



INTERNATIONAL CONFERENCE OF WITHIN AND BEYOND THE CLASSROOM



ISTANBUL TECHNICAL UNIVERSITY
SCHOOL OF FOREIGN LANGUAGES

Book of
Abstracts

INTERNATIONAL CONFERENCE OF
WITHIN AND BEYOND THE CLASSROOM
BOOK OF ABSTRACTS

Editors, Assoc. Prof. Nilüfer Ülker, Inst. Gürkan Temiz, Inst. Sinem
Bayındır Musaoğlu, Inst. Esra Meşe
Istanbul, 2024

e-ISBN 978-975-561-664-3

İTÜ Yayınevi. No: 2024.2/26

© ITU Press

All rights of this book are reserved and all publication rights belong to "ITU Press". All or any part of this book cannot be published, printed, filmed or used indirectly without the permission of the publisher. It cannot be reproduced by duplication, photocopy or any other technique, and cannot be transferred to an environment that can be processed on computers or typesetting machines. The responsibility of all texts and visuals published in the book belongs to the author(s).

International conference of within and beyond the classroom: book of
abstracts / editors, Nilüfer Ülker, Gürkan Temiz, Sinem Bayındır
Musaoğlu, Esra Meşe.

-- Istanbul: ITU Press, 2024.

70 pages. -- (İTÜ Yayınevi. No: 2024.2/26)

ISBN 978-975-561-664-3

1. English language--Study and teaching-- Congresses

PE1068.T8 I56 2024

CIP

İTÜ YAYINEVİ

Sertifika No: 70051

İTÜ Ayazağa Kampüsü

Mustafa İnan Kütüphanesi

34469 Maslak İSTANBUL

0212 285 75 05

www.ituyayinevi.itu.edu.tr / ituyayinevi@itu.edu.tr



İTÜ
YAYINEVİ



Published by Istanbul Technical University, School of Foreign Languages,
Istanbul, TÜRKİYE

Reproduction of content from this abstract book is permissible with publisher consent, provided (1) it is not for sale or profit, (2) the author is notified, and (3) proper credit is given to the "Within and Beyond the Classroom Conference: Book of Abstracts."

The authors bear full responsibility for the content of their abstracts and guarantee their originality, absence of prior publication, and exclusive submission to this platform. The opinions expressed in the abstracts solely represent the individual authors' perspectives and may not align with those of the editor or reviewers.

The content of this publication is arranged based on the alphabetical order of the authors.

©2024 School of Foreign Languages, Istanbul Technical University

e-ISBN 978-975-561-664-3

**INTERNATIONAL CONFERENCE OF
WITHIN AND BEYOND THE CLASSROOM**

BOOK OF ABSTRACTS

Chief Editor

Assoc. Prof. Nilüfer ÜLKER

Istanbul Technical University

Co-Editors

Gürkan TEMİZ

Istanbul Technical University

Sinem Bayındır MUSAOĞLU

Istanbul Technical University

Esra MEŞE

Istanbul Technical University

Istanbul Technical University
School of Foreign Languages

Istanbul, TÜRKİYE
May 31- June 1, 2024

Contents

Conference Poster	v
Acknowledgments	vi
Committees	vii
Conference Programme	ix

Keynote Speakers

Prof. Derin Atay	Effective Professional Development in Higher Education: Complexities of Teacher and Student Learning
Prof. Martin Dewey	Promoting Critical Engagement with Normativity and Perception Bias in Teacher Education
Prof. Gölge Seferoğlu	Leveraging Unfolding Innovations and AI to Enhance Language Learning and Teaching
Assoc. Prof. Anna Lia Proietti Ergün	Finding Joy in Language Learning: The Positive Psychology Perspective

Workshops

Dr. Ufuk Keleş	Autoethnography as the New Paradigm in Qualitative Research in ELT: The Whats, Hows, and Whys
Assoc. Prof. Francesca Calamita	Feminist Pedagogy, Women's Studies, and Second Language Acquisition: Interdisciplinary Encounters towards Gender Equality

Abstracts

Alireza Sabzehparvar	An In-depth Critical Examination of the Emergence and Development of Teacher Feedback Literacy in Language Education
Arev Babahan	Improving Vocabulary Acquisition Practices: Examining the Influence of Retention Strategies on Lower-Level English Learners via Action Research
Arev Babacan	Utilizing English as a Means to Elevate Students' Understanding of Istanbul's Culture
Bora Arga İnci Melike Tokcan	A Comparison of the Perceptions of Pre-service and In-service Teachers on Incorporating Authentic Materials in EFL Classrooms
Buse Uzuner	Instructors Matter: Investigating The Relationship Between Grit, Well-being and Self-efficacy of EFL Instructors

Devrim Günay	Utilizing Translation as Critical Reflexive Practice in Language Teacher Education: A Case for Untranslatability
Duygu Doğrucan Emrah Görgülü	Gender Disparities in Teacher-Student Interactions
Eftelya Şahin	Assessing the Effectiveness of AI in Educational Assessment
Elif Aydın Yazıcı Kenan Dikilitaş	Beyond Language Barriers: A Metasynthesis of Translanguaging-Focused Teacher Training and its Impacts on Teachers
Esra Meşe Ufuk Keleş	Collaborative Autoethnography as a Transformative Teacher Education Tool and a Means to Voice to ‘Mystory’
Ghada Badawi Amani Hassan	How Could Students' Grammar Errors Inform Instruction in Our Integrated Skill Class?
Gizem Arslan Değirmenci	Unraveling the Power of Emotions: How Emotional Intelligence Shapes Success in Learning English as a Foreign Language among University Students
Gizem Mutlu Gülbak Ayşe Kızıldağ	Teacher Resilience: What Differences CPDs can make?
Gökçe Gök	Unlocking the Power of AI in Education: Reflections from an Online Course
Gülçin Yonca Akdeniz Gökhan Öztürk	A Mixed-Methods Study on Foreign Language Teaching Anxiety among Turkish EFL Teachers
Gürkan Temiz Nazlı Kafadar Onur Pak	AI and ELT: Pre-service Language Teachers' Conceptions on AI and its Implementation
Hacer Şivil	Implications of ChatGPT in Professional Life
H. Kübra Er Büşra Dağdemir	Teacher Feedback Literacy: EFL Writing Teachers' Beliefs in the Context of Higher Education
Ildikó Furka	English for Academic Purposes, Industry 4.0 and the VUCA World: A Case for the Transferability of Skills from Teaching English as a Foreign Language
Jafar Moazzez	The Effect of Lesson Study on Iranian EFL Intermediate Learners' Writing Accuracy
Ekaterine Kurdadze Nino Demetradze Ekaterine Archvadze	Developmental Approach to Peer Observation
Leila Jedi Sari Biglar Ayşegül Liman Kaban	Exploring the Effect of Mobile-assisted Task-based Learning on Vocabulary Achievement and Student Attitude
Maria Victoria Gálvez Frutos	Podele (Podcast Created by and for Spanish as a Second Language Students)

Mehmet Ulus Hidayet Sarandi	Teachers' Perspective on Challenges against Learner Autonomy in EFL Context
Melani Konca	Teachers' Beliefs and Practices of Vocabulary Teaching in EFL Classrooms
Melike Ubuz Enisa Mede	The Relationship among Foreign Language Classroom Anxiety, Willingness to Communicate and Personality Traits of EFL Learners
Mert Çetinok Burcu Ünal	Exploring Being an English Language Teacher in Turkey: A Model Investigating the Effects of Teacher Autonomy, Personality Traits and Foreign Language Teaching Anxiety on Teacher Job Satisfaction
Meryem Büşra Ünsal Enisa Mede	Reflections of ESP Students on Online Asynchronous Discussions for an Advanced Speaking Skills Course
Nalan Şan Derin Atay	Language Self-efficacy Beliefs and Technology-based Self-regulated English Learning Strategies of Second Language Learners in a Rapidly Digitalizing World
Natia Zviadadze Sopio Kipiani Tea Liklikadze	Blended Learning – Saving Class Time
Nida Gürbüz Emine Yılmaz	AI-Driven Assessment and Feedback in English Language Teaching
Nimet Çopur	Producing a Jocular Frame in Response to Student Turns Violating Participation Framework in L2 Classrooms
Özge Kuru	A Critical Examination: Integrativeness in SLA within the Global Englishes Paradigm
Özge Kuru Abdullah Nejat Töngür	Making Peace with Literature in ELF Classes: Integrating 'Twitterature or Instapoetry' in ELT
Pınar Kır Gürkan Temiz	Exploring the Reflections of Turkish EFL Preparatory School Students towards "English" from an ELF Standpoint
Seçil Cengiz Derin Atay	Benefits and Sustainability of Teacher Research as a Professional Developmental Tool
Sinem B. Musaoğlu Emrah Görgülü	Interlanguage Pragmatics: The Effects of Explicit Teaching of Speech Acts on EFL Learners' Pragmatic Competence
Steve Brown Hélène Delpont	Engaging with Society around Climate and Biodiversity
Tuba Arabacı Atlamaz	What is at Stake? Corpus in English for Academic Purposes

Valentina Elmetti Esra Meşe	The Interplay of Enjoyment and Anxiety in Learning Foreign Languages other than English
Yusuf Cengiz	Comparison of an EAP Exam Texts with Undergraduate Readings: A Coh-Metrix Analysis
Zeynep Bilgehan Can	Change through Virtual Exchange: An Autoethnography of a Virtual Exchange Instructor in Higher Education in Turkey
Zeynep Ođul Sena Elibal İęuz	Assessment of Learning or Assessment for Learning


WITHIN AND BEYOND THE CLASSROOM

ISTANBUL TECHNICAL UNIVERSITY SCHOOL OF FOREIGN
LANGUAGES THIRD INTERNATIONAL ELT DAYS

The Future of Language Education: Adapting to a Changing Landscape

SAVE
THE
DATE

 **MAY 31- JUNE 1, 2024**

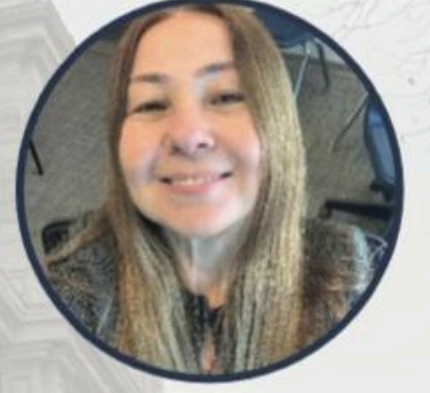
 **ITU Mustafa Kemal Auditorium
School of Foreign Languages
Maçka Campus, Istanbul/Türkiye**

 **itueltdays.itu.edu.tr**

PLENARY SPEAKERS



Prof. Martin Dewey
King's College London



Prof. Gölge Seferoğlu
California State University



Prof. Derin Atay
Bahçeşehir University



**Assoc. Prof.
Anna Lia Proietti Ergün**
Yıldız Technical University



İTÜ



SCHOOL of
FOREIGN
LANGUAGES

İTÜ



250TH
YEAR
1973-2023

ACKNOWLEDGEMENTS

As the organizers of the first international conference of ITU School of Foreign Languages (SFL), ITU ELT Days Within and Beyond the Classroom, we are thankful for the support and collaboration of all our colleagues. We would like to extend our heartfelt gratitude to **Prof. Martin Dewey**, **Prof. Derin Atay**, **Prof. Gölge Seferođlu** and **Assoc. Prof. Anna Lia Proietti Ergün** for graciously accepting to be a part of our event and share their insights about the current issues in the field of foreign language teaching with us and our participants.

We would like to express our special thanks to our Rector **Prof. İsmail Koyuncu** and our Vice-Rector **Prof. Şule İtir Satođlu** for their valuable support and guidance for our conference. We are also thankful to our Secretary General **Asst. Prof. Ümit Karadođan** and our ITU Directorate of Communication for their continuous assistance.

With deep gratitude, we also recognize our scientific committee for their contributions in curating our conference. Their commitment and insights have been instrumental in elevating the quality of this gathering.

We appreciate the presenters for their time, effort, and dedication in delivering illuminating and inspiring presentations.

We would also like to extend our gratitude to the ITU SFL instructors for their cooperation and support in this process of preparations, and we would like to welcome all the participants whose interest and enthusiasm will make this conference a success.

Assoc. Prof. Nilüfer Ülker
On behalf of the Organizing Committee

Honorary Head

Prof. İsmail KOYUNCU
Rector, Istanbul Technical University

Conference Chair

Assoc. Prof. Nilüfer ÜLKER
Director of School of Foreign Languages, Istanbul Technical University

Organizing Committee

Esra MEŞE
Istanbul Technical University

Esmâ KOT ARTUNÇ
Istanbul Technical University

Gürkan TEMİZ
Istanbul Technical University

Pınar KIR
Istanbul Technical University

Nalan ŞAN
Istanbul Technical University

Nergis KOPARAN
Istanbul Technical University

Sevda GÖNCÜ ERGÜN
Istanbul Technical University

Sinem BAYINDIR MUSAOĞLU
Istanbul Technical University

Özlem AYAR GEMALMAZ
Istanbul Technical University

Valentina ELMETTI
Istanbul Technical University

Bekir ŞERİFOĞLU
Istanbul Technical University

Prof. Ayşe Gürel
Boğaziçi University

Prof. Cristiano Corsini
Universita Roma Tre

Prof. Deniz Melanlıoğlu
Istanbul University

Prof. Julie Aydınlı
Social Sciences University of Ankara

Prof. Kenan Dikilitaş
the University of Stavanger

Prof. Leyla Cosan
Marmara University

Prof. Mustafa Durmuş
Hacettepe University

Prof. Nevin Ozkan
Ankara University

Assoc. Prof. Abdullah Nejat Töngür
Maltepe University

Assoc. Prof. Deniz Ortaçtepe
University of Glasgow

Assoc. Prof. Doğan Yüksel
The Open University

Assoc. Prof. Emrah GÖRGÜLÜ
Istanbul Sabahattin Zaim University

Assoc. Prof. Enisa Mede
Bahçeşehir University

Assoc. Prof. Francesca Calamita
University of Virginia

Assoc. Prof. Mehmet Atay
Kocaeli University

Assoc. Prof. Mehmet Yalçın Yılmaz
Istanbul University

Assoc. Prof. Nur Yiğitoğlu Aptoula
Boğaziçi University

Assoc. Prof. Pınar Başkan
Marmara University

Assoc. Prof. Tarık Demir
Gazi University

Assoc. Prof. Tuncer Can
Istanbul Cerrahpaşa University

Dr. Dilek İnal
Istanbul Üniversitesi

Dr. Donald Staub
İzmir Economy University

Dr. Ece Genç Yöntem
Yeditepe University

Dr. Giuseppe Maugeri
Universita di Urbino

Dr. Gül Deniz Demirel Aydemir
Hacettepe University

Dr. Merve Selçuk
Altınbaş University

Dr. Mesout Kalm Salı
Çanakkale Onsekiz Mart University

Dr. Sevda Çimen
Zonguldak Bülent Ecevit University

Dr. Şeyma Kökcü
Tokat Gaziosmanpaşa University

Dr. Stefania Cavagnoli
Università di Roma 2 Tor Vergata

Dr. Yavuz Kurt
Marmara University

**İTÜ SCHOOL OF FOREIGN LANGUAGES
INTERNATIONAL CONFERENCE OF WITHIN AND BEYOND THE CLASSROOM**

**DAY 1
May 31, 2024**

SESSIONS	
TIME	
08:30 – 09:30	Registration
09:30 – 09:45	Welcoming Speech Istanbul Technical University
09:45 – 10:00	Piano Recital
10:00 – 10:45	Keynote Speaker I: Prof. Dr. Derin ATAY
“Effective Professional Development in Higher Education: Complexities of Teacher and Student Learning”	
10:45 – 11:00	Coffee Break
Concurrent Sessions	
Room I A101	Room II D103
Arev Babahan Improving Vocabulary Acquisition Practices: Examining the Influence of Retention Strategies on Lower-Level English Learners via Action Research	Leila Jedi Sari Biglar & Aysegül Liman Kaban Exploring the Effect of Mobile-assisted Task-based Learning on Vocabulary Achievement and Student Attitude
Jafar Moazzez The Effect of Lesson Study on Iranian EFL Intermediate Learners' Writing Accuracy	H. Kübra Er & Büşra Dağdemir Teacher Feedback Literacy: EFL Writing Teachers' Beliefs in the Context of Higher Education
Room III D104	Room IV D105
Melani Konca Teachers' Beliefs and Practices of Vocabulary Teaching in EFL Classrooms	Yusuf Cengiz Comparison of an EAP Exam Texts with Undergraduate Readings: A Coh-Metrix Analysis
Mehmet Ulus Teachers' Perspective on Challenges against Learner Autonomy in EFL Context	Zeynep Bilgehan Can Change through Virtual Exchange: An Autoethnography of a Virtual Exchange Instructor in Higher Education in Turkey

12:00 – 12:30	Özge Kuru & Abdullah Nejat Töngür Making Peace with Literature in ELF Classes: Integrating ‘Twitterature or Instapoetry’ in ELT	Alireza Sabzehparvar An In-depth Critical Examination of the Emergence and Development of Teacher Feedback Literacy in Language Education	Gizem Mutlu Güllbak & Ayşe Kızıldağ Teacher Resilience: What Differences CPDs can make?	Devrim Günay Utilizing Translation as Critical Reflexive Practice in Language Teacher Education: A Case for Untranslatability
12:30 – 13.15	LUNCH BREAK			
13:15 – 14:00	Keynote Speaker II: Prof. Dr. Martin DEWEY “Promoting Critical Engagement with Normativity and Perception Bias in Teacher Education”			
14:00 – 14:15	Coffee Break			
14:15 - 15:00	Workshop: Assist. Prof. Ufuk Keleş Autoethnography as the New Paradigm in Qualitative Research in ELT: The Whats, Hows, and Whys			
	Concurrent Sessions			
15:00 – 15:30	Arev Babahan Utilizing English as a Means to Elevate Students' Understanding of Istanbul's Culture	Esra Meşe & Ufuk Keleş Collaborative Autoethnography as a Transformative Teacher Education Tool and a Means to Voice to ‘mystory’	Özge Kuru A Critical Examination: Integrativeness in SLA within the Global Englishes Paradigm	Steve Brown & Hélène Delpont Engaging with Society around Climate and Biodiversity
15:30– 16:00	Nalan Şan & Derin Atay Language Self-efficacy Beliefs and Technology-based Self-regulated English Learning Strategies of Second Language Learners in a Rapidly Digitalizing World	Pinar Kır & Gürkan Temiz Exploring the Reflections of Turkish EFL Preparatory School Students towards “English” from an ELF Standpoint	Ildiko Furka English for Academic Purposes, Industry 4.0 and the VUCA World: A Case for the Transferability of Skills from Teaching English as a Foreign Language	Hacer Şivil Implications of ChatGPT in Professional Life
16:00 – 16:30	Duygu Doğrucan Gender Disparities in Teacher-Student Interactions	Sinem Bayındır Musaoğlu & Emrah Görgülü Interlanguage Pragmatics: The Effects of Explicit Teaching of Speech Acts on EFL Learners’ Pragmatic Competence	Bora Arga & İnci Melike Tokcan A Comparison of the Perceptions of Pre-service and In-service Teachers on Incorporating Authentic Materials in EFL Classrooms	Seçil Cengiz Benefits and Sustainability of Teacher Research as a Professional Developmental Tool

DAY 2
June 1, 2024

SESSIONS			
Registration			
Keynote Speaker III: Prof. Dr. Gölge SEFEROĞLU			
“Leveraging Unfolding Innovations and AI to Enhance Language Learning and Teaching”			
Coffee Break			
Concurrent Sessions			
	Room I A101	Room II D204	Room III D104
11:00 – 11:30	Eftelya Şahin Assessing the Effectiveness of AI in Educational Assessment	Nida Gürbüz & Emine Yılmaz AI-Driven Assessment and Feedback in English Language Teaching	Gökçe Gök Unlocking the Power of AI in Education: Reflections from an Online Course
11:30 – 12:00	Buse Uzuner Instructors Matter: Investigating The Relationship Between Grit, Well-being and Self-efficacy of EFL Instructors	Meryem Büşra Ünsal & Enisa Mede Reflections of ESP Students on Online Asynchronous Discussions for an Advanced Speaking Skills Course	Gürkan Temiz , Nazlı Kafadar & Onur Pak AI and ELT: Pre-service Language Teachers' Conceptions on AI and its' Implementation
12:00 – 12:30	Melike Ubuz & Enisa Mede The Relationship among Foreign Language Classroom Anxiety, Willingness to Communicate and Personality Traits of EFL Learners	Zeynep Oğul & Sena Elibal İçüz Assessment of Learning or Assessment For Learning	Natia Zviadadze, Sopio Kipiani & Tea Liklikadze Blended Learning – Saving Class Time
			Room III D105
			Gizem Arslan Değirmenci Unraveling the Power of Emotions: How Emotional Intelligence Shapes Success in Learning English as a Foreign Language among University Students
			Ekaterine Kurdadze, Nino Demetradze & Ekaterine Archvadze Developmental Approach to Peer Observation
			Elif Aydın Yazıcı & Kenan Dikilitaş Beyond Language Barriers: A Metasynthesis of Translanguaging-Focused Teacher Training and its Impacts on Teachers

12:30 – 13.15	LUNCH BREAK			
13:15 – 14:00	Keynote Speaker IV: Assoc. Prof. Anna Lia Proietti ERGÜN Finding Joy in Language Learning: The Positive Psychology Perspective			
14:00 – 14:15	Coffee Break			
14:15 - 15:00	Workshop II: Assoc. Prof. Francesca Calamita Feminist Pedagogy, Women's Studies, and SLA: Interdisciplinary Encounters Towards Gender Equality			
	Concurrent Sessions			
15:00 – 15:30	<p>Maria Victoria Galvez Frutos PODELE (PODCAST Por Y Para Estudiantes De Español Como Segunda Lengua) PODELE (PODCAST created by and for Spanish as a Second Language Students)</p>	<p>Tuba Arabaci What is at Stake? Corpus in English for Academic Purposes</p>	<p>Mert Çetinok Exploring Being an English Language Teacher in Turkey: A Model Investigating the Effects of Teacher Autonomy, Personality Traits, and Foreign Language Teaching Anxiety on Teacher Job Satisfaction</p>	<p>Gülçin Yonca Akdeniz & Gökhan Öztürk A Mixed-Methods Study on Foreign Language Teaching Anxiety among Turkish EFL Teachers</p>
15:30 – 16:00	<p>Nimet Çopur Producing a Jocular Frame in Response to Student Turns Violating Participation Framework in L2 Classrooms</p>	<p>Valentina Elmetti & Esra Meşe The Interplay of Enjoyment and Anxiety in Learning Foreign Languages other than English</p>	<p>Ghada Badawi & Amani Hassan How Could Students' Grammar Errors Inform Instruction in Our Integrated Skill Class?</p>	
16:15 – 16:30	Closing Remarks & RAFFLE			

KEYNOTE SPEAKERS

Effective Professional Development in Higher Education: Complexities of Teacher and Student Learning

Prof. Derin ATAY

derin.atay@bau.edu.tr

Bahçeşehir University

Higher education institutions are facing increasing pressure to deliver high quality service to educate and prepare students to engage with and contribute to a rapidly changing society. Within this framework, the expectations from teachers are mind-boggling: they are called to be reflective professionals, adaptive experts, and empathetic agents taking responsibility for individual and social development and change. However, teachers cannot do it all on their own; their ongoing learning, collaboration and competence development need to be adequately nurtured and supported through innovative professional development (PD) that can address the complex nature of their learning. One constant finding in the research literature is that notable improvements in education almost never take place in the absence of teacher PD; thus, high quality PD, encompassing a broad variety of educational opportunities, has been the major focus of many reform initiatives to improve the standard of education.

This talk will present the prominent theoretical frameworks for defining how teachers learn during PD opportunities on the one side and how PD can change the learning outcomes of students and increase their productive participation in classroom discourse on the other. Studies on PD conducted in different countries and in Türkiye will be shared to provide insights about the characteristics of effective PD designs.

Promoting Critical Engagement with Normativity and Perception Bias in Teacher Education

Prof. Martin DEWEY

martin.dewey@kcl.ac.uk

King's College London

The extensive globalization of English and English language teaching requires us to engage in some critical rethinking of established practices in language pedagogy, most especially with regard to how we conceptualize language competence among learners and knowledge about language among practising teachers. The global reach of the English language and its role as a lingua franca have led to some well researched developments in the use of English in language contact situations. In this paper I re-examine the impact of these developments for English language teachers and teacher educators. My objective is to explore how we might move beyond current conceptualizations to implement change in practice, to my mind only achievable through promoting greater critical awareness so as to challenge the normativity and perception biases that underpin language (in) education.

In this light, language teacher education is central to exposing teachers and educators to the changing nature of English, and to promoting deep reflection on existing beliefs and norms in language pedagogy from what I am calling a 'Multilingualism with English' perspective. My paper examines the value of incorporating a Global Englishes/transcultural view by means of developing critical thinking practitioners, directing criticality towards the language syllabus, current materials, and conceptualizations of professional knowledge in the language classroom. Through analysis of online surveys, classroom observations, semi-structured interviews and focus groups conducted with language teachers and teacher trainers, I will discuss how conceptions of English are developing as the language and professional practices evolve. Ultimately, I aim to answer the question: As English changes, how do ELT practitioners' awareness of language and knowledge about language (need to) change?

Leveraging Unfolding Innovations and AI to Enhance Language Learning and Teaching

Prof. Gölge Seferoğlu
Golge.Seferoglu@csusb.edu

California State University

This keynote speech aims to spark a holistic discussion that not only celebrates the transformative potential of unfolding innovations and AI but also navigates the ethical and pedagogical considerations inherent in their implementation. By embracing these technologies thoughtfully, I would like to promote a forward-thinking discussion on equipping teachers and students with the necessary tools and policies to navigate these innovations and the AI revolution.

Artificial intelligence presents unprecedented opportunities to make language education more accessible, engaging, and effective than ever before. AI-powered language learning platforms, for instance, offer personalized and adaptive learning experiences tailored to the unique needs and preferences of individual learners.

Throughout this keynote, I will also delve into the core principles guiding the development of AI in education. Moreover, the discussion will include how these principles can shape effective AI guidance for educators, ensuring that technological advancements align with pedagogical best practices. Finally, common pitfalls and misconceptions, shedding light on the top mistakes educators often encounter when integrating AI into their teaching practices, will be addressed.

Finding Joy in Language Learning: The Positive Psychology Perspective

Assoc. Prof. Anna Lia Proietti Ergün

aergun@yildiz.edu.tr

Yıldız Technical University

In the past 15 years, spurred by the growing recognition of Positive Psychology (PP; Seligman, 2012), research in foreign language acquisition has undergone a notable transformation. From being centered predominantly on the negative aspects of language learning, particularly anxiety, the focus has shifted towards exploring the role of positive emotions in facilitating language acquisition. Attention has been redirected to unraveling the intricate emotional landscape, encompassing both positive and negative states, experienced by the students and their teachers.

Empirical findings underscore the significant impact of emotional states on language learning outcomes. Positive emotional states, for example, Enjoyment of Foreign Language Learning and Mental Peace, have been found to be positively associated with heightened willingness to communicate and academic performance (Botes et al., 2022; Zhou et al., 2022), whereas Foreign Language Classroom Anxiety and Boredom have been identified as impediments to academic achievement (Dewaele et al., 2023). Furthermore, the pivotal role of teachers' behavior in shaping students' emotional experiences within the foreign language classroom has been highlighted (Frenzel et al. 2024, Yang et al. 2023) Cultivating a positive emotional climate not only enhances language learning but also contributes significantly to students' overall well-being.

The purpose of this presentation is to elucidate the evolution of our understanding of the complex emotional dynamics involved in foreign language acquisition and to stimulate reflection among participants on the implications for future research directions.

WORKSHOPS

Autoethnography as the New Paradigm in Qualitative Research in ELT: The Whats, Hows, and Whys

Dr. Ufuk Keleş
ufuk.keles@bau.edu.tr

Bahçeşehir University

Based on the nexus of self-study, narrative inquiry and ethnography, autoethnography is a qualitative research methodology that focuses on crafting “an academic < - > literary manuscript” in which the researcher turns the spotlights on their personal thoughts/beliefs/emotions and the related experiences and connects these with their society’s norms/ideologies/expectations (Keleş, 2022a, 2022b). It refers to a combination of method, research, and writing (Ellis, 2004) in the field of qualitative research.

Autoethnography, although not very well-received (yet) in Turkey’s social and educational sciences, especially among applied linguistics scholars, has become an established qualitative method of inquiry in educational research (Denzin & Lincoln, 2018). Drawing on critical and postmodern epistemological paradigms, autoethnography denotes a large variety of methodological practices (Ellingson & Ellis, 2008).

Many scholars embrace autoethnography to explore their own transformation stories “in a highly personalized style, drawing on [their] experience to extend understanding about a societal phenomenon” (Wall, 2006, p. 146). While doing so, they assume the dual role of the researcher(s) and the researched (Keleş, 2022a). As opposed to doing research ‘on’ others to understand a given phenomenon, autoethnographers turn to themselves to unveil, interpret, and/or critique the social structures and the underlying power dynamics (Keleş, 2022b) through (re)visiting and (re)constructing their past experiences; (re)conceptualizing and (re)discovering their present practices; and (re)thinking and (re)operationalizing their future performances (Yazan & Keleş, in press). This workshop will be a short introduction to autoethnography; its epistemological foundations, definitions, scope, and types.

Feminist Pedagogy, Women's Studies, and Second Language Acquisition: Interdisciplinary Encounters towards Gender Equality

Assoc. Prof. Francesca Calamita
fc4j@virginia.edu

University of Virginia

It is a commonly accepted notion that the aims of language teaching are to enable learners to communicate with people from different countries, to build bridges across cultural differences, and to understand the complex mechanisms behind and beyond linguistic structures. Accordingly, all these aspects have shaped the methodology and techniques of language teaching and been part of the experience of language-learning for a while. My approach goes beyond these aims and takes as its starting point another widely accepted notion, namely, that words matter and shape the way we think about others. This confers power upon words and in turn upon speakers of a target language to activate socio-cultural changes. This talk at the intersections of Feminist Pedagogy, Women's Studies and SLA will explore how learning spaces, where gender equality takes centre stage, can empower students and faculty members in the context of Italian Studies and beyond.

ABSTRACTS

An In-depth Critical Examination of the Emergence and Development of Teacher Feedback Literacy in Language Education

Alireza Sabzehparvar*

This article delves into the multifaceted realm of Feedback Literacy (FL), scrutinizing its theoretical underpinnings, empirical evidence, challenges, and pedagogical implications. The theoretical framework traces the evolution of FL from early conceptualizations to the contemporary models. Additionally, empirical evidence, drawn from recent studies sheds light on the competencies and frameworks essential for effective Teacher Feedback Literacy (TFL). The discourse navigates through various theoretical perspectives, encompassing Academic Literacies, fabrication models, and interactional analysis, providing a holistic understanding of FL.

Challenges and controversies arise from the diverse conceptions of FL, prompting a shift from transmission-focused to process-focused paradigms. The article critically examines the evolving terminology and perspectives, emphasizing the need for precision in language to foster a nuanced understanding of feedback processes. The integration of technology, particularly AI and analytics, emerges as a pivotal trend, prompting debates on efficiency versus personalization in feedback. Pedagogical implications underscore the transformative impact of TFL on professional growth, challenging conventional views on the role of educators.

The article accentuates the ongoing importance of FL in shaping language teaching methodologies, advocating for a collaborative, learner-centric approach amidst technological advancements. It also collectively highlights FL's dynamic nature and calls for a systemic understanding within the broader educational context, positioning it as a cornerstone in the evolving landscape of language education.

Keywords: Teacher feedback literacy, process-centric feedback, automated feedback tools, competency framework

*PhD. (c), Istanbul University - Cerrahpaşa, alireza.sabzehparvar@iuc.edu.tr

Improving Vocabulary Acquisition Practices: Examining the Influence of Retention Strategies on Lower-Level English Learners via Action Research

Arev Babahan*

Acquiring new words presents challenges for lower-level students lacking effective vocabulary learning strategies. Despite the introduction of various techniques, the issue of vocabulary retention emerges as students often overlook the importance of frequent revision. While acknowledging the crucial role of multiple exposures to target vocabulary in solidifying words in learners' productive lexicon, teachers tend to prioritize massed practice over frequent repetition. This preference may stem from teachers' belief that students might lose interest or desire constant change in the face of repetition (Walkley, 2018). However, studies advocate regularly incorporating spaced retrieval practice, rather than massed practice, into lessons for effective learning and vocabulary retention (Agarwal et al., 2020; Karpicke, 2012; Kennedy, 2020). Spaced retrieval not only aids retention but also contributes to the formation of healthy vocabulary learning habits, vital for lower-level students transitioning to higher levels. A six-week action research involving 40 participants across two classes employed diverse vocabulary retrieval exercises to learn and recycle vocabulary, including the 'stand-up' activity, collocations, and content-based vocabulary revision using retrieval grids (Jones, 2020), and quizzes with sentence completion, collocation, and word formation exercises. The research aimed to assess whether varied spaced practice vocabulary retrieval exercises affected students' vocabulary learning habits. Post-research survey responses from 35 participants indicated learner benefits, with some noting the formation of healthier vocabulary learning habits. Data from 20 students, based on two retrieval grids, three vocabulary quizzes, and the vocabulary section of an institution-based language exam (with 11 items in common with the researcher's items), revealed higher scores compared to peers in the analyzed items. Based on these results, the teacher-researcher recommends incorporating spaced retrieval practices regularly into the curriculum for lower-level English learners to enhance vocabulary retention and foster healthy vocabulary learning habits.

Keywords: Vocabulary acquisition, retention strategies, spaced retrieval practice, lower-level English learners, action research, educational intervention, fostering healthier vocabulary learning habits

*Inst., Kadir Has University, arev.babahan@khas.edu.tr

Utilizing English as a Means to Elevate Students' Understanding of Istanbul's Culture

Arev Babahan*

The aphorism "Tourists usually know a city better than the locals do" serves as a thought-provoking premise, particularly applicable to the realm of English Language Teaching. Drawing inspiration from the innovative "Dinamo!" projects led by Prof. Dr. Nihat Berker, which explore cities from various perspectives through seminars and on-site visits, this study aims to enhance students' cultural competence within the context of English as a medium. Specifically, it introduces the Multicultural Istanbul Memory Tour Project, designed to help learners authentically engage with and appreciate the city they inhabit. Utilizing the "Kardes" application developed by the Hrant Dink Foundation, the project encourages students to delve into Istanbul's rich cultural heritage. Subsequently, participants deliver presentations on their selected destinations. During the summer school, B1+ Level students assumed the role of cultural guides for visitors from Birmingham University. Embracing English as the primary mode of communication, these students provided insightful guidance, fostering a meaningful application of English skills beyond the traditional classroom setting. This initiative not only facilitated language use but also enriched the cultural exchange experience. This presentation aims to share the pedagogical insights gained through the implementation of the Multicultural Istanbul Memory Tour Project. By utilizing English as a medium, the study focuses on enhancing students' oral proficiency, cultural awareness of Istanbul, and the deepening of their global knowledge. The findings contribute to the broader discourse within ELT, emphasizing the pivotal role language plays in fostering multicultural understanding, social integration, and language development.

Keywords: Cultural competence, social integration, language development, English as a medium, Multicultural Istanbul memory tour project, Hrant Dink foundation, Kardes application

*Inst., Kadir Has University, arev.babahan@khas.edu.tr

A Comparison of the Perceptions of Pre-service and In-service Teachers on Incorporating Authentic Materials in EFL Classrooms

Bora Arga*

İnci Melike Tokcan**

Originally produced for communicative, informative or literary purposes, authentic materials have gained prominence in English as a Foreign Language (EFL) classrooms as they offer real-life examples in a wide range of topics, enriching learners' experiences and fostering their motivation. Authentic materials make learning more permanent and meaningful since they allow students to engage with the text by activating their prior knowledge. Furthermore, being exposed to varieties and cultural aspects makes the whole process more informative. Despite offering ample amount of advantages, however, authentic materials also present challenges, as they are not designed for educational purposes and not tailored for a specific language level, especially for lower-level students who may find them too complex, thus demotivating. This fact underlines the necessity for teachers to carefully select authentic materials and plan their activities based on their students' capabilities and interests. In this sense, it is assumed that pre-service and in-service teachers differ in their implementations since in-service teachers develop their own teaching style as they put their theoretical knowledge in practice as well as combining and developing it over time through experience, while pre-service teachers have relatively up-to-date theoretical base but their practical knowledge is limited only to their practicum. In light of these views, this study aims to highlight the differences between pre-service and in-service teachers' approach towards incorporation of authentic materials into their EFL classrooms, to provide an insight on how age, teaching experience, school/institution type (private or state) and source of materials (using ready-made materials or preparing own materials) affect teachers' creativity and ideas.

Keywords: English as a foreign language, authentic materials, teacher perspective

*Dr., Maltepe University, boraarga@maltepe.edu.tr

** Res. Asst., Maltepe University, incimeliketokcan@maltepe.edu.tr

Instructors Matter: Investigating The Relationship Between Grit, Well-being and Self-efficacy of EFL Instructors

Buse Uzuner*

In the last two decades, psychological perspectives including grit, self-efficacy and well-being have attracted the attention of researchers in the field of education. In light of the previous findings in the literature, this study aimed to explore the relationship between self-efficacy, grit and the well-being of Turkish EFL instructors, which are three variables selected in this research are theoretically connected to each other and contribute to teachers' emotional experiences. A descriptive correlational analysis and multiple regression analyses were conducted for this purpose. "The Psychological Well-Being at Work (PWBW) Scale" (Dagenais-Desmarais and Savoie, 2012), "Teachers' Sense of Efficacy Scale" (Tschannen-Moran & Hoy, 2001), and "The L2 Teacher Grit Scale" (Sudina et al., 2021) were used to collect the data from Turkish EFL university instructors who are working at private or state university. The results of multiple regression analysis revealed that self-efficacy and grit were predictors of each other; self-efficacy and well-being were predictors of each other. However, grit and well-being were not the predictor of each other. These findings contributed to our understanding of the factors influencing instructors' emotions. Lastly, implications and limitations were discussed.

Keywords: L2-teacher grit, self-efficacy, well-being

*PhD student, Bahçeşehir University, buse.uzuner@bau.edu.tr

Utilizing Translation as Critical Reflexive Practice in Language Teacher Education: A Case for Untranslatability

Devrim Günay*

This study aims to bring together the results of a descriptive case study on the Pre-service English Teachers' (N=37) collaborative endeavour for researching and constructing a corpus of untranslatable expressions in Turkish as part of the Translation Studies Course at Istanbul University – Cerrahpaşa. Forming a critical space for reflexive and intercultural practices of multilingual communities (including language teachers and learners), translation is viewed as a journey of deconstructing and reconstructing words, concepts and notions across two languages and cultures (Dervin, 2022; 2023). Drawing on the broader conception of translation as recontextualization of meaning (House, 1997), the current study discusses the implications of problematizing and utilizing the 'untranslatability' meme (Chesterman, 2016) as a potential site of discussion, negotiation and reflexive thinking for the Pre-service English Teachers by involving them in activities of unthinking and rethinking words, idioms and concepts in their first language (L1) as well as the target language (L2). The participants situated as part of a translation committee searched for the untranslatable expressions in Turkish, shared and discussed the (un)translatability of the expressions with their peers in English and edited their findings in the form of dictionary entries that address the potential learners of Turkish as a Foreign Language. Successively, they were asked to evaluate their roles throughout the process, perceived development across translanguaging skills and their perceived levels of authority in their L1 via surveys and semi structured focus group interviews. The results indicate that the pre-service teachers mostly assigned themselves the roles of translators, learners and researchers in varying degrees. They described their 'untranslatability' experience as an opportunity to reflect on their own language repertoire pointing to particular cases of 'translational gap' that helped them to rethink about translation as a practice of interthinking between cultures and languages.

Keywords: Language teacher education, untranslatability, translational gap, critical reflexive practice, translanguaging

*Dr., Istanbul University - Cerrahpaşa, devrim.gunay@iuc.edu.tr

Gender Disparities in Teacher-Student Interactions

Duygu Doğrucan*

Emrah Görgülü**

Classroom interactions play a pivotal role in perpetuating gender roles, whether through teacher-student or student-student dynamics. The fundamental principle of equality dictates that every student should be treated equitably and afforded equal learning opportunities. Both male and female students necessitate receiving attention of the same quality to optimize their educational growth. However, extensive research indicates that teachers' interactions often lack gender neutrality. Moreover, the distribution of interactions varies depending on the gender of the teacher. This study aims to examine how female and male teachers interact with students of both genders within an English preparatory school context. Observations were conducted in classes led by two female and two male teachers, with relevant segments of their sessions videotaped. Subsequently, the videos were transcribed and analyzed using an adapted version of Sinclair and Coulthard's Classroom Analysis Model (1992). Statistical analysis, employing the independent t-test in Statistical Package for the Social Sciences V25.0 (SPSS V25.0), was then utilized to determine the statistical significance of the observed differences. While the qualitative analysis revealed an unequal distribution of teacher-student interaction, with a tendency towards providing more attention to male students, the t-test results did not indicate statistically significant differences. The study's findings are discussed within the context of existing literature on gender and classroom interaction, and pedagogical implications are proposed to enhance the learning experiences of all students, regardless of gender. Furthermore, the study underscores the necessity for further research to elucidate the underlying reasons for observed gender disparities in teacher-student interactions, thereby contributing to a deeper understanding of gender-related dynamics in educational settings.

Keywords: Classroom interaction, gender, gender and classroom interaction, teacher-student interaction, gender inequalities, in/equality in the classroom, gender bias

*Inst., Istanbul Technical University - duygudogrucan@itu.edu.tr

**Assoc. Prof., Istanbul Sabahattin Zaim University, emrah.gorgulu@izu.edu.tr

Assessing the Effectiveness of AI in Educational Assessment

Eftelya Şahin*

A crucial part of education, assessment offers insightful information about student learning outcomes and guides instructional strategies. Given the rapid growth of artificial intelligence (AI) technologies, there is growing interest in learning more about how they could be used in educational evaluation. AI has the power to automate and improve several assessment-related processes, providing prospects for increased precision, effectiveness, and individualized feedback. With a focus on the assessment tool ChatGPT, this study proposal aims to examine the effectiveness and impact of AI in educational assessment. The research questions include how AI may be used to test students more accurately, efficiently, and with individualized feedback. They also concern ChatGPT's and other AI technologies' usefulness as a tool for assessing students' knowledge and skills. The major objectives of this study are to examine the efficacy of AI-based assessment tools, look into their potential to automate grading processes, compare ChatGPT with other AI tools, and look into the potential benefits and limitations of utilizing AI in educational evaluation. A sample of prep school students will participate in the research, which will use a quantitative research approach. Studies comparing the accuracy and dependability of assessments based on AI and traditional approaches were carried out. Additionally, AI tools were used to analyze essay exams, and the results including scores and feedback were compared to teacher evaluations.

Keywords: Artificial intelligence (AI), assessment, ChatGPT

*MA student, Istanbul University - eftelya.sahin@ogr.iuc.edu.tr

Beyond Language Barriers: A Metasynthesis of Translanguaging-Focused Teacher Training and its Impacts on Teachers

Elif Aydın Yazıcı*

Kenan Dikilitaş**

Translanguaging, as a pedagogical approach, has been gaining a prominence especially in bilingual and multilingual educational settings. As a strategic and intentional use of multiple languages to enhance communication and learning, this pedagogy provides potential benefits in terms of creating inclusive learning environments in such settings (Garcia & Wei, 2014). The present study synthesizes the results of the studies on translanguaging pedagogy from the teachers' perspectives. More specifically, it analyses in what ways the translanguaging-driven teacher training programs have impacted the practitioners and their perspectives towards this bilingual pedagogy. Eleven (N=11) peer-reviewed full-length articles published between 2014 and 2023 were included from a search of three electronic databases: Web of Science, ERIC, and SCOPUS. The synthesis of these existing articles revealed that while the in-service teacher training programs designed based on translanguaging principles had a profound effect on reshaping most of the teachers' conceptualizations and perceptions towards translanguaging in a positive way, they could not create significant effects in some cases, primarily due to time constraints. The study also discussed that the bilingual classroom pedagogies and professional identities of most educators underwent a change in parallel with their new insights.

Keywords: Translanguaging, bilingual education, multilingual education, bilingual teacher training

*PhD. (c)., Bahçeşehir University, elifayazici@gmail.com

**Prof., University of Stavanger, kenan.dikiliras@uis.no

Collaborative Autoethnography as a Transformative Teacher Education Tool and a Means to Voice to ‘Mystory’

Esra Meşe*

Ufuk Keleş**

The present collaborative autoethnography mainly focuses on mystory (Presenter1) as an emerging scholar in the field of English Language Teaching (ELT) and finding a different voice in my scientific writing via engagement in autoethnography as a relatively new qualitative research methodology. My collaborative writing process together with Presenter2, has not only enabled me to make sense out of my ELT researcher narrative but also opened up additional opportunities for a sustainable, reflexive, and critical dialogism. Therefore, in this study we firstly present “my” story that has stretched from my earliest encounters with the English language through to my present day experiences as an English language learner, user, teacher, and researcher. We collected data from Presenter1’s retrospective reflections of English-language-related experiences, the audio recordings of reflective conversations over these written pieces, and comments/feedback by fellow doctoral students. After acquiring all the data and finetuning them in collaboration with Presenter2, I revised all my write-up in the light of Darwin’s investment, Mohta and Lin’s desire, and Yazan’s conceptualization of identity as my conceptual framework. Secondly, we focused on the transformative experience of collaborative autoethnographic writing. During this process, Presenter2 relied on “critical autoethnographic narratives” (CANs) as theorized and operationalized by Yazan as a teacher education reflexivity activity. Finally, we propose that being engaged in CAN may provide a bridge between one’s lived experiences regarding their language learning/teaching/researching with their current personal/professional/academic practice and future trajectory. We also offer that CAN may further reveal investments, desires and fluid identity formations through retro/intro/pro/spective reflections.

Keywords: Collaborative autoethnography, mystory, transformative teacher education

*Inst., Istanbul Technical University - esramese86@gmail.com

**Dr., Bahçeşehir University - ufuk.keles@bau.edu.tr

How Could Students' Grammar Errors Inform Instruction in Our Integrated Skill Class?

Ghada Badawi*

Amani Hassan**

The main goal of this presentation is to assess the grammatical knowledge, as well as the grammatical ability of Elementary Arabic II learners at New York University in New York. Such assessment would take place through several steps; among which are a) giving students pre-/post- achievement tests, b) keeping track of the grammar errors they make in their writing assignments and c) recording the students' oral presentations.

By following Pit Corder's three steps for conducting an Error Analysis (1973), the presenter would be able to recognize the errors vs. mistakes made by the students, would be able to describe in what context such errors occur and would be able to explain the causes behind such errors.

As a result, the presenter would be able to identify the grammar patterns that the students show strength in their usage. Thus, the same steps would be followed in class while explaining such patterns as long as they have already proved their success. Meanwhile, the presenter would be able to identify the grammar patterns that the students show weakness in their usage. Thus, the instructor would improve his/her teaching by providing the students with more supplementary materials and by modifying the curriculum in a way that will enhance more practice.

Keywords: Error analysis, grammatical ability, achievement test, designing multiple choice items

*Assoc. Prof., New York University, gb107@nyu.edu

** Prof., New York University, amanihassan@nyu.edu

Unraveling the Power of Emotions: How Emotional Intelligence Shapes Success in Learning English as a Foreign Language among University Students

Gizem Arslan Değirmenci *

This study scrutinizes the intricate relationship between emotional intelligence (EI) and the academic success of university students enrolled in English as a Foreign Language (EFL) courses. It extensively examines how factors like gender, field of study, and linguistic background intersect with emotional intelligence, shaping language learning outcomes. Employing the Emotional Quotient Inventory (EQ-I) as the primary assessment tool, this research rigorously measures and correlates emotional intelligence levels with the English language learning achievements among university students. Broadly, the study reveals that, at a general level, emotional intelligence, as assessed by the EQ-I, doesn't wield a statistically significant influence on the overall language learning achievements of EFL students. This indicates that the mastery of language proficiency is entwined with a multitude of cognitive and non-cognitive factors, surpassing the sole influence of emotional intelligence. However, the study uncovers a more intricate relationship between emotional intelligence and language learning, suggesting a nuanced impact of specific components of EI, notably interpersonal and intrapersonal skills, on distinct facets of language acquisition.

The nuanced nature of this correlation intimates that while emotional intelligence may not overtly dictate overall language proficiency, it potentially plays a more subtle, context-dependent role. Its influence might be more pronounced in specific language skills and learning processes, which might not be readily apparent in broader assessments. Thus, this research challenges simplistic assumptions regarding the direct and all-encompassing impact of emotional intelligence on language proficiency among university EFL students.

By illuminating these complexities, this study significantly contributes to our understanding of the intricate dynamics involved in the language acquisition process among university students engaged in English as a Foreign Language studies.

Keywords: Emotional intelligence, language learning achievement, university EFL students

*Inst., Yuksek Ihtisas University, gizemarslandegirmenci@gmail.com

Teacher Resilience: What Difference CPDs Can Make?

Gizem Mutlu Gülbak *

Ayşe Kızıldağ**

The paramount need for continuous professional development (CPD) among teachers has become increasingly evident as a response to the ever-evolving challenges faced by in-service teachers. CPD programs emerge as a strategic tool to fortify their resilience and elevate overall well-being. Focusing on the pivotal role of resilience in enhancing professional empowerment, this study delves into the significance of CPDs tailored for in-service teachers, with respect to the intricate relationship between CPD programs and the cultivation of teacher resilience. The paper critically analyses studies published in the last five years that particularly focusing on EFL teacher resilience with reference to CPDs. Studies from various countries (e.g. Armenia, Brazil, China, Greece) were examined for contextual and risk factors as well as CPD contents for their benefits in terms of resilience. Content analysis results revealed that teachers find it difficult to build resilience during the changes and emergencies deriving from global and local problems such as pandemics, poor wages and heavy workloads. It was also found that CPDs were potentially helpful for the teachers to preserve resilience when designed with a reflective nature and in a way to address its specific facets as well as contextual needs. The study endeavours to provide practical insights into designing and implementing CPDs that not only address the professional development needs of educators but also serve as a resilient response to the myriad challenges inherent in the teaching profession.

Keywords: Resilience, CPD, in-service, EFL, ESL

*Dr., Biruni University, mutlugzm@gmail.com

**Assoc. Prof., Aksaray University, akizildag@aksaray.edu.tr

Unlocking the Power of AI in Education: Reflections from an Online Course

Gökçe Gök*

Even though using Educational Technology, web technologies, applications and Web 2.0 tools has been a very important factor in education for a long time, current developments and improvements in Artificial Intelligence (AI) has brought a new perspective in education and it has started a completely new age and era in using Educational Technology in education, especially in foreign language teaching. Thousands of resources, AI Tools, applications has been shared with educators, future educators and learners but this also brought a must and requirement about integrating AI in education as "its' pedagogical applications, its' ethical context and practising AI in education" and it also brought an important need for learning more about integrating AI in education for future and current educators. Many trainings, certification programs, webinars, workshops has been started to educate teachers and future teachers in integrating AI in education and its' importance still keep its' importance. To acknowledge this aim, this session will include some reflections from online course called "Unlocking the Power of AI in Education" which was provided by European Schoolnet Academy. The course has four modules as "Module 1: AI Implementation in Education: From Concept to Classroom, Module 2: Data-Driven Education: Best Practices and Challenges, Module 3: Impact of AI in Education, Ethical Implications, Module 4: What's next in AI: The AI Journey Ahead". It can be also noted that academic integrity permission has been taken from European Schoolnet Academy for this presentation.

Keywords: AI in education, artificial intelligence, data-driven education, AI and ethics, impact of AI in education, future of AI in education, instructional technologies, educational technology

*Isparta Süleyman Demirel University - gokceg1533@gmail.com

A Mixed-Methods Study on Foreign Language Teaching Anxiety among Turkish EFL Teachers

Gülçin Yonca Akdeniz*

Gökhan Öztürk**

This study aimed to investigate the level of foreign language teaching anxiety (FLTA) among Turkish EFL teachers who taught in different school contexts. The study also examined the relationship between their FLTA and their gender, years of experience, educational background, and school context. Besides, the study attempted to identify the sources of their FLTA and the strategies they adopted to overcome it. With these aims, the study adopted a convergent parallel mixed-methods design, and both quantitative and qualitative data collection procedures were followed. 120 EFL teachers participated in the quantitative data collection procedure through the Foreign Language Teaching Anxiety Scale (Aydın & Uştuk, 2020a) and a background information form. The data analysis revealed that some variables did not influence participants' overall FLTA; however, school contexts showed a relation to their fear of negative evaluation. Through semi-structured interviews with 11 of the participants, the sources of FLTA were found to be related to teaching a particular language skill, teaching students with particular language proficiency, students, content knowledge, unknown situations, and unpreparedness. In addition, some strategies related to preparedness, interaction with students, content knowledge, and teachers' personal lives, and some strategies to save time were discovered to cope with FLTA. Finally, the study suggested some practical implications for EFL teachers and stakeholders and stated suggestions for further research.

Keywords: Foreign Language Teaching Anxiety, Mixed-Methods, Turkish EFL Teachers

*Inst., Istanbul Technical University - gakdeniz@itu.edu.tr

**Assoc. Prof., Anadolu University, gokhanozturk250@anadolu.edu.tr

AI and ELT: Pre-service Language Teachers' Conceptions on AI and its Implementation

Gürkan Temiz* Elif Nazlı Kafadar** Onur Kubilay Pak ***

Recent technological advancements have caused significant developments in the field of education and one such transformation is the advent of artificial intelligence (AI). Literature has shown the interplay between perceptions and classroom practices in education and it has been highlighted that it is crucial to investigate pre-service language teachers' (PSLTs) perceptions regarding the concept of AI and to find out how they envision integrating these technological developments into the educational process in the field of English Language Teaching (ELT). Therefore, this study aims to evaluate the awareness levels of 60 PSLTs studying at a state university in Istanbul, Türkiye, concerning the concept of artificial intelligence and its use in ELT. Also, the study seeks to comprehend pre-service language teachers' views to explore their preferences regarding integrating AI-based tools into their future classes through interviews conducted with 10 of the participants. By using a survey instrument and conducting interviews to explore what the participants think about the integration of AI, this research will provide insights into pre-service language teachers' perspectives and provide a base to understand the possible implications of this integration into the field. In addition, collecting information about the views and experiences of PSLTs regarding the use of AI tools in ELT may guide the shaping of future educational programs. The findings of the study will be shared and discussed along with their implications for further studies in the field of ELT.

Keywords: Artificial intelligence, AI, pre-service language teachers, ELT

*PhD. (c)., Istanbul Technical University, gtemiz@itu.edu.tr

** MA student, Marmara University, nazliikafadar@gmail.com

*** BA student, Marmara University, onurpak15@gmail.com

Implication of ChatGPT in Professional Life

Hacer Şivil*

Playing an increasingly significant role across a variety of sectors, Artificial Intelligence (AI) creates opportunities and attracts attention in a wide range of professional environments from healthcare to finance, and more recently, to education. The Chat Generative Pre-Trained Transformer (ChatGPT), an advanced AI chatbot designed with the capability to understand human language and generate relevant and nuanced responses, is one key player in this wide-reaching extensive transformation. However, debates about its potential drawbacks and challenges have been ongoing due to ChatGPT's wide and rapid integration into everyday life and business areas. Thus, this paper will introduce the development of advanced AI models, their evolution, and their current capabilities. Following this, ChatGPT's role in business settings, with a particular focus on its application in the educational sector, will be discussed. Aiming to provide a balanced viewpoint, the role of ChatGPT from the perspective of educators and students in the education sector will be analyzed. Finally, the paper will offer future projections and recommendations for integrating ChatGPT or other AI tools into business and educational contexts.

Keywords: AI, chatbots, chatGPT, capabilities, concerns, quality, education

*Dr., Istanbul Technical University, sivilh@itu.edu.tr

Teacher Feedback Literacy: EFL Writing Teachers' Beliefs in the Context of Higher Education

H. Kübra Er*

Büşra Dağdemir**

According to Lee (2017), writing teacher feedback literacy (WTFL) is an essential component of teacher assessment literacy and has a direct influence on student feedback literacy. WTFL, which stands for Writing Teachers' Feedback Competencies, is a comprehensive framework that encompasses the knowledge, values, and abilities that writing teachers possess in relation to feedback. It serves as a valuable tool for studying teachers' skills in creating effective feedback processes and is a significant contribution to the field of second language (L2) writing research. The current study adopted a quantitative approach and design and the data tool for the current study is "Feedback Literacy Scale for L2 Writing Teachers" adopted by Lee et. al (2023). The questionnaire aims to elicit L2 writing teachers' backgrounds as well as their belief and values on WTFL. The data will be analyzed via non-parametric tests such as Whitney U Test and Kruskal-Wallis H tests. Being still in the process of data analysis, the findings are expected to reveal differences between teachers' beliefs about WTFL in terms of their gender, experience, educational background, and pre/in-service training. Pedagogical implications are recommended at the end of the study.

Keywords: Writing skills, EFL writing teachers, writing teacher feedback literacy

*Dr., Erzurum Technical University, kubra.er@erzurum.edu.tr

** Inst., Erzurum Technical University, busra.dagdemi@erzurum.edu.tr

English for Academic Purposes, Industry 4.0 and the VUCA World: A Case for the Transferability of Skills from Teaching English as a Foreign Language

Ildikó Furka*

The internationalized world of higher education has widely accepted that, regardless of international language exams, students need further language education in the form of English for Academic Purposes (EAP) to develop skills for processing information and to become fluent members of the academic discourse community. With Industry 4.0 in full force since 2011, and the emerging HR trend of skill-based organizational structures where work processes are talent-based instead of job titles, the transferability of skills, such as critical thinking and system thinking skills, are gaining relevance. This investigation aims to map whether there are specific skills within the realm of EAP that could be transferred to future workplace environments. Within a mixed method research approach, a questionnaire survey and meta-analysis of the literature was executed. The survey involved a needs analysis carried out among the students (n = 186), the instructors (n = 90), and the administrative staff (n = 19) of a European university of technology within an EAP curriculum redesign to identify which language skills seem most essential for academic success. Results show that the recognition and (re)production of discourse macro-structure are the key for academic achievement. The literature review analysis found that perspectives of subject-based education focusing on hard-skills development do not adequately support the upskilling of the Industry 4.0 workforce. It was also revealed that language teaching methodologies have a history of developing transferable skills through supporting individual learning paths and autonomous learning, such as life-long learning, resilience and adaptability, which are key competences in today's VUCA world, too. Thus, it is argued that not only is it essential to transfer the skills of recognizing and (re)producing structure from EAP to the world of work to frame the ever-changing impulses of the future, but also that language teaching methodologies may inform subject-based methodologies in this transfer.

Keywords: EAP, transferable skills, macro-structure, critical thinking, system thinking

*Dr., Budapest University of Technology and Economics, furka.ildiko.zsuzsanna@gtk.bme.hu

The Effect of Lesson Study on Iranian EFL Intermediate Learners' Writing Accuracy

Jafar Moazzez*

This research paper examines the effects of Lesson Study (LS), a collaborative and reflective teaching model, on the writing accuracy of intermediate Iranian EFL learners. The study employed a quantitative research design, comparing three groups: Experimental Group 1 (EG1), Experimental Group 2 (EG2), and a Control Group (CG). The results showed that EG2, who experienced the second cycle of LS, demonstrated significantly higher writing accuracy than both EG1 and CG. Additionally, EG1 outperformed the CG in reducing grammatical errors after the first cycle of LS. The findings suggest that LS, with its collaborative and reflective approach, can enhance writing accuracy in EFL learners. The LS model provides a framework for teachers to examine students' learning and their teaching practices through collective observation and collaborative inquiry. It promotes a deeper understanding of how students learn and enables informed revisions to teaching strategies. Despite the complexities associated with measuring language accuracy, LS is effective in various educational contexts. The study's implications suggest that language teachers can use the LS model to improve teaching practices and enhance student learning outcomes. Teacher educators can incorporate LS as a professional development tool for in-service teachers and in pre-service teacher education programs. The LS model's success in Japan and the United States showcases its potential benefits. However, challenges exist in implementing the LS model, such as the need for time, resources, teacher buy-in, and commitment. Overcoming these challenges is crucial for effectively implementing the LS model. Overall, this study emphasizes the positive impact of LS on writing accuracy in EFL learners, highlighting its collaborative and reflective nature as a means for teacher improvement and enhanced student learning outcomes. Future research could explore the effectiveness of LS in other language learning areas and strategies to overcome implementation challenges.

Keywords: Lesson study, writing accuracy

*Inst., Bahçeşehir University, jafar.moazzez@bau.edu.tr

Developmental Approach to Peer Observation

Ekaterine Kurdadze * Nino Demetradze ** Ekaterine Archvadze***

The primary focus of this paper is a formative and summative peer observation of teaching at the English Philology Department of Akaki Tsereteli State University in Kutaisi, Georgia. There are various models of peer observation that can be adapted to different contexts for tenure and promotion purposes. An evaluation model of peer observation that aimed at feedback for the purpose of appraisal or quality assurance was common at the department. However, to improve teaching and learning a developmental model of peer observation that leads to self and mutual reflection seems to be of one of the most efficient techniques. The paper reflects the results of in-class observations among the members of the department. A three-stepped process that includes a pre-observation meeting, the observation and a post observation consultation has been supported by the department. A core element of the observation process is quality feedback through which effective practices can be broadly shared. The department worked out ten observation criteria focusing on general teaching strategies and practices and peer observation checklist drawn from experiences with the systematic peer observation that has been in place at the English Philology Department for many years. Guidelines for giving non-judgmental feedback have been carefully worked out. Based on observer-observed reflections the department has designed a five-stage peer observation that can be used as a development tool for the teaching process and reflective practice. By studying both observer-observed comments regarding peer observation it is obvious that this tool certainly makes difference to teaching practice.

Keywords: Peer observation, evaluation, teaching strategies, quality assurance

*Assoc. Prof., Akaki Tsereteli State University, ekaterine.kurdadze@atsu.edu.ge

**Dr., Akaki Tsereteli State University, nino.demetradze@atsu.edu.ge

***Assoc. Prof., International Black Sea University

Exploring the Effect Of Mobile-Assisted Task-Based Learning on Vocabulary Achievement and Student Attitude

Leila Jedi Sari Biglar* Ayşegül Liman Kaban**

This study explores the effect of mobile-assisted task-based learning (M-TBL) on vocabulary achievement and student attitude in content and language integrated learning (CLIL) English Science lessons, the researcher focused on foreign language (FL) students. To investigate this, a quasi-experimental research design was utilized. In the first semester of the 2022–2023 academic year, 34 fourth-grade students from a private school in Istanbul took part in the study. During the course of 6 weeks, the experimental group engaged in six different M-TBL activities and were assigned a one-page worksheet as homework, while the control group completed only the one-page worksheet. Quantitative data for the study were collected through vocabulary achievement tests and a student attitude questionnaire. The data underwent analysis through paired sample t-tests and descriptive analyses. The results indicated a significant difference in vocabulary achievement between the experimental and control groups, and they also revealed a positive impact on student attitudes, igniting their interest in learning the target language. In light of these findings, it can be concluded that mobile-assisted task-based activities yield positive effects on both vocabulary achievement and student attitude in primary FL learners participating in CLIL English Science lessons.

Keywords: M-TBL, MALL, TBLT, CLIL, vocabulary achievement

*Inst., Bahçeşehir University - leila.jedisaribiglar@bau.edu.tr

**Dr., Bahçeşehir University, aysegul.liman@es.bau.edu.tr

Podele (Podcast Created By And For Spanish As A Second Language Students)

Maria Victoria Gálvez Frutos*

PODELE is the acronym of the words PODCAST and ELE (Spanish as a Second Foreign Language). This project has its origins in the innocent question that one of my students asked me: “Are there Spanish PODCASTs adapted to our level and also about topics that we master?” My automatic response was: “If they do not exist... Why don't not we create them?” Her question germinated in me an idea that has borne fruit after a year of intense work and collaboration with my student Erteğün Ozan Keleş. PODELE is an altruistic project that aims to create PODCAST by and for Spanish students. The genuine thing about this project is that the ELE student is the PROSUMIER of his own resources; while the figure of the teacher is progressively diluted in each PODCAST, with the aim of empowering students and turning them into the leading and resilient figures of their own learning process. The project has a total of 20 PODCASTs on diverse topics, in which A1, A2 and B1 level students have developed a topic that they are passionate about. Through this process, students have had the possibility, not only to improve their communication skills; but also to contribute to the learning of other future students. In this presentation, I will share the seeds we sow.

Keywords: Podcast, Spanish as a second language, ELE teaching, new technologies teaching Spanish

*Inst., Istanbul Technical University - galvezfrutos@itu.edu.tr

Teachers' Perspective on Challenges against Learner Autonomy in EFL Context

Mehmet Ulus*

Hidayet Sarandi**

Since the concept of learner autonomy was introduced to English as a Foreign Language context, practitioners have been developing diverse pedagogic methods to reap benefits such as strong motivation and overall responsibility in language learning. In spite of having a comprehensive understanding of the learner autonomy concept and being equipped with varied strategies, teachers can still find it infeasible to smoothly integrate autonomy in their teaching. Teachers' efforts are hindered by internal and external barriers against learner autonomy. For this reason, this study aims at addressing the challenges against learner autonomy from teachers' perspective so that an initial step is taken to eliminate those threats. The data collection process was structured in three steps, starting with a quantitative questionnaire followed by in-depth qualitative interviews and online class observations. Upon collecting data from English lecturers in a foreign language school of a Turkish foundation university, both qualitative and quantitative data analysis techniques were applied. The results demonstrate challenges that originate from teachers, students, and the system. The findings of the study yields illuminating insight for practitioners and researchers on what challenges are considered to be major impediments to higher learner autonomy.

Keywords: EFL, learner autonomy

*Inst., Istanbul Technical University - ulusm@itu.edu.tr

**Assoc.Prof., İstanbul Sabahattin Zaim University, hidayet.sarandi@izu.edu.tr

Teachers' Beliefs and Practices of Vocabulary Teaching in EFL Classrooms

Melani Konca*

Teacher cognition is defined as the unobservable cognitive dimension of teaching – what teachers know, believe, and think (Borg, 2003). The importance of vocabulary teaching practices in EFL classrooms has been stressed in numerous studies on language teacher cognition (e.g. Borg, 2003; Schmitt, 2008; Li, 2020). Yet, the research on teacher cognition still primarily focuses on grammar teaching and lacks studies combining teacher cognition and vocabulary teaching practices in Turkey. Vocabulary, another important linguistic form, should also be studied. Therefore, this research aims to explore teachers' beliefs and practices regarding their vocabulary pedagogy by shedding light on the relationship between these two terms. The participants were six English language teachers from the researcher's internship school which is a public high school in Istanbul. Data were collected through classroom observation, interviews with participants, materials, and exams given to students. Thematic analysis was conducted to interpret the data and the concurrent beliefs and behaviors of the participants were divided into themes.

The findings of this qualitative case study indicated that teachers' beliefs influence their classroom practices during vocabulary teaching. Also, it has been found that teachers' interest in learning new vocabulary has a positive impact on their vocabulary teaching practices. However, some constraints such as time hindered teachers' classroom practices. Thus, it is unrealistic to expect teachers' beliefs and practices to be in line with each other all the time. Besides, due to the constraints, teachers cannot immediately put their beliefs into practice and they advise students to also study vocabulary at home. No matter how qualified the coursebooks are, the most important factor in vocabulary teaching is teachers' beliefs. One little change in their beliefs directly affects their classroom practices. Therefore, teachers need to stay up-to-date regarding teaching approaches to implement the best practices in the classroom while teaching vocabulary.

Keywords: Teacher cognition, teacher beliefs, vocabulary teaching, classroom practices

*Teacher, İstek Schools - melanikonca@gmail.com

The Relationship among Foreign Language Classroom Anxiety, Willingness to Communicate and Personality Traits of EFL Learners

Melike Ubuz*

Enisa Mede **

Emotions and individual differences have become increasingly important in the evolving field of language instruction. Personalities and affective factors, such as anxiety, significantly influence the communicative willingness of EFL learners. Understanding how personality traits, anxiety, and readiness to communicate interact is crucial for the L2 classroom. This study seeks to investigate the relationship between the Big Five personality traits, anxiety in a foreign language classroom, and willingness to speak among EFL students in a preparatory program at a foundation university in Turkey. A total of 348 EFL learners completed the Willingness to Communicate (WTC) Scale, the Foreign Language Classroom Anxiety (FLCA) Scale, and the Quick Big Five Personality (QBFP) Test. Inferential quantitative analyses revealed that the students exhibited a moderate level of willingness to communicate and anxiety, with agreeableness being the dominant personality trait among the learners. The results indicated a moderate negative correlation between foreign language classroom anxiety and willingness to communicate levels. Additionally, significant correlations were found between specific personality traits and anxiety as well as willingness to communicate. Furthermore, learners' previous negative experiences in the foreign language classroom had a significant impact on their FLCA and WTC levels. The study offers recommendations and pedagogical implications for teachers, administrators, and future research to enhance English language instruction in the dynamic context of learning.

Keywords: Foreign language classroom anxiety, willingness to communicate, personality, English as a foreign language

*Inst., Boğaziçi University - melikeubuz@gmail.com

**Assoc. Prof., Bahçeşehir University, enisa.mede@bau.edu.tr

Exploring Being an English Language Teacher in Turkey: A Model Investigating the Effects of Teacher Autonomy, Personality Traits and Foreign Language Teaching Anxiety on Teacher Job Satisfaction

Mert Çetinok*

Burcu Ünal**

The purpose of the study is to investigate and create a model on EFL teachers' job satisfaction levels and to what degree it is affected by their teacher autonomy, foreign language teaching anxiety, and personality traits. This is an ongoing sequential explanatory design study and a hundred EFL teachers working in Türkiye have been reached so far; furthermore, it aims to reach a total number of 350 teachers within a month to conclude the data collection and analysis procedures. The data has been collected via online questionnaires through the snowball sampling method. Four different valid and reliable scales have been utilized as instruments, which are the Teacher Job Satisfaction Scale (TIMS & PIRLS, 2016), the Teaching Autonomy Scale (Pearson & Moomaw, 2006), the Foreign Language Teaching Anxiety Scale (Aydin & Ustuk, 2020), Big-Five Personality Traits Scale Short Form (Rammstedt & John, 2006). Moreover, semi-guided interviews have been conducted to have further thoughts on teachers' job satisfaction. The quantitative data is going to be analyzed with multiple regression and correlation calculations via the IBM SPSS 26. The qualitative data obtained from interviews is going to be coded through content analysis. The findings are going to be reported and presented during the presentation. This study is going to reveal the influencing factors of EFL teachers' job satisfaction and enlighten the path for the teacher education institutes and the authorities to increase EFL teachers' job satisfaction levels. Because the data collection process continues, the findings are going to be reported and presented during the presentation. Ultimately, a model for the EFL teachers' job satisfaction levels is going to be presented and discussed with the participants.

Keywords: Teacher job satisfaction, foreign language teaching anxiety, teacher autonomy, personality traits

*Inst., National Defence University Air Force Academy - mcerinok@hho.msu.edu.tr

**Assoc. Prof., Yıldız Technical University - burcuunall06@gmail.com

Reflections of ESP Students on Online Asynchronous Discussions for an Advanced Speaking Skills Course

Meryem Büşra ÜNSAL*

Enisa MEDE**

With more integration of online or hybrid instruction and assessment into higher education institutions, Asynchronous Online Discussions (AOD) are getting higher popularity all around the World. This autoethnographic case study was conducted to describe the reflections of vocational school students from a civil aviation and cabin services department and reflections of their EFL instructor about the effectiveness of asynchronous online discussions (AODs) for a fully asynchronous advanced speaking skills course which had been given throughout the spring semester of the 2022-2023 academic year. The data from the students were collected with the entries of initially 22 students who enrolled the course and posted in asynchronous online discussions consecutively within 2nd, 6th and 10th weeks of the spring semester as well as 11 students' replies to an open-ended questionnaire and finally from a focus group discussion with 6 purposefully chosen students. The data from the instructor who was also the researcher of this article was collected from the notes and personal reflections of the teacher-researcher. The findings revealed that this study could contribute to the existing body of literature as it was conducted with intern flight attendant learners from a vocational school in Turkey for whom English speaking skills are crucial because of their career in aviation sector which gives the highest priority to English language proficiency.

Keywords: Asynchronous online discussions, language learning, online education

*Inst., Fatih Sultan Mehmet Vakıf University - mbunsal@fsm.edu.tr

**Assoc. P., Bahçeşehir University, enisa.mede@bau.edu.tr

Language Self-efficacy Beliefs and Technology-based Self-regulated English Learning Strategies of Second Language Learners in a Rapidly Digitalizing World

Nalan Şan*

Derin Atay**

Self-efficacy is defined as 'beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments' in Bandura's self-efficacy theory (Bandura, 1997, p. 3). When this definition is adopted to English language self-efficacy (henceforth, LSE), it leads to the inescapable interpretation that students' LSE is construed by their own beliefs in their ability to organize and apply the best course of learning strategies so as to attain their second language (henceforth, L2) goals as well as in their capability to acquire and execute the subtleties of each fundamental language skill, namely reading, writing, speaking and listening. The present study takes place in the English foundation school of a competitive state university in Istanbul, Turkey. With the abrupt transition to online education in the second term of the 2019-2020 academic year due to a global pandemic, online language education was adopted and the L2 instructors were expected to devise a variety of online activities, using technological education tools. Accordingly, at the beginning of the 2021 fall semester, the university adopted hybrid education: traditional face-to-face teaching started with a curriculum that had newly been adapted to include digital education tools and asynchronous grammar instruction. Within this L2 educational context, this study aims to explore the LSE beliefs and technology-based self-regulated learning (henceforth, SRL) strategy use of 94 Turkish young adult L2 learners. The underlying construction of their LSE beliefs need to be explored in order to encourage students to build more positive efficacy beliefs in today's digital world. An exploratory sequential mixed method approach is implemented. The quantitative data is collected by means of the English Self-Efficacy Questionnaire (Wang et al., 2013) and the Technology-based Self-regulated English Learning Strategies Questionnaire (An, Wang & Gan, 2021). The qualitative data is collected through semi structured interviews with the students with the highest and lowest LSE levels. The results indicate a modest yet significant positive correlation between self-efficacy levels and technology-based SRL strategy use: learners with high levels of LSE tend to display more fully expressed metacognition, knowledge, and control of efficient technology-based SRL strategies. As for the ones with weak LSE beliefs, students' perceived incompetence stems from their previous negative mastery and vicarious experiences in addition to limited oral and written input and practice, the inability to travel overseas mostly due to sociocultural and financial reasons, tough personal educational backgrounds, and challenges in vocabulary retrieval. Pedagogical implications of these findings are also discussed in the study.

Keywords: English language self-efficacy (LSE), Technology-based Self-regulated Learning (SRL), Hybrid Education, Digital Education Tools, Asynchronous Grammar Instruction

*PhD. (c), Istanbul Technical University - nalansan@itu.edu.tr

**Prof., Bahçeşehir University - derin.atay@bau.edu.tr

Blended Learning – Saving Class Time

Natia Zviadadze*

Sopio Kipiani**

Tea Liklikadze***

The paper presents a case study conducted at Akaki Tsereteli State University, Georgia. It aims to demonstrate the benefits of the 'Blended Learning' method in utilizing class time more effectively for communicative tasks in a collaborative environment. The research highlights the results of a comparative analysis between 'Blended Learning' and 'Traditional Learning' within the framework of English as a foreign language courses taken by ATSU students. The study provides insights into the instructional advantages of hybrid learning, focusing on reinforcing the communicative approach, promoting live communication, and increasing the frequency and quality of productive activities by reallocating classroom time to online independent assignments. These assignments offer accessible instant feedback and statistical data provided by the platforms. Blended Learning' as an instructional method has been in practice at ATSU EFL courses for approximately 8 years, running in parallel with 'traditional', 'non-hybrid' language teaching instruction. Annually, over 1000 students take EFL BL courses, utilizing up-to-date textbooks with access to corresponding electronic platforms. The study reflects the experience gained over the years and, alongside positive feedback and promising prospects, addresses the challenges, suggesting recommendations to lead to better results. To ensure the validity of findings, the study employs various research instruments, such as analysis of students' and teachers' surveys, class observations, statistical analysis of students' independent work, and a comparative analysis of course outcomes. Based on the research, it is concluded that integrating human competence with technological facilities proves to be efficient and motivating for the young generation in today's technology-driven world, while still maintaining the irreplaceable role of human interaction in educational settings.

Keywords: Blended learning, communicative approach, instructional advantages, hybrid learning, comparative analysis

*Assoc. Prof., Akaki Tsereteli State University, natia.zviadadze@atsu.edu.ge

**Dr., Akaki Tsereteli State University, sopio.kipiani@atsu.edu.ge

***Akaki Tsereteli State University

AI Driven Assessment and Feedback in English Language Teaching

Nida Gürbüz*

Emine Yılmaz**

This research paper extensively examines the landscape of assessment and feedback types within the realm of education, with a particular focus on evaluating the advantages and limitations of AI tools in this domain. Through a meticulous analysis of prevalent AI tools utilized for assessing and providing feedback in educational settings, the study aims to provide a comprehensive understanding of their efficacy and impact on teaching and learning processes. By conducting a comparative assessment between traditional human assessment practices and AI-driven methods, the research seeks to elucidate the potential benefits and challenges associated with the integration of AI tools in educational contexts. The paper delves into the diverse array of AI tools that have been predominantly employed in educational fields, scrutinizing their functionalities, features, and implications for educational practices. By exploring the effectiveness of these tools in enhancing assessment and feedback mechanisms, the study offers valuable insights into how AI technology can revolutionize educational methodologies and improve student learning outcomes. Moreover, the research delves into educators' perceptions regarding AI assessment and feedback tools, delving into their attitudes, concerns, and expectations surrounding the adoption of AI technology in educational assessment practices. By capturing the nuanced perspectives of teachers, the study aims to provide a holistic view of the opportunities and challenges presented by AI tools in the educational landscape. The findings of this research paper contribute significantly to the ongoing discourse on the role of AI in assessment and feedback processes. By offering practical recommendations and insights for educators, policymakers, and technology developers, the study aims to facilitate informed decision-making and drive innovation in educational practices through the effective integration of AI tools.

Keywords: Artificial intelligence (AI), assessment and feedback tools, technology

*Inst., Necmettin Erbakan University - nida.unalan111@gmail.com

**Inst., Necmettin Erbakan University - emineyilmaz@erbakan.edu.tr

Producing a Jocular Frame in Response to Student Turns Violating Participation Framework in L2 Classrooms

Nimet opur*

Classroom interaction displays characteristic features regarding “the distribution of knowledge, access to conversational resources, and to participation in the interaction” (Drew and Heritage, 1992, p.49). Thus, violating ‘normality’ in the classroom, such as transgression in the participation framework, is accountable, and as such, it may threaten the social status of the member (Hazel and Mortensen, 2017). Drawing upon Conversation Analysis (CA), this study examines the cases in which students’ responses that do not align with participants’ normative expectations with regards to participation framework, more specifically about how to participate and when to participate, and how they are responded to by other participants in L2 classrooms. The analysis presents that participants produce a jocular frame by using various resources such as laughter, assessments, and comments in response to student turns which are treated as somewhat laughable and ‘atypical’ as they do not align with participants’ normative expectations with regards to participation framework. As such, this study demonstrates a delicate and complex work put in by the participants to mitigate potentially face-threatening moments through the production of jocular frames. It also highlights the importance of how teachers manage a balance in responding to these moments pedagogically (and thus progressing the task-at-hand) and playing along through contributing to jocular frames created by other participants. Overall, this study aims to provide implications for teacher training, L2 classroom interaction, and humour scholarship.

Keywords: Jocular Frames, humor, L2 classroom, participation framework, conversation analysis

*Dr., Recep Tayyip Erdođan University, nimet.copur@erdogan.edu.tr

A Critical Examination: Integrativeness in SLA within the Global Englishes Paradigm

Özge Kuru*

English language teaching has undergone a paradigm shift due to the global prominence of English, aligning with the evolving sociolinguistic dynamics of the twenty-first century (Rose et al., 2020; Jenkins, 2015). The sociolinguistic realities of Global Englishes (GE) users today challenge the validity of some second-language acquisition theories. The dependence on Gardner's notion of integrativeness to explain success in second language acquisition should be revisited within the GE paradigm. In this paper, I trace the historical evolution of the notion of integrativeness and question its effectiveness in explaining GE users' motivation. Concerning integrative motivational orientations, motivation to learn English is based on "a willingness to be like valued members of the language community" (Gardner & Lambert, 1959) and is associated with particular cultures or communities, mainly British and American cultures. This refers to solely nationalities and countries as orientations.

However, given the context of today's globalized society where the users of English have outnumbered the users of it as their first language, the uses and functions of English become unrelated to the speaker's nationality (Crystal, 1985). Therefore, the main findings are: (1) The term 'integrativeness' should be revisited in accordance with sociolinguistic dynamics. With the emergence of Global Englishes, English is no longer seen as a particular culture's or community's language, but rather as a medium for international communication—the primary language in international business, world travel, technological innovation, and other aspects of globalization. (2) SLA theories and pedagogical approaches that rely on any assumption of integrativeness should also be critically revisited to accommodate GE users. (3) More practical guidelines on how to channelize GE users' motivation in virtual communities of practice into classroom contexts need to be studied. (4) These findings may inform multicultural and transcultural pedagogies.

Keywords: Global Englishes, integrativeness, motivation, SLA

*PhD student, Bahçeşehir University, ozgekuru81@gmail.com

Making Peace with Literature in ELF Classes: Integrating ‘Twitterature or Instapoetry’ in ELT

Özge Kuru*

Abdullah Nejat Töngür**

This article provides a fresh overview of the implementation of Web 2.0 tools for using literature in English as a Foreign Language (EFL) classes. Literature in teaching English has been a neglected tool for various reasons for years. Although it has never been totally opted out of curricula because of its irrefutable benefits in language teaching, the debate over the use of literature does not cease. The latest developments in the digital era hold new opportunities to propose stimulating arguments to the ongoing debate. It is commonly agreed that the continual growth of Social Networking Sites (SNS) brings about some fundamental changes not only in language teaching and teaching pedagogies but also literature. The use of language peculiar to SNS has fostered the emergence of new independent literary forms such as digital literature, namely Twitterature or Instapoetry which have spread among digital native literates in the blink of an eye. These new genres are peculiar to SNS, in that they are produced, shared and only reached in communities of practice of related SNS. However, they have been neglected in literature curricula in EFL so far. The article suggests that implementing authentic SNS literary genres have potential benefits for integrating literature into foreign language classes. Considering the emergence of new literary genres, the enhancement of non-canonized literary works through SNS and the pedagogical needs of the 21st century literates, it becomes a must to implement Web 2.0 tools to keep up with the ongoing flow in literature, EFL, and contemporary pedagogy. Therefore, this article discusses and proposes ways of pedagogical implementations of ‘SNS literary genres’ in second language classrooms. The article concludes that in the hands of the EFL teachers who do not hide behind the generation gap as an excuse, SNS create opportunities to make peace with literature in EFL classes.

Keywords: ELF, literature, social media, Twitterature, Instapoetry

*PhD student, Bahçeşehir University, ozgekuru81@gmail.com

**Assoc. Prof., Maltepe University, nejattongur@maltepe.edu.tr

Exploring the Reflections of Turkish EFL Preparatory School Students towards “English” from an ELF Standpoint

Pınar Kır*

Gürkan Temiz**

English as a Lingua Franca (ELF) has been recognized as a significant area of focus in language education and played an important role in shaping language policies all around the world. Although recent trends in ELF have led to a proliferation of studies searching for English language teachers' awareness and practices in the field, there is a scarcity of research that examines student perspectives on learning English as a foreign language (EFL). Therefore, it is also necessary to examine EFL students' perceptions towards learning English from an ELF perspective to better associate the concept with actual teaching and learning practices in the context of changing and developing educational practices. In this regard, the aim of the present study is to gain insights into EFL students' perceptions of the English language in terms of its perceived reasons, varieties, and educational practices from an ELF perspective. 21 students studying at a language preparatory school of a foundation university volunteered for the study. The data were collected by conducting interviews and were examined through thematic analysis in which recurring themes were identified and then categorized. The reasons for learning English, conceptualizations of English, and reflections on English language education were found to be the main themes with subcategories. In this session, the results of the study will be shared and discussed in line with the ELF standpoint and recommendations for future implementations will be provided.

Keywords: English as a lingua franca, EFL students

*PhD. (c), Istanbul Technical University, kirpinar@itu.edu.tr

**PhD. (c), Istanbul Technical University, gtemiz@itu.edu.tr

Benefits and Sustainability of Teacher Research as a Professional Developmental Tool

Seçil Cengiz*

Derin Atay**

The search for efficient professional development resources that improve student learning outcomes and teacher efficacy is still relevant in the field of education. This study explores the essential role that teacher research plays as an effective means for professional development and improvement in education. Inquiry-driven teacher research empowers educators to reflect systematically, experiment, and create knowledge within their classrooms as well as fostering a culture of lifelong learning, enabling educators to hone techniques, take on obstacles, and modify their pedagogy to suit the needs of a wide range of students. The study addresses the benefits perceived by instructors, and the sustainability of teacher research through semi-structured interviews conducted with twelve English as a Foreign Language (EFL) instructors at a private university preparatory school in Istanbul, Turkey. The research design employed qualitative methods to gather in-depth insights from instructors who have conducted research in their educational contexts. Content analysis revealed five main themes: definition of teacher research and its role in professional development, dual role of instructors as teachers and researchers, access to teacher research and associated challenges, qualities and usefulness of teacher research, and applicability and sustainability of teacher research in educational contexts. Findings indicated that instructors perceived teacher research as a valuable tool for professional development, facilitating reflective practice and improving teaching methods. However, they stated that they faced challenges in balancing teaching responsibilities with research activities and accessing necessary institutional support. To promote sustainability, the participants of the study recommended providing resources, reducing teaching hours, and fostering a research-oriented culture within educational institutions. Overall, the study underscores the importance of institutional support and recognition in sustaining teacher research efforts and enhancing professional development among educators.

Keywords: Teacher education, professional development, teacher seminar, sustainability, teacher efficacy

*PhD student, Bahçeşehir University, secilcngz@gmail.com

** Prof., Bahçeşehir University, derin.atay@bau.edu.tr

Interlanguage Pragmatics: The Effects of Explicit Teaching of Speech Acts on EFL Learners' Pragmatic Competence

Sinem Bayındır Musaoğlu*

Emrah Görgülü**

This study investigated the efficacy of teaching pragmatic knowledge of speech acts through explicit instruction to English as a foreign language (EFL) learners within the context of a preparatory school affiliated with a foundation university. In this study, experimental group design was employed, and a pre and post-test with an explicit intervention to the experimental group were followed. The research particularly examined four different speech acts, namely greeting, advice giving, complaint and refusal, which are considered to have notable impact on pragmatic competence of EFL learners in different social settings. The data were collected through a Written Discourse Completion Task to evaluate the communicative abilities of both the control group and experimental group. The results were analyzed through the mixed ANOVA on SPSS v.22 (Statistical Package for Social Sciences 22.0). The findings from the pre and post-tests revealed a significant enhancement in the performance of the experimental group on target speech acts. The outcomes of descriptive analysis of pre and post-test scores of each group also discerned that the group exposed to explicit instruction performed substantially better compared to the control group. Furthermore, the mixed ANOVA results indicated that the type of the speech act has a decisive effect on the efficacy of explicit instruction. The findings of the present study encourage the use of explicit pragmatic instruction in an EFL classroom setting to develop firstly pragmatic awareness, and then pragmatic competence to perform appropriate speech acts in distinct social settings. This empirical study also paves the way for more effective language learning practices and enhanced pragmatic proficiency in EFL contexts.

Keywords: Pragmatics, interlanguage pragmatics, English as a foreign language, speech acts, explicit instruction

*Inst., Istanbul Technical University, bayindirmusaoglu@itu.edu.tr

**Assoc. Prof., Istanbul Sabahattin Zaim University, emrah.gorgulu@izu.edu.tr

Engaging with Society around Climate and Biodiversity

Steve Brown*

Hélène Delpont**

The Ecoclubs project links further education institutions from two highly selective engineering schools in France with secondary-level education establishments in socially and/or geographically cut-off zones. A science and language teacher in the secondary school works on an eco-responsible project as part of their curriculum, using the foreign language (principally English, with one example in Spanish) as the medium of instruction. The further education institutions (for now, two engineering schools that form part of the elite of further education establishments in France) provide mentoring through 1st and 2nd year students who work alongside the classroom teachers and students in a support role. At the end of the year, all the classes are invited to a conference day where they present, in front of a panel of experts, their projects. In addition to this outreach project, training and support programmes are being set up by the engineering schools for science teachers working in less-favorable conditions. There are a number of key findings over the last two years that the project has been running: (a) the mentors, who are like elder brothers and sisters, can do things with the younger generation that the regular teachers can't, (b) the eco-responsible projects have produced out-of-the-box solutions to real problems, (c) the links between elite institutions and less-favored establishments open up opportunities for diversification of student populations, (d) the foreign language quickly becomes a working language, even for students with minimal proficiency, (e) commitment within classes is high, (f) there is extraordinary levels of peer-respect and interest for other projects, as evidenced in attention levels during the conferences, (g) projects can be developed over a number of years, and are wonderfully ambitious. There is significant potential for cross-border partnerships: for example EUGLOH across nine universities within the EU, but we hope to develop links across continents.

Keywords: Eco-responsible projects, mentoring, outreach, diversification of student intake, out-of-the-box solutions, foreign language medium of instruction

*Prof., Ecole des Ponts Paristech, steve.brown@enpc.fr

**Academic Inspector, Académie de Créteil, helene.delpont@ac-creteil.fr

What is at stake? Corpus in English for Academic Purposes

Tuba Arabacı Atlamaz*

Corpus linguistics has been widely used in language education, as it helps learners and instructors improve the learning and teaching process. On the other side, learners of English have various purposes, which lead to changes in needs and suitable programs for these learners. Thus, English for Academic Purposes is generated to meet the needs of language learners in higher education institutions. Nearly all universities in Türkiye provide language education in their preparatory programs. Although most of the courses offered in these programs tend to improve students' general language abilities, they also tend to design their curriculum and choose the materials mostly from various academic disciplines. If the medium of instruction is 100% English or the programs are taught in English, these prep programs provide academic English so that students survive in their departmental courses. However, when the language teacher education programs have been examined, it is observed that teaching for EAP is not generally offered as a separate course for pre-service teachers. In line with these needs, this paper will be about the results of the meta-analysis of the studies conducted to examine the use of corpora in EAP teaching. The analysis includes the studies between 2000-2024. This study aims to help both pre-service and in-service teachers and teacher educators share how corpus can help modify instruction, especially in higher education institutions and EAP courses.

Keywords: Corpus linguistics, English for academic purposes, teacher education, meta-analysis

*Dr., Abdullah Gül University, tuba.arabaci@agu.edu.tr

The Interplay of Enjoyment and Anxiety in Learning Foreign Languages other than English

Valentina Elmetti*

Esra Meşe**

A positive psychology-inspired interest has bloomed in the field of foreign language learning in recent decades. It led to a shift in the focus from deficiency-based approaches to the examination of positive variables such as enjoyment in addition to widely-studied variables such as anxiety. While English learning emotions have been extensively studied, there is a scarcity of research when it comes to others. Therefore, the present study investigated the Foreign Language Enjoyment (FLE) and Foreign Language Classroom Anxiety (FLCA) in five different language courses offered at a large public university in Istanbul. A mixed methods design was utilized. The quantitative data was collected through two questionnaires (FLE and FLCA) and the qualitative data was obtained through open-ended questions. The responses of 188 participants who were receiving classes of five different languages (Italian, Japanese, Chinese, French and Spanish) were analyzed to examine whether significant differences existed in students' FLE and FLCA using one-way ANOVAs. The results revealed there were no statistically meaningful differences in terms of anxiety; however, numerous language pairs differed in terms of enjoyment. With first languages receiving significantly higher ratings, these pairs were Italian - Japanese, Italian - French, Chinese - Japanese, and Spanish - Japanese. Japanese received the lowest ratings for social enjoyment dimension while students had similar levels of teacher appreciation. A content analysis of the open-ended questionnaire demonstrated the patterns for language enjoyment: teachers' attitudes and teaching styles (Italian, Chinese, Spanish), learning about the culture (Italian, French), comprehension of authentic materials and feeling accomplished (Chinese, Japanese) and social aspects of classroom learning (Italian). Spontaneous speaking and fear of mistakes were the most frequently mentioned anxiety triggers. The practical implications of the study will be discussed during the presentation.

Keywords: Foreign language enjoyment, online education, foreign language classroom anxiety, second language acquisition

*Inst., Istanbul Technical University, valentinaelmetti@gmail.com

** Inst., Istanbul Technical University, esramese@itu.edu.tr

Comparison of an EAP Exam Texts with Undergraduate Readings: A Coh-Matrix Analysis

Yusuf Cengiz*

Students who wish to pursue degrees at English-medium universities are either asked to go through intensive English programs to meet the language requirements or asked to prove their language proficiency through exams. Universities that are located at the Expanding Circle (Kachru, 1990), ask their students to either prove their language proficiency through internationally accepted exams, such as TOEFL and IELTS, or through in-house proficiency exams. These exams aim to measure the students' proficiency in using the English language within academic contexts. Texts used in the classroom and language assessment contexts have important consequences on planning and evaluating, which makes the process of text selection a vital issue (Watkins & Ostenson, 2015). The texts that are to be used in the classroom and assessment practices need to be chosen methodically to ensure that attainment to the desired linguistic practices will be or have been achieved (Hiebert & Mesmer, 2013). While the selection process can be carried out through expert opinions or experimental testing to see if the texts have the necessary complexity, automated tools can also be implemented throughout the process (Sheehan et al., 2014) to ensure that the texts are appropriately challenging. However, a review of the literature reveals that the studies that utilizes automated tools to investigate the appropriateness of a text for high stake assessments are limited. The study at hand aims to contribute to the literature by providing a comparison of a corpus obtained from freshman year coursebooks and a corpus obtained from in-house materials that are aimed at testing students in terms of academic language proficiency. The study can provide a benchmark for in-house materials to be produced in line with the language complexity required in academic texts. The results indicate that the in-house materials and freshman year texts differ only in two indices, while the remaining 10 indices do not show any significant differences between the two sources of text.

Keywords: Testing and assessment, text analysis, automated tools

*PhD student, Boğaziçi University, yusuf.cengiz@bogazici.edu.tr

Change through Virtual Exchange: An Autoethnography of a Virtual Exchange Instructor in Higher Education in Turkey

Zeynep Bilgehan Can*

Virtual exchange mainly aims to provide a basis for online collaborative learning among learners of different locations and cultural contexts and has been carried out in multiple ways. The oldest and the most known examples of such virtual exchange programs making use of online collaborative projects have stemmed from foreign language education classrooms. This study uses individual autoethnography (IAE) and by means of autoethnography explores the researcher's own journey of virtual exchange experiences –which started as experiencing virtual exchange as a student and culminated in becoming the facilitator of it in a private higher education institute in Turkey. Anecdotes are used to analyze the thematic codes, diving into the world of teaching with virtual exchange and the grounds for virtual exchange in a higher education institute; the infrastructure, the establishment of collaborations, the designing of the experience for students, the sustainability of it, and the benefits for the instructors and students such as meaningful language practice and intercultural competence. This study can contribute to the field of English language teaching especially in the EFL contexts of higher education institutes as it showcases through experiences an example of an establishment of virtual exchange opportunities for EFL learners in such a context.

Keywords: Virtual exchange, higher education, collaborative learning, online learning

*PhD student, Fatih Sultan Mehmet Vakıf University, zbdemir@fsm.edu.tr

Assessment of Learning or Assessment for Learning

Zeynep Oğul*

Sena Elibal İçuz**

The pros and cons of assessment of learning or teaching to the test approach has long been discussed with the cons mainly focusing on findings and suggestions that it limits the curriculum, narrows the student creativity, and focuses the teaching-learning environment to a score-oriented approach (Rivera, 2021; Fjortoft, 2018). However, with the implementation of “assessment for learning” approach, assessment has proven to be an effective tool to enhance learning, to empower students with more insight and awareness about their own learning journey, thus making them more autonomous learners (Shogbesan, 2016) Speaking of teaching academic English and assessment of academic skills in English, assessment tools of that scope serve to extend the students’ learning journey beyond the curriculum with focus on transferable skills, a must element of 21st century skills. As part of the curriculum, incorporating practice tests with real academic-life tasks and giving students constructive and insightful feedback also promote student motivation and confidence building and hence autonomy. In this presentation, there will be a demonstration of how a well-designed assessment for learning tool with an academic scope can promote effective and sustainable teaching and learning in an academic English teaching context, thus empower the students with the required skills in the academy along with the transferrable skills highly demanded all lifelong.

Keywords: Assessment of learning, assessment of academic English, academic English skills, transferable skills

*ETS Global BV, zogul@etsglobal.org

**ETS Global BV, selibal@etsglobal.org

Organized by



Sponsored by



**INTERNATIONAL CONFERENCE
OF WITHIN AND BEYOND THE
CLASSROOM**

