# ENVISIONING

# Future Paths

## BOOK OF ABSTRACTS

**METU CULTURE AND CONVENTION CENTER**

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# MAY 10–11 2024

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# PLENARY SPEAKERS

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*"Envisioning the Future of AI in Language Education"*

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Since its widespread availability at the end of 2022 in the form of ChatGPT, Artificial Intelligence (AI) has gained significant traction as one of the most discussed topics in a range of domains. This discussion also included the world of language teaching at all levels. Universities globally have scrambled to issue guidance on when and how AI can or should be used in instruction more broadly. ChatGPT has also made its way into language classrooms, where language teachers and students have been experimenting with capabilities of such programs in the context of language learning and their reactions have ranged from "truly amazing" to a "dismally abhorrent." This presentation will be grounded in the inescapable fact that AI is here to stay, that AI is only going to get better, and that educators are tasked with finding ways in which these tools can and should be used to enhance language learning and language teaching. I will illustrate how language teachers and language learners can harness the capabilities of AI tools such as ChatGPT and point out areas of concern, including the need to remain vigilant as we consider practical and ethical implications for the use of AI in the classroom or as a learning tool. I will also showcase concrete examples of how AI tools have been integrated into the curriculum and into assignments of first-year writing courses at a major U.S. university.

**"Teaching as a Performing Art: Aesthetic Aspects of Classroom Interaction"**

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The literature on teaching as a performing art may seem like an overly theoretical proposition or a superficial subject for scholarly inquiry and practice. However, aesthetic aspects of teaching have been voiced by the outstanding figures of teacher education, who are widely recognized as prominent scientists. This talk presents a critical argument regarding the common grounds of teaching and acting to stimulate questions among English language teachers and academics: Do we really need to focus on another teacher competency? Is acting an indispensable competence for an English teacher? Emphasizing various opinions in the literature, the talk pinpoints an uncharted territory of a research area and possible solutions to the studies on belief and identity development in second language teacher education.

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## *"Identity, Investment, and Digital Storytelling: Towards the Future"*

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As language learners navigate changing times, they need to negotiate new identities, investments, and imagined futures (Norton, 2013). Working with Ron Darvin, I have responded to new linguistic landscapes by developing an expanded model of investment that integrates identity, ideology, and linguistic capital in a comprehensive framework (Darvin & Norton, 2015, 2023). Drawing on my recent research on identity and digital storytelling in both wealthy and poorly resourced communities worldwide (Norton, Stranger-Johannessen, & Doherty, 2020), I will discuss how freely available digital stories in multiple languages can harness the linguistic capital of language learners in homes, schools, and communities, creating greater possibilities for enhanced identities in the future. My presentation will include a demonstration of the Global Storybooks project and freely available digital stories in Turkish and English for children, youth, and adults.

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### "A Critical Discourse Analysis of Türkiye's Multicultural Identity from the Perspectives of Language Teacher Candidates: East-West Dichotomy"

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We focused on the data derived from a telecollaboration initiative linking two groups of language teacher candidates from two universities, one in Türkiye and the other in the United States. We draw upon the notion that the contextual positioning of language teacher candidates from Türkiye (LTCTs) significantly informs their professional development, practices, and eventual identity as language educators. By closely examining the discourse within their telecollaborative interactions, we specifically investigate how these LTCTs construct Türkiye's multicultural identity, often oversimplifying it into a stereotypical East-West binary. Employing Fairclough's three-dimensional Critical Discourse Analysis (CDA) model, we analyzed the data. Our analysis revealed that the LTCTs' socio-political framing of Türkiye's East and West concerning multiculturalism has been shaped by institutional policies at the meso level and broader nation-state ideologies at the macro level. Furthermore, our findings indicate that the LTCTs tended to avoid controversial and sensitive socio-political topics, particularly when discussing the East, refraining from engaging in any discourse that might be perceived as separatist. We propose that teacher educators prioritize the cultivation of critical analytical skills within teacher education programs to better equip candidates in comprehending and navigating the complexities of their future teaching practice.

**Keywords**: Telecollaboration, teacher education, English language teacher candidates, East-West dichotomy in Türkiye, ambassadorial discourse

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*"Adopting a Data-driven Approach to Self-reflection"*

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The power of self-reflection cannot be overstated in teacher development. Through the lens of structured self-reflection, teachers can refine their strategies and continuously work towards constructing positive experiences. However, developing self-reflection skills requires a focused effort on the teacher's part. In this context, this workshop aims to introduce a structured reflection framework (DIGPA - Description, Interpretation, Generalization, and Plan Action) for teachers. Beginning with the examination of concrete experiences, it progresses to the interpretation of those experiences, leading to the formulation of generalizations, and culminates in the development of an action plan. Through hands-on activities and guided practice, participants will gain a deep understanding of the DIGPA framework and learn to apply this approach to their contexts, enabling them to pinpoint specific areas for improvement and craft actionable strategies. The session will conclude with a discussion on the role of the DIGPA framework in guiding teachers to become self-sustaining reflective thinkers.

**Keywords**: Self-reflection, professional development, teacher agency

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## *"Reconceptualising Pre-service Language Teacher Education as Identity-oriented"*

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Drawing on the dynamic and context-dependent nature of language teacher education (Norton, 2016; Toohey & Norton, 2011), this narrative case study explores the language teacher identity and investment trajectories of four pre-service EFL teachers through the lens of multilingual pedagogies integrated in an undergraduate course as identity-oriented practice at a state university in the west of Türkiye. The data was collected through narrative interviews and written reflections. The findings reveal how the pre-service language teachers' language ideologies and identities enacted throughout the course are intersected with their prior language learning/teaching experiences. For instance, the participants refer to their prior schooling experiences explaining the effects of overuse of L1 (Turkish) and limited use of L2 (English) or vice versa as creating an ineffective language learning environment, which does not echo with their emerging multilingual teacher identities. By critically reflecting through multilingual pedagogies, they (re)construct their current ideology, identity and investment on language teaching. Our findings highlight the importance of understanding the impact of language-in-education policies and previous language learning/teaching experiences on language teacher identity development (Norton & De Costa, 2019; Yazan, 2019). We thus conceptualize a model of pre-service language teacher education aiming to make connections with theoretical knowledge and pre-service teachers' lived experiences in sociocultural and political contexts (Motha et al., 2012), by emphasizing the value of their linguistic repertoire and its potential in fostering humanizing pedagogies for their multilingual learners.

**Keywords**: Identity-oriented teacher education, pre-service language teachers, multilingual pedagogies

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*"Work on Research & Development to Build Respect & Dignity"*

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Research and Development, that is R&D, may add much respect and dignity to educational institutions through diligence and ethical methods in the search for innovation and betterment using scientific analyses along with scrutiny. This session aims to tell the story of the establishment of the R&D unit at the School of Foreign Languages, METU, and how it developed over the years. Moving on from there, its recent projects will be exemplified. The methods employed to ensure the said diligence, ethics, and scrutiny will be exemplified in its undertaking of using qualitative and quantitative methods for data collection to understand a phenomenon before making decisions. Two of such endeavors will be summarized in the session: use of student data to decide on word-limits in exams and pilot-testing results to develop rubrics. Most importantly, how the findings of the R&D can be most productively and effectively utilized by institutions will be discussed.

**Key words:** Research and development, decision-making

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*"English Language Instructors' Perceptions of Assessment and Its Implementation"*

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Teachers' beliefs/perceptions are valuable in providing an understanding of their classroom practices and pedagogy (Opre, 2015) and teachers are important decision-makers in assessment. Thus, it is required to gain insights from their perceptions/experiences to improve assessment practices and teachers as assessors- if necessary- for better outcomes. Therefore, this study aims to understand the perceptions of EFL instructors on assessment and their assessment implementations, which might lead to reconsideration of the paths to be taken in assessment applications in the future by policymakers.

In this study, data were collected through three focus-group interviews with nine English instructors working at different preparatory programmes in Ankara/ Türkiye. The qualitative data were analysed through coding (Creswell, 2009). During interviews, the participants reflected on assessment practices in their institutions alongside sharing their beliefs, and challenges regarding assessment.

The findings demonstrate some significant themes, such as the significant role of assessment, the necessity for in-service training, and the inefficiency of undergraduate-level courses on assessment. Additionally, instructors highlight the indisputable role of assessment although there are different perspectives/ suggestions for the existing assessment practices, such as lessening the emphasis on exams.

Overall, although a more comprehensive study is needed, practical insights/ implications can be drawn from the findings. Some indicate the need to change the content of assessment-related undergraduate courses since they are not helpful in real classroom contexts, which is related to the necessity for in-service training. Thus, institutions, teachers, and teacher educators might draw conclusions based on instructors' opinions and embark on different paths in the future accordingly.

**Keywords**: Assessment in education, teachers' perspectives, assessment practices

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*"Redefining Pedagogy: The Role of AI in Modern Education"*

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This workshop, "Redefining Pedagogy: The Role of AI in Modern Education", is conceived as a collaborative platform for educators to delve into the opportunities and challenges that AI brings to the forefront. The spotlight is not solely on the transformative potential of AI but extends to the pragmatic aspects of choosing and deploying AI tools from the plethora of resources available.

The objective is to create a confluence of teachers and practitioners, enabling them to exchange their experiences, perspectives, and insights on the integration of AI in their pedagogical practices. Through these shared narratives, we aspire to cultivate a vibrant dialogue that will empower participants to learn from each other's triumphs and trials.

The workshop will offer guidance on how to traverse the AI terrain, assess various AI tools, and make judicious decisions that optimally align with the educational aspirations and requirements of their students. By doing so, we aim to redefine pedagogy in the era of AI, shaping a new paradigm for modern education.

**Keywords**: AI, Edtech, Pedagogy

### *"Integration of AI in Designing ELT Classroom Curriculum: What Do We Have So Far?"*

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No wonder the greatest leap in technology in the past decade has come with the development of AI technologies. These tools perform specific tasks ranging from being a conversational chat-bot to create videos on command. With the increasing presence of AI in various aspects of science branches, there is a growing interest in the ELT field on understanding how AI can enhance the effectiveness and efficiency of language learning. Under the light of this statement, this research will attempt to gather the studies that have been done so far regarding the integration of AI into language learning and teaching classrooms. The study will also attempt to pinpoint certain benefits and drawbacks of the integration of AI into language learning through providing examples as to the ways the tools can be implemented. Furthermore, examining the practicality of AI integration in ELT curriculum, this research will attempt to inform future developments in language teaching and learning practices by introducing recent developments in the field of AI. The findings of this research might contribute to the growing body of knowledge on AI in education and provide practical insights for educators and curriculum designers seeking to leverage AI technologies in ELT. In addition, it would not be incorrect to state that the study may help researchers who study the integration of AI into ELT find certain research they want to focus their own research in.

**Keywords**: AI enhanced language teaching, material design, curriculum design

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*"From Screen to Classroom: Exploring Online CPD Opportunities and Challenges in Shifting ELT Teachers' Approach to Teaching Literature"*

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While the use of literature in ELT is widely recognized for its effectiveness in rendering classes more engaging and interactive (Gilroy & Parkinson, 1997), its teaching is usually challenged in many educational settings, particularly less-privileged contexts (Lazar, 1993). These challenges stem from two primary sources: teachers' perceptions of how literature should be taught, and the shortage of resources required for its implementation. This study addresses the former challenge by focusing solely on exploring the potential of changing Iraqi secondary schools ELT teachers' perception of how literature should be taught. Nine secondary school English teachers participated in the study in 2023. The study commenced by observing ELT classes before the training, then providing the teachers with a British Council online training course while monitoring their progress. Subsequently, post-intervention observations were conducted in the classes, followed by interviews with the teachers. Prior to the intervention, teachers tended to employ an information-delivery method, relying heavily on Arabic translation and lacking engaging and interactive tasks. However, following the intervention, significant changes were observed in the teaching approaches. Teachers reduced the use of translation, incorporated more interactive tasks, and provided learners with opportunities to critically evaluate literature while utilizing it to develop receptive and productive language skills. The teachers, however, indicated that the change is limited by the affordances of their contexts and the direct impact of the examination. The findings underscore the importance of considering the context prior to offering CPD programmes and providing contextualized training materials along with changes in the examinations system.

**Keywords**: Literature, CPD, ELT, challenging contexts

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# *"Does Personality Type Determine Responses to Face Threatening Acts in a Second Language?"*

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Communicative competence in a second language (L2) not only depends on grammatical proficiency but also on pragmatic competence. Cross-cultural pragmatic failure relates to failure to understand a speaker's intentions in intercultural communication [a]. Related studies in pragmatic competence in L2 focus on intralingual pragmatic transfer [b], textbook analyses [c], and conversation analyses [d] within certain frameworks, including conversational maxims, speech acts, implicatures or politeness. Under Brown and Levinson's theory of politeness [e], a face threatening act (FTA) is defined as an act which challenges the face wants of an interlocutor and is subject to sociocultural variation [f]. To contribute to the existing literature in the field of L2 learning, this study aims to explore the role of personality type in the way L2 speakers respond to FTAs. For this aim, advanced learners of L2 English were given two tasks. First, they completed a questionnaire [g] which categorized the respondents as either extraverted or introverted. Next, the participants (n=40) were given six scenarios which gave different face threatening conditions [h] and were asked to respond to these conditions. Both instruments yielded acceptable internal consistency and the results of an independent samples Mann Whitney U test showed a significant effect of personality type on FTA response patterns (U=7.20, p=.016). The extraverts relied heavily on accepting whereas the introverts resorted to apologies in cases of FTAs. The study offers implications for how to teach pragmatics and give error correction to different types of learners in instructed second language environments.

**Keywords**: Pragmatic competence, EFL, face threatening acts, personality types

***"Digital Literacy in ELT: Navigating Future Pathways for Global
Understanding"***

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This exhaustive review study delves into the pivotal role of digital literacy within English Language Teaching (ELT) and its transformative potential in fostering global understanding. Employing a rigorous and systematic analysis of peer-reviewed literature, this synthesis offers a comprehensive exploration of current perspectives on the multifaceted impact of digital literacy in ELT contexts.

The study emphasizes the escalating relevance of integrating digital literacy into ELT practices, especially within the dynamic landscape of contemporary education. Methodologically, the review meticulously examines a wide array of scholarly articles, research studies, and pedagogical frameworks, ensuring a thorough investigation and synthesis of existing knowledge.

Moving beyond the presentation of key trends and insights, this review underscores the imperative role of educators in navigating future paths toward a more interconnected and harmonious world. The inclusion of the researcher's insights, gained through the synthesis process, adds depth and personal perspectives to the exploration, shedding light on the profound influence of digital literacy in transcending cultural and linguistic boundaries within the ELT domain.

Furthermore, the review extends into the realm of practicality by discussing actionable strategies and classroom implications for effectively incorporating digital literacy into ELT practices. This in-depth review, with its tangible takeaways for educators, significantly contributes to the new trends in English Language Teaching (ELT), providing valuable perspectives on envisioning future paths in education. It provides valuable insights into how digital literacy can serve as a powerful catalyst for positive change, fostering unity across diverse cultural and linguistic landscapes.

**Keywords**: Digital Literacy, English Language Teaching, Global Understanding, Future Paths, Inclusive Education

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*"Investigating Social-emotional Language Learning Competencies of EFL Learners in Distance Education"*

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This study aimed to investigate learners' social-emotional language-learning competencies in distance education using a quantitative research design. The study also explores gender, age, high school type, English proficiency level, and differences among departments in participants' Social-Emotional Foreign Language Learning Scale (SEFLL). Moreover, the subscales of SEFLL were also utilized to find relationships between SEFLL subscales. The data were collected from 126 participants in the School of Foreign Languages at a private university in Türkiye. Normality of the data was checked using Kolmogorov-Smirnov test and normal distribution was found. Descriptive analysis, independent t-tests, ANOVA, and Pearson correlation were used to analyze the quantitative data. The results of the study showed that participants in distance education had a comparatively higher level of competency in social relations and decision-making than in self-regulation. The results also revealed that age and English proficiency level did not have a significant effect on participants' SEFLL (p=0.96, 0.91, 0.86, 0.97) However, there was a significant difference between participants' gender (p=0.01, 0,01, 0,02) high school type (p=0.05) and department (p=0.04) regarding SEFLL. The study also highlighted the importance of SEL in the distance education context. The findings suggest that language instructors can utilize social emotional language learning to enhance learner skills such as self-regulation, social relations, and decision-making. Finally, the study also underlines the positive and strong correlation between the subscales of SEFLL.

**Keywords**: Social and emotional learning (SEL), social and emotional competencies (SEC), social-emotional foreign language learning (SEFLL), social-emotional foreign language learning scale (SEFLLS), distance education

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*"Practices at METU Academic Writing Center: Insights from the Tutors and Coordinators"*

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In this session, we will first give general information about METU Academic Writing Center (AWC), and then we will each focus on a different aspect regarding our experiences. The first speaker will share her invaluable experiences at AWC: While most of the requests we receive at the center can be considered to be classics, with the changing times and evolving technology, we too have received our share of inquiries and sometimes quandaries that come with the boundarylessness of the advancements we are faced with. Therefore, she will present us with a clear picture of what we experience at AWC. The second speaker will focus on the changing questions and expectations of tutees regarding academic writing. Her experience over the years has been to work on the variety of questions on the theses or papers of the students and lecturers at the university, mainly about the content and organization of their text and the academic English, with the focus on comprehensibility and acceptability in their field. In the past year, however, she believes she started to be asked very different questions, which also started to make her question her role as a tutor at the writing center. Is it changing or morphing into a new shape? In her portion of the session, she will focus on these new types of queries and questions in the Academic Writing Center tutorials, and her view on their place in our role. The third speaker, a tutor and the co-coordinator of AWC, will talk about the seminars that are offered to graduate students and academics from various departments about a variety of topics related to academic writing. In the last part of the session, she will give information about what subjects departments usually ask for a seminar about, how long these sessions last, what questions are asked by the academics and students, and what feedback is usually received at the end.

**Keywords**: Academic writing center, tutorials, seminars

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*"Teacher Agency in the World of Pre-service Teachers"*

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This study aims to reveal the patterns of teacher agency in pre-service teachers during their practicums in the frame of the ecological view proposed by Emirbayer and Mische (1998) (Priestley & Robinson, 2015). A qualitative case study design was employed. Data were collected from six pre-service teachers conducting their practicums at an Anatolian High School through semi-structured interviews, observations, and review of documents. From the perspective of the ecological view in teacher agency, it was aimed to find answers to the questions below:

1. How do the dimensions of teacher agency appear in pre-service teachers' practicums?

1.1. How does the iterational dimension of teacher agency appear in the teaching practices of pre-service teachers?

1.2. How does the practical-evaluative dimension of teacher agency appear in the teaching practices of pre-service teachers?

1.3. How does the projective dimension of teacher agency appear in the teaching practices of pre-service teachers?

The findings suggest considerable findings about the iterational, practical-evaluative, and projective dimensions of teacher agency in pre-service teachers. The study is expected to provide a perspective mapping a path to understand the status of teacher agency in the world of prospective teachers who are mostly charged to pave the way of education for a better future, as well as contribute to the literature on teacher agency in pre-service teachers.

Keywords: Teacher agency, ecological view, pre-service teachers

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### *"A Regression Analysis on What Matters for Keeping Academic Engagement Aligned:  Learner-instructor Interaction and Peer Support as Predictors"*

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In the dynamic landscape of higher education, academic engagement may serve as the catalyst for intellectual growth, academic achievement and critical thinking. Based on the pivotal role that academic engagement plays, the present study aims to delve into the intricately woven relations of perceived learner-instructor interaction and peer support with the academic engagement of undergraduate students. The study employs a mixed-method design to assess the perceived learner-instruction interaction, peer support and their predictive effect on overall academic engagement among undergraduate students utilizing semi-structured interviews and questionnaires. The participants of the current study are 250 students enrolled in English Language Literature and English Language Teaching departments across various universities in Turkey.  By examining the components, this article seeks to enhance understanding of the intricate factors that contribute to learning environment, ultimately informing educators, researchers, and policymakers alike.

**Keywords**: Academic engagement, learner-instructor instruction, peer support, higher education

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## *"Role of AI in Education and Workplace"*

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The research I have done on the usage of generative AI tools such as ChatGPT at workplaces indicates that the interest to these tools is increasing and employees' competence in this area is expected. Therefore, It is evident that workers who lack the necessary skills risk losing their jobs. In order to prepare our students for success in both their academic and professional lives, it is now essential that we assist them in gaining experience with these tools through our classroom practices. From this point of view, I requested from my students to get help from generative AI tools when they were getting ready for their presentations. The aim was to raise awareness in the potential use of these tools and help them develop their organizational and idea generation skills. The data gathered from my students via questionnaires and interviews indicated that they thought it was helpful to use AI tools for their assignments and that they appreciated how well AI was incorporated into the course. The results also showed that students needed a better explanation of why they were utilizing these tools for their assignments, as some of them were reluctant to utilize them or did not see the advantages of doing so because they were worried about being accused of plagiarism.

**Keywords**: Generative AI, presentations, classroom application

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***"Enhancing Vocabulary Learning Habits: Investigating the Impact of Retention Strategies on Lower-Level English Learners through Action Research"***

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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. Teachers aim to expose learners to target vocabulary extensively in lessons, predominantly employing massed practice. However, studies advocate 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 regularly incorporating spaced retrieval practices into the curriculum for lower-level English learners to enhance vocabulary retention and foster healthy vocabulary learning habits.

**Keywords**: Vocabulary retention, vocabulary learning habit formation, spaced practice, retrieval-based learning, lower-level English learners, action research

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## *"Inspiring English Language Learning: A Case Study of Community Outreach at Middle East Technical University"*

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Following the initiation of accreditation processes at Turkish universities, more and more social responsibility projects have been undertaken by different universities. In this session, the presenters will share the outreach project conducted by the Division of Basic English (DBE) at Middle East Technical University (METU) for the second time. 59 secondary school students who are in the intensive English classes of their school located in the suburban Ankara were hosted in the campus and many engaging activities in English were held by DBE instructors. The main purposes of this initiative were to ignite their passion to learn English and broaden their horizons. The project has been organized by the instructors at DBE and in the future, it is planned to include DBE students as well. The main goal of this presentation is to inspire other institutions to run similar projects so that young generations also love English, are willing to learn foreign languages and are conscious in their language studies. All steps taken from the beginning to the end of the project will be shared in the presentation. The session will be given by the DBE instructors who organized this outreach project twice. There will be time for Q&A at the end of the presentation.

**Keywords**: Suburbs, outreach project, social responsibility projects, educational initiatives

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### *"A Conversation Analytic, Interventionist, Longitudinal Study on Pre-service Teacher Learning in Video-mediated Interactions"*

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Using conversation analytic (CA) research findings on L2 classroom interactions as pre-service language teacher education materials and operationalizing them in technology-rich, reflective, and social-interactional environments has been framed as a defining feature of 'conversation analytic language teacher education in digital spaces' (CALTE; Balaman, 2023). CALTE promotes adopting an evidence-based and data-led perspective towards language teacher education and promises to equip pre-service teachers with necessary skills to interactionally manage their future L2 classrooms. This study presents how an online teacher education course consisting of pre-recorded lectures on CA research on L2 classroom interactions followed by video-mediated pre-service teacher meetings for collaboratively analyzing short video clips of L2 classroom interactions elicited pre-service teacher learning. The presentation introduces how the lecturer's explanation of a conversation analytic concept (i.e., insert sequences) and its pedagogical properties using screen-oriented and embodied resources were later identically deployed and referred to by the pre-service teachers for the purpose of restoring understanding among peers during the video-mediated analytic meetings. I argue that this interactional practice provides rich pedagogical affordances for better understanding the classroom interactional realities. Overall, the findings show how the video-mediated analytic discussions among pre-service teachers create interactional space for actively using and evaluating the course contents, while also enabling to identify the emergent teacher learning outcomes. The study brings new insights into the interventionist and conversation analytic language teacher education, L2 classroom interaction, and relatedly into the affordances of pedagogically sound use of digital spaces for L2 learning, teaching, and teacher education.

**Keywords**: Conversation analysis; language teacher education; video-mediated interaction

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*"Exploring Student Engagement through the National Survey of Student Engagement: A Comparative Analysis of Turkish and Thai University Students"*

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This research presents preliminary findings from an extensive longitudinal mixed-method case study conducted on 198 Turkish university students enrolled in an international university in Turkey and 179 Thai students from an international Thai university, utilizing the National Survey of Student Engagement. Comparative analysis with data from Thailand reveals striking similarities in performance-based and group assignments, projects, and the positive impact of student clubs and extracurricular activities on student engagement. Comparisons with student perceptions on memorization, participation, critical thinking and empathy will also be presented in this session. A notable exogenous variable is the unique challenge of distant education due to the 2022 earthquake in Turkey—a year before the survey was taken—which hindered physical gatherings and limited engagement opportunities, potentially affecting sense of identity, institutional culture, and overall engagement. The ongoing research will extend its analysis to include German university students, as well as considering international versus local students, senior versus junior students, and the difference between Engineering and Humanities students in Turkey. The ultimate goal is to provide insights that can inform strategies for student engagement.

**Keywords**: Student engagement, institutional culture, sense of belonging, NSSE

## "Emotional Labor and Emotion Regulation in EFL Teachers: A Scoping Review"

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Language teachers are increasingly expected to navigate and manage their emotions, a demand that has become particularly voiced in the wake of the worldwide disruptions caused by the COVID-19 pandemic. They find themselves engaged in emotional labor, as they are not only required to have certain feelings associated with effective teaching but also expected to handle their emotions skillfully within the dynamic classroom environment. This emphasis on the emotional aspect of language teaching has prompted a surge in language teacher education research, and important phenomena such as teacher burnout, teacher attrition, and self-efficacy have become focal points examined in relation to teacher emotions. Against this backdrop, the present study aims to scrutinize the recent tendencies in the literature regarding emotional labor. We tried to answer the following research questions: What are the main domains of research on EFL teacher emotions? What are the common findings and implications of recent research on EFL teachers' emotions? We reviewed major databases (e.g., Web of Science, Google Scholar, ERIC, TR Dizin) to identify indexed empirical studies conducted between 2020 and 2024. The preliminary findings indicate that there is an increasing interest in researching EFL teachers' emotional labor and emotion regulation. Studies also indicate a close link between EFL teachers' identity construction and emotion regulation across different contexts. Implications for teachers' professional development and suggestions for further studies in various ecologies are also discussed.

**Keywords:** Emotional labor, emotion regulation, EFL teachers, scoping review

*"We Are the Stories We hear and Tell: One-Slide Show"*

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Storytelling is in the essence of all we do as teachers or facilitators, regardless of the age group we work with, and we, people, have a tendency to be effortlessly attracted to stories as the human brain is literally wired for stories (Gotschall, 2012) that reflect "how we understand others, exchange abstract concepts, and are able to mentalize, project and attribute intentions and significance" as well as experiencing and expressing emotions (Rutledge, 2016, p.1). Stories help us, as lifelong learners, make meaning/sense out of our interactions with the people and the world around us (Peterson, 1999), and thus our well-being is also dependent on these narratives (Rutledge, 2016). We aim to bring storytelling under closer scrutiny to showcase its significance as an intervention tool (as in inspirational motivation stories, or life narratives, [language learning histories], (Al-Hoorie, 2021)) and data presentation strategy (i.e. "[Dörnyei] explicitly stated ...every research project and the participants in it had a story to tell..so when writing up your research, tell the story behind your research, engage the reader, and tell a good story..[Dörnyei's perspective making it] more human and something I could relate to" (Shelton-Strong, 2022, Jamboard p.3). As such, in this workshop, using recent educational technology tools, we will engage with our audience to awaken the storytellers in them and encourage them to exhibit their stories in a One-Slide Show.

**Keywords**: Storytelling, learning histories, meaning making, well-being/well-becoming

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*"Stay Calm and Carry on Reading: Navigating Changing Times with Extensive Reading"*

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The session will start with a group activity encouraging participants to reflect on the Coronavirus pandemic and other recent socially disruptive events which have affected or are affecting us all. This will open out into a plenary sharing stage.

The presenter will share his own voyage of discovery, both personal and professional, from pre-Covid complacency, through during Covid confusion, to a post-Covid new reality.

The next activity – prompted by some inspirational quotes – will be a pair work exploration of the power of stories and books in (or out of) the physical classroom, in the virtual classroom, and in life.

Taking his cue from a series of key quotes about the current hybrid nature of reading (and teaching) materials, the presenter will share his own changing feelings about the transition from reading printed books to reading on screen.

Prompted by different anecdotes about different approaches to ER experienced during/after the pandemic, the presenter will stress the need to reinvent activities for the virtual classroom, not simply to transfer them from print to screen.

There will follow a group work discussion about what language skills and 21st century skills graded stories can be used for (e.g. reading, listening, speaking, writing, pronunciation, vocabulary, grammar, critical thinking, creative thinking, empathetic thinking)

After plenary feedback emerging from the group discussion, the presenter will share his philosophy of 'having many strings to his bow' when facing uncertainty. He will encourage participants to see the benefits of change in promoting personal growth and preventing complacency.

**Keywords**: Extensive reading, graded readers, navigating change

*"Conversing in a foreign language in the family: implementing a family language policy of English immersion at home"*

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With the globe becoming more interconnected, English, as the lingua franca, is more widely used than ever before. Many families believe that language learning should not be restricted to the classroom because they want to be proactive about their children's financial and personal success in the future. Even though they do not speak English as their native tongue, these families often attempt to raise their children bilingual. Based on this, this study explores this expanding trend of non-native bilingualism in Turkey by examining this trend from the viewpoints of two families, taking into consideration their family language policy. The study involved two families, where the parents raise their children speaking in English at home despite being Turkish native speakers. Data was collected by using semi-structured interviews and analysed qualitatively against the Spolsky's (2004) family language policy framework. The findings provide insight into the language attitudes, language planning, and language management of these families by contrasting their practices, and highlight this uncommon practice of interacting with children in no one's native language. This study might be an example to those parents who are planning to pursue non-native bilingualism phenomena. It may also provide insight to English teachers, students of whom started learning English at home, to encourage them to consider planning activities for their bilingual students who are not at the same level as other students in the class.

**Keywords**: Family language policy, Non-native bilingualism, elective bilingualism, linguistic entrepreneurship

## "Experienced Foreign Language Teachers' Perception of Their Own Professional Identity and Their Reactions towards the Learners' Evaluations of Their Professional Identity"

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Teachers' professional identity refers to the configuration of interpretations that they ascribe to themselves in relation to the various roles they play and the various professional activities they engage in. It also refers to how others, the students in the current study, perceive these roles and activities. The process of forming and changing the professional identity starts at the very first day in the profession, and it continues throughout professional life. When we consider today's world, there are a variety of ways for the teachers initially to evaluate and then, if necessary, to improve their professional identity such as reading books, articles, and other related literature; taking part in seminars, workshops, and lectures; and getting feedback on their teaching from colleagues, themselves, and students which is also the main focus of this study. In this sense, this current study tried to investigate how the experienced teachers perceive their own professional identity in terms of knowledge of theories and practice and linguistic competence, teaching and management skills, interaction and social skills, material use, assessment, and professional development; additionally, how they react towards their students' evaluation on their professional skills mentioned above. This paper explores the professional identity of experienced foreign language teachers, their students' evaluation of their professional identity and their reaction towards the students' comments or requests related to their professional identity in an effort to close this gap in the literature.

**Keywords**: Experienced teachers, professional identity, students' evaluation

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### *"Analyzing Gender Representations in the 'English File' Series: A Critical Analysis"*

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ELT coursebooks are being used to teach English to learners of different ages with various backgrounds. While the subject content of the coursebooks is important for teaching the language, the concepts that are implicitly shown throughout the books play a crucial role in shaping certain stereotypes among learners. Therefore, this research examines the gender representations in ELT materials through different proficiency levels of the "English File" series' student books published by Oxford. The proficiency levels of the materials analyzed in this research are beginner, intermediate, upper-intermediate, and advanced. This study aims to analyze gender representations in these materials by adopting a mixed-method approach. The quantitative analysis involves examining the number of individuals depicted in each visual and categorizing these individuals. The qualitative analysis was conducted by examining the contents of each coursebook and evaluating the contents based on whether they reinforced or challenged gender stereotypes. The findings of this research suggest that there is a prevalent gender stereotyping in the materials and reveal a consistent gender bias in terms of both the number of individuals belonging to either gender and the roles individuals are given, whether familial or professional, across the content in the chosen coursebooks. The implications of these findings highlight the importance of language teachers' ability to analyze the contents of the materials that will be used in their classes to foster an inclusive learning environment for their students. Additionally, the findings also emphasize the importance of including critical analysis of teaching materials in teacher training programs.

**Keywords**: Coursebook analysis, gender stereotypes, critical pedagogy, gender representation, English language teaching

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## "Teaching Our Learners to Switch the Channel: An Investigation on Trauma-Informed Language Teaching"

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Trauma, a reaction to a traumatic event where the capacity for coping with that situation is severely debilitated (Cole et al., 2005), can significantly impede the learning process, and it might influence learners' academic performance negatively. Thus, the advantages of trauma-informed teaching might offer great help for language learners to reach better outcomes (Herr, 2020; Mason, 2021) and teachers can provide a better process for learners if they have an understanding of what trauma is and trauma-informed practices (Medley, 2012; Kostouros et al., 2023). Therefore, this research investigates pre-service English teachers' awareness of trauma-informed language teaching. The study adopts a qualitative design. Purposeful and convenience sampling was used and 20 pre-service English teachers took part in the study during their fourth year. For data collection, concept maps were used as they might work to reveal the systematic relationships among the concepts (Novak, 1998). First, the participants were asked to create concept maps about 'trauma(s)' and 'trauma-informed language teaching'. Later, an open-ended questionnaire was delivered for a deeper understanding and the responses were analyzed through content analysis. It was seen that pre-service English teachers are aware of the importance of trauma-informed language teaching and the promising potential of English language teachers to bear benefits for traumatized language learners. Whereas, they have touched upon the necessity to close the gap in their knowledge about the complex nature of traumas, and they should be provided with the necessary theoretical background and practical implementation of trauma-informed language teaching before they dive into their profession.

**Keywords**: Trauma, trauma-informed language teaching, concept maps, English language teachers

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### *"Fostering Quality and Learning Cultures in Schools of Foreign Languages: Exploring Learning Organization Tendencies"*

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Schools of Foreign Languages (SFLs), particularly those in an English Medium Instruction (EMI) context, are under considerable pressure to achieve and maintain high standards of quality - from qualified instructors to valid and reliable curricula and assessment systems, to overall continuous improvement activity. This makes a focus on quality in the Prep program both high-stakes and undeniable. Thus, to achieve this goal, it is imperative that SFLs become active learning organizations. This study aims to reveal the perceptions of SFL lecturers as to whether they see their schools as learning organizations. It addresses the critical issue of maintaining and enhancing quality in SFLs, particularly in intensive English programs, highlighting the challenges posed by diverse instructional staff and the need for sustained quality assurance. The core focus is on how SFLs can adopt the Learning Organization model (Garwin et al., 2008) to overcome these challenges. This study also discusses the practical application of this model, utilizing a validated learning organization scale (developed by Bowen et al., 2007 and adapted to Turkish by Şahin et al., 2014) for data collection. Data analysis includes the use of SPSS and relevant statistical tests.

**Keywords**: Learning organization, English medium instruction, intensive English program, quality assurance

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**''The First Step to Getting on a Teacher's Nerves is Creating a Ridiculous Class Schedule'': A Narrative Inquiry into the Plights of English Language Teachers"**

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Teacher burnout has been described in various articles beforehand, nevertheless, no study has focused on the individual statements of the teachers who face teacher burnout because of the process they experience for a while. The aim of this study is to analyze teacher burnout reasons, teacher solutions for their burnout, and future plans of them when the burnout process maintains. Participant were 19 in service English language teachers who work in different levels from Primary school to Preparations schools in Turkey. Data were analyzed by labeling the teacher narrations sentence by sentence using the UAM corpus tool. Three features of the study were examined, and the findings were obtained as categories which designed by the answers of the teachers' real-life experiences. Negative administrator attitude and student behaviors were the main reasons of the burnout and teachers deal with them by personal development and self-regulations. The study implies that different level teachers do not have different burnout reasons, in addition to this, their solutions do not change according to the problem type that they face. Besides, the future plan of the teachers are not promising for the education field in terms of its quality since they include school migration and career change.

**Keywords**: EFL teacher education, teacher burnout, mind the gap

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***"The Impact of Visual Impairment on Classroom Discourse: A Comparative Study in English Language Teaching Classrooms"***

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Inclusive pedagogies have emerged as a central theme, with a primary focus on diversity concerns, (non)inclusive practices, accessibility issues, and emotional well-being. However, empirical studies often fall short of directly exploring classroom interactions in classrooms where students with disabilities are present. This qualitative study aims to address this gap by comparing the classroom discourses of two language teachers, one of whom is visually impaired, in the School for the Blind.

The study, conducted through individual interviews, classroom recordings and observations for each participant, elucidates the interactional choices the participants make in teaching English to the students with visual impairments (SVIs).

The findings indicate that SVI faced significantly limited opportunities to initiate conversations as all classroom interactions were initiated and directed by the participants. Furthermore, the study highlights the frequent code-switching between English and Turkish by the participants to compensate for the visual aspect of English language teaching.

Another notable revelation is that the sighted teacher struggled to provide comprehensive conceptual and contextual information crucial for English language learning of SVIs. The final noteworthy finding pertains to the participant with visual impairment, who initiated classroom interactions through a series of question-and-answer sessions designed to elicit specific vocabulary items central to the instructional focus.

While the interactive choices of language teachers are pertinent for all learners, they become especially crucial when considering the needs of SVIs. Consequently, this study advocates for further empirical research to unravel the dynamics of inclusive language teaching reflected through classroom discourse in the presence of SVIs.

**Keywords**: Classroom Discourse, Visual Impairment, Teaching English to Students with Disabilities

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### "Intercultural Communicative Competence of Bilingual and Monolingual Learners of English"

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In today's world, intercultural communicative competence can be regarded as a requisite to communicate effectively with people from different cultures as international relations have been expanded. A language that people from different cultures use to communicate may be inseparable from cultural context (Hua, 2004). As Hymes (1972) maintained, a language learner should possess communicative competence to use the language appropriate to the different situations. In this context, international communicative competence can be described as "'intercultural competence is the ability to interact effectively with people from cultures that we recognise as being different from our own" (Guilherme, 2000, p. 297). Regarding this, several studies investigated the intercultural communicative competence of bilingual English learners. However, there is a lack of studies that investigated the intercultural communicative competence of bilingual learners of English. To this end, this study aims to examine the intercultural communicative competence of 50 bilingual and 50 monolingual learners of English. Therefore, the Intercultural Communicative Competence Questionnaire (ICCQ) by Mirzaei and Forouzandeh (2013) will be utilized for this study. Participants will consist of 50 bilingual and 50 monolingual learners of English who are studying English at a preparatory school via the purposive sampling method. The data will be analyzed via JASP by utilizing descriptive statistics and independent samples t-test. The findings will be discussed considering bilingualism and monolingualism in ELT and intercultural communicative competence. For the possible outcomes, bilingual learners' levels are expected to be higher than that of monolingual learners. Future implications will be discussed considering the findings.

**Keywords**: Intercultural communicative competence, bilingual learners of English, ELT

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*"The Effects of Podcasting on EFL Learners' Listening and Speaking Development"*

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Using podcasts as instructional materials in language learning has attracted significant interest in recent years. Podcasts provide learners with access to authentic materials and can serve as autonomous learning resources. The objective of this study is to evaluate the efficacy of incorporating learner podcasts into English language classrooms for the enhancement of listening and speaking skills of EFL (English Foreign Language) learners. This study was carried out with thirty EFL learners at a Turkish state university. The participants were divided into two groups: the experimental group and the control group. During the treatment, in the experimental group, podcasting was used to teach speaking and listening courses to learners. Students were instructed to collaborate in pairs or groups to create podcasts, which they would then submit to a podcasting website. The control group was trained traditionally based on the syllabus and course book. The quantitative data was collected as pre-and post-tests to measure the participants' English listening and speaking scores in both groups. As a data collection instrument, sample IELTS exams were used. To assess the effects of the intervention, paired sample t-tests and independent sample t-tests were used. The results of the study indicated that the experimental group students achieved a statistically significant increase in the post-training mean score compared to the control group. Additionally, the implementation of podcasting in the language classroom considerably enhanced the conversation skills of the learners.

**Keywords**: EFL learners, listening skills, podcasting, speaking skills

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*"Category-activity Puzzles as Resources for Humour in L2 Classrooms"*

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L2 learners are not just L2 learners; countless other relevant social categorisation might be rightly applied to them, and any of these might come to bear on their interactional conduct when learning, or using, an L2 (Firth and Wagner, 1997). The relationship between humour and identity construction has been widely investigated in the earlier literature (e.g., Schnurr, 2009; Waring, 2013); however, only a handful of studies (Bonacina-Pugh, 2013; Moutinho, 2019; Nao, 2015) have examined membership categories ('teacher' and 'student') in the classrooms. This study presents the first examination of participants' categorial orientations in talk-in-interaction that is produced and/or treated as humorous in the second language (L2) classrooms. More specifically, drawing on Membership Categorisation Analysis (MCA) and sequential analysis, this study explores how participants invoke, negotiate, and deal with category-activity puzzles, - the unexpected combinations of certain membership categories (Silverman, 2001) and category-bound activities-, as resources for producing and/or treating utterances as humorous in L2 classrooms. The analysis demonstrates that participants display complex and creative use of L2 to create incongruities for humorous effect in producing category-activity puzzles. It is also observed that participants use their understandings of common-sense knowledge and category memberships as a resource in managing and negotiating incongruities created through category-puzzles during classroom tasks. As such, this study sheds light on a significant research gap in classroom interaction and provides implications for teachers regarding how to manage these moments to create opportunities for learning/using L2.

**Keywords**: Category-activity puzzles, Membership categorisation analysis, humour, L2 classroom interaction

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*"The Effect of Metacognitive Instruction on the Listening Anxiety over Turkish Learners (EFL) and the Significance of the Dictogloss and the Opinion Dictation Methods to Eliminate the Barriers of Listening Anxiety"*

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This paper emphasizes the significance of the dictogloss method to improve the listening ability of Turkish learners to take steps in the path of foreign language learning. Listening is one of the most significant language skills. Feyten (1991) states that over 45% of communication time is spent listening, a clear indication of how important this skill is in overall language proficiency. listening skill has been taught in isolation or it was sometimes combined with speaking tasks.

The teaching of English in Turkey has not been able to achieve the desired level.

Listening plays an important role in English teaching in our education system within the framework of the accepted pronunciation all over the world have been constantly neglected because the traditional Grammar-translation method is predominantly used to teach English in secondary, and high school instead.

Different sounds, not available in our language, act as a barrier for Turkish learners to learn pronunciation easily. Turkish language, in terms of sentence structure, is different from the English language.

The lack of listening practice can create challenges in understanding what is told and may diminish the will to learn a foreign language. The main crucial reason for learners to fail in English learning is that language learners automatically translate every word and phrase into Turkish.

The dictogloss method and opinion dictation method with cognitive and metacognitive strategies may be the principal steps for Turkish learners to chip away at the barriers in listening comprehension.

**Keywords:** Listening, dictogloss method, opinion dictation, metacognitive, cognitive approach

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# *"An Investigation into EFL Learners' Utilization of Educational Technologies"*

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The interplay between technological developments and language learning can be traced as back as to the invention of writing where writing functioned as the oldest medium for language to spread (Chun et al., 2016). Both domains continue to evolve as they also maintain their archaic connection. Naturally, foreign language teaching practises have been enriched via the use of technological affordances in the classroom (Alharbi, 2015; Li, 2014). Yet, in line with the rapid proliferation of information technologies, second language learners are no longer solely reliant on their teachers' integration of technology into classes. They now have access to the internet and alternative educational technologies that they can utilize to improve their language learning. Building on this perspective, this study is set to find out how EFL learners across different proficiency levels approach the use of educational technologies for enhancing their language learning process. The participants (N=15) will be chosen from English preparatory program of a state university through convenience sampling method. They will be given an open-ended set of questions for them to reflect on their use of educational technologies within their reach. Moreover, a focus-group interview will be conducted to reach a deeper understanding of their experiences. The findings of the study will contribute to our understanding of factors influencing EFL learners' use of educational technologies outside the classroom. In alignment with the conference theme of envisioning future paths, the findings will enable us to draw some conclusions regarding how to scaffold language learners about technology-enhanced language learning.

**Keywords:** Educational technologies, EFL Learners

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*"Professional Development Self-efficacy of EFL Teachers and Instructors: A Comparative Study"*

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This study investigated the professional development self-efficacy levels of 127 EFL teachers at the Ministry of National Education (MoNE) and 126 ELT instructors from the School of Foreign Languages (SoFL) in Türkiye. The study employed a mixed-methods approach combining a questionnaire and semi-structured interviews to assess self-efficacy levels across the dimensions of instructional, field, personal, and institutional development. The findings of this study revealed that EFL instructors at SoFL generally have higher self-efficacy in instructional, field, and total professional development compared to EFL teachers at MoNE. On the other hand, EFL teachers exhibit higher self-efficacy in dealing with institutional dynamics and in their personal development. In addition, the findings indicated that EFL teachers and instructors are committed to professional development and are driven by their self-efficacy beliefs. However, many EFL teachers and some EFL instructors face challenges due to traditional mindsets and lack of support, which EFL instructors navigate with more autonomy. The current study highlights the need for structured professional development support, underlining its importance for effective teaching and professional development. This paper pinpoints the importance of modified professional development programs to enhance teachers' and instructors' skills and self-efficacy, essential for their effectiveness and overall educational quality.

**Keywords**: Professional Development, Self-Efficacy, EFL teachers, EFL instructors

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***"Exploring the Future of English Language Teaching: Integrating Artificial Intelligence in Pedagogical Innovation"***

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The proliferation of Generative Artificial Intelligence (GAI) tools has sparked considerable debate within the field of English Language Teaching (ELT). While these tools offer exciting possibilities for language learning, they also present unique challenges that require careful consideration. This proposal aims to address the benefits and challenges of integrating AI into ELT practices, assess teachers' readiness for implementing AI in English classes, and explore strategies for applying AI intelligently to avoid dependency and promote active learning. This proposal outlines three key areas regarding the integration of AI in ELT. Firstly, it examines the potential benefits of GAI tools in ELT, including personalized learning and enhanced language production opportunities. Concurrently, it addresses the challenges associated with AI integration, such as ethical concerns and the risk of overreliance on technology. Secondly, it investigates the readiness of English language teachers to incorporate AI tools into their instructional practices, considering factors like training opportunities and attitudes toward technology integration. Finally, it explores strategies for responsibly integrating AI into ELT classrooms to prevent dependency and foster critical thinking skills among students. By synthesizing literature review, empirical research, and practical insights, this proposal aims to contribute to the ongoing discourse surrounding the role of AI in ELT. It seeks to inform educators, policymakers, and stakeholders about the responsible and effective use of AI tools in language education.

**Keywords**: Generative AI, English language teaching, pedagogical innovation, teacher readiness, technology integration, active learning

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## "Insight into Curriculum and Material Design for Turkish EFL Learners' Pronunciation Problems: The Effect of Orthography"

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Students of English as a foreign language often learn the language in classroom settings, with written materials serving as their main source of instruction. Learners are therefore frequently exposed to the orthography of the second language in the learning environment. With a transparent orthography background, Turkish EFL learners have difficulty discriminating the sounds and graphemes in an orthographically opaque language English. To see whether this orthography effect can be mitigated, a thesis study was conducted and the participants received a 6-week intervention aiming to raise awareness of orthography-induced pronunciations caused by the differences between the spelling and pronunciation of English, and the intervention utilized various text-to-speech tools. Following the intervention in the thesis, an interview was applied to the participants to determine their perceptions about the effectiveness of the intervention. The participants both improved their pronunciation in the words where orthography was misleading and gained specific knowledge on how to pronounce English sounds with less reliance on orthography. Considering the results of the intervention and the interviews, this proposal will provide several implications for curriculum designers and material developers regarding the future of language education particularly in pronunciation instruction in EFL contexts, which is fairly neglected. How language teachers and language learners can benefit from the tools especially for the orthography effect will be displayed as textbooks used in language classes may not solely help students improve their pronunciation. Certain phonemes that present particular difficulties for students can be pointed out, and pronunciation instruction can be incorporated into the curriculum.

**Keywords**: Pronunciation instruction, Curriculum and material design, Turkish EFL Learners, Orthography effect

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*"Rethinking Foreign Language Teaching Profession from the Standpoint of Generative Artificial Intelligence in the Galaxy of Zuckerberg"*

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Technology has a huge impact on our lives. Johannes Guternberg's printing press in the 15th century had a history-changing role almost in every aspect of life. Today we are in the period of transition from the Galaxy of Gutenberg to the Galaxy of Zuckerberg. We are moving from typographic world to digitalized world which is generating cultural, political, economic, social and educational transformations depending on artificial intelligence (AI) and specifically to the generative artificial intelligence (generative AI). There is no doubt that generative AI presents us both opportunities and challenges in education and especially in foreign language teaching practices. Lessons learned during the COVID-19 pandemic provide us huge amount of information how digital capabilities can be abused by the students from testing to preparation of the assignments, and also how all these digital capabilities can be used to create more collaborative and motivating learning environments both by teachers and students. In addition to these, AI Language Models provides technological opportunities for autonomous learning in various languages. So foreign language teaching profession is at the edge of a transformation that's why it is time to focus on how foreign language teaching profession can be adapted to the galaxy of Zuckerberg through the integration of Generative AI literacy, Generative AI ethics, and AI foreign language teaching practice.

**Keywords**: Artificial intelligence, generative AI, foreign language teaching, galaxy of Zuckerberg

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***"Emotional Labour in Second Language Acquisition Environment: Classroom Management and Institutional Policies in Turkey"***

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Emotional Labour in the Second Language Acquisition environment has been a research topic in terms of classroom management and institutional policies. Teachers' efforts to manage emotions in and out of the classroom turn into emotional labour (Song,2021). Moreover, teachers' experience with emotional labour emerges from the conflict concerning the emotional obligation to act in a certain way and feeling confused about the policies (Benesch,2018). This study focuses on the actualization of emotional labour in SLA classroom management and institutional policies in Turkey based on the academic career of an English Instructor. The case study is about the experiences of Defne (pseudo name) through her career. The longitudinal research data consisted of an autobiography paper, two reflections, and two interviews in 5 weeks. The results of the case study are scrutinized qualitatively based on repetitive ideas and beliefs. The results indicated that emotional labour in the SLA context occurs mostly due to a lack of support, teacher appraisal, and interpersonal relationships between staff regarding institutional factors. Moreover, the blurry lines between the pedagogic nature of teaching and job definitions lead to emotional labour both in-classroom relationships between students-teacher and the well-being of a teacher outside the classroom. The results of this study hint at the necessity of further research and action regarding the re-evaluation of the educational and institutional policies in terms of emotional labour with the boost of teacher appreciation and collaboration, which makes this research relevant to the current issues of resilience and wellbeing in education and teacher identity.

**Keywords**: Emotional labour, classroom management, institutional factors in education

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### *"A Critical Look at Educational Context of a State University in Turkiye Using Kumaravadivelu's Language Teacher Education Modular Model (KARDS)"*

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The field of English language teaching and learning is changing continuously. Language teachers should be able to know, analyze, recognize, do and see things in their educational contexts. The purpose of this study was to identify the situations in the light of Kumaravadivelu's (2012) KARDS (knowing, analyzing, recognizing, doing and seeing) model and develop possible solutions and suggestions in an educational context of a state university in Turkiye. Convenience sampling was utilized to choose the participants for this qualitative study. The researcher followed the steps of KARDS model through semi-structured interviews and lesson observations to gather the data. Following exploratory projects of KARDS model, some interventions into teaching and learning context are applied when it is required. Findings displayed that teachers in this particular context need to be supported by their administrators in terms of increasing the number of instructors and decreasing the number of students in each classroom. Furthermore, it was founded that each teacher has their own unique educational background with similarities and differences among each other and applies various techniques while teaching the English language. Also, the pre-service teacher education needed to be reorganized considering the quality of teaching pedagogy lectures and practicum hours. It is important to note that with the help of re-making this modular model project, teachers of this context had a chance to develop and exchange their ideas mutually. In addition, this study will shed light on researchers to guide how to use and implement the KARDS model into their educational areas.

**Keywords:** KARDS model, Language Teacher Education, Educational Context in Turkiye, English Language Teaching (ELT), English Language Teachers

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### *"I Am Proud to Be an English Teacher": Professional Pride among English Language Teachers in Türkiye"*

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Teachers who feel proud of themselves benefit from it in a number of ways, including improved well-being, social status and self-esteem. As a relatively underexplored topic, this study tries to explore professional pride experienced by English language teachers in Türkiye and its implications for the profession's future. To delve deeper into this phenomenon, in addition to the demographic information, three open-ended questions regarding participants' professional pride were used in this study; the questions were adapted from Mairitsch et al.'s (2023) research. Forty-five participants responded to the online questionnaire. A qualitative examination of the replies indicated a multitude of reasons for pride, ranging from acknowledgement and social impact to instances of student achievement and the deep bonds established in the classroom. As we envision future paths for English language teaching, it is imperative to recognize and amplify the sources of professional pride that sustain educators in this noble profession. By celebrating these reasons for pride, we can fortify the foundation upon which the future of English language teaching is built, ensuring its continued evolution and relevance in an ever-changing world. Institutions and policymakers should take note of such findings in a number of ways. For instance, school administrators should put more effort into recognizing and publicly praising teachers for their hard work and valuable contributions. Teachers need to be valued and respected by society at large in addition to the institution; this seems to be correlated with their sense of pride in the profession in general and themselves as individuals.

**Keywords**: Emotions, English language teachers, language teaching, professional pride

### *"Creating Learning Opportunities through Follow-up Contributions in Video-mediated l2 Peer Feedback Interactions"*

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The role of peers in giving feedback on each other's task accomplishment is now acknowledged as highly valuable for creating L2 learning opportunities. Yet, little has been scrutinized at a micro-level as to how L2 learners of relatively symmetrical power relations accomplish such an institutional business in and through interaction. Using multimodal conversation analysis, this study examines data consisting of 10 hours of video-mediated small-group feedback interactions in and through which L2 learners collaboratively give feedback on their peers' performance of paired English-speaking tasks. The analysis uncovers how L2 learners build on and expand each other's feedback contributions in follow-up turns in ways that create learning opportunities. In doing so, they offer accounts, proposals, examples etc. It is through follow-up contributions that L2 learners accomplish interpersonal alignment, display active listenership of the ongoing interaction and move the feedback talk forward within feedback encounters. Most importantly, they create learning opportunities as evident in the feedback recipient's uptake demonstration beyond simple response tokens. We also argue that there is a link between the accomplishment of follow-up feedback contributions and the display of L2 Interactional Competence (IC) in this institutional environment. The findings have potential implications for how L2 learners can be prompted to be active participants in giving feedback through interaction and contribute to their peers' development of L2 IC. The findings also underscore the affordances of video-mediated interaction in bringing geographically dispersed members together for the accomplishment of institutional goals beyond the walls of L2 classes.

**Keywords**: Follow-up contributions, L2 peer feedback, video-mediated interaction, L2 interactional competence, learning opportunities

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### *"QR Quest: Social Media Edition"*

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In today's digital world, incorporating technology into language teaching is crucial, but many teachers feel unsure about how to do it. This workshop aims to help educators feel more confident by showing them easy and diverse ways to use digital tools in English language teaching (ELT).

The workshop will start and end with a digital questionnaire using "Mentimeter," where participants can share their feelings about using digital tools. They will then be split into groups and quickly added to a WhatsApp group via QR code. In this group, they will receive instructions for the activities.

During the workshop, the teams will engage in a hands-on practice simulation, navigating through a scavenger hunt around the venue to scan QR codes. These QR codes will unlock some challenges and puzzles related to language theories like gamification, fostering teamwork and discussion.

By taking part in these activities, the teachers will gain practical experience in using digital tools and explore different language teaching theories in an interactive way. The goal is to help educators feel comfortable using technology and gain insight into how it can improve teaching and engage students in ELT.

Overall, the workshop will provide a platform for educators to exchange ideas, build digital literacy skills, and cultivate a supportive community dedicated to integrating technology into language teaching practices.

**Keywords**: QR, technology anxiety, digital literacy, material development, hands-on practice

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## *"Fostering Student Autonomy; Are We Even Close?"*

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The challenges surrounding learner autonomy have sparked extensive debate and exploration. As higher education institutions strive to cultivate independent, self-directed learners, several issues emerge. Firstly, students often grapple with the shift from structured secondary education to the more self-driven university environment. This transition can result in a lack of clarity regarding academic expectations and personal responsibility. Additionally, cultural and contextual factors impact learners' perceptions of autonomy, further complicating the development of this crucial skill.To address these issues, innovative solutions are crucial. Establishing comprehensive orientation programs that explicitly emphasize the expectations and benefits of learner autonomy can assist with a smoother transition. Pedagogical approaches, such as flipped classrooms and project-based learning, can be employed to actively engage learners and empower them to take ownership of their education. Technology plays a pivotal role, offering personalized learning platforms and resources tailored to individual needs. Faculty development programs focusing on mentorship and guidance can also contribute significantly to fostering learner autonomy. I hope to address the intricate nature of the problems associated with learner autonomy at the tertiary level while advocating for multifaceted solutions that encompass educational, technological, and interpersonal strategies. The pursuit of a balance between structured guidance and independent exploration is essential for nurturing autonomous learners in higher education.

**Keywords**: Autonomy, Learner agency, Agency, Independency, Power shift

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*"Language as a Bridge to Social Justice: Facilitating Communication in the ELT Classrooms"*

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This presentation focuses on promoting social justice in ELT classrooms through the sharing of the ideas of three English teachers. It aims to inspire creativity and effective teaching by emphasizing the pivotal role of language in facilitating communication and advocating for social justice in diverse ELT settings. Offering practical insights and strategies, it can equip ELT practitioners with tools to establish inclusive and equitable learning environments.

Presentation 1: Social Justice is related to familiar concepts in ELT classes: intercultural competency, global citizenship, critical thinking skills and social emotional learning. The presenter posits that social justice is also linked to character development and will share structured strategies from Harvard Graduate School of Education's Good Work lesson plans. Source: https://www.thegoodproject.org/lessonintro

Presentation 2 aims to develop students' critical media literacy abilities, which will allow them to scrutinize and dispute stereotypes and biases found in media representations. The use of educational resources will empower students to critically evaluate various media forms, such as advertisements, news articles, and other forms of media, and become discerning consumers and creators of content. To achieve this goal, the presentation is structured around a lesson plan that comprises activities with well-defined stages and procedures.

Presentation 3 focuses on promoting collaborative teaching and learning skills which are essential for inclusive education. This method explores teaching interventions that nurture pro-social behaviors, collaboration and research designs to enhance peer learning. This approach will not only build, but develop and optimize a more equitable and supportive educational ecosystem.

**Keywords**: Social justice, EFL, good Work

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*"Creating an Inclusive English Language Teaching Context: A Workshop to Understand How to Welcome 'All' Students in an ELT Classroom"*

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The diversity in foreign language education classrooms requires teachers to create adaptable and embracing classroom environments to welcome and accommodate students with various needs, skills, backgrounds, and expectations. In this workshop, the presenter will deliver an interactive activity by engaging the audience in an inclusive environment to understand the concepts and frameworks related to inclusive English as a foreign language (EFL) education aligning with the United Nations Sustainable Development Goal 4, 'Education for All'. Moreover, by creating a dynamic session, the workshop will invite the audience to discuss differentiated learning, universal design for learning, and culturally responsive pedagogy and explore education rights, linguistic human rights, disability rights, people-first language, and figured worlds as concepts. The workshop's content aligns with the convention's theme because inclusiveness brings the potential to "envision a future path" for all the students involved in education, including EFL education, by achieving social justice and equity. The workshop procedure also contributes to the cognitive and practical experiences of the audience because the participants will use their knowledge related to inclusive education policies and practices and their teaching experiences with students from diverse needs, languages, and cultural backgrounds in EFL classrooms. The workshop aims to help the audience understand concepts related to inclusive foreign language education; guide the audience in designing an inclusive EFL classroom context, and promote inclusiveness through an enriched English language education for all students.

**Keywords**: English as a foreign language, Inclusivity, Diversity, ELT, Rights, Equity

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## *"Foreign Language Education at the Age of Metaverse: Boon or Bane?"*

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The rise of the metaverse, facilitated by groundbreaking technologies like extended reality, has unlocked fresh opportunities across diverse fields, particularly educational ones. While some disciplines have significantly benefited from this fascinating phenomenon's immersive and interactive learning opportunities, foreign language education (FLE) has seen limited changes. However, the potential of metaverse in FLE is gaining more attention. It can be used through artificial intelligence, virtual reality, and mixed reality to create an environment that combines teaching with fun, thereby addressing language learning barriers. The integration of metaverse in FLE is further supported by the idea of blended active pedagogies that foster more profound and lasting knowledge. It is expected to provide a medium for sustainable education, free from time and space constraints. It can be used as an effective language learning environment in light of current theories, approaches, and models. However, challenges regarding its use as a language learning platform must be addressed to realize its full potential. One of these challenges is to develop a deeper understanding of students' comprehension of the metaverse to ensure an effective integration into the educational process. In light of these assumptions, the current study investigates prep-class university students' perception and understanding of the metaverse as an educational tool. A semi-structured interview was employed as a research tool, and the answers were analyzed through content analysis. The results showed that despite their high familiarity with the term "metaverse", students do not yet perceive it as a tool for language learning.

**Keywords**: Metaverse, foreign language education

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*"Creating and implementing online courses: reflections from an online open course"*

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Since technology has become an important factor in our lives, using technology in education has become an important topic in the 21st century. This has resulted in forming an important term called Educational Technology which refers to using web application, Web2 tools, websites in education, especially in foreign language education. In addition to this especially intense busy workload of people has created a need for online lessons and online lessons. Today, many people attending many online self-paced trainings, certification programs, workshops, MA or PHD programs, webinars, seminars, conferences, symposiums. This created many important terms like self-driven learning, self-based learning and self-learning. As a result of this, online lessons has gained a significant importance in our lives. In addition to this, with COVID-19 has become a reality in previous years, online learning and online education has reached a significant turn in our lives. Many researches has been made in online learning and online education context. It has brought many advantages and disadvantages to education field. Considering the changes that Covid-19 has brought to our lives, the developments on the technology, needs of learners and educators lead us to the importance of effective online course design for teachers and learners. To achieve this aim, this session will include reflections from an online OPEN (Online Professional English Network) course, "Creating and Implementing Online Courses" provided Arizona State University, as a part of OPEN Program, sponsored by the U.S. Department of State with funding provided by the U.S. government and administrated by FHI 360.

**Keywords**: Online education, online course design, online learning, instructional design

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## *"Back to the Future: Using Literature to Learn/Teach Language"*

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Although a number of books have been written on the topic of using literature to learn language, literature remains under-represented as a language learning resource. But the accumulated body of literature represents a bottomless pit of potential material. No need to write new material for more and more textbooks. The material is all there, just waiting to be recognized and enjoyed.

From a teacher's point of view, a lesson based on a literary work can provide an integrated approach to language development which few other approaches can match. A piece of literature can be used to develop all four skills, both receptive and productive (reading, writing, listening speaking) as well as production skills and language awareness (vocabulary, pronunciation, grammar, comprehension).

From the learner's point of view, literature can provide an enjoyable and motivating way to expand vocabulary, to learn how grammar rules are applied and to provide practice and modelling for skills. It also provides a window on the target culture.

This presentation will first suggest reasons for the use of literature in the language classroom. It will then go on to discuss the advantages of using this approach, before demonstrating with the delightful Open Window short story by Saki. Following this, other genres and literary works will be suggested.

In fact, the potential for using literature in the language classroom is limited only by teachers' imagination and creativity in view of their knowledge of the students, the students' own preferences, and the time available.

**Keywords**: Literature, language, classroom

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# "*Learner Motivation in Peer and Teacher Corrective Feedback in English Classes*"

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The efficacy of using corrective feedback in foreign language classrooms is of importance to have learners improve the use of foreign language as a tool for communication. Throughout the years, significance of corrective feedback fostering the foreign language learning has been shown in several studies. However; learners' emotional responses to the provider of oral corrective feedback has not been given much attention. Thus, the effects of provider comparing teachers and peers on the motivation of learners' has remained to be explored. This study aims to show Turkish EFL learners' studying in a high school of the Ministry of National Education motivational situation when they receive CF during form-focused instruction sessions, furthermore; whether the learners' reaction to the provider of the feedback changes will be examined. This research is based on ongoing Master's thesis studying at Hacettepe University. Three different groups will have treatment sessions for 6 weeks and the groups will be divided as the one who receive only peer feedback, the other with only teacher feedback and the last one as control group. Motivation scale will be used for pre-test and delayed-test besides, at the end of 6 week sessions immediate semi-structured interviews will be made. Possible outcomes predicted as cognitively high learners prefer peer feedback while academically demanding learners need teacher feedback more. Mixed method research will be adopted and analysis will be drawn upon both qualitative and quantitative data in the study to gain broader insights to the perceptions of learners in the corrective feedback.

**Keywords**: Oral corrective feedback, motivation, peer interaction, willingness to communicate, foreign language education

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## *"The Foreign Language Learning Motivation of 11th Grade (MONE) Students in Learning English: A study at State High School"*

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This study tried to shed light on the effect of participants' motivation (intrinsic, extrinsic or amotivation) on foreign language learning and whether intrinsic and extrinsic motivation contributed to success by considering factors such as different age groups and gender. In this context, for the first part of the study, the Academic Motivation Scale (Vallerand et.al, 1992) was used on approximately 102 students (50 males, 52 females) from the same level at State High School in Turkey. In this scale, there are 21 statements evaluated with a 7-point Likert scale. Validity was tested with Cronbach's Alpha Coefficient (Cronbach, 1951), with a result of 0.75. According to the results; identified regulation (M=16.2, SD=5.37) was the motivational construct that participants had the most. In terms of extrinsic motivation (female M=14.37, SD=3.61); male (M= 13.9, SD= 3.96) and intrinsic motivation (female M= 10.01, SD= 3.34); no significant gender differences were observed for male (M= 9.59, SD= 3.08). The results also showed that among the age groups, 15-year-old intrinsic motivation (M=15.0, SD= 2.61) and extrinsic motivation (M=10.5, SD= 1.48) were also the most motivated age group. In the second part, a 6-question interview prepared by the researcher to find out the participants' ideas about foreign language learning was conducted with 9 participants who made the questionnaire in the first part. The results of the quantitative analysis showed that some of the opinions of the participants were "career, education system, teacher factor and studying or working abroad".

**Keywords**: Internal motivation, external motivation, demotivation, motivation, language learning, motivation, foreign language learning motivation

## "Relationship Between the WTC and Learner Autonomy in an EFL Context"

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The purpose of this study is to investigate the levels of willingness to communicate (WTC) and learner autonomy separately within a university EFL context. The research was conducted at a Turkish foundation university, involving a participant group of 252 preparatory students across various proficiency levels, namely A1, A2, and B1 as determined by proficiency test results. For the study's purpose, participants were asked to complete two questionnaires. WTC questionnaire was adapted from MacIntyre (2001) study and Learner Autonomy questionnaire was adapted from Orakcı & Gelisli (2017). The collected data was analyzed using SPSS. The normality of the data was checked using Kolmogorov-Smirnov test, revealing a normal distribution. Descriptive, inferential (including independent t-tests and ANOVA), and correlation analyses were employed to determine participants' levels of WTC and learner autonomy and explore potential relationships between gender, age, English proficiency level, and WTC & Learner Autonomy. The data analysis revealed that participants' WTC (m=3.00) and Learner autonomy levels (m=3.80) were moderate. Also, it was found that there was a significant difference between participants' gender and learner autonomy (p=0.02). Furthermore, the relationship between participants' English level and WTC was found (p=0.002, p=0.009). Finally, a strong correlation between WTC and learner autonomy was found. Implications for the teaching and learning situation are discussed and suggestions are made for ongoing research.

**Keywords:** ELT, WTC, Learner, Learner Autonomy

***"Envisioning the 21st Century Online Professional Development for Turkish EFL Preservice Teachers via Webquests: An Exploratory Case Study into Preservice Teachers' Insights into Global Citizenship Education"***

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Based on an inquiry-based and socio-constructivist philosophy of learning, web-quests are likely to offer multiple experiential opportunities for 21st century EFL pre-service teachers' professional development. As EFL teachers are expected to effectively address the learning needs of ever- culturally and linguistically diverse learner profiles today, they need to raise their awareness towards how to incorporate characteristics of global citizenship into their future teaching contexts. They also need to be informed of how to align their curricula with global citizenship elements to foster inclusive classroom practices. Considering the compelling need to raise 21st century preservice teachers as inquiry-oriented professionals equipped with the different dimensions of global citizenship education (i.e. knowledge and understanding, skills, as well as values and attitudes), this six-week exploratory case study focuses on 19 Turkish EFL preservice teachers' insights into how to integrate webquests as a tool to raise K-12 learners as global citizens and how to promote global citizenship in K-12 curricula. The participants taking the World Englishes and Culture course received a three-hour online training session on different dimensions of global citizenship prior to their study involvement. The data were collected via document analysis, online preservice teacher reflections, and semi-structured interviews and were analysed via the content analysis. Findings indicated the pre-serviced teachers' enhanced agency towards the creation of online collaborative differentiated webquest tasks aligned with global citizenship for diverse learner profiles as well as their insights into how to use webquests as a catalyst to foster inclusive practices and a global mindset in K-12 learners.

**Keywords**: Global citizenship education, EFL pre-service teachers, inclusive practices, K-12 learners, teacher agency

### *"The Impact of Quillbot as an Automated Writing Evaluation Tool on EFL Learners"*

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The preceding century has experienced innovation, primarily attributable to the substantial integration of technology into people's lives. This transformative integration has significantly altered human existence, with technological tools. Automated Writing Evaluation (AWE) constitutes a machine-based approach employed in the evaluation of learners' writing proficiency. Recently, its widespread implementation has been geared towards enhancing learners' editing competencies. The primary objective of this research is to thoroughly assess QuillBot as an Artificial Intelligence (AI) tool system, specifically examining its utility for students in the context of paraphrasing and checking grammatical, mechanical and organizational mistakes. QuillBot stands as an online application designed to facilitate the paraphrasing of written content, mitigate the risk of plagiarism, condense lengthy sentences, and enhance grammatical precision to impart a professional appearance. This tool serves as a viable alternative for students confronted with the challenge of rephrasing content when manual efforts prove challenging or when innovative ideas for paraphrasing are not readily available. Employing a pre-post quasi-experimental research design with convenience sampling, the study focuses on automated writing of descriptive paragraph. A total of Turkish 48 English as a Foreign Language (EFL) learners have been distributed across two groups, encompassing control group and experimental group. The quasi-experimental design incorporates triangulation with qualitative data derived from retrospective notes and reflective journal notes, while quantitative data undergo analysis via non-parametric tests and SPSS. Findings indicate a positive impact of the Quillbot on experimental group. The qualitative data analysis underscores participants' favourable assessments of both the software and the automated writing experiences.

**Keywords**: Automated writing evaluation, artificial intelligence

## "Mindfulness Integrated Course-design for Prospective ELT Teachers: A Metaphor Study"

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The current global conditions as well as contextual hardships increased the psychological burden and negatively intervened with the well-being of teachers and learners. Increased anxiety, stress, worry for the future are not only affecting the academic achievement of learners but also their state of mind. Driving from the roots of positive psychology and the need for positive emotions in the educational contexts, the present study investigated the effects of mindfulness integrated course design on junior ELT students at a large state university in Turkey. After designing a 14-week course content with 13 different mindfulness practices, the data were collected qualitatively via open-ended questionnaires in which the students were asked to state their experience with metaphors. The data was gathered from 119 students and a total of 68 metaphors were identified. These metaphors were initially categorized in nine different themes after the thematic analysis of the data. Afterwards, sub-themes were identified and interpreted. Initial analysis has displayed that the effects of mindfulness practices were mostly associated with nature, food and drinks and a variety of objects. Sports/actions, animals, place, music, human and life associations were also some of the other themes identified. The findings indicate that the students have positive experiences with mindfulness and they focus on the relaxation, reduced stress and increased focus with these practices. The study has implications for teachers and teacher educators in terms of creating a positive learning environment by increasing the well-being of students and teachers.

**Keywords**: Mindfulness, teacher well-being, student well-being, positive psychology, positive classroom environment

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*"Peer Observation as a Way of Continuous Professional Development in ELT"*

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In the realm of continuous professional development, peer observations emerge as a vital tool for ELT practitioners to observe and contemplate their teaching methodologies. This process not only fosters reflective teaching but also contributes to the enhancement of teaching practices. Accordingly, this presentation attempts to explore practical aspects of peer observations, aiming to offer valuable insights for practitioners burdened with multiple responsibilities. The focus is on integrating peer observation and reflective teaching into various models such as unobserved observations, team teaching, and contextualized peer observations to ensure their sustained applicability. Drawing inspiration from the renowned DELTA (Diploma in Teaching English to Speakers of Other Languages) program's peer observation model, particularly Module 2 - Developing Professional Practice; this presentation seeks to provide practical ideas for peer observation by focusing on the following tasks: Teaching aids, classroom language, questioning techniques, error correction, the learning environment, giving instructions, patterns of interaction, teaching and learning roles, towards autonomy, and the learner. For each task, objectives and procedural details including the phases before, during, and after the lesson are given briefly. The ideas and suggested models aim to provide listeners with inspiration and peer observation ideas which are applicable to various ELT contexts in which continuous professional development is emphasized.

**Keywords**: Peer observation, continuous professional development

## "From Traditional to Digital Spaces in EFL Classrooms: What Teachers Need to Know"

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In the age of digital information, learning environments are changing according to the needs of the new smart society, prompting education systems to shift from traditional methods to digital learning models. Digital interactive multimedia such as images, audio, animations, and videos help transform language learners into language users and effectively attain the 21st century skills such as digital literacy, creativity, innovation, effective communication, productivity, problem solving, emotional intelligence, critical and computational thinking, cooperation and world citizenship. Although digital literacy is not a new phenomenon in language learning, EFL teachers appear to have different abilities in digital technologies as they continue to rely on traditional methods of the previous generations based on published materials. Teachers have to learn how to select, design, manage and assess digital learning environments, programs, materials and activities to teach and support language learning. Digital technologies ramped up with AI require powerful expertise on the part of teachers who need therefore to be properly trained on digital technologies to enhance the quality of language learning and teaching. This study aims to identify and promote the latest innovative digital technologies that are most relevant to foreign language learning. To establish the basis for cutting-edge digital tools in foreign language education, a framework is suggested on digital training of EFL teachers with examples of good technologies, practical advice and guidance, calling out to integrate digital education into continuous professional development of EFL teachers to make tech competencies an essential element of teacher qualifications.

**Keywords**: Digital technologies in foreign language education, digital literacy of EFL teachers, digital learning models

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## *"Exploring English Teachers' Perspectives on the New Regulation in Language Assessment in Turkey"*

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This case study investigates the perspectives of English teachers in Turkey on the recent changes in assessment and evaluation procedures, with a particular emphasis on the inclusion of speaking exams into the existing framework. Previously relying on written exams for assessment, the Ministry of National Education's latest regulation asks teachers to administer one-on-one speaking exams with students based on prepared scenarios incorporating unit objectives. Based on this development, the study intends to figure out English teachers' perceptions concerning this change, identify areas of difficulty in implementing speaking exams, reveal proposed solutions to encountered challenges, and explore their pedagogical needs in adapting to the new evaluation system. The study carried out as a qualitative case study involved English language teachers from various parts of Turkey. The data collected through semi-structured interviews and analysed based on inductive content analysis. The predicted outcomes of this study will give significant insights for in-service teacher training designers. This study intends to inform targeted interventions to improve teacher effectiveness in implementing the revised evaluation system by identifying the needs of teachers, pointing out difficulties they face in embracing the new assessment and evaluation practices, and offering solutions for overcoming these obstacles. Finally, such interventions are expected to improve the quality of assessment and evaluation procedures, resulting in greater efficiency in English language teaching procedures.

**Keywords**: Ministry of national education, change in language assessment, speaking exams, teacher perspectives, teacher challenges, teacher pedagogical needs

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*"Reflections of EFL Learners' Language Learning Efforts on Their Goal Setting Skills"*

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When envisioning future paths in foreign language education, it is important to equip English as a foreign language (EFL) students with the skills which will enable them to adapt to educational approaches which keep evolving towards new horizons. In this context, it is essential that students make effort for their own learning and set purposeful goals. Thus, the aim of this study was to learn the effort levels of EFL learners and to explore what kind of goals are set by the learners who make high level of effort. Thus, this study was conducted with a mixed methods sequential explanatory design. Firstly, the effort levels of students (N=66) were determined by using The Foreign Language Learning Effort Scale (FLLES) (Karabıyık & Mirici, 2018), and then students' (n=8) goal setting skills were explored via semi-structured interviews. It was revealed that students make moderate level of effort, and they set proximal internal, proximal external, distal internal, and distal external goals. However, instead of recognizing their individual differences and setting specific goals, students tend to set general goals which are valued by society. Therefore, it is important that students are informed and guided to set specific goals which will lead them to success in their own context, in line with their interests and needs. Consequently, the findings obtained from this study will provide perspectives for both students who need to learn how to set attainable goals for their foreign language development and teachers who will support and guide their students in setting goals.

**Keywords**: Language learning effort, Goal setting, English as a Foreign Language, English preparatory students, Mixed methods study

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*"Navigating the Digital frontier: An In-depth Examination of EFL Educators'*
*Utilization and Reflections on AI-powered Language Teaching through*
*Chatbot Integration"*

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Advancements in intelligent technologies including AI systems have reshaped language education by generating interest among EFL teachers. Their implementation in ELT context has yielded positive reactions (Ciampa et al., 2023) and their use can be traced in the classroom practices. Considering the theme of the convention, it is anticipated that these emerging technologies will play a more prominent role in EFL settings. Therefore, understanding the use of AI chatbots by EFL teachers carries importance as it can provide us with the essential knowledge of how to enhance English language teachers keeping up with the new advancement of intelligent technologies and adopt them for the upcoming developments. The current qualitative study analyzed the EFL teachers' utilization of AI-based chatbots and their reflections toward using them in the teaching process. Ten EFL teachers were voluntarily chosen. For three weeks, the participants used several AI-powered chatbots for language teaching purposes and their use was tracked via self-reports. At the end of each week, the researcher sent them a Google form with questions regarding the name of the tools, purposes of using them, and thoughts on using them throughout this process. The data were analyzed through thematic-content analysis and preliminary findings show that the tools were used for several purposes such as lesson planning, designing learning activities. Besides, they hold positive thoughts towards the use of these tools in terms of enhancement of the learning process and professional development. Finally, the results can provide insights on the potential of these tools in EFL settings.

**Keywords**: AI chatbots, EFL teachers, language education, intelligent technologies

## "The Use of Technology-integrated Classroom Practices for the Development of the Ideal L2 Self"

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This study employed a quasi-experimental intervention to enhance the ideal L2 self of university students through technology-integrated classroom practices. In addition to the ideal L2 self, the study aimed to explore the effect of the six-week intervention program on the ought-to L2 self and attitude towards language learning through pre- and post-tests. Six intact classes were assigned as experimental (n= 79) and control (n= 90) groups. First, the experimental groups envisioned and wrote about their ideal L2 selves, followed by activities to make the ideal L2 self more precise and plausible. A road map with strategies and plans to reach the ideal L2 self was included in several activities and shared on websites to create an online poster of the ideas. Furthermore, practices aimed at activating the ideal L2 self were included. Students used an AI app and wrote about different scenarios for their ideal L2 selves to receive a realistic photo of that text. Moreover, role models with similar educational backgrounds were invited, and in the post-test, the experimental groups were asked about this experience. The T-test results of the survey show that after the intervention, there was a significant difference between the ideal L2 self of the groups, with the experimental group having a higher level. There was a difference in other domains as well; however, it was insignificant. Open-ended questions regarding the role models revealed positive outcomes of these interviews, such as enhanced motivation and increased desire to learn English. Finally, pedagogical implications are discussed.

**Keywords**: Ideal L2 self, intervention, motivation

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*"Language Teacher Candidates' Approach to Educational and Gender Inequalities during a Telecollaboration Project"*

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Utilizing critical discourse analysis, this study explores how language teacher candidates from Türkiye (LTCTs) (re)present and (re)produce the stereotypical East/West binary extant in the hegemonic socio-economic and sociopolitical discourses. More specifically, it scrutinizes how these LTCTs discusses existing educational and gender inequalities while introducing their country's educational system to their peers at a university in Texas, US during a telecollaboration project conducted via EdModo (an online learning and management platform). Our findings show that the LTCTs held a dichotomous and rather oversimplified views about Türkiye's education system (Eastern schools being understaffed and lacking resources while Western schools being established and affluent). Gender wise, the LTCTs had similar opinions (Eastern women having domestic roles with little education while Western women having been well-educated and working outside their homes). Such dichotomous comparisons, however, prevented the LTCTs from seeing and perhaps criticizing gender issues and educational problems within the Western regions. These reductionist representations, nevertheless, aligned with hegemonic discourses. We suggest that teacher education programs should address such stereotypes to improve TCs' social justice awareness.

**Keywords**: Educational inequality; telecollaboration; teacher candidates; ELT in Turkey, gender inequality in Turkey, Turkey's education system, East vs. West binary

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## "I Am a Perfectionist, Raised to Be One!": Navigating the Inner Landscape of Turkish EFL Teachers"

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This qualitative study explores how perfectionism shapes Turkish English as a Foreign Language (EFL) teachers' burnout working at Ministry of National Education (MoNE) schools in Türkiye. Through semi-structured interviews, the study investigated the perceptions of Turkish EFL teachers regarding perfectionism and burnout during their teaching experiences. The findings unearthed the internal and external struggles (e.g., high expectations and self-perception, student-teacher dynamics, educational policies, and systemic challenges), societal influences (e.g., parental involvement, school atmosphere, and culture), and adaptive coping strategies (e.g., seeking guidance from colleagues, lesson preparation and adaptation) employed by the participants as they strive for perfection in their teaching performance and interactions with students. It was revealed that having a perfectionist mindset, expectations of their families, and perceived pressure from the workload and job demands, along with the school environment, lead to burnout in the EFL teachers. In light of the burnout experienced by the in-service EFL teachers and the impact of perfectionism on their language teaching journey, the need for targeted interventions and support tailored specifically for Turkish EFL teachers is suggested. In-service teacher training programs organized within MoNE should address the emotional dimensions of language teaching, focusing on strategies to manage perfectionism and reduce burnout. By amplifying the voices and experiences of the in-service EFL teachers, this study contributes to a deeper understanding of their inner landscapes and provides practical implications for fostering resilience and well-being in Turkish EFL teachers.

**Keywords**: Perfectionism, occupational burnout, in-service teachers, English as a foreign language, teacher development, well-being

### "Utilizing Student Feedback to Improve Tertiary level courses: Potential and pitfalls"

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Student feedback is vital for enhancing the quality of courses in higher education. Unfortunately, some widespread practices such as end-of-term student course evaluations initiated by university administrations may have limitations. In this presentation, we first provide an overview of course evaluation methods used in our context. Then we focus on two specific sets of data collected through (1) interviews with graduates and (2) a questionnaire with current students enrolled in the course. Drawing on these sets of data, we discuss how to effectively gather and interpret feedback to inform course improvements, emphasizing practical strategies for maximizing the value of student input.

**Key Words**: Student feedback, course evaluation, course improvement

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*"Neurodiversity and Universal Design for Learning"*

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This workshop provides an overview of applying Universal Design for Learning (UDL) principles in relation to neurodiversity in English language classrooms. Universal Design for Learning is an evidence-based approach to education that strives to create lessons and spaces where traditionally underserved learners can thrive. While differentiation is not a new concept, UDL takes adapting learning further and offers educators the opportunity to improve outcomes for both neurodivergent and neurotypical learners. This workshop will enhance participants' toolkit for inclusive practices and special education in ELT for educators working across age and English proficiency levels. After a brief overview of UDL principles and neurodiversity, participants will collaborate in small groups to adapt paraphrasing lesson plans for specific types of neurodivergent conditions including dyslexia, dyspraxia, autism spectrum disorder and Attention Deficit Hyperactivity Disorder (ADHD) using UDL principles. Workshop facilitators will provide support. In addition to participant-generated materials, attendees will walk away with handouts on the nature of neurodiverse conditions and practical suggestions for fostering a classroom where all students can flourish.

**Keywords**: Neurodiversity, universal design for learning

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*"Content lecturers' Attitudes towards English-medium Instruction in Turkey"*

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In today's world, as a result of social, economic and technological developments, and with the global effect of English as the language of international communication, there is an increasing need for learning English (Somer, 2001) and the demand for the use of English as the medium of instruction (EMI) in countries where English is not used as the native language has increased sharply (Evans, 2000; Macaro, Curle, Pun, An, & Dearden, 2018; Wächter, & Maiworm, 2014). However, some people think that learners should be educated in their native language (Lucas & Katz, 1994; Master 1998). With respect to the arguments about EMI, this study investigates lecturers' attitudes towards English-medium instruction in primary, secondary and higher education. In addition, it scrutinizes the reasons for lecturers' classroom language preferences (English or Turkish) and the problems they experience while teaching the content courses in English. The participants are 30 lecturers working in various departments at different universities in Turkey. The data were collected via a questionnaire including multiple choice, Likert type and open-ended questions. The data analyzed both qualitatively and quantitatively indicated that although most of the participants have positive attitudes towards the implementation of English-medium instruction at universities, they have negative attitudes towards the use of English as the medium of instruction in primary and secondary education. Moreover, the research findings point to some particular difficulties for content lecturers using English as a medium of instruction. The research might provide a better insight into the ways of implementing EMI in education in Turkey.

**Keywords**: English Medium Instruction (EMI), attitude, content lecturers

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## *"From Concept to Classroom: Designing a Corpus-based Language Teaching Training"*

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In an era marked by technological advancements and evolving language learning methodologies, the integration of corpora into language education has emerged as a promising avenue for enhancing pedagogical practices. This paper outlines the design processes of a 9-week systematic Corpus-Based Language Teaching (CBLT) Training program for pre-service English teachers at a state university in Türkiye, aiming to cultivate corpus literacy over the duration of the program. Building upon prior research indicating a demand for further training in corpus-based language pedagogy among pre-service teachers, this study addresses the need for structured and extensive training in teacher training programs. The study examines the development and implementation of the CBLT program, which was designed to meet the specific needs and interests of pre-service teachers in integrating corpora into language teaching practices during their practicum processes. Guided by contemporary theories of language acquisition and pedagogy, the CBLT Training program seamlessly integrates theoretical aspects of corpus tools with hands-on practice sessions. Additionally, it encompasses material design and evaluation workshops, empowering pre-service teachers to create authentic teaching materials tailored to diverse learner needs. Furthermore, the program includes micro and macro teaching sessions utilizing corpus-based teaching materials, providing pre-service teachers with opportunities to apply their developed knowledge in real classroom settings. By focusing on the design processes of the CBLT Training, this paper contributes to the understanding of corpus-based language education and provides insights for teacher educators and practitioners seeking to implement effective training programs in corpus-informed pedagogy.

**Keywords**: Corpus-based language teaching, pre-service English teachers, language education, teacher training program, corpus literacy

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### *"Critical Thinking Dispositions of First-year Students in an English Medium Higher Education Context"*

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This thesis investigates the critical thinking dispositions of undergraduate students at an English medium foundation university in Türkiye. It contributes to the literature regarding the critical thinking dispositions of students in Turkish higher education contexts. It examines the critical thinking dispositions of students enrolled in a first-year English composition course and whether their critical thinking dispositions differ according to gender, age, high school attended, attendance of an English preparatory program, and CGPA and course grade previously received in the first semester English composition course, as well as whether there is a relationship between critical thinking dispositions and CGPA. This study adopts a quantitative case research methodology, employing a combination of survey, causal-comparative and correlational design. To this end, the University of Florida/Engagement, Cognitive Maturity, Innovativeness instrument was yes to collect data. The major findings of the study include that the students report to have high moderate levels of critical thinking. They were not found to differ significantly according to the demographic factors with the exception of Cognitive Maturity, which differed significantly according to letter grade received in a first-year English composition course. In addition, there was no significant correlation between critical thinking dispositions and CGPA. The findings point to the significance that critical thinking dispositions may have for instructors and curriculum designers in EAP contexts.

**Keywords**: English for academic purposes, critical thinking, critical thinking dispositions

### "How Approximations of Practice Shape Teacher Identity Construction for Student-teachers"

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Approximations of practice (Grossman, Hammerness and McDonald, 2009) provide an opportunity for those on a teacher training programme to take on 'teacherly roles' (Çelebi and Aktekin, 2017) and practice teaching and sharing experiences in a safe environment. This presentation, based on some of the results from my doctoral dissertation, focuses on how these opportunities contributed to the construction of the teacher identity of five participants. This study was a year-long study, in which each participant undertook three interviews and wrote eight reflective journals, while studying on a Master's in TESOL (Teaching English to Speakers of Other Languages) at a university in the UK. In these interviews and journals the participants shared their reactions and reflections on their experiences, particularly those of the microteaching cycle including lesson planning and interacting with students. This data was then analysed at an individual level using the commonplaces of narrative inquiry (Connelly and Clandinin, 2006) and as a cross-case analysis (Merriam, 1998) using thematic analysis. The presentation will focus on two of the themes, those of 'access to 'real' students' and 'professional knowledge and growth', and the role these played in the teacher identity construction of the student teachers involved. While the five participants had varying experiences, they all found that the experience provided through the approximations of practice added to how they saw themselves. "They believe that the experience of teaching is what helps a student-teacher make the transition from learning to be a teacher to actually being one" (McDonagh, 2023: 132).

**Keywords**: Approximations of practice, 'teacherly roles', teacher identity construction, student-teachers, experience

*"Stepping Stones to the Future of Professional Development: Supporting In-service Teacher Professional Development by Recorded Videos"*

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Teachers have been dealing with eventual challenges in teaching to meet student expectations, especially since the COVID times, hence more need to update themselves. Although Turkey has made impressive progress in increasing the quality of its universities, more and more targeted professional training for academics is needed. (British Council Turkey, TEPAV, 2015). This workshop aims to share a sample practice in professional development at the preparatory school of a foundation university in Turkey. As providing teachers with more flexibility towards CPD approaches and ways of completing CPD has shown that the pressure of completing it has been reduced and is more accessible for all (Perry, Halliday, & Higginson, 2022), a blended training programme in which sustainability was also embedded has been designed by integrating online and in-person teacher training. This workshop will present the online phase in which English language teachers have been trained by videos that consist of teaching tips, ideas, and tasks as learning evidence to deliver lessons more efficiently and effectively and enhance the quality of teaching. Through the guidance and suggestions given by the video makers to meet the needs of the teachers, the study has been based on Vygotsky's scaffolding (Wood , D.; Bruner, J., Ross, G., 1976) to a large extent. The videos recorded by the professional development unit coordinator and volunteer teachers have not only helped teachers to feel a part of the training process which is still in progress, but also gave them an equal opportunity to gain and improve training skills.

**Keywords:** Professional development in ELT, training teachers, in-service teacher training, teacher training by videos, teacher training by recorded videos

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*"Fostering Equity and Inclusivity in English Language Assessment"*

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With increasing recognition of the importance of creating environments and practices that embrace diversity and ensure that everyone, regardless of their background or identity, feels welcomed, respected, and represented, there is a growing emphasis on creating inclusive learning environments that meet the diverse needs of students from different backgrounds. With this shift, inclusivity has become a very important consideration in education from curriculum design to actual teaching practices. One crucial area where inclusivity is essential is in the design of assessments, an important part of teaching that allows for monitoring and identifying students' learning needs and making high-stakes decisions, and therefore requires the utmost fairness and inclusivity in order to provide learners with fair and equitable opportunities. Enhancing inclusivity and fairness in assessment necessitates proactive strategies at the design stage as well as effective review processes.

In this workshop, the presenters will delve into the significance of inclusivity in assessment, considering its impact on social-emotional learning, and explore what proactive and reactive measures can be put in place to ensure fair and inclusive assessment design. Along with that, practical insights, and strategies for fostering fairness and inclusivity in in-house assessment design will be shared during the session. This will be followed by the creation of a guideline to ensure inclusivity and equity elements in internal assessment are in place with the audience. Thus, a collaborative environment for participants to exchange ideas and enhance their learning experience in a dynamic environment will be facilitated.

**Keywords**: Inclusivity in assessment, equity in assessment, inclusivity guideline for EL assessment

## *"Can ChatGPT Be a Reliable Tool in Essay Scoring?"*

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Natural language processing (NLP) has received substantial interest in computational linguistics over the last few decades, especially with regard to assessing text quality. As human evaluation for scoring student essays is often time-consuming and becomes less reliable with the increasing number of assigned essays (Ramesh & Sanampudi, 2022), many different NLP models for automated essay scoring have been created and evaluated against human raters (e.g., Ke & Ng, 2019). While automated scoring models can achieve a highly accurate level of text quality evaluation (Kumar & Boulanger, 2021), they can also be tricked (Perelman, 2014). One solution to this might be using individualized NLP models since the introduction of linguistic analysis tools has allowed researchers to build their own NLP models using their individualized data; hundreds of texts can be evaluated for lexical sophistication using TAALES (Kyle & Crossley, 2015), for syntactic sophistication using TAASSC (Kyle, 2016), and for grammatical and mechanical errors using GAMET (Crossley et al., 2019). As a recent alternative, generative AI tools such as ChatGPT have also received attention in computational linguistics; in one large-scale study evaluating 12100 student essays, Mizumoto and Eguchi (2023) showed that ChatGPT can provide a reliable and accurate evaluation of essay quality. This study evaluates the reliability and accuracy of an individualized NLP model against two generative AI tools (ChatGPT and Gemini) in evaluating student essay quality. The results show that individualized NLP models based on linguistic analyses outperform generative AI models in that particular task.

**Keywords**: ChatGPT; automated essay scoring; scoring reliability

## *"A Hybrid Placement System for Language Preparatory Schools"*

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Placing new students at appropriate skill levels has remained one of the strongest challenges for language preparatory schools. The intensity of the challenge is further amplified as placement needs to be done before the academic year starts, when most students are reluctant to come to school to take a face-to-face placement test. This usually results in a large number of students not taking the placement tests and starting in beginning level classrooms, despite their above-beginning-level L2 abilities. While online placement tests offer a convenient alternative to overcome this limitation, such unproctored online tests are also vulnerable to cheating (e.g., Prince, 2009). The inaccuracy of assessing L2 skills creates a major problem; being placed in a lower or a higher skill-level classroom creates obstacles for both teachers and students (e.g., Brown, 2004). With the purpose of overcoming the limitations of both methods, METU School of Foreign Languages adopted a hybrid placement method, in which students first take a two-stage online test and then a face-to-face test two weeks after the beginning of the academic year. The analysis showed that the tests used for placements were reliable for the intended skill levels. In addition, a student questionnaire was created to investigate student perceptions regarding their classroom levels. The results of this questionnaire and student grades showed that the majority of students were placed at the appropriate skill levels. The findings indicate that the hybrid system used is convenient for student placement in language preparatory schools.

**Keywords**: Placement tests, language preparatory schools, assessment of language level

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### *"Correlation Between Artificial Intelligence in Education and Teacher Self-efficacy Beliefs: A Review through AI Literacy"*

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Teachers' self-efficacy (TSE) beliefs affect not just their performance and motivation, but also the academic success of their pupils. As a result, self-efficacy became an established concept in language education and numerous studies have been carried out which examine the factors that affect self-efficacy beliefs of educators and their origins. This study seeks to merge an established phenomenon and merge it with a recently developed and ever-growing field, artificial intelligence (AI) branch by combining literature reviews from both of the topics to get a whole understanding and provide a solid framework for the development of AI literacy for language educators. Findings of the review on the literature suggested that teacher self-efficacy is affected by various factors, but no studies which directly measured the correlation between AI literacy and teacher self-efficacy beliefs were found, thus, it is suggested that future research should be conducted to measure the correlation between AI literacy and teacher self-efficacy beliefs. As a result, following implications were reached: identifying ways that educators can take AI's advantage to improve their work efficiency rather than just relying on the tool to get the job done is crucial. Nonetheless, most academics and professionals working in the fields of technology and education still find it difficult to implement. So, policymakers should set up both pre-service and in-service training programs because they might offer novice and seasoned educators the chance to increase their AI literacy through observational learning to increase their teacher self-efficacy regarding the use of AI in education.

**Keywords**: AI literacy, teacher self-efficacy, generative AI, EduTech

## *"Exploring the Identity Construction Process of a Multilingual Scholar in the Age of Nationalism"*

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Social justice turn has encouraged scholars to pay increasing attention to the intersections of language, education, and power to fight against racism, sexism, and to combat xenophobia in the face of uprising neo-nationalism (McIntosh, 2020). Neo-nationalism situates one's national community and identity at the center and emphasizes sameness while raising questions and concerns about the diversity of different linguistic, cultural, ethnic, and national groups (Gingrich & Banks, 2006). While there are studies that examine international students' experiences with neo-nationalism (Lee, 2017), the trajectories of international scholars returning to their home countries after receiving their doctoral degrees remain unknown.

Therefore, this phenomenological case study aimed to examine Anıl's identity (re)construction in a Turkish university after his return from the States upon completing his doctoral degree. Descriptions of Anıl's lived experiences through first-person accounts were longitudinally collected via in-depth interviews and bi-weekly journal entries. First, thematic coding was used to trace Anıl's identity formations. Second, textural and structural descriptions were used to present Anil's experiences in relation to macro (nationwide), meso (institutional), and micro (classroom) levels.

The findings indicated that one's country of origin or nation-state becomes a source of discrimination in study-abroad contexts and when international students and scholars return to their home countries. The study also shows that neo-nationalism is one of the factors that hinder a burgeoning scholar's motivation for taking social actions and also accounts for the potential connections between (lack of) agency and the identity reconstruction process at micro-meso-macro levels.

**Keywords:** Teacher identity, neonationalism, workplace socialization

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## "Language Learning Strategies of First-year Students in an English Medium Higher Education Context"

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The purpose of this study is to investigate the language learning strategies of first-year students at a foundation university in Türkiye where the medium of instruction is English. More specifically, the study aimed to explain what direct and indirect strategies, and accompanying strategy sets, were used by the students. It also examined any potential differences in the strategy used based on gender. This study used a single-case design, shifting attention to a particular and less-explored context, incorporating cross-sectional survey, and causal-comparative designs. The researcher collected the data through a survey within the framework of Strategy Inventory for Language Learning (SILL, Version 7.0) tool and 82 first-year students voluntarily participated in the study. The findings indicated that the direct strategies were preferred more than the indirect strategies. More specifically, within Direct strategies, Compensatory strategies are highly favored; in contrast, Metacognitive strategies are moderately favored across Indirect strategies. As for the least used strategies, Memory strategies as one of the groups in the Direct strategies, and Affective strategies within the Indirect strategies are favored the least. Additionally, female first-year students preferred to use direct strategies more than male first-year students although the observed difference is not statistically significant. More specifically, when Direct strategies are considered, Compensatory strategies are highly favored by both female and male first-year students, but female students use them more frequently. Similarly, among Indirect strategies, male participants highly favor Social strategies, while female participants moderately favor Metacognitive strategies the most.

**Keywords**: Language learning strategies, strategy inventory for language learning, English medium instruction, English as a foreign language, gender

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### *"The Hidden Pragmatic Interface in Translanguaging: A Critical Review of The Research on Translanguaging in Turkish EFL Contexts"*

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Translanguaging, a Welsh-based multimodal approach, has gained prominence in the field of ELT. Translanguaging apparently diverges from the English-only approaches by enabling learners to benefit from their whole linguistic repertoire. Although distinguishing beneficial features of translanguaging from English-only approaches such as CLT have not been substantially proven (Huang & Chalmers, 2023; Prilutskaya, 2021), some studies, like Abdulaal (2020)'s, report statistically significant differences in English reading skills. Notwithstanding its alleged potential to foster language development on the skill level, to what extent translanguaging facilitates pragmatic competence remains almost completely unexplored, particularly in Turkish EFL contexts. Therefore; the present critical review aims to shed light on the potential positive relationship between translanguaging and pragmatics-based instruction and analyse if the impact of translanguaging on pragmatic competence has ever been reported in Turkish EFL contexts by turning to the antecedent studies conducted on translanguaging in Turkish EFL contexts.

Examining thirty relevant studies conducted in Turkish EFL contexts from 2019 to 2024, the present critical review underpins the need for an attention to pragmatic competence for the research on translanguaging in Turkish EFL contexts. Even though a certain body of the existing literature suggests a positive impact of translanguaging on language skills development, a notable gap persists in comprehending its possible impact on pragmatic competence. Obtaining valuable insights into the current status of translanguaging practices in Turkish EFL contexts from the relevant literature, the author recommends future studies to concentrate on how translanguaging practices can be tailored to enhance pragmatic competencies of Turkish EFL learners.

**Keywords**: Critical review, translanguaging, pragmatics in EFL

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## *"The Effectiveness of Online Text-to-speech Tools in Improving EFL Students' Pronunciation"*

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This study attempts to investigate the effectiveness of an online text-to-speech application in improving Turkish EFL students' pronunciation as a pedagogical tool. Learners' pronunciation is expected to be accurate and intelligible to ensure clear and successful communication, allowing for meaningful interaction with native speakers and enhancing overall language proficiency. This study aimed to explore a free web-based text-to-speech tool implemented in one class during a 4-week pronunciation training. The study was conducted with 14 university students in prep classes at a private university in Türkiye. The current investigation employed an experimental design with a pre-and post-test. Quantitative data were collected through a read-aloud test both for the pre-and the post-test. The inverstigation also aimed to shed light on university students' perceptions regarding Text-to-speech training using the online application. The results indicate that the learners have shown improvement in their pronunciation on word level and students also expressed positive attitudes relating to the online text-to-speech application.

**Keywords**: artificial intelligence, text-to-speech, speech-to-text, speech recognition, pronunciation

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*"The Role of Techno-pedagogical Reflexivity in Continuing Professional Development"*

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Our workshop aims to provide English language teachers with a comprehensive understanding of techno-pedagogical competence and the purposeful use of technology in ELT. The workshop will focus on the principles of effective English language teaching and encourage teachers to reflect on their practices using the SAMR Model, a framework for integrating technology into teaching and learning. The philosophy behind this workshop is rooted in the recognition that the future of language education is intricately linked to the effective use of technology and the continuous professional development of educators. As decision-makers, practitioners, program developers, materials designers, and testers, it is crucial to envision future paths that maximize the benefits and minimize the risks associated with integrating technology into language education. The workshop will be structured to encourage active participation and engagement, with interactive activities designed to facilitate reflection and self-assessment of techno-pedagogical competence. Participants will be provided with practical tools and strategies to enhance their digital competence and adapt to the changing educational landscape. The objectives of the workshop include:

1. Exploring the principles of effective English language teaching and the role of technology in ELT
2. Introducing the SAMR Model as a framework for integrating technology into teaching practices
3. Providing participants with opportunities for reflection and self-assessment of their techno-pedagogical competence

**Keywords:** Reflective thinking, reflective teaching, teacher education, techno-pedagogical competence, the SAMR Model, professional development

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*"A Critical Comparison of an EFL Teacher's and a Coursebook'*
*Representation of Cultural Elements of the Concentric Circles: A Critical*
*Discourse Analysis"*

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English language coursebooks do not only provide language learners with relevant information about English-speaking countries but also global cultures. EFL teachers serve as an ambassador of the world cultures in their classroom and their approaches to delivering coursebooks' cultural content are shaped by their agentive thoughts/beliefs/emotions. In this study, we investigate an EFL teacher's ways of (re)presenting cultural elements in a given coursebook. The purpose of the study is to explore how an EFL teacher at a language school in Istanbul presents the cultural elements in an English language coursebook to his young adult students. The study employs a multimodal critical discourse analysis, of which data collection tools include coursebook analysis, classroom observations, and semi-structured interviews. The collected data were thematically analyzed based on Yuen's "4Ps" adaptation of ACTFL's (1996) standards for language teaching and Kachru's Concentric Circles (1990) Model. The results indicate a notable emphasis by the teacher on representations from the inner circle and Western contexts. The study is significant in terms of inspiring future studies to focus on not only analyzing the cultural content given in the coursebooks but also investigating the way teachers use their agency while presenting (or not) these cultural elements. We conclude that in order to highlight the importance of enhancing the effectiveness of classroom practices welcoming diversities, EFL teacher candidates must be aware of critical representation, World Englishes, and coursebooks' potential to (re)produce common policies and practices.

**Keywords:** Teaching Culture, EFL Coursebooks, Teacher Agency, Teacher as a Cultural Ambassador, Kachru's Concentric Model, ACTEFL's standards for culture

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*"Enhancing Earthquake Awareness and English Proficiency: An Integrated Approach for Primary School Students"*

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This study aims to raise primary school students' awareness of earthquakes by incorporating an earthquake-themed unit into their English coursebook, while improving their English proficiency through real-life examples in a state school in Türkiye. Aligned with the Ministry of Education curriculum, the earthquake unit was implemented with primary school students in a mixed-method research design. The research commenced with a document analysis, followed by the selection of three sample groups from primary school students: 24 participants from the 2nd grade, 25 participants from the 3rd grade, and 26 participants from the 4th grade. Next, a pre-test was administered to assess students' baseline knowledge, covering topics such as the contents of a go bag, the drop-cover-hold-on method, and identifying dangerous places during an earthquake. Visual aids were integrated into the test to engage students effectively. Following the pre-test, instructional sessions were conducted. The instructions were carried out with tailored procedures for each age group. Lastly, a post-test was administered to evaluate the effectiveness of the earthquake unit. T-test results revealed a significant improvement in all three groups, indicating that young learners in primary schools are receptive to earthquake education. Students demonstrated comprehension of relevant terminology, precautionary measures, and essential steps to take during and after an earthquake. This project underscored that providing earthquake education in a foreign language to young learners not only increased students' earthquake awareness but also strengthened their English skills.

**Keywords**: Earthquake education in an EFL context, language integrated curriculum, action research, earthquake awareness in young learners

## *"The Perception of University Students on the Effectiveness of Google Translate in terms of Its Ability in Keeping Meaning in English to Turkish Translations"*

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This article investigated the opinions of students of Google Translate in regard to its ability to keep the meanings of sayings and idioms, adapt sentence structure effectively, and preserve meaning. This investigation is contributing to the under-researched area of machine translation abilities in English to Turkish translations, adding to the conversation in this field. The study was conducted through qualitative interviews where seven different university students from various faculties assessed sample texts translated solely by Google Translate. The gathered data showed that Google Translate has trouble translating sayings and idioms as well as maintaining the sentence structure, as was reported in the interviews. Students also remarked that Google's machine translation skills performed far better in formal papers, and the majority said they would utilize Google Translate in their subsequent projects only after post-editing. The research concludes that students found Google Translate to have multiple issues in translating and, therefore, that post-editing is necessary, yet all confirmed that they would be using the tool in their future projects.

**Keywords**: Second language learner opinions, google translate

*"A Qualitative Study on Pre-service EFL Teachers' Career Motivations"*

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This study presents the results of an investigation into the factors that influence students at a Turkish state university to pursue English teaching as a career path. The rationales of 49 participants were deduced utilizing an online form in which they storified their reasons to become an English teacher. 13 subcategories were identified through thematic analysis of the emergent data; these were classified broadly as external factors, internal drives, altruistic factors, and involuntary choices. Overall, a high proportion of participants reported external factors. In contrast to reasons presented in the previous studies, altruistic reasons were less prevalent. The results of the study illuminate the nuanced and multifaceted nature of the decision-making processes regarding career paths among Turkish pre-service EFL teachers.  Additionally, the study recommends practices aimed at enhancing students' intrinsic and altruistic motivations to pursue a career as an English teacher.

**Keywords**: Initial career motives, English teacher motivation, motivation to choose teaching, pre-service English teachers, narratives

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*"Exploring Task-oriented Spoken Interaction among EFL Learners in Digital Contexts: An Ethnomethodological Conversation Analysis Approach"*

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The incorporation of tasks in second language acquisition settings, including online settings, is recognized for enhancing learners' interactive competencies. However, the complex interactional dynamics within these contexts remain underexplored due to prevailing etic perspectives and a priori assumptions in analyzing interactional data. The relatively sparse conversation analytic research dedicated to task-based interactions within digital platforms is limited to examining the epistemic aspects of conversational unfolding. This study explores task-oriented spoken interaction among proficient learners of English as a Foreign Language (EFL) within digital contexts, utilizing Ethnomethodological Conversation Analysis. It scrutinizes how the utilization of specific interactional mechanisms— with a due focus on proposals—propels the task process. The analysis reveals a strong inclination towards proposal structures within task discourse, reflecting a collective and egalitarian dynamic. These structures address challenges like epistemic asymmetries or task guideline contradictions, shape forthcoming task directions, endorse, contest, and navigate around previous proposals. Analysis of turn-design and sequence organization demonstrates participants' sensitivity to the nuanced variations in these patterns concerning their deontic strengths. Additionally, while screen-based cues serve as semiotic tools for crafting proposals, strategic turn construction is also leveraged to enhance their deontic impact. The findings of the study enrich our understanding of task-oriented interaction in digital settings, especially focusing on the employment of proposal formats to facilitate task progression. Furthermore, this study enhances theoretical insights into the use of grammatical structures for enacting social actions in digital contexts, laying a groundwork for future inquiries. It further addresses the implications for educators, task developers, and researchers.

**Keywords:** Task-based language teaching, conversation analysis, proposals

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## *"Improving Student Retention in a Prep Program through Micro-Credentials and Digital Badges"*

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Student retention in intensive English language Prep programs is an endemic challenge for leaders, managers, and instructors in the English medium instruction context. Students may not successfully complete the Prep program for various reasons. Some may be personal, and in such cases, the university can provide limited support and incentive for the student to remain enrolled. However, a significant proportion of students struggle to succeed because they arrive on campus lacking the skills necessary to successfully achieve the expected outcomes of the program; skills such as time-management, note-taking, self-directed learning, and so on. This university has implemented a micro-credentialling program to provide students with these critical skills that will help them succeed in the program. The micro-credentials not only provide the students with immediately applicable skills, but the digital badges awarded as signifiers of accomplishment are helping students establish repositories (backpacks or wallets) that they will continue to build over the next four or five years. This presentation will discuss the baseline data collection process for this initiative, along with the micro-credential identification, development, delivery, and display processes. As well as formative data on the primary question: Does this lead to student success and retention? As this is a pilot year, the data is primarily anecdotal, however powerful nonetheless. Students and instructors involved in the pilot have expressed satisfaction with the outcomes. Of course, it has not been without challenges, and these, along with proposed solutions will be shared in this session as well.

**Keywords**: Student retention, EMI, micro-credentials

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*"Micro-Credentials & Digital Badges for ELT Professional Development"*

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Micro-Credentials and digital badges may appear to be buzz words, but in fact their increasing recognition a viable form of education delivery and credentialing (most recently signaled by YÖK), demonstrates that formal recognition of their value is on the near horizon. What this suggests is that learning taking place outside of the traditional domains of undergraduate and graduate education may garner recognition as well – particularly if it is done right, and who does it.

The study that this poster illustrates is one that was conducted recently by delivering a set of micro-credentials intended to enhance the leadership and management skills of ELT professionals, and delivered through the auspices of TESOL Türkiye, an affiliate of one of the most recognized and reputable professional organizations when it comes to ELT. The initial set of professional development micro-credentials are rigorous, competency-based, short-term experiences that offer the participants a stepping stone into real-life issues with genuine implications, and practical solutions. This poster will examine the development, delivery, and evaluation of the initial set of five micro-credentials offered by TESOL Türkiye.

**Keywords**: Micro-credentials, digital badges, professional development

# *"Asymmetric Rubrics in Assessing Productive Skills: A Validation Study"*

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Assessing productive skills (writing and speaking) is a long-lasting issue in language assessment as these skills are mostly marked through the use of detailed analytic rubrics based on the subjective decisions of the raters. Therefore, the assessment of productive skills has the potential to stress the raters due to this subjective nature. This research aims to validate the asymmetric rubrics developed by the author as an extension of his Asymmetric Theory (asymmetrictheory. wordpress.com) to relieve the aforementioned pressure over the raters and as a more practical and easier to use alternative to analytic rubrics. For this purpose, 3 paragraphs, 3 essays, and 3 speaking performances of students with varying proficiency levels (low, mid, high) were scored by a group of 92 raters using three asymmetric rubrics developed and finetuned for these tasks. In order to collect evidence for construct validity, data collected for each Rubric (for paragraph, essay, and speaking) was used to conduct exploratory factor analysis and it was revealed that each rubric had one dominant factor and one-factor structure. Moreover, item-total correlations were calculated for each and it was found that only 2 items in paragraph and essay rubrics had low item-total correlations. Alpha, split half and test-retest reliability coefficients were also calculated for each and it was found that they were all in acceptable levels. As a result, it was found that Asymmetric rubrics used in this study were valid and reliable tools to be used to assess speaking and writing performances of the English language learners.

**Keywords**: Performance assessment, speaking assessment, writing assessment, language testing

### "Writing Better through AI Tools: A Study into the Effectiveness of AI in Writing Skills"

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Despite the widespread use of artificial intelligence in various aspects of individuals' lives, including education, challenges persist for learners in effectively integrating and using AI, particularly in the context of ELT. These challenges may reveal the necessity of guidance and training for EFL learners to improve their writing skills and keep pace with advancements in AI. To overcome these obstacles, this research aimed to integrate artificial intelligence tools into an academic writing course within the English Language Teaching (ELT) undergraduate program in Türkiye. In the academic writing course, the researchers designed an AI module to aid learners in improving their academic writing skills. The module comprised various AI tools catering to diverse writing aspects such as grammar, vocabulary, formality, academic integrity, feedback, and more. A quasi-experimental study was conducted on first-year learners in the ELT program at a state university in Türkiye. We carried out focus group interviews to understand prospective English language teachers' viewpoints about integrating artificial intelligence into the academic writing course. The preliminary findings of the study showed that the participants positively perceived AI integration. In the presentation, we will discuss the contribution of AI to academic writing skills and its implications for EFL learners, and the participants will leave the session with a deeper understanding of how to integrate AI tools into writing skills with the introduction of the AI module.

**Keywords**: Artificial intelligence, English language teaching, writing skills

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# "Challenges and Affordances of Telecollaboration Projects"

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In the era of widespread computer and mobile device usage, technological advances since the 1990s have transformed the world into a global village, breaking down communication barriers. This technological progress has significantly influenced the field of English Language Teaching (ELT), with telecollaboration emerging as a practice facilitating cross-cultural communication among individuals with diverse ethnolinguistic backgrounds (Guth & Helm, 2010). Telecollaboration not only provides pre-service teachers the opportunity to use their target language in authentic contexts but also enhances their Intercultural Communicative Competence (ICC), critical thinking skills, and sociopolitical perspectives (O'Dowd, 2016). In light of this, as this year's convention theme includes topics such as intercultural communication competence in ELT classes and technology use in education, it is found worthy by the research team to propose this research in this congress.

To comprehensively understand the application of telecollaboration in teacher education, further research is imperative, particularly with more diverse populations. In order to contribute to the literature, this study aims to identify the affordances and challenges of telecollaboration for pre-service teachers by analyzing data from 89 American and Turkish participants' posts on Google Classroom. Additionally, semi-structured interviews were conducted with 51 Turkish pre-service teachers after conducting a thorough literature review. The data analysis process involved reading and coding the information, resulting in three major interrelated categories: time zone difference, reciprocal engagement and interaction, and learner differences. Post-research insights emphasize challenges in researcher-led telecollaboration projects. Student initiative and autonomy are crucial for the successful application of project outcomes and student engagement.

**Keywords**: Cross-cultural communication, telecollaboration projects

### "EFL Instructors' Metaphorical Representations of Their PhD Journey and Development as Academic Researcher Teachers (ART)"

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There has been recent interest in investigating teachers' experiences, emotions and beliefs regarding their profession to better grasp the nature of their professional identity development. As doctoral education is significant in one's development as a researcher, exploring this experience is crucial to shed light onto the challenges and support mechanisms influencing one's professional identity development during their PhD. Furthermore, there is a recent particular focus on metaphor studies within educational sciences to understand this experience of becoming and professional development. Thus, in this study, five language instructors' metaphorical representations regarding their PhD journey and development as an academic researcher teacher (ART) have been utilized to scrutinize the opportunities and challenges they face in their multiple role transitions and in the process of their becoming ARTs during their PhD. The data were analyzed adopting narrative inquiry and multiphase content analysis. The findings revealed that there are temporal, social and place related challenges and benefits that affect their multiple role management during their PhD. It was observed that similar to the rhizome metaphor by Deleuze and Guattari (1987), these EFL instructor's doctoral experience is a representation of PhD as an ongoing, multiple and diverse way of knowledge and identity construction. In the light of results, it is expected that EFL instructors planning to pursue a PhD assuming multiple roles, language schools at universities, PhD programs, and the research community can gain insights into the challenges and benefits the PhD offers to the ARTs and all the stakeholders they interact with.

**Keywords**: Teacher's professional identity, academic researcher teacher, doctoral education, metaphors

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## "Exploring EFL Instructors' Awareness and Perceptions of Using ChatGPT in Language Education"

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Since it was first released in 2022, ChatGPT has rapidly become widespread as a well-known and widely used chatbot. This innovative tool has attracted interest from language teachers and researchers for its potential benefits in language learning and teaching. Despite this, there is very little scientific understanding of to what extent and how it is used for language learning and teaching purposes. To this end, this study aims to investigate university level EFL instructors' awareness of ChatGPT's potential for language learning and teaching, and their perceptions of the advantages and disadvantages of using it. A short questionnaire consisting of open-ended and closed-ended questions will be used for data collection. This questionnaire was prepared by reviewing the related literature as well as the researchers' own ideas. Two faculty members, who hold a PhD in English language teaching, revised the items and some slight modifications were made on the items. The questionnaire was piloted on 10 participants. Based on the feedback received after the piloting, the questionnaire took its final form. The data collection process will start in February 2024 and will continue until a sufficient number of participants are reached. The participants, who will be determined using snowball sampling, will respond to the survey online. While the quantitative data will be analyzed using descriptive statistics, the qualitative data will be analyzed through content analysis. The findings will be presented with a discussion of the previous research findings, pedagogical implications and some practical suggestions of the use of ChatGPT in language education.

**Keywords**: ChatGPT in language teaching, generative AI in language teaching, ELT teachers' perceptions

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## *"Unlocking the Potential of Sociocultural Discourse Analysis: A Methodology for Analyzing Interaction"*

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The proposed presentation seeks to address a significant gap in research by elucidating the application and significance of Sociocultural Discourse Analysis (SCDA) in the analysis of human interaction. Despite its usages in various studies to investigate social thinking patterns within conversations (Johnson & Mercer, 2019; Mercer, 2004), the specific utilization and rationale behind employing SCDA in interaction analysis have been overlooked for years. This presentation aims to fill this gap by presenting how SCDA can be effectively applied in analyzing interaction dynamics and exploring the reasons underlying its relevance in this context. The primary objective of the presentation is to demonstrate the practical application of SCDA in interaction analysis and highlight its theoretical underpinnings. To achieve this, tertiary level L2 learners' dialogic reflections on their spoken interactions serve as a representative dataset. Through this empirical approach, the roles of SCDA in both the analysis and interpretation phases of research are thoroughly examined. The presentation will provide a comprehensive overview of SCDA as a methodological framework, detailing its principles and methodologies. Moreover, it will explore the diverse domains in which SCDA can be effectively applied to analyze interactions. By underscoring practical and theoretical significance of SCDA in interaction analysis, the presentation aims to contribute to the advancement of recent research methodologies.

**Keywords**: Sociocultural theory, sociocultural discourse analysis, interaction

## "The Integration of SDGs into CLIL Lesson Plans in Turkish EFL Context: A Sample Design"

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In the 21st century, lifelong learning skills such as problem-solving and critical thinking have gained considerable importance; therefore, more interactive and engaging methods have been offered in the language teaching and learning process. Content and Language Integrated Learning (CLIL) is one of those innovative approaches. However, there is a scarcity of experimental studies on the implementation of CLIL in the Turkish K-12 context. Hence, this study aims to investigate how and to what extent the integration of UNESCO's sustainable development goals (SDGs) into the 7th-grade curriculum through CLIL affects EFL students' language development in Turkiye. The reason for the integration of UNESCO's SDGs in this study is to raise social awareness of the students living in rural areas and to improve their language skills and communicative competence. Accordingly, two SDGs were first determined based on the 7th graders' needs and interests. Then, two themes were determined in parallel to these SDGs. These themes were integrated into units, and then three original CLIL lesson plans with assessment components were designed out of these two SDGs, following the 4Cs of CLIL. The study plays a crucial role in framing a model to encourage autonomous, creative, intercultural competence learners through CLIL activities. Thus, all the steps in designing a syllabus, units, and CLIL lesson plans are explained through workflows in the poster so that pre-service teachers, materials developers, and ELT professionals can benefit in future teaching practices.

**Keywords**: Content and Language Integrated Learning, CLIL, K-12, curriculum, syllabus, lesson plan, Sustainable Development Goals, UNESCO

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*"Pedagogizing Social Justice Language Teacher Education"*

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Aiming to educate teachers with a critical awareness of the political-economic, socio-cultural and educational inequities (Zeichner & Flessner, 2009), social justice language teacher education (SJLTE) encourages teachers to take agency in and out of the classroom to create a more equitable, just and democratic society (Hawkins & Norton 2009). This session aims to show participants how to pedagogize social justice language teacher education with real-life examples hoping to inspire participants to engage in critical praxis in their own teacher education contexts. To achieve critical praxis, I build my language teacher education pedagogy on three legs: critical reflection, critical action and relationship-building (Author, 2019). To invite teacher candidates to think critically about schooling, I introduce key concepts of critical pedagogy in my classes and ask student-teachers to read, discuss and reflect on relevant critical language teaching articles and to write their own schooling stories. For critical action, I ask student-teachers to prepare and implement 4C lesson plans (critical, creative, communicative and contextual) and materials. To give student-teachers an opportunity for co-constructing egalitarian and democratic learning spaces, I present a caring, loving and humble teacher persona (Freire, 1970), respecting each individual student and dialoguing with them. To show how I pedagogize SJLTE, first I will dialogically share my course outlines, reading lists and task descriptions with the participants in this session. Then, I will present sample 4C lesson plans and sample critical language teaching material units and open them to discussion.

**Keywords**: Social justice, language teacher education, critical pedagogy

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# *"Exploring Conversational Artificial Intelligence (AI) in Academic Writing: A Comprehensive Literature Review"*

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For graduate students and academics, whose main tasks include research and academic writing, the rise of Large Language Models (LLMs) in conjunction with user-friendly interfaces like ChatGPT, Bing Chat, and Google's Bard represents a huge challenge as well as a priceless opportunity in terms of generating content. These technologies and their applications are already making a considerable impact in various domains related to the construction, management, and use of information systems. This literature review will explore the developing landscape, with a specific focus on its consequences for academic writing. I aim to analyze this changing situation to illuminate its impact on researchers, practitioners, and other stakeholders in academia. Regarding academic writing practices, my purpose is to offer insights and promote research in this brand-new, interesting, and fast expanding field.

**Keywords**: Artificial intelligence, academic writing, content generation, affordances, threats

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**"Question Formulation Technique™: A Powerful Strategy for Developing Critical Thinking and Language Skills, Applied to the Topic of Social Emotional Learning"**

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The Question Formulation Technique™ (QFT™) from the Right Question Institute, whose founders studied or taught at Harvard, prepares students for the 21st century by teaching students how to ask their own questions and focus their learning. This is a change from the usual pattern of being the recipient of questions. As they work in groups during QFT, students improve their critical thinking, metacognitive, interpersonal skills and motivation. In this workshop, participants will learn and apply the method. The focus of the questions will be: "The neuroscience of choices in social emotional learning."

Objectives: Participants will learn and apply the QFT, a method for teaching students how to ask their own questions. At the end, participants will be able to do the following:

• Explain the QFT's philosophy and purpose
• Generate, categorize, prioritize, and refine questions on topics related to the QFocus, the focus  topic.
• Evaluate their own and others' questions
• Incorporate the QFT into their lesson plans and assessments
• Reflect and share feedback and suggestions

Activities: The workshop will include:

• Introduction: The presenter will introduce the QFT and its benefits and relevance
• Activity 1: The presenter will demonstrate the QFT using a sample QFocus and invite the participants to produce their questions
• Activity 2: The participants will work in groups and use the QFT on one QFocus and present their questions
• Activity 3: The participants will reflect and share feedback and suggestions.
• Conclusion:  Additional resources and tips will be shared.

**Keywords**: Critical thinking skills, learner agency, question formulation, engagement

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### "A Demonstration of Using Emotional Intelligence through Short-Animated Movies in Language Classrooms"

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Emotions play a vital role in the intricate web of human experience, connecting our experiences, behaviors, and interpersonal connections (Lazarus, 2006). They are the lenses through which we view the world and, consequently, how the world views us. Emotional intelligence (EQ) comes into play in this chaotic environment, acting as a compass that guides learners through the ups and downs of life's emotional waters. Since learners navigate a world of academic rigors, social interaction, and personal development, EQ might be a powerful tool that helps them learn how to manage, control, and use their emotions in the classroom (Packard, 2021). In this context, movies might be leveraged since they come in various genres, offering a kaleidoscope of emotional stimulation (Bradberry & Greaves, 2009). To this end, this workshop primarily intends to raise the audience's awareness of EQ and demonstrate its implementation in language classrooms. For that purpose, it will initially describe the seven principles of EQ (Mayer et al., 2016). It will then explain Salovey and Mayer's (1990) PUUM model for EQ analysis. The attendees will then be informed about the short animated movie titled "Piper." Participants will later be grouped to analyze the given movie using the PUUM model. The group findings will then be shared, and conclusions will be drawn. Attendees will have hands-on experience on how to analyze movies in terms of EQ and therefore learn how to use it in actual teaching practice.

**Keywords:** Emotional intelligence, short-animated movies, workshop, classroom applications, emotional management

## "An Exploration of L2 Pronunciation Intelligibility among Turkish EFL Teacher Trainees"

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Pronunciation is increasingly recognized as a salient element of effective communication (Derwing & Munro, 2022) despite its varying levels of importance in different educational settings (Tanner & Henrichsen, 2022). Recent evidence has pointed to intelligibility as the focus of pronunciation instruction (Galante & Piccardo, 2022). In Turkey, most teacher trainees receive scarce pronunciation training in primary and secondary education and an undergraduate course (i.e., Listening and Pronunciation) in tertiary education. Additionally, research has confirmed that Turkish EFL teacher trainees encounter difficulties with intelligibility (Uzun, 2022; Topal & Altay, 2022; Topal, 2023). To this end, this study examined the state of pronunciation intelligibility of English teacher trainees within the scope of an undergraduate course. The data were collected from the first-year teacher trainees through a test of production (lexical production and contextual pronunciation). Five non-native-speaking teachers rated the participants' speech samples. The findings indicated an almost 10% increase in local intelligibility, with no statistical significance (p>.05) and specific sounds impacting local intelligibility (two consonants, six vowels). The results for global intelligibility were a five-percent (moderate) increase, with statistical significance (p=.043), yet with certain sounds influencing global intelligibility (two consonants, two vowels). Raters also reported that the participants lacked connected speech. The study concluded that the undergraduate course contributed none to local intelligibility and moderately to global intelligibility scores. Implications for pronunciation teaching were discussed.

**Keywords:** Global intelligibility, local intelligibility, pronunciation, segmental pronunciation, teacher training

## "Employing ChatGPT for Writing Assessment: An Investigation"

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As technology advances, chatbots like ChatGPT become integral in foreign language learning, yielding positive outcomes in studies. They enhance skills like vocabulary, confidence, and communication. Particularly in higher education, ChatGPT aids in writing tasks efficiently. However, further research is crucial to fully understand its effectiveness in evaluating writing. This present study endeavors to elucidate the extent to which educators can depend on AI technology, particularly ChatGPT, for assessing students' written compositions. Employing a quasi-experimental research framework, the study engaged EFL university students. Their written assignments over a five-week period underwent evaluation by both an instructor and ChatGPT separately. Subsequently, the scores were analyzed using SPSS to discern any divergences. The findings revealed no statistically significant disparities between the assessments conducted by the bot and the instructor. Furthermore, qualitative analysis of instructor perceptions regarding ChatGPT's utility in automated writing evaluation provided additional support for the results. Educators exhibited positive attitudes toward integrating ChatGPT into the evaluation process, recognizing its potential to enhance instruction and learning. However, concerns and recommendations were also voiced to optimize ChatGPT's utilization. This study offers valuable insights into incorporating ChatGPT into assessment practices and its efficacy in classroom settings.

**Keywords**: Chatbots, ChatGPT, writing, feedback, evaluation

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## "Exploring the Impact of Chatbots on Emotional Intelligence and Creative Writing in EFL Education: A Quantitative Study"

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The adoption of technology-driven teaching tools in language instruction has experienced a notable rise. Among these tools, chatbots have garnered attention for their incorporation of various artificial intelligence (AI) models, catering to foreign language education in diverse academic settings, including English as a Foreign Language (Junaidi et al., 2020; Fitria, 2021). In the realm of language education, chatbots are deliberately deployed across different educational levels to enrich learners' speaking, reading, listening, and writing skills (Gayed et al., 2022). While previous studies have predominantly investigated the effectiveness of chatbots in facilitating language proficiency, there remains a distinct gap in comprehending their contribution to enhancing emotional intelligence (EI), defined as the recognition, understanding, and management of emotions (Mayer & Salovey, 1990). However, emotional intelligence holds significant value as teachers with elevated EI levels can effectively navigate emotions within their classrooms. Therefore, this study endeavors to examine the impact of chatbots on bolstering emotional intelligence. Utilizing quantitative approaches, this research employed the Bar-On's Emotional Quotient Inventory (EQ-I) to examine shifts in students' emotional intelligence levels in relation to their interaction with chatbots. The study's participant cohort comprised pre-service language teachers enrolled at a state university in Istanbul, Turkey. Upon analyzing the data using SPSS, the results revealed a significant correlation between chatbot usage and various dimensions of emotional intelligence. This study contributes to the existing literature by delving into the convergence of technology, language education, and emotional intelligence, providing valuable insights into the multifaceted roles of chatbots within educational environments.

**Keywords**: Artificial Intelligence, chatbots, creative writing, pre-service EFL students, emotional intelligence

# *"An Investigation into EFL Teachers' Readiness and Perspectives of Using AI in ELT"*

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The purpose of the study was to investigate the perspectives of EFL teachers towards the integration of Artificial Intelligence (AI) technologies (i.e., ChatGPT 3.5, Playground AI, Speechify) into ELT before and after a workshop on the use of AI in teaching English. A total of 20 teachers with no (%60) or minimal training (%25) on the use of AI participated in the study. The study employed a mixed-methods research design, including pre and post workshop surveys and interviews. Descriptive statistics and content analysis were used to analyze data. Through a workshop intervention, teachers were provided with training and hands-on experience with AI tools, which included tips and strategies for prompt engineering and revision of the outputs produced by AI based on learners' needs and interests. Guidance on how to use ChatGPT to prepare lesson plans and materials was also provided. Findings revealed before the workshop, teachers were moderately familiar with AI tools, and rarely used them in their instruction; they felt moderately prepared to incorporate ChatGPT into their language classroom, yet they found it slightly challenging to do so. Post-workshop results demonstrated the workshop had positive impacts on how familiar teachers were with ChatGPT, their level of preparedness and their intention to use it in their teaching. Qualitative data yielded further insights into what challenged teachers in the use of AI and what aspects of it facilitated their instruction. Lastly, the need for further training on prompt engineering and more AI tools to be used in materials development was emphasized.

**Keywords:** Artifical intelligence, language teaching, ChatGPT, material development

## "Prospective English Language Teachers' Perspectives on Integrating Artificial Intelligence"

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Artificial intelligence has rapidly become an integral part of daily life. It has been deeply integrated into various disciplines including education and language learning and teaching. Its integration enriches education by promoting learner-centered approaches, allowing students to make independent decisions and take responsibility for their work. This shift turns teachers from being the main authorities to becoming facilitators and supporters of student learning. This study focuses on the dynamic relationship between Artificial Intelligence (AI) tools and prospective foreign language teachers. Emphasizing the change in educational paradigms in language learning, it examines the thoughts, knowledge, and perspectives of prospective teachers. In the link between AI and foreign language education, the aim is to understand how prospective teachers see AI impacting classrooms in the future. Accordingly, a qualitative study using semi-structured interviews was conducted. Participants included 13 4th-year English teaching students from the university in the eastern region of Turkey. The students were questioned about their opinions and perspectives on artificial intelligence through a series of nine sections. Among the identified themes, the use of artificial intelligence tools and their impact on education emerged prominently. Particularly emphasized was the ability of these tools to modify teaching methodologies and enhance student engagement. In addition, potential improvements and ethical considerations regarding the future of artificial intelligence in education were discussed. The results of the study emphasize the importance of artificial intelligence tools in foreign language education and highlight the positive attitude of prospective foreign language teachers.

**Keywords**: Artificial intelligence, prospective teachers, language learning

### *"An Analysis of Primary-Level English Language Education Materials from Multicultural Perspectives"*

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Multiculturalism, defined as the coexistence of diverse races, religions, languages, and traditions fostering equality, plays a crucial role in language teaching as today's language classrooms are full of people of languages, colors, and cultural elements representing this diversity (Gollnick & Chin, 1990). In Türkiye, a country hosting a myriad of cultures, cultivating awareness of multiculturalism in educational settings is essential. This study investigates the representation of cultural elements in primary English coursebooks by Türkiye's MoNE and an international publisher widely used in Türkiye. The primary goal of the study is to understand how pervasive multicultural elements are in these primary instructional tools. A total of eleven primary-level English coursebooks were analyzed, employing a coding framework based on multiculturalism principles (CEFR, 2001). The macro-level coding encompassed source, target, and international cultures, followed by a detailed analysis of multicultural indicators. The findings suggested public English books predominantly emphasized the source culture, particularly in gender approaches within interpersonal relations and cultural values. Teacher interviews revealed teachers' attitudes and orientation around multiculturalism and their evaluation of the primary English coursebooks from multiculturalism perspectives. Interviews were aligned with the evaluations of the coursebooks. Overall, the study implies that a more balanced representation of cultures in primary English education in Türkiye is needed as diversity is overly biased with English native-speakerism in the international coursebooks and Türkiye's local values in Turkish MoNE coursebooks.

**Keywords**: Multiculturalism, primary school, primary coursebook analysis, diversity, multicultural education

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*"Unmasking AI-Generated Texts in Academic Environments"*

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With the advancement of AI language models such as ChatGPT and Google Bard, the use of AI-generated texts has increased. It has become harder for plagiarism detectors to find non-human texts as such models are being improved day by day to mask themselves better, and humanizers for AI-generated texts come into sight. It has become essential for academic environments to detect such manuscripts to protect academic integrity and provide an equal environment for all scholars. In this regard, this theme-based presentation aims to delve into the ways of detecting non-human texts properly. These ways will include semantic incoherence, overuse of certain phrases or buzzwords, punctuation analysis, style inconsistencies, and uncommon advanced vocabulary. At the beginning of the presentation, two short texts will be compared, one of which is a human-made text and one of which is an AI-generated text. The audience will be asked to find the AI-made one by voting for their choice. Then, the presentation will continue with an overview of the development of AI-based language models, their use in academic settings, and ways to detect them. Finally, teachers and scholars will be advised to find alternative ways to benefit from AI rather than seeing it as a monster. At this point, an analogy of Scooby-Doo will be used, where people see monsters as extraterrestrial creatures while monsters are humans who use AI to plagiarize. Thanks to this presentation, we will be able to unmask them.

**Keywords**: AI, plagiarism, analysis, semantics

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## *"A Diagnostic Assessment of Pronunciation: Segmental and Suprasegmental Perceptions of EFL Learners"*

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Diagnostic listening tests, applicable in classroom or language laboratory contexts, should evaluate learners' capacity to distinguish segmental and suprasegmental features, serving for screening and placement objectives (Celce-Murcia et al., 2017). This study explores the sound perception abilities of B1 level EFL learners (N=125) through a diagnostic perception test (Baker, 2006) administered prior to an in-class pronunciation intervention. Analyzing both minimal pair sound discrimination and suprasegmental feature perception (final intonation and word stress), the research identifies specific strengths and challenges in participants' perception abilities. Test success rates were analyzed descriptively for all the sections. While participants generally excelled at discerning basic sound differences, specific minimal pairs presenting subtle distinctions, particularly involving words with high-functional loads (Brown, 1998), posed greater challenges. Vowel and consonant errors were evenly distributed, suggesting intricate interactions between L1 influence and specific sounds. Salient differences appeared to aid lower error frequencies and phonologically more subtle distinctions led to higher frequency errors. Suprasegmental features presented a different landscape, with participants showcasing greater accuracy in identifying final intonation patterns. Items with a final falling intonation pattern, notably in interrogative wh- / how questions, exhibited lower accuracy. Additionally, word stress accuracy decreased with increasing syllable count. Although no direct link between intonation and word stress scores emerged, the findings nonetheless highlight their interconnected nature. These insights unveil crucial areas for improvement in L2 pronunciation instruction, emphasizing the need for targeted approaches that address specific challenges in sound discrimination, prioritize high-frequency minimal pairs, and effectively navigate the complexities of suprasegmental speech features.

**Keywords**: Diagnostic assessment, perception, segmentals, suprasegmentals,

## *"In-service Teacher Training Processes and Procedures at METU DBE"*

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The growth of teachers is a continuous process of decision-making in the context of the workplace, reflecting on those decisions and sharing the experience with others. Because language teaching is a professional practice, it requires this continuous process of experimentation and evaluation on the part of the practitioners so that they can be more effective in their pedagogy as well for their own professional development. In-service training courses and programs are the most useful tools for this process because it grows directly out of the experiences, assumptions and perceived problems of the teachers. As studies also suggest (Desimone et al., 2002; Kalinowski et al., 2020; Liu & Phelps, 2020), professional development experiences can have a substantial positive influence on teachers' classroom practice and student achievement as well as school quality. For these reasons, institutions provide teachers with opportunities for professional development via in-service training practices. METU Department of Basic English is one of those institutions. There are continuous, structured and formal in-service training programs for the English language instructors provided by the Professional Development Unit of the Department. This session is a description of the in-service training programs and procedures at METU DBE. The needs analysis, content and material design, delivery practices as well as feedback and evaluation procedures of the DBE in-service teacher training program are explained, and some examples of the process are provided.

**Keywords**: Teacher education, in-service teacher training programs, institutional practices

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**"Inclusion in ELT Textbooks: A Critical Examination"**

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Inclusion referring to a worldview embracing differences and diversity among people in any community is a concept strongly supported in today's education. To this end, textbooks are considered as educational tools for promoting peace through mutual understanding among students with diversities. Conversely, research has revealed that textbooks on various school subjects in some countries tend to discriminate a group, which does not match the principles of inclusive education. Thus, considering the fact that learning languages promotes intercultural competence (also part of inclusive education) and with an inquiry of how inclusion is represented in language textbooks in Türkiye, this study aims to examine English Language Teaching (ELT) textbooks that are used in each grade of basic education level and suggested by Ministry of National Education (MONE). For this purpose, qualitative data were collected with reference to a framework developed by United Nations Educational, Scientific and Cultural Organization (UNESCO) which involves four dimensions of representation of diversity, presentation of characters, descriptions of identities, images and illustrations and choice of sources and styles. Thematic analysis revealed that diverse groups were represented in the textbooks to a certain extent in line with this framework.

**Keywords**: ELT, textbook analysis, inclusive education

# *"Young Learners' Attitudes toward the English Language: English Is like Travelling into Space"*

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It is an undeniable truth that one person's attitude affects his/her success on a topic. To understand and analyze why young learners are not good at English Language course enough, an attitude scale for young learners is carried out. Besides the scale, young learners are asked to fill in the blank in the sentence "English Language is like ... because ...". This current research includes 53 young learners who study in Samsun, Turkey. The results have shown that the participants have mostly positive attitudes toward the English Language. Although they have difficulties in learning it, they mostly find it entertaining and necessary. In the light of these results, it can be said that language courses should include more entertainment. Thus, the attitudes of young learners and their success on English Language courses can affect each other more.

**Keywords**: Attitude, young learners, metaphor

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*"Navigating Trauma-responsive Education - Perspectives and Practices"*

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Meta-analyses of school-based social and emotional learning (SEL) illustrate that academic outcomes and holistic wellbeing improves among students who receive SEL interventions at school (Cipriano et al., 2023; Durlak et al., 2011). Trauma-responsive teaching and social emotional learning are intertwined because students experiencing high levels of trauma can greatly benefit from social emotional learning practices (Osher et al., 2019). Reviews of trauma-informed school-wide interventions have uncovered a lack of knowledge about educator understanding of trauma-informed practices and educator perceptions of student experiences of trauma (Berger, 2019; Stratford et al., 2020). In a qualitative interview study with 34 educators of children aged 5-18 in the United States, I examine the ecological lens through which educators describe student experiences of trauma. I find that educators who describe student experiences of trauma in a broader and more structural way are also more likely to talk about implementing individual student supports and social emotional practices. In contrast, educators who talk about student experiences of trauma in a more blaming and pathologizing way, also describe implementing fewer individual supports and fewer social emotional practices. This work has implications for professional development. It may be beneficial to encourage trauma-informed practices and social emotional learning in tandem, rather than as separate practices. Furthermore, it is critical to consider an educator's worldview about trauma-informed practices and social emotional learning because educators perceive novel professional development through their existing worldview and beliefs about students (Coburn, 2001).

**Keywords**: Trauma-informed teaching, social emotional pedagogies, professional development, educator perspectives

### "Understanding Learner Agency: Reflections of ELT Students in the Linguistics Course"

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Traditional education still tends to hold teachers as the authority figures who have the final say in all course-related decisions. However, teachers should make every effort to ensure that learners are actively involved in the learning process to overcome the confines of classroom teaching. Learner agency is one of the most pressing concerns in education. Giving agency to students can empower them for existing learning endeavours by helping them to become more motivated (Harmer, 2007; Harmer, 2012). The present study aimed to investigate learner agency of 60 English language teacher trainees taking the linguistics course. The online and hand-written learner reports comprised the data of the study. Content analysis of the data revealed the central issues of teacher characteristics, course flow and materials. The findings showed a marked tendency among the participants to approve things that have been "done" to them rather than what was done by them. That is, the nature of the teacher's approach to them, topic explanations, teaching techniques, and material use such as slides, practice questions and quizzes were the majority of the motivational issues mentioned. On the other hand, only seven participants reviewed their own roles and conducts in their development. A significant conclusion was that the teacher-centred educational culture of the learners in which they have been trained so far influences their appraisal of the learning environment and willingness to take responsibility for their own learning. Further research could investigate learner agency giving learners various decision-making responsibilities for different components of the course delivery.

**Keywords**: Foreign language learner, learner agency, teacher education

*"Agentive Learner in the EFL Classroom: Insights into Language Learning Experiences at a Public High School"*

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The main aim of this study was to investigate the phenomenon of learner agency in terms of language learning practices in-and-out of EFL classes from the perspective of high school students. In particular, instructional practices in EFL classes of a public high school (i.e., Anatolian High School) were examined to understand the agentive role of learners; i.e., how their voices, choices, and opportunities to learn the language reveal language learning experiences.

In the 100th anniversary of the Turkish Republic, the study also aimed to take a brief look at the educational policies for foreign language education (FLE) from the perspective of "Anatolian High Schools". To understand how it is to learn English at an Anatolian High School today, a phenomenological design pattern was adopted as a research design. Individual semi-structured interviews with five junior-year (grade 11) students were conducted.

Overall, FLE at Anatolian High Schools in the history of Turkish education was briefly reported. Then students' language learning practices in-and-out of the classroom were disclosed to demonstrate the present status of EFL at Anatolian High Schools today. Findings suggested a positive impact of the agentive role of learners in their language learning experiences. Though instructional practices indicated some inadequacies, the agentive role learners took up led to some encouraging learning experiences such as improving writing skills, learning lexis, gaining confidence, and increasing motivation to learn.

The interpretation of the findings indicated how language learners and their language learning practices affect classroom-level instructional practices. Implications for policy and practice were discussed.

**Keywords**: Learner agency, language instruction, language education policy

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*"Perceived Competence of Pre-service English Language Teachers"*

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This study aimed to determine the competence levels of Turkish pre-service English teachers concerning the definitions and standards for teaching competencies. Additionally, the study focused on the aspects causing them to feel competent or incompetent and their suggestions for developing further competence. The participants of this study consisted of 97 pre-service English teachers studying in the ELT Department of a state university in Türkiye. Data were collected by "A Scale of Perceived Competency in English Language Teaching" developed by the researchers based on general teaching competencies and field-specific teaching competencies for English teachers. Quantitative data were descriptively analyzed to define whether teacher candidates felt competent or not in given aspects and the qualitative data provided to reflect why they feel so and what they suggest for feeling more competent were thematically analyzed considering the form used for data collection. The findings pointed out that pre-service English teachers feel competent in practically all domains thanks to their teacher training program, teaching practicum and personal traits. Yet, some feel incompetent mostly because of their lack of experience, practice, and theoretical knowledge, personal weaknesses, and both their own and students' apathy. They suggest that having experience, obtaining the opportunity to turn their theoretical knowledge into practice, researching, and starting their profession as a teacher might help them be more competent in those aspects. In keeping with all of the findings, a noteworthy conclusion is that teacher education programs have a considerable impact on the efficacy beliefs or perceived competence of pre-service English teachers.

**Keywords**: Perceived competence, teaching competencies, English language teaching competencies

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## "Oral Communication Skills and Tasks Essential for Success in Academic and Professional Life"

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Competency in English communication has been a key factor in the employability of graduates in international job market, and higher education is attributed the role to accommodate this need. In recent reports and studies, there is an urgent call highlighting the gap in the necessary skills the students need to be equipped with. The purpose of this study is to depict the current landscape of speaking skills and tasks that are needed by university students in their academic studies and later in their professional/work life. With this aim, the researchers have adopted a qualitative design engaging in lesson observations in different departments in an EMI university in Türkiye and conducting half-hour semi-structured interviews with key stakeholders. Participants include internal stakeholders, i.e., faculty, students, as well as external representatives, i.e., senior managers and workers from various industries. Both inductive and deductive thematic content analysis have been utilized. Findings revealed that students and employees carry out tasks that require both information presentation and interaction skills. Furthermore, it was also found that language proficiency has a profound impact on academic success and employability of the students. These findings underscore the importance of transferable communication skills the university students need to be equipped with during their academic studies and prior to their graduation to better meet labor market needs. The study has valuable implications for educators and decision makers regarding the curriculum design and assessment practices of an oral communication course offered to prepare students for the demands of contemporary academic and professional landscapes.

**Keywords**: Speaking skills, soft skills, oral communication course, needs assessment, higher education, employability

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### *"Nurturing Minds, Building Futures: Practical Strategies for Social-Emotional Learning and Growth Mindset in the Classroom"*

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In the realm of education, where academic success represents just a portion of overall development, nurturing social-emotional learning and encouraging a mindset geared towards personal growth are crucial. Teaching these skills in order to facilitate language learning means that the educators are equipping their learners with invaluable competences which will help them in their future lives.

This workshop aims to offer practical ideas and strategies to cultivate these essential skills across diverse educational settings, spanning from young learners to university students. The first part of the workshop will provide a brief theoretical introduction to social-emotional learning and growth mindset. In the second part, participants will engage in hands-on activities to gain insights into fostering social-emotional skills in their language classes. Furthermore, they will explore strategies for integrating growth mindset practices into everyday instruction to empower learners with resilience, perseverance, and a belief in their own potential. Participants will explore adaptable approaches tailored to the diverse needs and developmental stages of learners.

Key topics covered include fostering self-awareness skills, promoting social awareness, responsible decision-making, cultivating positive relationships and growth-oriented attitudes. By the workshop's conclusion, participants will leave equipped with a toolkit of practical strategies, resources, and useful tips to smoothly integrate SEL and growth mindset principles into their teaching practice. Ultimately, this workshop aims to empower educators to not only facilitate academic growth but also nurture the holistic development of their students, laying the foundation for a future generation equipped with the skills and mindset to thrive in an ever-changing world.

**Keywords**: Social-emotional learning, growth mindset, self-awareness, resilience

## "Well-being of a Bilingual Child: A Case Study"

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Applied linguistics traditionally focused on language acquisition methods, but current research now emphasizes a merger between cognition and emotions, recognizing their interdependence and indivisibility. The emerging positive psychology movement challenges conventional negative/positive emotion classifications, encompassing a spectrum of emotions like love, pride, and well-being. This contemporary understanding provides a nuanced perspective on the emotional aspects of language learning with a particular focus on the construct of well-being, distinguishing eudemonic and hedonic facets and their intricate interplay. This study delves into the experiences of a bilingual child, fluent in Turkish and English, investigating well-being in an environment where English is not the primary language spoken by the child's family or community. By examining the bilingual encounters of a 12-year-old, the research identifies the elements that shape learner well-being. Seligman's PERMA model offers a framework to grasp the core components of psychological well-being and flourishing, complemented by the application of complexity theory as a meta-theory to further grasp this intricate construct. Data triangulation, involving diary entries, video-stimulated recall interviews, and semi-structured interviews, is employed in the research, offering diverse perspectives on well-being across different temporal and spatial contexts. The study advocates for the integration of well-being in foreign language education, aligning with the contemporary trend emphasizing a holistic approach. Furthermore, the findings underscore the significance of the emotional side of learning with insights into how to boost agency, nurture creativity, and foster bilingual criticality. The study concludes by discussing the implications of these findings for educators and policymakers.

**Keywords**: Bilingual child, learner well-being, positive psychology, complexity theory