenges, and their willingness to volunteer again. The study adopted a qualitative research design, and data were collected through open-ended survey questions with 30 PSTs who participated in the English Fest event. The findings of thematic analysis indicated that PSTs reported positive perceptions of the English Fest event, highlighting the benefits in terms of bridging their theoretical knowledge with practice. However, the study also revealed that PSTs faced some challenges during the event, including material development and lack of support from in-service teachers. Nevertheless, PSTs were willing to participate in future events and suggested improvements, such as more frequent events, better organizational planning, and more support in terms of materials and technological equipment. To conclude, the study contributes to the benefits and challenges of collaborative events from perspective of PST and provides insights for improving future English Fest events.

Keywords: Faculty-school collaboration, Teacher training, Preservice teachers

Oral Presentation

Action Research: What Teachers Learn From It

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Action research (AR) in the field of English language teaching can be defined as a process of systematic inquiry during the course of the teaching process which aim to improve teachers' approaches or relevant pedagogical processes and resolve significant problems in classrooms. AR helps reshape teachers' roles and identities by helping them learn from the process. This paper discusses the role of conducting AR for the newly-hired instructors within an in-service teacher training program at a higher education English language preparatory school. The instructors' processes of undertaking AR and the approaches adopted by the professional development unit of this tertiary institution when teaching AR are highlighted. The main purpose of the study is to investigate what the instructors learn from conducting AR. For this purpose, 10 English language instructors who completed the initial in-service teacher training program at the institution within the last three years were interviewed. Based on the data they provided, the personal and professional benefits of conducting AR were explored while they were also compared with the purposes of the institution to incorporate AR within their in-service teacher training program. This qualitative study aims to yield implications regarding the skills and knowledge developed as a result of AR studies and the importance of AR within teacher education and the teaching profession.

Keywords: Teacher education, Action research, In-service teacher training

Oral Presentation

Humanizing Qualitative Research Courses in Applied Linguistics through Critical Autoethnographic Narrative

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In this paper, we present the preliminary findings of our action research study, which draws on the implementation of critical autoethnographic narrative (CAN) theorized and first implemented by Yazan (2019). According to Yazan, CAN is an effective tool to encourage both pre- and in-service EFL teachers to reflect on their teaching practices in a critical and mindful way on personal, professional, and social levels. In collaboration with Yazan and partly through his guidance, we present empirical data collected in the first author's master's level Qualitative Research Methodology MA course he offered in 2021 Summer to his students/participants who were also in-service EFL teachers at various K-16 private schools. The findings show that the use of CAN humanizes the classroom environment as it leads participants to a) open themselves us to each other sharing personal memories of their language learning memories, practices, and prospects, b) deconstructs teacher/student dichotomy as everyone contributes to the whole class discussions both intellectually and emotionally, and c) demistify the binary between theory and practice as CAN is designed both as a theoretical and a pedagogical tool. Also, the data reveals that the in-service teachers/participants found the autoethnographic component of the course edifying as they felt seen, valued, understood, and safe owing to CAN's dialogic, collaborative, and egalitarian design.

Keywords: Humanizing teacher education in ELT, Critical autoethnographic narrative, Action research

Oral Presentation

Teaching Literature to EFL Students at University Level: In The Example of Muriel Spark's Novel "Aiding and Abetting"

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In a foreign language acquisition, a good command of a language can be fostered through reading literary works and making summaries, thoughts of what have been read. Without any doubt, the saying "Today a Reader, Tomorrow a Leader" has a great impact on those who make reading habit and think beyond boundaries. The student who is exposed early to good literature will acquire language skills that will be limited to one who has not. This leads to good performance at university and serve a milestone towards their future career and professional development. This paper focuses on teaching literature to EFL students at university level, by introducing one of the contemporary English writers of the post war period, Muriel Spark and her novel "Aiding and Abetting" through various teaching strategies, interactive, engaging and fun activities, number of techniques that foster and enhance students' language acquisition by doing assumptions, reading, comprehending and finally producing their own statement: a summary as the result of learning and acquisition of reading resources provided.

Keywords: Foreign language acquisition, English literature, Post war period, Novel, Plot, Teaching strategies, Teaching skills, Interactive, Engaging, Activities, Techniques, Summary, Reading resources

Oral Presentation

Parallelism Between Stylistics and Literary Views in 'A Suitable Boy'

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This study sets out to determine whether there is a parallelism between stylistics and literary analyses of Vikram Seth's work titled A Suitable Boy. In order to do so, Vijay Singh Thakur's (2015) study called Planning and Writing a Stylistic Essay: Pedagogical Perspectives on Social Aspects of Language use and the Ground Rules of How we Process Language in Interpersonal Communication, which applies stylistic elements in Seth's A Suitable Boy to demonstrate how stylistics helps literary analysis through pragmatic interpretive strategies, and K. Juliet Caroline's (2017) study called Critical Analysis in A Suitable Boy by Vikram Seth, which focuses on literary elements, are compared. In this work, firstly, general terms are given briefly to show the differences between stylistic analysis and literary analysis. After that, two different works given as references have been examined to demonstrate how these two kinds of analyses applied to "A Suitable Boy". It has been observed that although Thakur and Caroline use different approaches to analyze Seth's A Suitable Boy, they found similar themes. Finally, the similarities and differences between stylistic and literary analyses have been discussed in this work to discover the same topics that can be seen in these different analyses.

Keywords: Stylistic elements, Literary elements, Stylistic analysis, Literary analysis, A Suitable Boy

Oral Presentation

Rhetoric Power to Flout the Taboos: Christians and Saracens in Gui De Warewic and in Boeve De Haumtone

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Gui de Warewic and Boeve de Haumton are important romances in which religions are reflected by presenting heroes' lives, behaviors, and knightly actions in the wars. Since the main characters are usually Christians, Christian elements are quite common in these kinds of romances. However, there are also some other characters who are non-Christian and usually called Saracens. Through these characters, Saracens' elements are also reflected in those texts. Some common beliefs claim that Saracens are reflected as evil while Christians are reflected as good, or the superiority of Christianity is usually implied. Saracens and Christians are described as enemies of each other. This study examines how these taboos are flouted by analyzing rhetorically and focusing on some events. The focus of the study is on some rhetorical elements such as the use of powerful, positive, or negative adjectives, comparative or superlative forms, repetitions of certain words, and events in order to demonstrate how Saracens are also glorified, how the idea of peacefulness and togetherness is reflected, and how the equality or similarity between Saracens and Christians are implied by flouting the taboos.

Keywords:　Christians, Saracens, Gui, Boeve, Medieval, Religion

Oral Presentation

Racism and Gendered Islamophobia in Zadie Smith's White Teeth

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Zadie Smith has been one of the most outstanding figures in the British literary world with her debut novel; White Teeth. The novel is among the most astounding contemporary novels in terms of its abundance in subjects like migration, racism, and the current situation of Non-western women in Britain. Daughter of a British father and a Jamaican mother, Zadie Smith deals with the problem of cultural and religious otherness successfully. The characters of White Teeth are quite representative of the current position of the hybrid third generation that especially emerges after World War II. Smith forms a great ground for examining the variety of cultures, religions, and identity construction in the shadow of those features. London, the gathering place of those characters, with its multicultural atmosphere, is a great place for revealing the cultural and religious otherness of the characters who have contradistinctive backgrounds. For centuries women have been the victims of various struggles like patriarchy, economy, and wars. Particularly after, any form of violence against Muslims has increased dramatically. Unfortunately, non-western women, especially oriental women, have been described as the other because of their cultures, religions, and skin colour. During these processes, Western rooted feminisms with their white female selectivity, have sacrificed the third world women instead of advocating the rights of them. Thus, Muslim women in Europe, specifically in Britain, have become an open target of gendered Islamophobia. In this paper, both racism and Islamophobia will be examined through the most obvious female characters that experiencing these problems profoundly by taking into consideration the contemporary streams related to otherness and gendered Islamophobia.

Keywords: Racism, Gendered Islamophobia, Hybridity

Oral Presentation

Motivation Levels and Sources of Private School Language Teachers in Turkish EFL Context

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Teacher motivation has an essential role in education system and it considerably affects both teachers' career and students' success. Therefore, it is very important to keep teachers highly motivated. A lot of studies conducted in this field and these studies have found many factors such as feeling of success, working conditions and attitudes of students as having significant impact on teacher motivation. However, the number of studies designed to find out motivation sources of private school language teachers is scarce as private school teachers have different working conditions compared to state school language teachers in Turkey. That's why, this study aims to reveal motivation level and motivation sources of language teachers working at a private school in Turkey. This study will employ qualitative research method and the data of the study will be collected though semi-structured interview questions. 8 language teachers will participate in the current study. The data will be analyzed by content analysis method. Motivation levels of the participants will be investigated and their motivation sources will be identified. The findings of this study will be discussed with the findings of previous studies and pedagogical implications will be suggested.

Keywords: Teacher motivation, Motivation sources, Private school teachers, Turkish EFL context

Investigating the Effect of an Intercultural Telecollaboration on Turkish Pre-Service Teachers' Communication Competence

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Telecollaboration is "the use of computer and/or digital communication tools to promote learning through social interaction and collaboration, thus moving the learning process beyond the physical boundaries of classrooms" (Dooly, 2017). With this definition in mind, the objective of the present study is to investigate the possible impact of an intercultural telecollaboration on Turkish pre-service EFL teachers' communication confidence and foreign language anxiety. Participants consisted of 48 Turkish pre-service teachers who joined a telecollaboration with Japanese and Spanish university students for one academic term. During this period, students worked on various collaborative tasks and the communication was realized both synchronously and asynchronously. At the end of the term, participants' opinions on communication confidence and foreign language anxiety were gathered. Findings revealed that Turkish pre-service teachers benefitted from the intercultural telecollaboration, and such an opportunity helped participants in increasing their communication confidence while decreasing their communication anxiety.
Keywords: Telecollaboration, Communication confidence, Foreign language anxiety

Replication as A Rising Trend in SLA Research: Affordances and Challenges

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Replication studies play a significant role in enabling us to build up theories or confirm results of studies to consolidate existing theories. The aim of the present study is to give an outline of the existing replication studies, present the rising trend in replication research, and lay out the advantages as well as challenges of replication research. One driving force for the present study is the observation that EFL academics in Turkish context do not have a clear idea regarding what replication is and what benefits it offers. To this end, an extensive database search was conducted to single out replication studies published in SLA-related journals with a view to exposing the increasing attention paid to replication. A total of 78 replication studies were identified. The next step was to present important descriptive statistics regarding the current status of replication research, present the affordances of replication research as well as clarify some misunderstandings about it. In addition, the study will also offer some insights into how to promote replication research. The initial analysis indicated that there is a rising trend in replication research along with a perceptible maturity in terms of how replication is conducted and reported.
Keywords: Replication, Conceptual replication, Close replication, Theory-building

Oral Presentation

Early Evidence of Kahramanmaraş Earthquake on EFL Teachers' Well-being

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In recent years, health education, including mental health, positive psychology, and wellbeing has been intriguing researchers' interest. English Language teachers often face unique challenges in their professions. It is important that there should be more studies related to health education on foreign language teachers since they are the cornerstone of language teaching and learning, so that many learners would not be lost in the dark when learning a foreign language. Besides, teacher wellbeing can be an important issue to study because it is a mental trait in language teaching linking to positive effects when used as an administrative strategy for alleviating stress and concern that cause mental health and motivation (Mercer and Gregersen 2020).

The 7.8 magnitude Kahramanmaraş Earthquake struck the southern regions of Turkiye, and Adana is among the 11 cities badly affected by the earthquake. The earthquake created new stressors that teachers had to adapt to in order to persevere. To address the problem, this study adopted a quantitative approach to investigate the structure of well-being among teachers of English as a foreign language (EFL). This study examines English language teachers' occupational well-being and perseverance after the earthquake. The aim is to understand how the earthquake affected English Language teachers' working situation and wellbeing and how they persevered in the face of adversity. Teachers from different state and private schools located in Adana participated in this study.

The quantitative and qualitative data analysis revealed that faced with extended uncertainties and schools' closures, teachers have been in the tendency of vulnerable to mostly mental, social and physical disorders. The increased levels of fear and panic, loneliness and bereavement seemed to be the main sources of mental health disorders. A substantive number of participants were, to some extent, suffering from psychological distress and symptoms of depression, anxiety or post-traumatic stress. Psychological interventions can be effective in preventing or reducing earthquake-related mental health problems. Further research on the relation between mental health disorders and Kahramanmaraş Earthquake among the EFL teachers suffering from pre-existing health conditions is needed.

Keywords: Teacher well-being, Earthquake, EFL teachers

Oral Presentation

Examination of Media Literacy Levels of Pre-Service Foreign Language Teachers

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The integration of Information and Communication Technologies (ICTs) into the learning and teaching process has made significant progress in recent years. After the rapid outbreak of COVID-19 Pandemic, educational institutions were closed and this resulted in the implementation of emergency distance learning. A fundamental issue faced during this process has been the inadequate skills and techniques required for the effective use of ICT by both students and teachers. This inadequacy has not only affected the use of media tools in the teaching and learning environment but also the media literacy skills of individuals. Additionally, the increase in the use of digital tools and media consumption during the full closure period has indirectly impacted the media literacy levels of individuals.

The main objective of this study is to determine the media literacy levels of pre-service foreign language teachers in the Foreign Language Teaching Department at Ondokuz Mayıs University in the context of 21st-century skills, specifically in the key competencies of access, analysis, evaluation, and communication. The study examined whether pre-service foreign language teachers' media literacy skills differ depending on gender, grade and the department type variables or not.

This quantitative study employs a correlational research design. "Media Literacy Skills Development Scale" developed by Erişti and Erdem (2017) was used the collect the data. The data were gathered from 380 1st, 2nd, 3rd, and 4th-year pre-service foreign language teachers in the Departments of German, English, and French Language Teaching during 2021-2022 academic year.

The results indicated that there were no significant results on the basis of level, gender and department as well as basic media literacy sub-dimensions. It was concluded that students' levels of key competencies of access, analysis, evaluation, and communication were significantly high apart from variables such as gender, grade and the department type.

Keywords: Media literacy, Foreign language, Integration of information and communication technologies

Oral Presentation

The Analysis of "Indian Education" by Sherman Alexie

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Sherman Alexie, an energetic young poet, short story writer, and novelist often performs his works for live audiences. He had reservation experiences, and his literary production "Indian Education" is a recital of the trials of various school years for an Indian boy. It also reveals Alexie's personal incidents in his life. In "Indian Education," there are many cultural and historical references that show racist and injustices practices towards Indians. Racism is seen in each of education and Alexie narrates the experiences of Indian boy with diverse illustrations from history and culture. This study focuses on the Native American literature from the beginning of oral tradition until the contemporary Indian American sources. It also reveals some important Indian American writers such as Sherman Alexie, N. Scott Momaday, Leslie Marmon Silko and Louise Erdrich. After the background information in relating to Native American literature and some essential writers, it will explore the analyses of "Indian Education" written by Sherman Alexie.

Keywords: Native American literature, Education, Racism.

Oral Presentation

Students' and Teachers' Perceptions on ESP Teaching and Students' Willingness to Communicate in English – Burdur Vocational and Technical Anatolian High School Case Study

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This study investigated how English language instruction in Vocational and Technical High Schools affected English use in practice, students' willingness to communicate, and their motivation to improve their English. For this purpose, to have a practical perspective on the issue, students who have attended the internship project and teachers who accompanied them are asked open-ended questions via online forms. Qualitative research and purposeful sampling are conducted. Students who attend vocational schools are often seen and stereotyped as non-achievers regarding school success. Hence, this study is crucial to determine whether this notion is correct. Especially, it is important to gain insight from students and teachers who have been abroad. Vocational and Technical Anatolian High Schools have a special method of English teaching, and it is termed as ESP (English for Specific Purposes). It is significant to find an answer to whether this special teaching method, which should be used in Vocational and Technical High Schools, has been implemented purposefully. Moreover, how effective this method is investigated. Results showed that both students' and teachers' perceptions on ESP teaching are affirmative; however, there are issues such as limited class hours, unsuitable coursebooks designed for ESP, and lack of authentic environment. Therefore, based on these issues, this study confirmed that ESP teaching in Burdur still has a long way to go unless these issues are fixed.

Keywords: Vocational high school, ESP, VHTS, English for specific purposes, English language teaching.

Oral Presentation

Teaching Culture through Literature: Marriage Age and Elopement in Jane Austen's Pride and Prejudice

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In England, especially in traditional societies, marriage has been an important part of life for both the people who are involved in the marriage action, and for the societies which they live in. Before the emancipation of women, considering that the women were dependent on marriage and male rule because of a patriarchal system, the female partners of marriage in this system were passive and submissive women who had neither right to choose their spouses, nor right to speak up against the rules of the society. Regarding marriage, in upper and middle classes there were strict moral rules to follow; the institution of marriage was shaped and implemented according to these moral values, principles and rigid rules of English society. For a woman to gain a good position in society, it was necessary that she married up in rank so that she would not risk falling into poverty, or lose her position in society. In several English literary works that have survived until today, it is observed that in the eighteenth and nineteenth centuries especially families, as well as women generally saw marriage as a means to gain status, be protected, supported and live a prosperous life. If a young girl eloped with her lover, not only she risked to lose her honour, but also the other members of the family were doomed to the same fate.

In this presentation, the institution of marriage, the place and role of women in this institution during the life time of the well-known novelist Jane Austen, are examined through cultural and societal views reflected to her famous novel "Pride and Prejudice" (1813). In this realistic novel, which is analysed with the hermeneutic close-reading method and a cultural point of view, the views of the English society on the institution of marriage, the age of marriage and the consequences of elopement are highlighted and interpreted with excerpts and female characters from the text. Known as one of the most prolific female writers, Jane Austen highlights the norms of the society she lives in all her novels by shedding light to the cultural values among the middle and upper classes who are closely involved in finding a wealthy husband for their children reaching the age of marriage. In Pride and Prejudice, when Lydia, one of the youngest characters, elopes with the man she falls in love with before reaching the age of marriage we encounter the change in the attitude of the society. Her father's name and her elder sisters' prospective marriages are at risk.

Keywords: Teaching culture, Literature, Marriage, Elopement

An Investigation of the Effects of Photovoice on Iranian Intermediate EFL Learners' Speaking Skill

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Foreign language learners' speaking ability has a vital role in their language learning. This study intends to investigate how Photovoice affected language learners' English speaking ability. The researchers used a mixed method quasi-experimental method to collect and process the data. Sixty intermediate language learners selected based on the Preliminary English Test direction from an English language institute in Isfahan, Iran, were randomly assigned into an experimental and a control group. The treatment group worked on the Photovoice technique, and the control group was subjected to traditional instruction. Triangulation was achieved through administering a pretest and post-test of speaking, administering an attitude questionnaire, and conducting an interview. The collected data were fed into the Statistical Package for the Social Science version 26 for the analyses. The analysis of the covariance test showed that Photovoice assisted learners in developing their speaking abilities. The findings could have practical implications for language teachers and researchers to consider using Photovoice in developing language learners' speaking skills.
Keywords: Classroom action research, Photovoice, Speaking skill

Oral Presentation

Effect of Cooperative Learning Activities on Speaking Skill of Iranian ESP Students

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Cooperative learning activities are group learning activities that develop learners' successful learning and communication strategies and provide naturalistic language acquisition opportunities. The present study investigated the effect of cooperative learning activities on improving Iranian ESP students' speaking skills. The study sample consisted of 50 Dentistry students assigned to two control and experimental groups. An experimental design was used in the study. The control group students were taught conventionally, while the experimental group students received cooperative learning activities as the treatment. A language proficiency test was used, and the students' pre-test scores were collected at the study's onset, followed by a parallel post-test after the treatment. An Independent samples **t-**test was used to analyze the achievement of both groups. The attitudes of students in the experimental group toward using cooperative learning activities were investigated by a semi-structured interview. The study participants showed positive attitudes toward using cooperative learning activities. The results providing information about the difference between the EGs and CGs highlight the positive role of cooperative learning activities in improving students' speaking ability in ESP classes. The findings could benefit curriculum developers, policymakers, teachers, and test developers by providing ESP students with more cooperative tasks and materials.

Keywords: CL activities, Communicative competence, ESP, Speaking skill

Virtual-reality Infused Instruction and Extraneous Cognitive Load (ECL) among EFL Learners with Expressive Language Disorder

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Considering the Cognitive Theory of Multimedia Learning (CTML) and Cognitive Load Theory (CLT), this study examined the effects of VR-infused instruction on ECL among EFL learners with ELD while being taught and performing some speech drills. According to a quasi-Solomon four-group study, 36 Iranian pre-intermediate EFL learners with certain levels of ELD and homogeneous speaking proficiency were selected purposefully and divided into four groups: two experienced VR-infused instruction, and two were taught based on conventional CLT. The intervention included fully immersive VR authoring 80 learning nuggets across 20 seventy-minute sessions. By implementing Swirski cognitive pupillometry, the results indicated that participants did not experience ECL while being VR-taught, although they faced mild ECL during speech-drills performance. Besides, the participants in the experimental groups outperformed the ones in the control groups regarding their speaking proficiency. This study potentially benefits TEFL, educational psychology, cognitive speech therapy, and therapeutic education.

Keywords: Cognitive load, Expressive language disorder, Infused instruction, Virtual-reality

Oral Presentation

Relationship between L2 Grit and Iranian EFL Learner's Proficiency: Gender as Moderator

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Considering the crucial role of grit in academic success, it is worth studying. Based on this, this study aimed to investigate the effect of L2 grit on Iranian EFL learners' proficiency, considering the moderating role of gender. Based on the purpose of the research, the paradigm was quantitative, and the design was correlational. Ninety-seven intermediate EFL learners were selected from the private language institutes in Isfahan, Iran. Participants were selected conveniently and participated in the research voluntarily. OQPT and A five-point Likert-type questionnaire of L2 grit were administered. Using Pearson correlation tests, a strong relationship was detected between L2 grit and Iranian EFL learners' proficiency. Then, Multiple regression analysis was employed to examine the role of L2 grit in predicting Iranian EFL learners' proficiency in relation to gender. Consequently, L2 grit was discovered to be highly effective in predicting student L2 proficiency, especially in males rather than females. Based on the study's results, EFL instructors must pay attention to students' L2 grit and make them grittier to be more successful in the long process of learning English.

Keywords: EFL learner, L2 grit, L2 proficiency

Oral Presentation

Developing a Model of Foreign Language Teacher Agency: A Mixed Methods Study

Mehrdad AMIRI

Teachers' agency is defined as "the capacity to initiate purposeful action that implies will, autonomy, freedom, and choice" (Lipponen & Kumpulainen, 2011, p. 812). Davydov et al. (2013) mentions instructors as agents who can enhance their expertise, recognize the boundaries of their knowledge, and find appropriate ways to increase their knowledge in terms of pedagogy, material, and technical knowledge in the context of L2 teaching and learning. The present study aimed at developing a model of foreign language teacher agency through a sequential exploratory mixed methods design. In the qualitative phase of the study, following a through literature view and developing and validating an interview scheme, the researcher interviewed 30 in-service EFL teachers and 10 TEFL teacher educators who were randomly selected out of their respective populations in Tehran city and Teacher Education University. The data were analyzed through MAXQDA, employing thematic analysis, to find the components of the tentative conceptual model of teacher agency for Iranian EFL teachers. Then, based on the outcome of the qualitative phase, the researcher developed the preliminary draft of the EFL teacher agency scale and put it to the scrutiny of five EFL teacher educators to confirm its Expert Judgment Validity (EJV). Finally, the refined questionnaire was administered to 354 randomly selected EFL teachers from different provinces and the data were analyzed through structural equation modelling (SEM) to explore the underlying constructs of the questionnaire. The items to include in the SEM model were selected based on the results of the reliability gained through Cronbach's alpha and internal validity estimated through exploratory factor analysis (EFA). Likewise, and scale's construct validity, in terms of its latent variables, was gained through a Confirmatory Factor Analysis (CFA) using LISREL 8.2. As the EFL teacher agency is a new concept and it is assumed that through teacher agency awareness, EFL teachers would prevent burnout and enhance their loyalty to the educational system, this study can open a new horizon to the TEFL teacher education programs in the EFL contexts from the pedagogical point of view.

Keywords: Foreign language teacher agency, Conceptual model, MMS, SEM

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

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

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

Keywords: Explicit/implicit instruction, Pragmatic awareness, Request responses, MDCTs

To Have an E-Assessment or not to Have an E-Assessment

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Educational systems underwent various adjustments throughout the pandemic, including how students are assessed. Teachers were forced to convert to remote teaching to prevent disturbing educational enterprises. Teachers must analyze their students' learning processes and provide feedback for various reasons. Using various platforms and tools can be intimidating and challenging for language teachers. For e-assessment, a range of internet platforms is now available. Regardless of the teachers' assessment and technology competence, EFL teachers need help in planning and implementing e-assessment. Only a few comprehensive research have investigated e-assessment issues. As a result, this qualitative study looked at 56 EFL teachers who worked at Preparatory Language Schools in Turkey. In Turkish Preparatory Language Schools, their opinions of e-assessment issues and potential solutions were defined. Purposive sampling was used to choose 56 teachers with M.A. and Ph.D. degrees for this study. An open-ended questionnaire, semi-structured interview, and framed narrative were employed to collect data. MAXQDA 2022 was used to collect and analyze data. Individual differences, ethics, infrastructure, and policy power, mediating artifacts, teacher and student assessment and feedback literacy, and teacher and student technology literacy were identified as barriers to using e-assessment. The study's findings can help with professional growth, policy formulation, and in-service training. Aside from educational administrators, curriculum developers and instructors may want to assess whether the critical challenges extracted for e-assessment in Turkish are like those in their contexts. Furthermore, the features discovered in this study can be used to develop a model for effective e-assessment.

Keywords: Assessment literacy, Technological literacy, Infrastructure, E-assessment

Oral Presentation

The Role of EFL Teachers' 21st Century Digital Competence in Shaping Their 21st-century Digital Skills: An Exploratory Study

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In view of the rapid advancement of information and communication technologies (ICTs), language teachers must possess competencies and skills that go beyond basic literacy and technical competence in online language teaching, namely 21st-century digital competence and 21st-century digital skills. Through the use of the Digital Global Competence (DIGIGLO) theory as a theoretical framework, this study sought to evaluate the factorial structures of in-service English as a Foreign Language (EFL) teachers' 21st-century digital competencies and 21st-century digital skills. Consequently, 374 Iranian EFL in-service teachers participated in the study. As part of the first phase of the PLS measurement model, the eight areas of the DIGIGLO framework were validated in the Iranian EFL context. Moreover, the structural model showed that there were only four areas of DIGIGLO incorporating professional engagement, empowering learners, learning and teaching, and digital environment shaped EFL teachers' 21st-century digital skills to identify suitable computer-assisted language learning (CALL) tools to create, revise, and present language teaching materials based on students' needs, and solve their problems in this manner. Furthermore, these four aspects contributed to the development of critical-thinking digital skills for in-service EFL teachers, which enabled them to collect learners' input and tailor their use of ICTs to meet learners' needs. It is therefore recommended that language teachers develop competencies that are aligned with 21st-century requirements for teaching languages. It is also recommended that those who are responsible for hiring instructors and facilitating teacher training programs should take into account DIGIGLO when hiring instructors and designing workshops for in-service teachers to develop their 21st-century digital competencies.

Keywords: 21st-century digital competence, 21st-century digital skills, The digital global competence (DIGIGLO), DigCompEdu

Oral Presentation

Demystifying the Relationship between Self-Efficacy and Emotional Intelligence among Turkish English Language Teachers

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A human being, with a variety of emotions and social skills, has a persistent urge to develop an emotional link with his surroundings. A classroom, in particular, is a setting in which a range of interactions between students and teachers are formed. Therefore, coping with students' and their own emotions, channeling them productively, and improving social interactions among students in the classroom, as well as between educators and students are considered to be the main responsibilities of teachers (Gkonou & Mercer, 2017). Teaching is a difficult and challenging job that demands a variety of responsibilities and abilities in the classroom. Teachers are overwhelmed with a wide range of responsibilities, including addressing student discipline issues, encouraging themselves and their students, fostering effective learning, and maintaining a stress-free teaching atmosphere with enormous workloads, tight teaching schedules, and parental expectations. (Brotheridge & Grandley, 2002). The aim of the present study is to delineate the possible relationship between self-efficacy and Emotional Intelligence. In order to achieve this goal, a cohort of 200 English language teachers in a high school in Istanbul participated in the present study. The questionnaires were distributed among participants. The findings reveal that there is a .70 correlation between emotional intelligence and self-efficacy. The findings of the present study can be applied to both in-service and pre-service professional development.

Keywords: Emotional intelligence, Self-efficacy, Professional development

Oral Presentation

On the English NP in Italian Students' Writings

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This work is divided into two different, complementary parts, both aiming to understand the nature of the complex Noun Phrase on the part of Italian learners of English as a foreign language: on the one side I will show the use of pre-modification and post-modification in the complex NP, on the other I will show how Italian students deal with countable and uncountable nouns. My study is based on a learner corpus consisting in 80 texts, that 26 Italian students in the last year of Secondary High School (18 yo). The generalisation taken from the analysis of pre- and post-mod. could be of great interest for teachers of EFL in order to understand why students choose some grammatical structures instead of others in their written production. The evidence from my learner corpus points to the need for English teachers to pay more attention to structures such as: participles as premodifiers, classifying 's genitive, nouns as modifiers and non-finite clauses as postmodifiers. From the results emerged from the second analysis, it is easy to see the difficulties of Italians students in determining whether a noun is countable or uncountable. Moreover, it is clear that the use of corpus data is fundamental to analyse the most common mistakes made by students. This way of analysing data that I used might be very useful for teachers willing to see whether a particular aspect of language creates problems or to see the level of a particular class and the learning progression made step by step.
Keywords: English as foreign language, Italian, High school

Transformative Pedagogy and EFL Teacher Education

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Teacher education is an essential component of transformative pedagogy, as it provides the knowledge and skills needed to create a transformative learning context. Key principles of transformative pedagogy in teacher education include developing critical consciousness, fostering dialogue and collaboration, empowering students, and promoting social justice. Teachers are encouraged to take active role in creating meaningful learning contexts and empower learners to own their learning as well critically examining their assumptions and biases while engaging in promoting social justice and equity in classroom practices. For this reason, this study is based on applying transformative pedagogy to an EFL program during a practicum course. 12 senior student teachers observed their practice schools and collected data about the issues that needed to be transformed. Classroom discussions and interviews were analyzed via content analysis procedures. Findings show that participants focused mostly on empowering learners on their learning by finding meaningful ways of English use in Turkish as an EFL context. Moreover, they drew attention on diversity among learners, particularly children with special needs. Finally, they highlighted teacher empowerment in classroom praxis. Overall, this study, though small-scaled, reveals that transformative pedagogy in EFL teacher education is needed to elevate the awareness for teacher candidates for how to professionally approach taking an active role.

Keywords: Transformative pedagogy, EFL, Teacher education

Oral Presentation

The Impacts of Podcasting on Improving Language Learners' Knowledge of Idioms

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A number of studies have been conducted on the impact of podcasting on learners' language skills. Aside from the four skills, vocabulary learning and idiom comprehension are of great importance in language learning. In this respect, to assess the effects of podcast listening on language learners' idiom knowledge, one of the most popular podcasts, "American English Podcast," was utilized with KTO Karatay University's translation and interpretation preparation students. The students were asked to install the "Spotify" app and listen to the episodes every day for two months. Every student was required to listen to the same section and, if necessary, take notes. The following day, the episode involving an idiom and its application in everyday interactions was worked on and discussed as an entire class in the listening and speaking course. After two months, students were interviewed about their development. The majority of students reported that listening to podcasts improved their understanding of idioms, which improved their speaking abilities. They also emphasized their joy in being able to sound like native speakers. Furthermore, they reported improved comprehension of listening tracks and reading texts, particularly when translating and interpreting them.

Keywords: Podcasting, Podcasting and language learning, Podcasting and idiom comprehension

Oral Presentation

The Influence of Cultural Intelligence on English Language Learners' Writing Ability Within Different Cultures: A Literature Review

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Cultural intelligence is one of the most important ongoing debates in language learning. This review describes numerous attempts to define cultural intelligence, its theoretical foundation, definition, contents, knowledge, dimensions, and the impact of this phenomenon on education, particularly writing ability. Additionally, this study describes the stages and domains of cultural intelligence as individuals face unknown situations. The contexts and experiences that inspire cultural intelligence are the most important factors that can define it. In addition, certain assessment techniques for cultural intelligence are investigated. Moreover, this study reviewed the relationship between cultural intelligence and writing ability. Some recent studies on cultural intelligence and different fields of study and variables have been presented. Finally, this review discovered that cultural intelligence can have an impact on both negative and positive characteristics.

Keywords: Cultural intelligence, Cultural stages, Writing ability

Oral Presentation

Analyzing the Beliefs of Pre-service English Language Teachers Toward Intercultural Communicative Competence

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In today's globalized world, the borders of countries have diminished and interaction of various nations and cultures has become a necessity. As a result of this prevalence, the number of users of English as a second or foreign language surpasses the users of it as a native language emphasizing the status of English as a lingua franca. In this regard, English is used as a common means of communication between people from different nations and cultural backgrounds. Following that, in English language teaching contexts, raising intercultural awareness has gained importance and English language teachers are expected to be interculturally competent. In this context, teacher training programs play a crucial role to promote the concept of having intercultural communicative competence. Therefore the current study aimed at investigating the beliefs of pre-service English language teachers toward ICC. A mixed-method design including a 5-Likert scale and semi-structured interviews was adopted to collect the data. The study was carried out with 204 pre-service English language teachers, who were enrolled in the 1st, 2nd, 3rd, and 4th years at Ondokuz Mayıs University in Turkiye, in order to analyze their beliefs in terms of four variables (i.e., gender, year of study, overseas experience, having a friend from other countries). The data collected with the scale were analyzed via SPSS, while thematic content analysis was employed to analyze the answers gained from the semi-structured interviews. The results of the study illustrate that there is a statistically significant difference regarding the beliefs of pre-service English teachers in terms of gender, year of study, overseas experience, and foreign friend variables. Besides, the results highlight the need for a revision of the current ELT curriculum where intercultural awareness and competence are emphasized.

Keywords: English language teaching, Pre-service English teachers, Intercultural communicative competence

Oral Presentation

"Oral Communication Is Like Cycling, You Develop Yourself In Time": Attitudes Towards L2 Oral Communication

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Communication in a foreign language (L2) is the ultimate point a person would reach in language learning. Understanding the origin and nature of communication, along with identifying the opportunities and willingness that individuals possess to communicate, enables the L2 learning process to be equipped with deeper insights. By keeping this in mind, this study aimed to explore the attitudes of tertiary-level learners towards oral communication in English. 53 learners of English enrolled in a language preparatory program participated in this qualitative study. They were asked to create metaphors for oral communication in English and explain their own metaphors using a semi-structured form. The metaphors were analyzed for recurring themes and categories by thematic analysis. The data analysis indicated that participants' metaphors could be grouped into five main categories: oral communication in English as a necessity, a development opportunity, a discovery, a challenge, and an inessentiality. Further analysis of these categories revealed that although most participants developed positive attitudes towards L2 communication, a significant group of learners comparably presented negative attitudes. Moreover, the findings suggested that a high proportion of the ones who reported positive attitudes toward L2 oral communication identified their willingness as reluctant. This study concluded that the tertiary-level learners developed a positive attitude toward L2 oral communication. They mostly echoed that being proficient users of English would enable them to step up in their life. Nevertheless, this positive attitude failed to ensure that these learners would be willing to communicate, which has been referred to as the primary influencing variable of being in communication (Peng, 2012).

Keywords: Oral communication, Metaphors, Unwillingness to communicate

Oral Presentation

Nominative Field of English and Uzbek Means Expressing the Concept "Mouth"

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The analysis of the linguistic picture of the concept "mouth" in English and Uzbek, as well as its field characteristics and systematic relationships among the constituent units, is the focus of this article. It is significant to note that the sign for the concept of "mouth" varies between national languages as a result of variations in how features are viewed linguistically, the material that is relevant, and the communicative originality and brightness level. The concept of "mouth" is present in the conceptual domains of English, Uzbek, and other languages as a component of their mental perceptions of the world. Depending on its cognitive properties, such as its features, composition, brightness level, and relationship to other relevant and irrelevant concepts, each of these conceptual spheres exhibits similarities and contrasts. The concept of "mouth" is used in this context by comparative and linguistic cognitive research as the study object. The fact that there hasn't been a comparative investigation of this concept's cognitive, semantic-structural, and functional features shows how relevant this research issue is.

Keywords: Cognition, Nominative field, Linguistic view, Communicative specificity, Conceptual sphere, Cognitive characteristics

Bringing Peace Education Through Social Justice Matters

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As it was observed from the effects of the 6th February 2023, the earthquake had many deep and painful effects on whole country even though they are affected directly or indirectly. In the earthquake that thousands of people has died, many people also lost their homes and cities that they have grown up and lived. It can not be denied that this natural disaster had long-term effects on our country in economic, social, personal level. Considering painful effects of the earthquake, many important foundadations or organizations has started their psycho-social suppport programs and psyho-education programs with the aim to support teachers, students, parents, families and other stakeholders in dealing with this painful and traumatic event. The importance of supporting people who in the need of help and support introduce us these important terms in sociology, social responsibility and social ethics. Fulfilling our duty to our community, society and humanity has became our main aim in these kind of dark times. With the aim of highlighting the importance of these terms, he session will include the sociological and psychological effects of 6th February Kahramanmaraş Earthquake on education level and the importance of accomplishing social responsibility and social ethics. Presenter will also discuss social responsibility purpose of education and how social responsibility and social ethics lead us to social justice in education and how they are connected to peace education.

Keywords: Social responsibility, Social ethics, Ethics, Social justice in education

Oral Presentation

Emotional Intelligence, Self-efficacy, and Autonomy as Predictors of Iranian EFL Learners' Reading Comprehension: A Structural Equation Modeling

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Educational assessment is critically significant in all educational and academic contexts including foreign/second language learning contexts. Concerning language testing processes, studies have revealed that test performance cannot be solely based on the test takers' communicative language ability level and different seemingly construct irrelevant factors are also involved in this respect. On this basis, the identification of the contributing factors remains of utmost significance, though despite its prime importance, only limited attention has recently been paid to this research line. With this purpose in mind, the researchers in this study selected 200 Iranian EFL learners through convenience sampling and asked them to take the Emotional Intelligence questionnaire, self-efficacy scale adapted from the Motivational Strategies for Learning Questionnaire (MSLQ), the autonomous learning scale, and a TOEFL reading comprehension sample test. To analyze the obtained data, multiple linear regression analysis was conducted to determine whether participants' reading comprehension performance could be predicted by their EI, self-efficacy, and autonomy. Moreover, structural equation modeling (SEM) was employed to investigate the structural model of interplay among the study variables and a hypothesized model, which was developed in accordance with the related literature was tested. The statistical analyses postulated a unique pattern of relation among the study variables which might be of significant importance for both foreign language education experts and learners who might wish to reconsider the typology of the contributing factors to the language learners' test performance. This might in turn entail that verified relation patterns among the study variables are to be more consciously considered in foreign language learners' ability assessment.

Keywords: Autonomy, Emotional intelligence, Self-efficacy, Reading comprehension, EFL

Oral Presentation

The Role of External and Internal Factors in Learning Vocabulary of English as Foreign Language

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Learner could not communicate successfully with others or understand them without vocabulary. The present paper aims to examine some external and internal factors in the learning vocabulary of the English language in monolingual students. Learning vocabulary is an important stage in learning a foreign language because it links the four skills of any language. Many researchers and teachers emphasize that learning vocabulary is not an easy process because it is affected by many factors; some of these factors are related to the learner himself, while others are related to the classroom environment, learning style, and society where he lives. Many researchers investigate the effect of one factor on the learning of vocabulary. In this study, the researcher aims to display all types of factors that affect learning English vocabulary based on the theoretical and previous experimental studies in this field, as well as show the influence of these variables on learning vocabulary in a direct or indirect way.

Keywords: Learning styles, External factors, Internal factors, Motivation

Oral Presentation

Perceptions of English Pre-service Teachers about Plagiarism

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Academic writing is an indispensable part of higher education and issues related to academic writing should be handled with great concern including plagiarism. The present study aimed to investigate undergraduate students' perceptions about plagiarism. The participants were pre-service teachers (n: 12) enrolled in English Language Teaching (ELT) department at a state university in Turkey. A qualitative method was adopted and the researcher employed semi-structured interview for data collection. To analyze data, content analysis was employed, and interviews with the participants revealed that they had limited knowledge about plagiarism. The reasons for committing plagiarism ranged from lack of awareness, lack of instructor guidance to issues related to previous and current curriculum students were exposed to. The results showed that they needed explicit guidance related to what constitues plagiarism and how to avoid plagiarism.

Keywords: EFL, Plagiarism, L2 writing

The Use of Art Technologies in Foreign Language Teaching

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This article presents the elimination of communicative difficulties in foreign language lessons, various art technologies included in the educational process, the introduction of the term "art-technology" into the methodology of teaching a foreign language from psycholinguistics, and the possibility of using this method not only for psychocorrection, but also for the purpose of comprehensive development of personality. The term "Art-technology" has entered the methodology of teaching a foreign language from Psycholinguistics, characterizing the use of psycholinguistic methods of influence based on creative activity. This method can be used not only for psychocorrection, but also for the purpose of comprehensive development of the individual, transformation of language skills into pshychological skills. When starting the introduction of Art technologies into foreign language lessons, certain rules must be observed. First of all, it is necessary to take into account the age, level, psychological and pedagogical characteristics of students. Secondly, it is important to create a comfortable psychological atmosphere in the audience. Thirdly, it is necessary to assess the creative activity of students from the aesthetic-artistic side. It is also important that students have the freedom to choose and work with materials. In the development of oral speech of students in French with the help of art technologies, the teacher must know their needs and wishes. Drawing techniques, first of all, relieve emotional stress. In the process of working on the creation of their own creative product, students learn to communicate with each other. It develops such processes as discussing the display of finished drawings and paintings, expressing its point of view on the finished work of art, activating the beginning of dialogue. Another effective art technology is the theatrical performance. Possible tasks may include: playing a telephone conversation; talking to a famous "star"; staging theaters of French writers; exchanging impressions based on pictures and photographs, expressing their opinion on the given topic.
Keywords: Psycholinguistics, Art-technology, Psychocorrection

Oral Presentation

Systematic Review of the Studies on Foreign Language Teacher Identity: Recent Trends

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This article analyzed research on recent trends and issues in Foreign Langage Teacher Identity. It examined studies having been published in six journals between 2011-2022 to gain an insight into general inclination in foreign language teacher identity with respect to study context, education context (pre-service and in-service teachers), and methods. The qualitative data collected brought up five major themes regarding factors influencing teacher identity; a) teacher biographies and previous learning experiences, b) linguistic competence, c) teacher cognition and community of practice, d) contextual factors, and e) teacher emotions. The systematic review further provides suggestions and implications for teacher educators and trainers.

Keywords: Language teacher identity, Language teacher identity construction, Identity development, Foreign language teaching

English as a Language of Instruction in Teacher Education

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As an international language and trend of globalization of higher education, English has been widely used and encouraged as a medium of instruction in higher education, as well as teachers' education through training and development (Yuan, 2023) in world universities and educational institutes. Therefore, a sustained teacher's community in EMI (English as a medium of instruction) builds in the community and is expanding its influence worldwide. EMI teachers are often university instructors encouraged to adopt English as their medium of instruction in content classroom pedagogy. Educationists and other academic researchers have observed that EMI teachers face various challenges, such as limited teaching and education knowledge as their cognitive challenge, feelings of isolation as their emotional challenge, and lack of support from educational institutions as their social challenges. In these circumstances, compelling design and provision of EMI (English as a Medium of Instruction) teacher education is necessary for addressing such challenges and a promotional idea for the solution. The article aims to explore EMI teacher education settings in universities and the contribution of language specialists to the program. The outcome of the report will generate the knowledge of the readers and audiences about initial classroom changes through awareness raising, integrating and collaborative English learning, teachers' social requirements and support for advocacy. The methodology has been conducted through documentary analysis along with a qualitative approach. The feature question is how English medium instruction for teachers' education can be reached at a higher level from its current infancy level.

Keywords: Teacher education, Language specialists, Higher education

Learning English in Late Adulthood: Challenges of Online Learning

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The aim of this study is to shed light on challenges faced by older adult learners over the age of 60 and their teachers in an online English learning/teaching context. Data were collected through multiple instruments. The participants were seven English as a foreign language learners over 60 and two English teachers. Data were collected through participants' weekly self-reflection reports on their experiences, individual interviews at the end of 6 weeks and 2 hour lesson observation carried out by the researcher every week. The qualitative data analysis showed that EFL learners over 60 face a number of cognitive and physical barriers in online English classes and their past learning habits might be affecting their learning process. Correspondingly, designing appropriate English learning materials and programs in parallel with the characteristics and needs of older adult English learners was suggested.

Keywords: Learning English in late adulthood, Online EFL education, Foreign language learning and teaching

Oral Presentation

The Impact of Peer Collaboration, Game Based Learning and Poster Presentation on ESP Vocabulary Teaching in Higher Education

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The aim of this paper is to investigate the impact of 'Peer Collaboration, Game Based Learning and Poster Presentation on English for specific purposes (ESP) Vocabulary Teaching' in Higher Education in an EFL context of a state university in Turkey. Participants' level is B1 and the name of the course is 'ESP Vocabulary'. There were two groups (experimental and control) in the study. The experimental group received treatment through Peer Collaboration, Game-Based Learning, and Poster Presentation whereas the control group received traditional vocabulary teaching procedures. The current study adopted a quantitative design and the treatment process lasted for ten weeks. Data collection tools for the current study are; Vocabulary Exam Scores (Pre-test and Post-test for both Experimental and Comparison groups). Quantitative data was analyzed through an Independent and paired sample t-test. As the study findings suggested, the group that received the treatment of Peer Collaboration, Game-Based Learning, and Poster Presentation outscored the comparison group.

Keywords: Peer collaboration, Game based learning, Poster presentation, ESP, Vocabulary teaching

Globalization or Personalization by Artificial Intelligence in ELT Online Classes

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In recent years, the field of English Language Teaching (ELT) has witnessed a significant shift towards adaptive online classes due to the increasing demand for flexible and accessible learning. With the advent of Artificial Intelligence (AI), there are two possible approaches to ELT online classes: globalization and personalization. This essay will explore both approaches and their potential benefits and drawbacks.

Globalization refers to the use of AI to create standardized content that can be used by learners from different multicultural backgrounds. This approach involves using AI algorithms to analyze data on learners' preferences, learning styles, and performance to create content that is tailored to their needs. For example, an AI-powered ELT platform could use data on learners' interests and language proficiency levels to recommend relevant reading materials or videos.

One of the main advantages of globalization is that it allows for a more efficient use of resources. By creating standardized content, ELT providers can reach a larger audience without having to invest in creating customized materials for each learner. Additionally, globalization can help promote cultural exchange by exposing learners to different perspectives and ideas.

However, there are also some potential drawbacks to globalization. One concern is that it may lead to a loss of cultural diversity in ELT materials. If all learners are exposed to the same content, there may be less opportunity for them to learn about different cultures and ways of thinking. Additionally, some learners may find standardized content boring or irrelevant if it does not reflect their individual interests or needs.

Personalization, on the other hand, involves using AI algorithms to create customized learning experiences for each individual learner. This approach involves analyzing data on learners' preferences, learning styles, and performance to create personalized content that is tailored to their needs. For example, an AI-powered ELT platform could use data on a learner's vocabulary knowledge and grammar proficiency level to recommend specific exercises or activities.

One of the main advantages of personalization is that it allows for a more engaging and effective learning experience. By tailoring content to each learner's needs, ELT providers can help learners stay motivated and focused on their goals. Additionally, personalization can help address the issue of individual differences in language learning by providing learners with materials that are appropriate for their level and learning style.

However, there are also some potential drawbacks to personalization. One concern is that it may lead to a loss of social interaction in ELT classes. If learners are only exposed to personalized content, they may miss out on the opportunity to interact with other learners and practice their communication skills. Additionally, some learners may find personalized content overwhelming or confusing if it does not reflect their individual interests or needs.

In conclusion, both globalization and personalization have their potential benefits and drawbacks in ELT online classes. While globalization can help promote cultural exchange and efficient use of resources, personalization can provide a more engaging and effective learning experience tailored to each learner's needs. Ultimately, the choice between these approaches will depend on the specific goals and needs of each ELT content provider and learner.

Common Mistakes Made by EFL Teachers and Their Suggested Solutions

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The study focuses on the common mistakes that EFL teachers commit in their professional lives, as well as possible solutions to these common mistakes for successful language education. Google Forms was used to collect research data online. The data was analysed using content analysis, and a qualitative study was conducted. The study included 100 English teachers from public schools in Çanakkale province. According to the research findings, the most common mistake made by EFL teachers is mispronunciation. The solution proposed by the participants to this common mistake was to practice more. Inexperience appears to be the most common factor causing teachers to make mistakes. It would be appropriate for teachers to follow the advice of experienced teachers and managers so as to reduce mistakes made during undergraduate education and candidacy training, especially during the early years of a career, and to participate in various in-service trainings for their personal development. This study addresses the most common mistakes made by EFL teachers and is expected to help fill a gap in the relevant literature by shedding light on potential solutions for preventing these mistakes from being repeated in language teaching.

Keywords: Professional mistakes, Professional development, Teacher competence

Artificial Intelligence and Critical Thinking New Horizons Investigation in ELT Outcomes

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As artificial intelligence (AI) continues to advance, it is important for educators to consider how it can be integrated into the English Language Teaching (ELT) classroom. One area of focus should be on developing critical thinking skills in students.

AI can be used to provide students with personalized learning experiences, allowing them to work at their own pace and receive feedback tailored to their individual needs. This can help students develop their critical thinking skills by encouraging them to analyze information and make informed decisions.

Additionally, AI can be used to provide students with real-world scenarios and problems that require critical thinking skills to solve. This type of experiential learning can help students develop a deeper understanding of the concepts they are learning and apply them in practical situations.

However, it is important for educators to also consider the potential drawbacks of relying too heavily on AI in the classroom. Students may become overly reliant on technology and lose the ability to think critically without it. Therefore, it is important for educators to strike a balance between using AI as a tool for learning and ensuring that students are still developing their own critical thinking skills.

In conclusion, integrating AI into the ELT classroom has the potential to enhance student learning outcomes, particularly in regards to developing critical thinking skills. However, educators must carefully consider how they use AI in order to ensure that students are still developing these skills independently.

Keywords: AI, Critical thinking, Adaptive personalized learning

Oral Presentation

Analyzing Cohesion and Coherence in L2 Studies Using TAACO

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Cohesive devices in a text are the mucilage that constitutes the logical flow of information intended by the writer. To appraise the depth and breadth of these crucial discourse ties, language researchers and teachers can utilize the Tool for the Automatic Analysis of Text Cohesion (TAACO), which is an easy-to-use software written in Python. Our session on using TAACO will deepen participants' understanding of cohesion and coherence in the English language and will present them with a comprehensive account of how this Natural Language Processing tool can be used to assess various layers of cohesion and coherence, namely local, global, and overall, in written discourse. Also, at the end of the session, some potential lines of future research related to TAACO will be introduced.

Keywords: NLP tools, TAACO, Applied linguistics, Discourse analysis, Cohesion and coherence