

THIRD INTERNATIONAL
LANGUAGE-FOR-ALL CONFERENCE

LFAC'24

BOOK OF ABSTRACTS



ÇUKUROVA UNIVERSITY
SCHOOL OF FOREIGN LANGUAGES



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The contents of this book are arranged numerically according to the abstract IDs.

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THIRD INTERNATIONAL LANGUAGE-FOR-ALL
CONFERENCE

BOOK OF ABSTRACTS

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Adana, TÜRKİYE

17 – 18 October 2024

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THIRD INTERNATIONAL LANGUAGE-FOR-ALL CONFERENCE

ÇUKUROVA UNIVERSITY
SCHOOL OF FOREIGN LANGUAGES



Dr. Alessia COGO



Prof. Dr. Mehmet DEMİREZEN



**Dr. Caroline FELL
KURBAN**



**Dr. Emmanuel
KEULEERS**



Dr. Jonathan M. ROSS

ELT Evolution: ALL with AI?



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We would also like to express our heartfelt gratitude to Prof. Dr. Hamit Emrah BERİŞ, the Rector of Çukurova University, for his generous assistance in the organisation of this international conference.

We would also like to express our gratitude to the members of the **Scientific Committee** (list page xii) for their evaluations of all the abstracts that were submitted. The review process is a critical component of *LFAC'24*, and we are appreciative of the guidance and support provided by the **Scientific Committee**. The conference would not have been achievable without the invaluable collaboration of the members of the School of Foreign Languages at Çukurova University.

The event organisers have also been greatly honoured by the support of "**TÜBİTAK 2223-B - Grant Program for Organising Scientific Meeting within the Country.**" Consequently, we would like to extend our gratitude to **TÜBİTAK** for their invaluable assistance.

We, the **LFAC Organising Committee**, would like to extend our sincere appreciation to all participants for their invaluable contributions to our conference. It is our sincere hope that the *Third International Language-For-All Conference (LFAC'24)* will serve as a catalyst for further research and innovation in the field.

Prof. Dr. Yonca ÖZKAN
Head of School of Foreign Languages

Dr. Mustafa KARA
Head of the Conference

Honorary Head

Prof. Dr. Hamit Emrah BERİŞ

Rector, Çukurova University

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Prof. Dr. Yonca ÖZKAN

Head of School of Foreign Languages, Çukurova University

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LFAC'24

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Dr.	Caroline FELL KURBAN	MEF University	Director of the Center for Research and Best Practices in Learning and Teaching (CELT)

THIRD INTERNATIONAL LANGUAGE-FOR-ALL CONFERENCE PROGRAMME
17 October Thursday

08.00 – 09.00	Registration		
09.00 – 10.00	Opening Remarks		
10.00 – 10.45	Keynote Speaker I: Dr. Alessia COGO – “English for a Critical Mind: Developing an ELF Perspective in ELT”		
10.45 – 11.00	Coffee Break		
Day I Session I	Mithat Özsan Conference Hall – Auditorium A	Mithat Özsan Conference Hall – Auditorium B	Mithat Özsan Conference Hall – Auditorium C
	<i>Chairperson</i> Erdoğan BADA	<i>Chairperson</i> Agnieszka B. TÜNCER	<i>Chairperson</i> Eda KAHYALAR
11.00 – 11.20	Bengü AKSU ATAÇ & Gülnur Nermin EFEOĞLU “ChatGPT as an Authentic Assessment Tool for Writing Practices in Foreign Language Teaching”	Emre ARTUT & Merve GAZİOĞLU “Exploring Attitudes Towards AI and Their Impact on Learner Autonomy in Language Learning”	Sinem ÇAPAR İLERİ “How to Dismantle the Gender Bias in AI”
11.25 – 11.45	Buket GÜLLÜ-ÖZKAYA & Hasan BEDİR “Flipping the Language Classroom: Investigating Challenges and Learners’ Perceptions”	Dila BARAN & Aysun YURDAIŞIK DAĞTAŞ “Exploring 9 th -Grade Students’ Well-Being in a Public-School Context in Turkey”	Beyza Betül TANRIKULU “Ecofeminist Echoes: Uncovering Virginia Woolf’s Implicit Critique in <i>To The Lighthouse</i> ”
11.50 – 12.10	Rezan ALTUNBAŞ & Nursel ÇETİNKAYA “AI-Enhanced Language Teaching & Learning: Bridging Theory and Practice”	Zeynep Büşra VARIŞLI & Tuğba SÖNMEZ AKALIN “An Examination of Speaking Anxiety in English Learning: The Role of Demographic and Educational Factors”	İbrahim FİDAN & Melike BEKTAŞ “The Impact of Benefiting from the Erasmus Program on Students’ Postgraduate Education Plans: The Case of OKÜ, Faculty of Arts and Sciences”

Lunch Break			
Keynote Speaker II: Assoc. Prof. Dr. Emmanuel KEULEERS – “How Artificial Language Users Change Language Learning”			
Coffee Break			
12.10 – 13.10			
13.15 – 14.00			
14.00 – 14.15			
Day I Session II	Mithat Özsan Conference Hall – Auditorium A <i>Chairperson</i> Cemile BUĞRA	Mithat Özsan Conference Hall – Auditorium B <i>Chairperson</i> Erdoğan BADA	Mithat Özsan Conference Hall – Auditorium C <i>Chairperson</i> Elif KEMALOĞLU-ER
14.15 – 14.35	Pelin DERINALP & Melek HALİFE “Investigation of Turkish Preservice EFL Teachers' Attitudes towards Artificial Intelligence in Terms of Various Variables”	Mehmet DEMİREZEN “Demonstration of the Specific Features of Rhotic and Non-rhotic /r/ Phoneme of English through Text to Speech Labs and <i>Audacity</i> Program”	Elif KEMALOĞLU-ER & İnci AKKUZU & Emin KUTLU “Translating Tomorrow: AI Insights through the Eyes of English Major Students and Instructors”
14.40 – 15.00	Sibel KAHRAMAN ÖZKURT “Exploring the Impact of Career Planning Course on EFL Student Teachers' Current and Future Professional Routes”	Hacer KAÇAR “The Comparison of Native and Non-Native Instructors Regarding Blended Learning in Higher Education Context”	Filiz RIZAOĞLU “Insights on Utilitarian Decision Making in a Foreign Language”
15.05 – 15.25	Polen BOYACI & Senem ZAIMOĞLU “Investigating the Relationship between Turkish EFL Teachers' Subjective Well-Being and Their Occupational Resilience in University Contexts”	Kübra ŞİK KESER & Rümeyza PEKTAŞ “Comparative Analysis of Human and AI Feedback on Academic Writing in the Context of Türkiye”	Buse Sabiha BOZASLAN & Emel Hülya YÜKSELOĞLU “Forensic Linguistics and Forensic Phonetics, Artificial Intelligence Technology: Linguistic Fingerprinting”
15.25 – 15.40			
Coffee Break			

Day I Session III	Mithat Özsan Conference Hall – Auditorium A	Mithat Özsan Conference Hall – Auditorium B	Mithat Özsan Conference Hall – Auditorium C	Mithat Özsan Conference Hall – Auditorium D
	<i>Chairperson</i> Meryem AKÇAYOĞLU	<i>Chairperson</i> Berk İLHAN	<i>Chairperson</i> Beyza KABADAYI	<i>Chairperson</i> Seda GÜLER
15.40 – 16.00	Yusuf Emre YEŞİLYURT “Evaluating a Custom GPT for Enhancing Speaking Skills”	Mariana VILLEGAS VENEGAS & Natalia RAKHLIN “Is Syntactic Performance Better than Early Pragmatic Competency in Children with ASD?”	Erdem AKBAŞ & Esra YATAĞANBABA “Language Mediation in EMI: A Corpus Study of Translanguaging in Academic Lectures across Disciplines”	Kübra ŞIK KESER “Using AI in ELT Material Design: Insights from Prospective English Teachers”
16.05 – 16.25	Gürkan TEMİZ & Elif Nazlı KAFADAR “A Phenomenological Investigation of In-service Teachers’ Conceptions of AI and Its Utilization in ELT”	Berk İLHAN “A Study on the Levels of ELT Student-Teachers’ AI Anxiety and Motivation to Teach”	Enis OĞUZ “Which is More Consistent in Assessing Essay Quality? ChatGPT vs. NLP Models”	Yusuf YILMAZ “Leveraging AI Tools for Personalized Bilingual Education: Strategies and Impact”
16.30 – 16.50	Abbas HADIZADEH “Challenges and Perceptions of L2 Academic Writing in EMI Contexts: Teachers’ Perspectives in the Digital Age”	İrem Nur ATEŞ & Eda DURUK “Linking Adverbials in Academic Writings of Turkish Learners with Different L1 Backgrounds”	Beyza KABADAYI “The Predictive Role of Epistemological Beliefs in Argumentation Skills among EFL Learners”	Mehmet DEMİREZEN & Halil ERCAN “Identification of the Tonic Stress in Sentences by Using the <i>Audacity</i> Program and Text to Speech Labs”
16.55 – 17.15	Meryem AKÇAYOĞLU & Kaveh JALILZADEH & Azra TAJHIZI “Navigating the Future of Writing Instruction: Comparing Peer Feedback and AI-Powered Writing Feedback in ELT”	Elif Kadriye ÖZKAN & Nihan ERDEMİR & Derya COŞKUN “A Systematic Review on EFL Teachers’ Perceptions of Artificial Intelligence”	Tahir YAŞAR & Murat GÖZÜBÜYÜK & Buse GÜL & Zeki KANDAŞOĞLU & Frat KESKİN & Elif Beyza TÜRKMENÖĞLU & Abdullah YOLDAŞ “A Deep Understanding of the Perspectives of Pre-Service ELT Students on the Use of Artificial Intelligence in terms of Teaching and Assessment”	Elmas İVACIK & Emine Eda ERCAN DEMİREL “Beyond the Paper: An Investigation into the Effects of Technology-Mediated Task-Based Language Teaching on EFL Students’ Reading Comprehension and Motivation”
19.00	Conference Dinner			

THIRD INTERNATIONAL LANGUAGE-FOR-ALL CONFERENCE PROGRAMME

18 October Friday

09.00 – 09.45	Keynote Speaker III: Prof. Dr. Mehmet DEMIREZEN – “The Functions of Pausing in English: A Demonstration by Audio Texts Created by Audacity Program and Text to Speech Labs”		
09.45 – 10.00	Coffee Break		
Day II Session I	Mithat Özsan Conference Hall – Auditorium A	Mithat Özsan Conference Hall – Auditorium B	Mithat Özsan Conference Hall – Auditorium C
	<i>Chairperson</i> Esra ASLAN	<i>Chairperson</i> Ayşegül UYSAL	<i>Chairperson</i> Betül GÜLERYÜZ ADAMHASAN
10.00 – 10.20	Zekeriya DURMAZ “Constraints and Solutions to Essay Writing Process in an EFL Classroom: An Exploratory Action Research Study”	Mustafa KARA “Feminism in Times of Darkness: Proto-Feminist Attempts in Medieval and Renaissance Periods”	Elmas İVACIK “Integrating Chatbots into High School Classrooms for Collocation Instruction”
10.25 – 10.45	Mustafa YILDIZ “The Effect of Explicit Morphology Instruction on EFL Learners’ Morphological Knowledge”	Çisem GÜLENLER ACAR “The Cross Model in <i>The Woman Who Owned The Shadows</i> by Paula Gunn Allen”	Nida GÜRBÜZ & Emine YILMAZ “Comparing Student Perspectives on Feedback: <i>Speako App</i> vs. Teacher Feedback in Language Learning”
10.50 – 11.10	İhsan ÜNALDI & Esmenur KARA & Ayten KUTLU “Common Misconceptions and Malpractices in L2 Vocabulary Instruction: Turkish EFL Teachers’ Perspectives”	Met’eb ALNWAIRAN “Transformative AI in English Literature Education: A Comparative Analysis of <i>ChatGPT</i> and <i>Gemini</i> on Student Literary Analysis and Writing Proficiencies”	İşıl ÖZDEMİR “ChatGPT and Critical Thinking: Impact on EAP Students’ Problem-Solving Skills”
11.15 – 11.35	Shamil KHAIROV “Who Needs a Thematic Dictionary ‘for All Occasions’ Today? A Compiler’s Notes”	Tahir YAŞAR “Waiting for Godot and Lefty”	Lorin KAÇMAZ “WE Awareness of Secondary School Students”
	Fatma ÖNDER & Emine Eda ERCAN DEMIREL “Exploring Student Perception and Motivation in Theme-Based Instruction: An Experimental Study in Content-Based Education within the ESP Context”		Mehmet Salih YOĞUN “An Investigation of School of Foreign Languages Directors’ Perceptions of Leadership, Management and Leadership Models”
			Zehra KAYAALP

Lunch Break			
11.35 – 12.45	Keynote Speaker IV: Dr. Caroline FELL KURBAN – “The Impact of ChatGPT on Higher Education: Exploring the AI Revolution”		
12.50 – 13.35	Coffee Break		
13.35 – 13.50	Keynote Speaker V: Jonathan Maurice ROSS “Ethics in Community Interpreting: A Challenge for/from Artificial Intelligence?”		
13.50 – 14.30	Mithat Özsan Conference		
Day II Session II	Mithat Özsan Conference Hall – Auditorium A <i>Chairperson</i> Hasan Çağlar BAŞOL	Mithat Özsan Conference Hall – Auditorium B <i>Chairperson</i> Eser ÖRDEM	Mithat Özsan Conference Hall – Auditorium C <i>Chairperson</i> Meryem Ö. YILMAZER
14.35 – 14.55	Semih SARIGÜL “Motivations for Volunteer Translation in an Online Video Game Localisation Community in Turkey”	Eser ÖRDEM “Acquisition of Complex Sentences by EFL Learners”	Hazal TEKELİ & Nihan ERDEMİR & İdil SAYIN “Integrating Artificial Intelligence Training into Academic Writing Course for Language Classroom Engagement and Achievement”
15.00 – 15.20	Hasan Çağlar BAŞOL “Role of Artificial Intelligence in Translation and Interpretation: Perspectives of Translation and Interpreting Students”	Salih DEMİR & Soner ELASLAN & Sena Nur ÖZDEMİR “English Language Teachers’ AI Perspectives at a Tertiary Level”	İbrahim Fidan & Zeynep Ceren YARAR “Determination of the Problems of the Preparatory Class Students and Their Needs”
15.25 – 15.45	Matthew CHAMPLIN “Innovating in Teaching Reading Skills for a Changing World”	Oğuzhan HÜYÜKLÜ & Ebru ŞİRE KAYA & Emin ÖZDENVAR “Investigating the Ethical Considerations of Post-Graduate EFL Students Towards AI Tool Usage in Academic Writing”	Nida GÜRBÜZ & Emine Eda ERCAN DEMİREL “Human vs AI: Shaping EFL Learners’ Success through Peer Feedback and Automated Writing Evaluation Tools in Paragraph Writing Tasks”

15.50 – 16.10	<p>Arda Dilovan IŞIK AYDIN & Yonca ÖZKAN</p> <p>“The Effects of Web 2.0 Tools on EFL Students’ Self-Regulation and Vocabulary Development”</p>	<p>Bouchra LIF</p> <p>“Acquisition of L3 English Adjectives by Multi-Lingual Learners”</p>	<p>Elif Nur SARIYILDIZ & Nazlı BAYKAL & Nihan ERDEMİR & İdil SAYIN</p> <p>“Systematic Review of AI-Powered Chatbots on Speaking Skills in English Language Teaching between 2020-2024 “</p>	<p>Gizem KARAMAN & Hazal AKSOY & Yeşim KAYHAN & Merve DEMİRCİOĞLU</p> <p>“The Perspectives of ELT Graduate Students Regarding the Utilization of AI Tools”</p>
16.15 – 16.35	<p>Gülcan Irmak ASLANOĞLU</p> <p>“Fanfiction is the New Fiction: The Art of Retelling in Contemporary Literature”</p>			
16.35 – 17.00	Closing Remarks & Raffle			

**KEYNOTE
ABSTRACTS**



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**English for a Critical Mind: Developing an ELF
Perspective in ELT**

Dr. Alessia COGO

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Abstract

Critical Language Pedagogy continues to be of interest to teachers and educators dedicated to integrating critical and social justice values into their teaching practices. This approach aligns well with English as a Lingua Franca, which promotes an egalitarian view of English as a dynamic and creative tool.

In this keynote presentation, I will explore the foundational principles of Critical Language Pedagogy, emphasizing key tenets such as critical consciousness, dialogue, problem-posing, student-centred learning, and action orientation. Following this, we will focus on the linguistic dimension, discussing how the concepts of English as a Lingua Franca and translanguaging can be harnessed to foster social justice awareness in the classroom.

The presentation will also showcase practical examples and sample materials, illustrating their application in educational settings.

Keywords: English as a Lingua Franca, translanguaging, critical language pedagogy, teacher education, linguistic justice



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How Artificial Language Users Change Language Learning

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Abstract

The study of language has traditionally focused on human speakers and their cognitive processes. However, this perspective may be insufficient in an era where language is increasingly shaped by artificial language users, such as generative language models. This keynote proposes a framework for understanding language as a network structure that is theoretically rooted in the usage-based approach to language and introduces formalizations from graph theory and network science.

While a traditional way of modelling language as a network, is to represent language users as nodes while edges represent communicative interactions, the framework introduces a crucial distinction between two types of nodes:

1. Dynamic nodes: Entities capable of processing, storing, and producing language autonomously (e.g., humans, advanced AI systems).
2. Static nodes: Language artifacts that store information but cannot process it independently (e.g., books, databases).

This conceptualization allows us to reframe our understanding of language evolution and acquisition. We argue that what we perceive as "language" is fundamentally a product of the network's composition and its changes over time. Sudden shifts in this composition can dramatically impact language dynamics and learning processes.

I will explore historical examples of such shifts, such as the widespread availability of printed books, which introduced a vast number of static nodes to the language network; and discuss the contemporary disruption caused by the introduction of generative language models as new dynamic nodes in the network. I will also discuss how traditional measures of lexical dispersion, such as frequency and prevalence, can be reinterpreted as network metrics. Finally, I will consider the implications of this approach for conceptualizing language learning.

Keywords: language networks, artificial language users, lexical dispersion, language learning



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**The Functions of Pausing in English: A Demonstration
by Audio Texts Created by *Audacity* Program and Text
to Speech Labs**

Prof. Dr. Mehmet DEMİREZEN

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Abstract

In suprasegmental phonology, a pause is an interval of silence, a break, or making a moment of silence while speaking. Pauses serve critical functions for both the speaker and the audience during a speech. During a speech, pausing at the right moments will give the listeners the time to process and engagement on what we say. In writing, pauses are mostly achieved through punctuation marks, but they fall short in communication between the speaker and listener because of the pragmatic meanings that are denoted by the speakers. In addition, if not properly used, it harms the fluency, accuracy, and intelligibility in making the communication awkward and unnatural. So, pausing is one of the most powerful tools we have when you speak. It is not taught; it gets to be detrimental to overall communication skills. In order to raise awareness on the issue of pausing, videos, film scripts, dialogues, and audio text materials accompanied by fillers created by Audacity Programs and Text to Speech Labs will be used to demonstrate how to make pauses in speech in learning English as a foreign language.

Keywords: pauses, fillers, silent pauses, juncture phonemes



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**The Impact of *ChatGPT* on Higher Education:
Exploring the AI Revolution**

Dr. Caroline FELL KURBAN

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Abstract

The rapid integration of artificial intelligence (AI) in higher education is revolutionising traditional practices, with *ChatGPT* at the forefront of this transformation. Our comprehensive study at MEF University unveils how *ChatGPT* is reshaping the roles of students, instructors, and institutions. Conducted from December 2022 to August 2023, this research employs a qualitative case study approach, enhanced by critical theory and phenomenology, to provide deep insights into *ChatGPT*'s educational impact. We discovered that while *ChatGPT* significantly enhances learning experiences through immediate assistance and personalised support, it also introduces challenges related to academic integrity and critical thinking. Our findings crystallise into six key themes: input quality and output effectiveness, limitations and challenges, human-like interactions, *ChatGPT*'s role as a personal aide/tutor, its impact on user learning, and the constraints of a generalised bot in educational contexts. To harness the full potential of AI, our study emphasises the need for balanced integration, fostering critical thinking alongside AI utilisation. We recommend comprehensive AI literacy programs, adaptive assessment strategies, and robust ethical guidelines to ensure responsible AI use. MEF University leads by example with pioneering initiatives such as its institutional AI policy development, innovative course offerings, and the creation of AI Cafés for both instructors and students. This research contributes significantly to the global discourse on AI in education, providing valuable insights for educators and institutions navigating AI integration. As we stand on the brink of an AI-driven educational revolution, our findings call for a thoughtful and ethical approach to leveraging AI's transformative power. Join us in exploring the future of education and the pivotal role of AI in shaping it.

Keywords: English as a Foreign Language (EFL), English Language Preparatory Programs (ELPP), Artificial Intelligence (AI), AI Literacy, Future of English Teachers



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**Ethics in Community Interpreting: A Challenge
for/from Artificial Intelligence?**

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Abstract

‘Community interpreting’ refers to oral or sign language translation that facilitates communication between public service providers and would-be service users who do not speak the local or official language(s). Community interpreters work in complex, hierarchical and often stressful settings such as hospitals, courtrooms and police stations. The conversations which they translate often concern a crisis in the life of the service-user, such as an asylum-seeker being told that their application has been rejected. Given these and other contextual and situational variables, it is hardly surprising that community interpreters frequently find themselves faced with ethical problems and dilemmas: should the interpreter accept a certain assignment in the first place; what utterances should or shouldn’t they interpret; and if they do interpret, how?

To guide interpreters in dealing with ethical problems, in countries where community interpreting is more established, professional associations and interpreters’ employers create detailed codes of ethics, to which interpreters are supposed to conform. However, a code of ethics cannot offer the solutions to all ethical problems; with the help of training, interpreters are expected to develop well-grounded professional judgment on ethical matters. Arguably, the need to take reasoned quick decisions on complex ethical issues makes the task of the community interpreter particularly difficult, a task, moreover, that can only be performed by a judicious, well-trained human being. To make decisions at ethical crisis-points, a community interpreter has to be able to understand what has been said, identify and understand all the factors at play in a situation, activate their knowledge of the Code of Ethics, think of the options they have and the consequences these may bring and choose the best option, perhaps in the process prioritising one ethical principle over others.

Could an Artificial Intelligence system do all this? Some would claim that, until Artificial General Intelligence has been created, meaning that AI systems can actually be equipped with ‘general human cognitive abilities such as



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thinking, learning, reasoning, planning or creativity’ (Horváth 2022: 2), machine interpreters can never really compete with humans when it comes to making decisions on ethical issues. Driven purely by their recognition of linguistic patterns and unable to understand, analyse and interpret the meaning behind words, generative AI systems like ChatGPT can only be poor imitators of cognisant human-beings and are bound to trip up when really tested. On the other hand, in just the last half-decade, applications based on deep learning have become ever more capable and versatile, and the sizes of the data sets used to train them make the terms “large language models” and “big data” seem like understatements. Perhaps an AI system primed on codes of ethics could actually be a match for a human interpreter!

The aim of my workshop is to compare human responses to ethical problems in community interpreting with the evaluations offered by a chatbot trained on codes of ethics. After briefly introducing community interpreting, I will explain the ethical principles most commonly enshrined in codes of ethics. Following this brief training, participants in small groups will discuss a number of short scenarios involving ethical problems for an interpreter and will try to arrive at their own decisions about how the interpreter should behave. These decisions will then be compared with the output of a well-primed chatbot that has been fed the same prompt as the workshop-participants. While I make no promise to explain what is happening inside the ‘black box’ of the AI tool, I hope this small comparative experiment will stimulate thinking and discussion on the potential and risks of AI systems when introduced to the ethical minefield of community interpreting.

Keywords: community interpreting, ethics, artificial intelligence, machine interpreting

ABSTRACTS



Evaluating the Effectiveness of Active Learning Techniques through Performance Measures and Student Satisfaction in a Large-Class Speaking Course

Ali KARAKAŞ¹

Abstract

Developing effective oral communication skills in English is a critical challenge for language learners. This study investigates the role of active learning techniques in enhancing prospective EFL teachers' success in oral communication classes. The primary objective of this study was to examine the influence of active learning activities on students' oral communication skills in English and their satisfaction with the course. The study employed a mixed-methods approach. The Quantitative data were collected from students' midterm and final oral exam scores to assess their progress in oral communication skills. Additionally, a satisfaction survey was administered to students after the completion of the course to gather qualitative data on their perceptions and attitudes toward the course and the active learning techniques employed. The quantitative data consisted of scores from midterm and final oral exams, which were analysed using statistical methods to determine if there was a significant difference between the two sets of scores. The follow-up data were obtained through close-ended and open-ended questions in the satisfaction survey, and responses were analysed using both quantitative descriptive and qualitative thematic analysis. The findings revealed a significant difference between the midterm and final oral exam scores, indicating that the active learning activities positively influenced students' oral communication success. The satisfaction survey responses further supported these findings, as the majority of students reported improved confidence, fluency, and motivation to speak English after participating in role-play scenarios, speaking in front of the class, and engaging in constant practice of the language. The study highlights the effectiveness of active learning techniques, such as role-plays, class discussions, and frequent speaking opportunities, in enhancing students' oral communication skills in English. These activities not only improved students' performance in oral exams but also fostered a positive attitude towards speaking English, helping them overcome fears and become more comfortable with expressing themselves in the language.

Keywords: active learning, oral communication skills, English language learning, student satisfaction

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**Influences of Neoliberalism on Language Policies in
Türkiye: The Perspective of University Students**

Pınar KIR¹

Abstract

Neoliberalism has significantly reshaped the field of Applied Linguistics, leading to fundamental changes in the conceptualization of language, language education, and language policies. Although several studies revealed its influences on various contexts, there remains a gap in the literature regarding the perspectives of Turkish language learners. Therefore, this research aimed to reveal the impacts of neoliberalism on university students in the Turkish EFL context. To achieve this goal, the data were gathered through a combination of semi-structured interviews and focus groups, ensuring a comprehensive understanding of the participants' experiences and viewpoints. 30 English preparatory school students participated in the study. To analyse the data, thematic analysis, a rigorous method for identifying and interpreting recurring patterns within qualitative data, was used. The results yielded four overarching themes that shed light on the consequences of neoliberalism in the Turkish EFL context: a) the significance of English in Turkey, b) the share of English in Turkish economy, c) the effect of English in creating social hierarchies, and d) the effect of EMI universities. By addressing this research gap, the study contributed to the existing body of knowledge on the effects of neoliberalism in Applied Linguistics. The insights gained from this investigation offer valuable implications for language policymakers, educators, and researchers, facilitating a more comprehensive understanding of the challenges and opportunities posed by neoliberal ideologies in the Turkish EFL context.

Keywords: neoliberalism, neoliberal citizens, Turkish university students

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**Using AI in ELT Material Design: Insights from
Prospective English Teachers**

Kübra ŞİK KESER¹

Abstract

This qualitative study investigates the perspectives and approaches of aspiring English educators in crafting educational materials through the lens of Artificial Intelligence (AI). The research centres on 48 senior students enrolled in English language teaching programs, utilizing semi-structured interviews to gather detailed and nuanced insights. Thematic analysis of the data reveals the diverse viewpoints, challenges, and innovative methods embraced by emerging educators as they incorporate AI into material creation processes. The study results underscore three significant aspects concerning the design of language teaching materials. Firstly, the findings indicate a need for training among prospective teachers on effectively integrating AI tools into language teaching settings. Secondly, concerns about academic integrity emerge as a prominent theme, with aspiring language educators expressing reservations about the integrity of AI-designed materials. Lastly, the authenticity of AI-generated materials emerges as another area of consideration. Moreover, the research illustrates that prospective educators find AI tools particularly beneficial in designing materials for reading and listening skills. This inclination towards utilizing AI for reading and listening materials stems from the challenge of creating content suitable for learners' proficiency levels. The study portrays a spectrum of attitudes towards AI among participants, ranging from enthusiastic adoption to cautious exploration. These varied attitudes provide valuable insight into the evolving landscape of language education technology. Overall, this research has implications for teacher training programs, suggesting a need to incorporate AI-related training into curricula. Additionally, it sheds light on the future development of AI-integrated educational materials within the domain of English language teaching, emphasizing the importance of addressing concerns related to integrity and authenticity.

Keywords: AI tools, material design, listening, reading, language teaching

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**The Comparison of Native and Non-Native Instructors
Regarding Blended Learning in Higher Education
Context**

Hacer KAÇAR¹

Abstract

Comprehending EFL instructors' perspectives on blended learning gains increasing importance as this pedagogy becomes more and more prevalent in higher education. As both native and non-native instructors are employed at the school of foreign languages of higher education institutions, there is a need to explain and understand both instructors' perspectives about blended learning. Therefore, this study examines how native and non-native instructors perceived blended learning with regard to their reflections on their teaching experiences. The data of this pure qualitative study were collected as four complementary phases including interviews, observations, and field notes both in-person and virtually. The findings indicated that non-native instructors mostly confused blended learning with technology-enriched teaching while the native instructor had some traces of blended learning. There were also some differences in terms of their practices with regard to the activities and assignments they planned. On the other hand, regardless of their being native or non-native all the instructors agreed on the importance and necessity of in-service trainings to be able to improve and equip themselves with the requirements and innovations of this new technologically oriented century. On the basis of the results, the weak points of native and non-native instructors can be identified and professional learning environments can be organised to enhance teacher pedagogy for blended learning.

Keywords: blended learning, native and non-native instructors, higher education

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**A Study on the Levels of ELT Student-Teachers' AI
Anxiety and Motivation to Teach**

Berk İLHAN¹

Abstract

Teachers may naturally become anxious about new methods or products, and the integration of artificial intelligence (AI) into language instruction could compound this concern. By identifying the degrees of anxiety teachers and students have about AI, successful integration of AI technology can be accomplished. Nonetheless, there hasn't been much study on the worries student-teachers have regarding AI. Despite the potential tight relationship between the two concepts, no research has been done on how AI anxiety affects teachers' motivation to teach. With the participation of 153 student-teachers in an ELT department in Türkiye, this quantitative study examined whether there were any significant differences between AI anxiety, motivation to teach, gender, and year of the teaching degree. It also examined whether there was a correlation between AI anxiety and motivation to teach. Two questionnaires were used in the study: the AI anxiety scale and the motivation to teach scales. The findings of the correlational analysis revealed moderate levels of AI anxiety and motivation to teach. One significant difference was found between the year of the teaching degree and AI anxiety. Significant differences were discovered among gender, AI anxiety and motivation to teach. Positive correlations were found in AI anxiety with intrinsic motivation and sociotechnical blindness dimension with motivation to teach and intrinsic motivation. As the study displays anxiety and motivation to teach levels, which teacher educators must consider for a successful teacher preparation program, the study has important implications for them.

Keywords: ELT, student-teachers, AI anxiety, motivation, teacher education

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**English Language Teachers' AI Perspectives at a
Tertiary Level**

Salih DEMİR¹

Soner ELASLAN²

Sena Nur ÖZDEMİR³

Abstract

With the current technology, paradigms in ELT have been shifted. With the rapid utilization of open AI tools, language teachers have been referring to such tools in various domains, considering lesson planning, teaching, and assessment. As AI is a highly new and advancing trend in various professional disciplines, further research regarding the perspectives and utilization of AI has become a necessity. Within this line, studies in ELT mainly focused solely on the learners' perspectives. In this regard, investigating language teachers' perspectives on the usage of AI on language teaching process has become the focus of the current research. In order to understand the perspectives of language teachers, this study aims to delve into the frequency and purposes of AI utilization in the educational context. For this very purpose, 45 in-service teachers at a preparatory school of one of the state universities in Türkiye participated in the study. Data was collected through a semi-structured interview as the participants were selected based on purposive sampling. The findings demonstrated that language teachers use AI tools efficiently to operate educational processes. Another finding may suggest that language teachers do not consider ethical issues when using AI tools. This study has crucial implications for material developers, educators and pre-service teachers. The findings may contribute to a better understanding of AI implementation in language classrooms. Nevertheless, the research has some considerable limitations. Since this study was conducted in the School of Foreign Languages, and with the educators serving there, the findings may have a narrow scope and be inadequate for transferability to a general context.

Keywords: ELT, AI technology, qualitative study, teachers' perspectives

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**The Perspectives of ELT Graduate Students Regarding
the Utilization of AI Tools**

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Yeşim KAYHAN³

Hazal AKSOY²

Merve DEMİRCİOĞLU⁴

Abstract

The majority of graduate students deal with so much academic work to pursue their programs. To achieve this, they mostly refer to AI tools to start or complete the task or project assigned. However, there is limited research on the utilization of AI tools by ELT graduate students and their perceptions. With this premise, this study aims to investigate the utilization of AI tools among ELT (English Language Teaching) graduate students in their academic endeavours and the perceptions of graduate students in English Language Teaching programs in terms of the integration of AI tools in their academic works. For this research, a qualitative approach was adopted, employing semi-structured interviews and reflection papers as primary data collection tools. 15 MA students enrolled in ELT programs at Çukurova University were involved in a focus group to insight into their experiences and perceptions of AI tools. The results indicate that the integration of AI tools yields beneficial outcomes. For graduate students who have a heavy workload, AI-powered technology plays a major part and receives positive feedback from the students in producing academic tasks in an academic setting even though there are some challenges regarding the implementation of AI in their studies. Furthermore, regarding perceptions, findings show significant implications for the adoption of AI technology appears to increase levels of motivation and engagement among students.

Keywords: ELT, AI tools, graduate students

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**Enhancing Language Classroom Engagement and
Achievement through Artificial Intelligence Training in
an EFL Writing Course**

Hazal TEKELİ¹

Nihan ERDEMİR²

İdil SAYIN³

Abstract

Artificial intelligence (AI) has become a popular research topic recently. However, AI integration into writing lessons has been little studied in the literature. Therefore, this study aims to investigate the effects of AI-enhanced tools in L2 writing classes in higher education on students' language classroom engagement and writing achievement. The study adopted a quasi-experimental research design. Before and after a four-session AI-enhanced training on essay writing, *Language Classroom Engagement Scale (LCES)* and essay writing tasks were employed. Focus-group interviews were conducted to unveil detailed language classroom engagement. The pre-and post-test results of cognitive, emotional, and behavioral engagement levels and essay scores were analysed, and *Wilcoxon signed-rank test*, paired sample *t*-test and descriptive statistics were conducted for data analysis. The results revealed a significant difference before and after training in terms of language classroom engagement except for emotional engagement. In addition, the essay scores significantly increased in terms of topic/focus, organization, support, style, and sources except for conventions. The results of the focus-group interviews showed a deeper dimension of language classroom engagement. The current study has implications for language learners and writing teachers on AI integration into EFL writing courses.

Keywords: artificial intelligence, academic writing, higher education, language classroom engagement

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**A Systematic Review on EFL Teachers' Perceptions of
Artificial Intelligence**

Elif Kadriye ÖZKAN¹

Nihan ERDEMİR²

Derya COŞKUN³

Abstract

Integrating Artificial Intelligence (AI) in education, especially in teaching English as a Foreign Language (EFL), has increased the interest and curiosity in these technological tools among EFL teachers. This systematic review examines the literature to understand in-service and pre-service foreign language teachers' thoughts, approaches, and concerns regarding AI. For this purpose, studies involving EFL teachers between 2020 and 2024 were examined. The Scopus database was reviewed, and 29 articles were analysed. The study adopted a systematic review, and qualitative content analysis was utilized as a research method. The commonly used research method among the reviewed articles was the qualitative method. The findings revealed that EFL teachers regard AI tools as helpful in aiding language teaching, enhancing students' engagement, promoting personalized learning, and improving teaching efficiency. Teachers also view AI as beneficial for reducing their workload as it can be used for lesson planning, materials development, and giving feedback to students. The findings also showed that EFL teachers are concerned about using AI tools in language classrooms as they may promote cheating and plagiarism. According to EFL teachers, lack of training in AI is a concern for both students and teachers. Furthermore, the possibility of students' over-reliance on AI and its impact on their critical thinking and creativity is a concern perceived by EFL teachers. Finally, ethical and privacy issues regarding the AI tools' use of the provided data were among the most mentioned issues reported by EFL teachers.

Keywords: artificial intelligence, EFL teachers, systematic review, ELT

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**An Investigation of School of Foreign Languages
Directors' Perceptions of Leadership, Management and
Leadership Models**

Mehmet Salih YOĞUN¹

Abstract

Considering the crucial and fundamental consequences of effective leadership on the success of learners and the continuing professional development process of teachers along with the school contexts, it is vital for school leaders to receive special training about the requirements of management and leadership to effectively deal with possible problems and situations they may encounter. In this respect, the purpose of present study was to investigate School of Foreign Languages (SFL) Directors' perceptions of leadership and management and find out the problems they encounter and the dominant leadership model they adopt in their own context. A qualitative descriptive research design was implemented in accordance with its purposes. 17 SFL directors working at foundation and state universities took part in this study as participants. Collected data was analysed with the cyclical model of Creswell's (2012) inductive content analysis. The findings reached as a result of the study revealed that SFL directors' perceptions of leadership were agent of change, fostering a culture of collaboration, vision and inspiration, mediation, school improvement, policy making, quality-oriented, and continuous cognitive labour while their perceptions of management were checking and ensuring policies, paper works and system, quality assurance, mediation, participative approach, and change management. The findings revealed that the SFL directors encounter with some problems such as recruitment and retention of quality academic staff, budget management, curriculum development and updates, work ethics, student-related concerns, financial issues and academic units within the school. Finally, the dominant leadership model adopted by the SFL directors was the eclectic model involving two different leadership models.

Keywords: leadership, management, perception, leadership model

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Acquisition of Complex Sentences by EFL Learners

Eser ÖRDEM¹

Abstract

This study explores the acquisition of complex sentences by English as a Foreign Language (EFL) learners in Turkey based on the theory of cognitive linguistics. It involves 60 university students majoring in Translation and Interpreting, with B2 and C1 proficiency levels in English. The aim is to examine how these learners use complex sentences in their written English, focusing on the presence and correct usage of noun clauses, relative clauses, and adverbial clauses. To achieve this, participants will be asked to write essays on given topics, with a minimum of 300 words each. The essays will be analysed to assess the frequency, accuracy, and diversity of complex sentence structures. Findings from this study will contribute to understanding how advanced EFL learners in Turkey acquire and apply complex sentence structures in written communication. Participants in this study are 60 undergraduate students majoring in Translation and Interpreting at a Turkish university, all at B2 or C1 levels of English proficiency. The students will be assigned essay topics designed to elicit the use of complex sentences. Each essay shall contain a minimum of 300 words to ensure adequate material for analysis. The essays will be collected and analysed using a qualitative approach. The analysis focuses on identifying the complex sentence structures used by the participants, with particular attention to noun clauses, relative clauses, and adverbial clauses. The frequency and correctness of these structures will be recorded, and patterns in their usage will be noted. Data from this analysis will be used to evaluate the participants' acquisition of complex sentences, providing insights into the areas where learners excel and those that might require further instruction or practice. The results can inform educators and curriculum developers in designing effective strategies to enhance the writing skills of EFL learners in Turkey.

Keywords: language acquisition, complex sentences, EFL learners, cognitive linguistics

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**The Impact of AI-Integrated Blended Learning EFL
Students' English Language Proficiency, Attitudes, and
Motivation**

Zehra KAYAALP¹

Abstract

The widespread integration of technology into our daily lives has brought about new educational requirements. Adopting technology-driven teaching methods has become essential to catering to the needs of students who are well-versed in digital technology. Artificial intelligence (AI) has emerged as a crucial tool in education, supporting teachers and providing learners with meaningful experiences. With the development of robot technology, AI-powered education has gained momentum in recent years. The purpose of this MA study was to investigate the impact of AI-powered technologies, including *ChatGPT*, *Lingostar*, *Elsa Speak*, *Peaksay*, *Eigo ai.*, *Diyalekt*, and *English Central*, on the English proficiency, attitude, and motivation levels of students in an AI-integrated blended learning environment. The study was conducted during the 2023-2024 academic year and included 58 science high school students in Batman, Turkey. The research was based on a mixed-methods research design, which included a quasi-experimental study supported by pre-tests, post-tests, the *Attitude and Motivation Test Battery (AMTB)* questionnaire, and semi-structured interviews. The experimental group, comprising students who used AI-powered technologies, received treatment for ten weeks. In contrast, the control group received traditional classroom instruction without the aid of AI-powered technologies. The quasi-experimental group outperformed the control group, suggesting that AI-integrated blended learning had a positive effect. The intervention influenced the participants' desire to learn English compared to those who did not receive the intervention. However, the quasi-experimental intervention did not significantly impact motivation intensity, attitudes towards learning English, or instrumental orientation compared to the control group. Despite this, the negative mean score in the control group indicated that, on average, their results were lower than those in the experimental group. This implies that the intervention for the experimental group had a positive effect, leading to higher scores. Moreover, the semi-structured interview results showed that most students in the experimental group had positive attitudes towards this approach with increased motivation levels.

Keywords: AI-powered technologies, English proficiency, motivation, attitude, blended learning

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Exploring Student Perception and Motivation in Theme-Based Instruction: An Experimental Study in Content-Based Education within the ESP Context

Fatma ÖNDER¹

Emine Eda ERCAN DEMİREL²

Abstract

This study investigates the implementation and outcomes of Content-Based Instruction (CBI), with a specific focus on theme-based instruction within the context of English for Specific Purposes (ESP). Thirty-two first-year university students at a private university in Türkiye participated in the present study, which employed a mixed-method research design to comprehensively capture both quantitative and qualitative data. The study utilized a translated section of Gardner's (1985) *Attitude and Motivation Test Battery Scale* (1985) as a pre-and post-test to investigate student's motivation levels and their perceptions. During a five-week implementation of content-based instruction, a specific emphasis was placed on theme-based instruction to enhance learning outcomes. The lesson plans for content-based instruction following the theme-based model were developed from the features of Content-Based Instruction gained from the literature review. Additionally, a semi-structured interview was performed to elucidate students' perceptions regarding the effectiveness of learning English through CBI classroom activities. The findings of this ongoing study is thought to provide insights into the effectiveness of theme-based instruction to increase student engagement and excitement in ESP education by analysing the elements affecting student attitudes and motivation within this instructional framework.

Keywords: content-based instruction, theme-based instruction, ESP

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**Human vs AI: Shaping EFL Learners' Success through
Peer Feedback and Automated Writing Evaluation
Tools in Paragraph Writing Tasks**

Nida GÜRBÜZ¹

Emine Eda ERCAN DEMİREL²

Abstract

Peer feedback is an effective method to improve students' feedback literacy. It increases students' motivation and creates a sense of personal commitment to the learning process, initiates a more prolonged dialogue between peers and encourages continuous self-reflection. On the other side of coin, *Automated Writing Assessment ('AWA')* involves a machine-based approach used to assess students' writing skills. The purpose of this study is to investigate the efficacy of an Artificial Intelligence (AI)-assisted (ASL) tool system and the efficacy of peer feedback in the context of identifying and comparing learners' grammatical, mechanical, and organisational errors. Employing a quasi-experimental research design, the study consisted of a cohort of 50 EFL learners. They were separated into two groups: Experimental Group 1, which consisted of 25 students receiving Automated Writing feedback, and Experimental Group 2, which consisted of the remaining students receiving peer feedback. The collection of quantitative data involved the completion of weekly writing tasks for 6 weeks. During this phase, the students were assigned pre-writing and post-writing tasks. The findings were analysed using *SPSS*. Furthermore, the quasi-experimental design was strengthened by including qualitative data obtained from retrospective and reflective notes. Content analysis was also conducted on the remarks and audio recordings of the students to comprehend their motivations for the study. The qualitative data analysis emphasised the participants' favourable or unfavourable assessments of both peer feedback and automated writing assessment feedback. Preliminary findings of this present study are thought to provide insights into the academic achievement and motivation of EFL learners.

Keywords: peer feedback, AI, *Automated Writing Assessment (AWA)*, EFL, AI-supported ASL tool system

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Is Syntactic Performance Better than Early Pragmatic Competency in Children with ASD?

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Natalia RAKHLIN²

Abstract

Autism Spectrum Disorder (ASD) is traditionally viewed as a disorder social disorder, though recent research has found strong evidence for structural language impairment in a subset of verbal children with ASD (Schaeffer et al., 2023). This case study of 14 children with ASD seeks to discover the extent of grammatical language deficits and the pattern of early pragmatic skill development through an analysis of natural speech. The transcripts used come from ASDbank within the *CHILDES* database (Bang & Nagid, 2015). The children are compared to MLU-matched typically developing (TD) peers to see the differences in syntactic and pragmatic competency at the different stages of linguistic development devised by Brown (1973). The findings from the case study suggest that early pragmatic skills in the ASD group are delayed when compared to MLU-matched TD peers. As the children expand their utterance length, however, their grammatical abilities do not improve in the ASD group. Grammatical errors persisted across the MLU stages, while the TD children have a significantly larger proportion of grammatical utterances. The results from this case study indicate that MLU does not accurately reflect the linguistic competence of children with ASD and that there is a subgroup of ASD with syntactic language deficits. At this stage, it is unclear whether the deficits are similar to Developmental Language Delay (DLD) but will be addressed in the next phase of the case study where the ASD group will be compared to a DLD group matched on MLU.

Keywords: ASD, Pragmatics, syntax, language acquisition

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Integrating Chatbots into High School Classrooms for Collocation Instruction

Elmas İVACIK¹

Abstract

The introduction of AI-powered chatbots has presented a wealth of opportunities for language learners to engage in authentic conversations. Researchers have endorsed their use as valuable tools for facilitating language learning, emphasizing their usefulness as conversation partners. This case study aimed to investigate the impact of chatbot integration on the collocation learning of high school English as a Foreign Language (EFL) learners in Türkiye. The participants engaged with a chatbot for four weeks as an out-of-class activity. Due to the limited time and opportunities for authentic conversations to learn collocations, integrating a chatbot for out-of-class activities could be beneficial for these learners to enhance their language learning. Participants engaged with the chatbot in tasks of varying difficulty levels during the implementation. Following each conversation, the chatbot evaluated the interaction with the participants. After the implementation, semi-structured interviews were conducted with five learners to discover their perceptions on implementing chatbots for collocation instruction. The results revealed that the collocation learning levels of the participants improved significantly, and further analysis of their perceptions uncovered both positive and negative aspects of incorporating chatbots in language learning classrooms. Participants provided favourable responses (e.g., enjoying the interaction, experiencing authentic conversation, and acquiring new vocabulary) regarding their engagement with the chatbot. However, they also encountered some technical problems (e.g. failing to grasp the utterances of the participants, offering irrelevant responses) while using the chatbot. This study sheds light on the integration of chatbots for collocation teaching in high schools in Türkiye and provides insights and pedagogical implications for chatbot integration.

Keywords: EFL, chatbots, chatbot-mediated-learning, collocation

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**Beyond the Paper: An Investigation into the Effects of
Technology-Mediated Task-Based Language Teaching
on EFL Students' Reading Comprehension and
Motivation**

Elmas İVACIK¹

Emine Eda ERCAN DEMİREL²

Abstract

This mixed-methods study investigates the effect of Technology-Mediated Task-Based Language Teaching (TMTBLT) on reading comprehension and motivation to read among English as a Foreign Language (EFL) students. Despite there is growing recognition of the benefits that TMTBLT offers in language acquisition, empirical research on its effects on reading comprehension and motivation in EFL contexts remains scarce. A convergent experimental mixed-methods research design incorporating both quantitative and qualitative data collection measures was utilized for the purpose of this study. Twenty EFL students from Türkiye who were enrolled in a preparatory programme at a state university participated in the study. The participants were selected through the use of convenience sampling. Over the course of four weeks, participants were engaged in TMTBLT activities which offered students collaborative engagement with authentic reading materials like newspaper articles, blogs, and academic texts. Quantitative data was gathered through pre- and post-reading comprehension tests and pre- and post-scales of *The Foreign Language Reading Attitudes and Motivation Scales* (Erten, 2010) to evaluate the effect of TMTBLT on reading comprehension and motivation to read among EFL learners. Qualitative data was obtained through semi-structured focus group interviews with 6 participants. *SPSS* was used to analyse the quantitative data, whilst the content analysis was utilized to analyse the qualitative data. This research underscores the efficacy of TMTBLT in enhancing reading comprehension and motivation to read among EFL learners. This ongoing study is thought to provide valuable insights into pedagogical practices in EFL contexts by bridging gaps in existing literature and informing educators about instructional decisions and strategies.

Keywords: technology-mediated task-based language teaching (TMTBLT), EFL, motivation to read, reading comprehension

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**Exploring Perspectives: A Qualitative Analysis of
English Language Teachers' and Students' Views on the
New Foreign Language Assessment System in Turkish
Secondary and High Schools**

Sinem Ezgi DENİZ¹

Özlem ÇUKUR²

Abstract

This study looked at what English teachers and students think about the new way of testing language skills in Turkish secondary and high schools. The changes, introduced in the 2023- 2024 school year, include testing reading, writing, speaking, and listening separately. The study used semi-structured interviews and a qualitative methodology. With semi-structured interviews with 19 teachers and 22 students, we found out that opinions differ. Some teachers like the new system, while others find it challenging, and students feel the same way. Some like the changes, especially in speaking and listening tests, while others find them tough. The study suggests that teachers need better training, communication should improve, and students might benefit from more support to make the new system work better for everyone.

Keywords: language assessment, teacher perceptions, student experiences, four-skill evaluation

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WE Awareness of Secondary School Students

Lorin KAÇMAZ¹

Abstract

This study basically aims to reveal secondary school students' awareness of World Englishes and how this may affect their learning processes. This study leads students to see the different use of English around the world, which can motivate them to learn the language through different classroom activities. Activities can be made more effective and fun for students by using technology. Videos, online games, and different original materials contribute to the students' process. The aim of this quasi-experimental study, which will adopt a pretest-posttest design and mixed method approach, is to examine the effects of 10-week continuous World English teaching on Turkish secondary school students learning English as a foreign language, to see different Englishes, to do related activities in the classroom, and to examine the possible effects both within and between groups. was to research it into consideration. In line with the purposes of the study, 58 secondary school students studying in a secondary school in Turkey participated in the study. Quantitative data will be collected with the proficiency test (a) and awareness scale (b), which include all skills, and an interview (c) was conducted, and all tests were applied as pre- and post-tests. On the other hand, qualitative data was obtained from semi-structured group interviews.

Keywords: World Englishes, secondary school students, classroom activities, awareness

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**A Phenomenological Investigation of In-service
Teachers' Conceptions of AI and Its Utilization in ELT**

Gürkan TEMİZ¹

Elif Nazlı KAFADAR²

Abstract

Artificial intelligence (AI) is one of the major changes that recent technological improvements have brought about in the realm of education. The relationship between beliefs and classroom practices in education has been demonstrated in the literature, and it has been emphasized that it is critical to gain insight into EFL teachers' perceptions of artificial intelligence (AI) and how they see incorporating these technological advancements into their teaching regarding the instruction in the English language. According to Yau et al. (2023), AI is an “emerging necessity,” especially for K-12. It has also been argued that integrating artificial intelligence into education can lessen teachers' workload, discover students' strengths, foster innovation, and make learning more personalized (Bajaj & Sharma, 2018; Liang & Chen, 2018). However, how or to what extent AI can place itself in ELT is still a phenomenon for teachers, with its potential benefits and concerns. Hence, this phenomenological study focuses on understanding in-service EFL teachers' knowledge, drives, fears, and expectations toward artificial intelligence and its utilization in English language teaching (ELT). Therefore, fifteen (15) EFL teachers from different educational backgrounds and teaching contexts participated in interview sessions to share their perceptions, conceptions, and experiences concerning the phenomenon and its role in ELT. Data collected through interviews were analysed by implementing thematic content analysis and using the *MAXQDA* data analysis program. The results showed some similarities, differences, and fluctuations in the participants' use of AI in their teaching practices. The study findings will be shared and discussed, along with their implications for further research on AI in ELT.

Keywords: in-service teachers, artificial intelligence, ELT

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**A Systematic Review of AI-Powered Chatbots on
Speaking Skills in English Language Teaching**

Elif Nur SARIYILDIZ¹

Nihan ERDEMİR³

Nazlı BAYKAL²

İdil SAYIN⁴

Abstract

The increasing popularity of artificial intelligence (AI) has led to several empirical studies examining their effects on speaking skills in English language teaching. Particularly, AI-powered chatbots have the potential to provide diverse speaking practices in English language classes. Therefore, the present study aims to investigate the trend topics and main findings concerning the effects of AI-powered chatbots on English speaking skills. The data was collected through the analysis of 22 research articles published between 2020-2024 in *Web of Science (WoS)*, Scopus, and ERIC databases. This period was based on the literature providing that the number of studies on chatbots began to rise dramatically after 2020 (e.g., Jeon et al., 2023; Lin & Yu, 2023). Based on *PRISMA* methodology, data was analyzed by utilizing content analysis. The study found *Google Assistant*, *Andy* and *Replika* as the most common AI-powered chatbots. Student perceptions of AI-powered chatbots and speaking skills were the most frequently studied topic, followed by overall speaking skills, specifically pronunciation, willingness to communicate, and speaking anxiety. The findings revealed that AI-powered chatbots were effective in improving speaking skills through their benefits despite some drawbacks. They also increased students' willingness to communicate while decreasing speaking anxiety. The findings of this review provided valuable guidance for scholars and practitioners in utilizing AI-powered chatbots in English language teaching while also proposing potential areas for further investigation.

Keywords: chatbots, artificial intelligence, speaking skills, English language teaching

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***ChatGPT as an Authentic Assessment Tool for Writing
Practices in Foreign Language Teaching***

Bengü AKSU ATAÇ¹

Gülnur Nermin EFEYOĞLU²

Abstract

Artificial intelligence (AI) has been increasingly popular in recent years in many fields including education. EFL learners and teachers also utilize AI-based computer programs in order to enhance the effectiveness and the quality of education. While the usage of AI programs in teaching and learning practices has become an important focal point for scholars, studies about the usage of these programs in assessment procedures are scarce. The purpose of this study is to understand how the evaluations and feedback of EFL teachers differ from or resemble the ones of generative AI programs to EFL learners' writing practices in the process of authentic assessment. As for the data collection process of the study 50 writing samples from the students of an ELT preparatory class in a state university have been collected. The samples have been evaluated and given feedback by both a generative AI program, *ChatGPT*, and teachers of EFL. The learners will receive their feedback from both parties without the information of the provider and they will be asked to share their opinions through a reflection paper. In addition, the feedback both from *ChatGPT* and from the teachers will be compared and analysed through content analysis. With its results and implications, the study will be of interest to EFL teachers who want to make use of technology effectively in their authentic assessment procedures.

Keywords: generative artificial intelligence, *ChatGPT*, authentic assessment, language teaching

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**AI-Enhanced Language Teaching & Learning: Bridging
Theory and Practice**

Rezan ALTUNBAŞ¹

Nursel ÇETİNKAYA²

Abstract

In recent years, the integration of artificial intelligence (AI) into language teaching and learning has emerged as a promising avenue for enhancing educational outcomes. This session will delve into the multifaceted role of AI in language education, focusing on how it can bridge the gap between theoretical frameworks and practical implementation strategies. Drawing on insights from applied linguistics, pedagogical theories, and AI technologies, our study aims to provide a comprehensive framework for understanding the ways in which AI can be harnessed to optimize language teaching and learning experiences. Key themes to be addressed include the utilization of AI-driven adaptive learning systems to personalize instruction, the development of AI-powered language assessment tools for accurate proficiency evaluation, and the integration of AI-driven chatbots and virtual tutors to facilitate language practice and interaction. By examining these key areas, we will explore how AI can support both learners and educators in overcoming challenges and achieving their language learning objectives. Furthermore, this session will highlight practical examples and case studies showcasing successful implementations of AI-enhanced language teaching and learning initiatives across various educational contexts. Through a combination of theoretical insights and real-world applications, participants will gain valuable insights into the potential of AI to revolutionize language education and bridge the gap between theory and practice. Overall, this session aims to foster meaningful discussions and collaborations among educators, researchers, and policymakers interested in harnessing the power of AI to enhance language teaching and learning outcomes. By exploring innovative approaches and best practices, we seek to pave the way for a future where AI serves as a valuable ally in promoting linguistic proficiency and intercultural communication.

Keywords: AI, language teaching, language learning, Applied Linguistics, pedagogical theories

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Acquisition of L3 English Adjectives by Multi-Lingual Learners

Bouchra LIF¹

Nabila LOURIZ²

Abstract

In this study, I seek to analyse the acquisition of English adjective properties by multilingual learners. I study how learners; natives of Moroccan Arabic (MA) and speakers of Standard Arabic (SA) and French (Fr) acquire adjective placement in English as a foreign language. The aim of this study is to depict the role of the previously acquired language systems in the acquisition of L3 English adjectives based on various theories in the field of third language acquisition. Current literature highlights the crucial role of transfer in L3A, more particularly in the initial stage. In this regard, some studies advocate the privileged status of L1. While they claim that transfer occurs from L1 solely which is referred to as Absolute L1 transfer (Na Ranong & Leung, 2009), advocates of the L2 Status Factor (Bardel & Folck, 2007 and Folk & Bardel, 2011) suggest that L2 overpowers L1 and has a stronger role in the initial state of L3/LnA. Unlike the previously mentioned hypotheses, the *Cumulative Enhancement Model* maintains that all prior linguistic knowledge has a cumulative effect on L3/Ln acquisition, whereas, the *Typological Primacy Model* (Rothman, 2010, 2011, 2013, 2015) argues that the psychotypical proximity between the language grammars holds the supreme role in transfer in the field of L3/Ln acquisition. I will examine these claims against new set of data of language acquisition by learners from a multilingual background speaking MA, SA and Fr to discern the source of transfer. I investigate the use of adjective placement in the interlanguage data. Observation of learners' data show some digression in adjective placement as shown in the examples below:

Adjective placement:

- Learner's interlanguage: 1) Girls love films Turkish
- 2) Jack is a boy funny
- Target production: 1) Girls love Turkish films
- 2) Jack is a funny boy

Keywords: adjective placement, absolute L1 transfer, cumulative enhancement model, typological primacy model, L3 acquisition

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**Translating Tomorrow: AI Insights through the Eyes of
English Major Students and Instructors**

Elif KEMALOĞLU ER¹

İnci AKKUZU²

Emin KUTLU³

Abstract

Developing at a dizzying speed, with its superior aspects, AI reveals a tremendous technology that can make our lives easier. On the other hand, AI technologies have the potential to undermine originality, creativity and the creator's visibility and poses challenges to educational contexts with multifaceted pedagogical and ethical issues. This descriptive case study conducted with English major students and their instructors at a state university in the Mediterranean region aims to delve into the students' use of AI technologies in translation and translation education. The multi-layered data collected through in-depth interviews with students and instructors were analysed thematically. According to the results of the study, instructors emphasise that the students should carry out their translations with their own knowledge, skills and creativity and use AI-informed translation technologies as an auxiliary and functional tool. On the other hand, most of the students prefer to utilise these technologies predominantly while several others are cautious about the suggested equivalents. Recognising that AI-informed translation technologies are an obvious reality of today's world, in the light of our study, we will interpret how we can create an educational environment in line with our ethical and pedagogical values by taking all relevant stakeholders into consideration.

Keywords: AI-assisted tertiary education, AI-assisted language teaching and learning, AI-assisted translation education, English major students

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**The Relationship between Academic Writing Skills of
Undergraduate English Students and their Written and
Verbal Feedback Received from Instructors**

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Samet AYGÜN²

Abstract

Feedback stands out as one of the most used areas for undergraduate students to gain efficiency in their academic writing. Being able to write academically is not a process that can be learned immediately for a student. Because it requires the necessary academic structure and grammatical knowledge, and the feedback given can be used to improve the text while revising. Hyland, in her study in 2006, mentions that feedback is not just about grammar or content in terms of teaching and emphasizes its importance. The purpose of this study is to compile and discuss existing literature on feedback given to students by instructors. This literature review encompasses the empirical studies on the topic published between 2000 and 2024. this study observed how good academic writing and the written or oral feedback received at that time determined the process and how it affected the student positively or negatively. Also, this study aims to help instructors make more contributions by examining the reasons for giving written or verbal feedback, the obstacles to students' academic writing, and the theoretical assumptions regarding their writing. In addition, the results of this article will help undergraduate students better understand English academic writing practices and shed light on how current trends on the subject are affecting the field.

Keywords: academic writing, verbal feedback, written feedback

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Investigating the Ethical Considerations of Post-Graduate EFL Students towards AI Tool Usage in Academic Writing

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Ebru ŞİRE KAYA²

Emin ÖZDENVAR³

Abstract

Artificial Intelligence (AI) technology has been receiving more widespread attention throughout the world. With the recent technological advancements, it has also become a big part of the academic world in the field of English Language Teaching. As the use of AI becomes more prevalent, AI tools have become more widely used in academic writing. With this increase in the importance of using AI tools, it has become vital to understand and investigate the ethical considerations surrounding the usage of AI tools in the academic writing process. Therefore, this study aimed to investigate the ethical considerations of post-graduate EFL students towards AI tool usage in academic writing. This aim also serves to potentially improve the participants' awareness surrounding the ethics of AI tools in academic writing. This study utilized a qualitative phenomenological research design. Ten post-graduate EFL students participated in the study, and they were selected using a combination of convenience sampling and purposive sampling. Semi structured interviews and reflection papers are used as data collection tools to elicit the ethical concerns of the participants in detail regarding academic writing. The gathered qualitative data were analysed using thematic analysis which reveals themes and codes about the ethical considerations of the post-graduate EFL students towards AI usage. The study yielded that the post-graduate EFL students valued the importance of AI technology in academic writing process; however, the study also highlighted that AI technology can diminish students' originality and trigger plagiarism in their academic writing process. Furthermore, the results demonstrate that creating clear limits and rules around AI usage in academic writing is the best solution for both authors and academic professionals alike. Therefore, post graduate EFL students should be informed about such limitations and ethical rules of using AI power tools through a kind of training program or through a course as one part of

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their teacher education programs. Moreover, teachers are assigned a new and complicated role besides teaching because of the development and integration of AI into teaching. Teachers are also expected to detect and identify students' violations of ethical considerations in students' learning and especially in their writing process.

Keywords: academic writing, artificial intelligence, ethical considerations, post graduate EFL students, qualitative research



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How to Dismantle the Gender Bias in AI

Sinem ÇAPAR İLERİ¹

Abstract

In today's world, with the rise of artificial intelligence, gender bias still occurs as an error in AI. Since machine learning is developed and led by humans, without the adequacy of women's contributions to AI's knowledge, there cannot be adequate and convenient information about gender equality in machine learning. As an example of this mindset, this article argues about how to dismantle the possibility of gender bias in AI. For the purpose of doing this, it is my intention to briefly analyse the history and connection between gender and artificial intelligence. In order to do this, it is also significant to ask about how the societal dynamics of traditional gender norms and roles still affect machine learning. Thus, this article also questions: Can feminist artificial intelligence be possible, or can AI's knowledge be gender-neutral? Lastly, is it possible that artificial intelligence will advance gender equality?

Keywords: gender studies, gender bias, artificial intelligence, feminist artificial intelligence

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Feminism in Times of Darkness: Proto-Feminist Attempts in Medieval and Renaissance Periods¹

Mustafa KARA²

Abstract

Determining the precise and definitive meaning of feminism is a challenging task in and of itself. However, it is abundantly clear that the movement has undergone numerous periods characterised by protests, repression, and redefinitions in accordance with the objectives of its adherents; thus, it is practically futile to explicitly identify the term and school. It is still feasible to emphasize that feminism encompasses judicial, political, economic, and social equality between both genders. Although the term, feminism, was not encountered in the literary world until the late nineteenth century, it would be unjust to put forth that there were no proto-feminist experimentations. Despite the absence of tangible endeavours towards authentic conscious feminist movements during the Middle Ages, women began to scrutinise their societal positions ever since that time. Although they do not align with the feminist ideology, their efforts to assert their independence within patriarchal societies are noteworthy; thus, they could be categorised as proto-feminists. Their primary concerns for centuries have been reclaiming their stolen identities and their insistence on elevating their own existence within the patriarchal system. Initially crippled by sexual, economic, judicial, political, educational, and civilian discrimination, a portion of them were subsequently subdued by an illuminating force, despite the fact that they had opponents among their own sex-fellows. Moreover, through literature, writing, and active engagement in demonstrations against the prevailing social order, women have gradually gained certain liberties. The dissemination of feminist movements commenced in this manner, initially inadvertently but with a deliberate intention, persisting for centuries. As such, this article seeks to sketch the portrait of proto-feminist attempts in the Medieval Age and Renaissance by way of textual analysis and references to prominent female figures of the periods.

Keywords: feminism, Medieval Age, Renaissance, proto-feminism

¹ This study is the revised version of a chapter in the author's unpublished Master's Thesis titled "A Third World Feminist Approach to Femaleness as Inferior to Maleness in Doris Lessing's *The Grass Is Singing* and Tsitsi Dangarembga's *Nervous Conditions*" (Middle East Technical University, 2014).

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**Engage, Discuss, Excel: Increasing EFL Learners'
Willingness to Communicate through Debate-Driven
Language Instruction**

Emine Melike EFEOĞLU¹

Emine Eda ERCAN DEMİREL²

Abstract

This study focuses on the debate's potential as a teaching tool for language learning as well as its innovative, student-centred approach to task engagement through interactive, cooperative, and productive learning. The study provides literature on debate's function as a language-learning teaching style, emphasizing how it might increase students' willingness to speak in English as foreign language, demonstrating how students can view debate as a way to enhance their language acquisition. Students' reports of the technique's potential were highlighted through the analysis of data gathered at a private university in Türkiye. The main provisional outcomes were presented, analysing the data gathered, using qualitative methods: the interviews with the students and quantitative methods: a questionnaire delivered to a class of students as pre-test and post-test. These outcomes reflecting the voices of language learners may provide insights for further studies and investigations in this field.

Keywords: debate, EFL, willingness, communication, CLT

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***The Cross Model in The Woman Who Owned The
Shadows by Paula Gunn Allen***

Çisem GÜLENLER ACAR¹

Abstract

When the first colonizers started creating “The New World” in which they would be always the superior and prior, the Native American people went through the process of alienating from firstly their own soils and then their own souls. Whereas the men of Native Americans broke off the customs and traditions of their ancestors, the women lost their connections to each other and the definition of being the woman on their territories. In this alienation process, some of them found a place in “The Melting Pot”; some completely lost their identities; and some felt ‘the shadows’ of their ancestors behind themselves and adapted to the totally new and different world by following the shadows. Developed by William E. Cross, an American psychologist, The *Cross Model* is a five-stage process model of racial identity development in Black people. Through these stages (pre-encounter, encounter, immersion/emersion, internalization, internalization–commitment), a Black person accepts their real identity and the culture around them and goes on living more peacefully. The novel *The Woman Who Owned The Shadows* by a Native American writer, Paula Gunn Allen who had a number of works in both academic and literary fields tells the story of the main character Ephanie’s alienation from and restoration of her tribe’s woman-centred culture. For the restoration, she needs to remember her past, the forces that have taught her self-hatred, the relationships that have harmed her, her own creative potential and to take the necessary decisions to re-discover her identity. In this study, The *Cross Model* is used to analyse how Ephanie’s alienation is and her restoration will happen.

Keywords: *cross model*, Native American, identification, culture, alienation

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Evaluating a Custom GPT for Enhancing Speaking Skills

Yusuf Emre YEŞİLYURT¹

Abstract

The integration of AI in language education has the potential to enhance language learning experiences significantly. This study aims to evaluate a custom Generative Pre-trained Transformer (Custom GPT), designed by the author within a widely-known conversational artificial intelligence (AI) model to improve students' speaking skills in particular, through their experiences and perceptions. The study involves 100 students from the Foreign Languages Education Department of a state university in Türkiye. A mixed-methods approach includes a survey with quantitative *Likert* scale questions and qualitative open-ended questions. The survey assesses satisfaction, perceived effectiveness, and ease of use. It gathers detailed feedback on user experiences and suggestions for improvement. Quantitative data was analysed using descriptive and inferential statistics, while qualitative responses underwent thematic analysis to identify common themes and insights. This analysis guided iterative development to enhance the GPT's functionality and user experience. Preliminary results indicate high levels of student satisfaction and perceived effectiveness, particularly in speaking practice with various aspects and grammar correction. Students reported improvements in their speaking skills and overall language proficiency. Challenges included technical issues and the need for further customization. Iterative feedback led to significant enhancements in usability and student engagement. The findings demonstrate the potential of custom GPTs in supporting speaking skills by offering practical insights for language teachers and developers. This research aims to provide practical recommendations for integrating AI tools effectively in language education. This study provides a comprehensive evaluation of a custom GPT focused on speaking skills, with implications for the development of user-centred educational technologies.

Keywords: custom GPT, AI in education, language learning, speaking skills, student perceptions

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**Investigation of Turkish Preservice EFL Teachers'
Attitudes towards Artificial Intelligence in Terms of
Various Variables¹**

Pelin DERİNALP²

Melek HALİFE³

Abstract

Artificial Intelligence (AI) is actively involved in many areas of contemporary society. As in many other fields, it has pioneered a significant transformation in the field of language education. It has overcome the limits of traditional teaching methods and created an innovative language learning environment by combining modern technology and pedagogical principles. The approach adopted by AI has increased students' motivation to learn by making the language learning process more accessible, effective and interactive. As a result of this innovative approach, the language learning process has become more efficient and effective. Given its numerous benefits and transformative impact on education, it is crucial to investigate preservice teachers' attitudes towards AI. Hence, with this aim, an AI attitude scale developed by Suh and Ahn (2022) was applied to 193 EFL pre-service teachers studying at a public university in Turkey. The results revealed that there was a significant difference between the scale total scores and cognitive dimension according to gender in favour of men. Individuals who have had prior contact with AI have a significant advantage in terms of scale total scores and behavioural and affective dimensions. Also, those who have used AI before show a significant difference between scale total scores and behavioural and cognitive dimensions. These findings are especially noteworthy in terms of grade level as there is a significant difference in total score and other sub-dimensions. This difference reveals that fourth grade students have higher scores in total score, affective and cognitive dimensions compared to first grade students, and especially in behavioural dimension, third grade students have higher mean scores than first grade students. This suggests the effect of factors such as progression or experience in the education process.

Keywords: artificial intelligence, EFL, preservice teachers' attitudes

¹ This study is a part of 2209A TÜBİTAK project and funded by TÜBİTAK.

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**Transformative AI in English Literature Education: A
Comparative Analysis of *ChatGPT* and *Gemini* on
Student Literary Analysis and Writing Proficiencies**

Met'eb ALNWAIRAN¹

Abstract

The inclusion of Artificial Intelligence in the field of educational technology has opened new horizons for the enhancement of English language learning and literature writing skills. This study aims to compare the two AI chatbots, *ChatGPT* and *Gemini*, and assess their effectiveness in helping students to improve their literary analyses and literary writing skills. The current qualitative study focuses on determining the quality and depth of the feedback provided by the two chatbots on the literary analysis and writing tasks submitted by 20 students. The evaluation of the AI feedback will be based on the perspectives of English literature university professors. Accordingly, the study determines how well the remarks and suggestions from *ChatGPT* and *Gemini* help students actively engage with the themes, character analysis, and stylistic elements in literary works. This study, therefore, looks at the extent to which AI chatbots are beneficial in offering contextually rich feedback that, in turn, improves students' understanding and appreciation of literary works. Moreover, the study goes on to establish how good the feedback generated by these chatbots is compared to human feedback, especially at the formative stages of writing. Some of the highlighted challenging aspects in integrating AI in academia are handling complex narratives, adapting the input to diverse learning styles, and the ease of generating AI versus human feedback. These insights would be significant for educators, curriculum developers, and tech designers with the thirst to incorporate the AI chatbot effectively into English literature courses. Through meticulous analysis, the research highlights the transformative potential of AI technologies in literature writing instruction. The findings suggest that strategic utilization of AI tools, aligned with pedagogical objectives, can significantly enhance the learning experience by providing personalized, engaging, and insightful feedback on literature writing assignments.

Keywords: AI, literature writing, English language learning, *ChatGPT*, *Gemini*

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**Leveraging AI Tools for Personalized Bilingual
Education: Strategies and Impact**

Yusuf YILMAZ¹

Abstract

This study explores the integration of artificial intelligence (AI) tools to enhance personalized bilingual education. With the increasing importance of bilingualism in a globalized world, innovative approaches are necessary to meet diverse learner needs. This research examines various AI-driven applications, such as adaptive learning systems, automated feedback mechanisms, and immersive technologies like virtual and augmented reality. By leveraging these tools, educators can tailor instruction to individual students, providing a more engaging and effective learning experience. The study also addresses ethical considerations and practical challenges in implementing AI in educational settings. Findings suggest that AI can significantly improve bilingual education outcomes by offering customized learning pathways and real-time feedback. This paper aims to present actionable strategies for educators and policymakers to adopt AI in bilingual education, highlighting best practices and future directions.

Keywords: artificial intelligence, bilingual education, personalized learning, adaptive learning, educational technology

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**ICT: Learning/Non-learning Use and English
Formal/Informal Development: A Survey of Moroccan
University Students**

Khalid SOUSSI¹

Abstract

This study aspires to investigate the use of Information and Communication Technology (ICT) for English learning and non-learning purposes, and the impact of the formal use of ICT as compared to its informal use on English language learning. The research used a convenience sample of 111 English major students who were invited to respond to the questionnaire survey. The findings indicated that the participants spent more time using ICT for non-learning purposes than for English learning purposes. Furthermore, the study also revealed that most of the participants acknowledge the advantages of informal learning environments compared to formal environments, indicating the positive effects of ICT on different aspects of their English language learning.

Keywords: ICT, purposes of ICT use, informal environment, formal environment, learning English

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**Identification of the Tonic Stress in Sentences by Using
the *Audacity* Program and Text to Speech Labs**

Mehmet DEMİREZEN¹

Halil ERCAN²

Abstract

Sentence stress is the pattern of stressed and unstressed words in the phrases and clauses across a sentence. Normally the emphasis made by the placement primary stress on the phrases and clauses carry specific information, which can change significantly. The specific meaning the speaker wants to communicate is located on to the units of words, phrases, and clauses under the name of tonic stress. The difficulty is that sometimes there may be more than one tonic stress in a sentence. Additionally, the tonic stress in English is mobile which tends to change back and forth in sentences, making their audition and learnability. It is very hard to teach these tonic stress shifts in English sentences on paper. To overcome these complications, the use of the *Audacity* program and Text to Speech Labs of Artificial Intelligence is of great help. In this presentation, the practice of authentic audio materials created by means of *Audacity* program and Text to Speech Labs will be demonstrated on how to teach the tonic stress in English sentences.

Keywords: tonic stress, nuclear stress, *Audacity* program, Text to Speech Labs

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**Demonstration of the Specific Features of Rhotic and
Non-rhotic /r/ Phoneme of English through Text to
Speech Labs and Audacity Program**

Mehmet DEMİREZEN¹

Abstract

There are many types of articulation of the /r/ phoneme in the World of English language. The rhotic and non-rhotic types the most common ones. In English, rhoticity is a matter of articulating the /r/ phoneme in pronunciation. For example, in British English (BrE), the /r/ phoneme is articulated only after vowel sounds, but not in the other environments. The difficult is that that the /r/ is there in spelling, but since it is kept silent it become the cause of many articulation and pronunciation hardships. It is because of this reason that British English is called non-rhotic. Conversely, in North American English (NAE) the /r/ phoneme is pronounced in all of contexts, such as word-initially, word-medially, and word-finally. Therefore, NAE is termed as a rhotic language. The difference of pronunciation of BrE and NAE /r/ phoneme is confused very much by the Turkish learners of English. In order to solve this problem, the audio texts created by Text to Speech Labs and Audacity Program will be utilized in this presentation to show their difference of articulation by vivid audio texts.

Keywords: rhotic, non-rhotic, Text to Speech Labs, Audacity program, silent consonant

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**Development and Validation of a Questionnaire on
Language Learners' Attitudes towards Artificial
Intelligence (Q-LATAI): The Primary Phase**

Zeynep KARADENİZ CISDIK¹

Ayşegül OKAY²

Abstract

In the growing field where artificial intelligence (AI) and human intellect meet, there appears to be a tendency toward a larger integration of AI into day-to-day activities, such as communication, instruction – and especially language learning. In the field of language education, language learners' initial acceptance of AI seems to be heavily influenced by attitudes towards AI. This study presents the primary phase of a mixed-methods research design study in which a quantitative questionnaire on language learners' attitudes regarding AI in language learning is planned to be constructed from scratch. To this aim, in an esteemed technical university in Turkey, an open-ended qualitative questionnaire was administered to 506 undergraduate students who have been learning English as a foreign language for a year, yielding responses from 118 participants. Next, two semi-structured focus group interviews were conducted with a total number of 15 undergraduate students. The participants were selected through convenient sampling. Ethical approval was obtained from the university from which the data was collected; and the participant students provided informed consent prior to their participation. The qualitative data derived from the open-ended questionnaire and the semi-structured interviews was subjected to meticulous content analysis, and the outcomes were utilized to write the item pool for the prospective questionnaire instrument. The findings of this study will hopefully assist all the shareholders in the field of language education in developing practical strategies for incorporating AI into learning environments and will also improve educators' and academics' understanding of how AI affects language learning. The results of this study may also help identify potential roadblocks or challenges in using AI into language learning and help develop solutions for these issues.

Keywords: artificial intelligence, language learning, measurement of attitude

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**Comparing Student Perspectives on Feedback: *Speeko*
App vs. Teacher Feedback in Language Learning**

Nida GÜRBÜZ¹

Emine YILMAZ²

Abstract

This qualitative research paper delves into the exploration of user experiences and perceptions of the AI-powered language learning app, *Speeko*, with a focus on its efficacy and impact on language skill development. Through a comprehensive approach involving qualitative interviews, user surveys, and thematic analysis, this study aims to provide a deep understanding of how language learners interact with and benefit from using *Speeko* to enhance their communication skills. By investigating user attitudes towards *Speeko's* features such as feedback mechanisms, personalized learning tools, and speech analysis capabilities, this research seeks to evaluate the app's effectiveness in facilitating language learning outcomes. The study also aims to uncover user preferences for AI-driven language learning platforms over traditional methods, examining the perceived strengths and limitations of technology-enhanced language education tools. Moreover, this research delves into the influence of user engagement with *Speeko* on language proficiency levels and learner motivation, aiming to shed light on the app's role in supporting language acquisition and skill improvement. By capturing a diverse range of user experiences and feedback on *Speeko*, this study contributes valuable insights into the integration of AI technology in contemporary language education practices. The findings from this research hold significant implications for educators, developers, and language learners, offering guidance on leveraging AI-powered apps like *Speeko* to enhance language learning experiences in digital environments. Ultimately, this study seeks to advance our understanding of the potential benefits and challenges associated with integrating technology-driven language learning tools to optimize language acquisition processes and outcomes.

Keywords: technology, AI, *Speeko* app, language learning

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**Exploring Attitudes towards AI and Their Impact on
Learner Autonomy in Language Learning**

Emre ARTUT¹

Merve GAZIOĞLU²

Abstract

Employing AI tools in the learning process has some potential benefits for both teaching and learning a foreign language. Previous research has found that the integration of AI in education provides significant prospects to foster multiple elements of the educational system. Hence, this study aims to reveal EFL learners' attitudes towards AI use in learning English and to examine its effect on learner autonomy to understand the relationship between these two concepts. In the data collection process, two online questionnaires, which were adapted from previous research, are going to be conducted with 100 Turkish EFL students at an English language program in Turkey, at a state university. The data will be analysed quantitatively to answer the following research questions: "What is the correlation between attitudes towards AI in language learning and learner autonomy?", "What is the perception of students in terms of learner autonomy?", "What is the perception of students in terms of their attitudes towards AI in language learning?" and "Are there any significant differences in participants' learner autonomy and their attitudes towards AI based upon their demographic info such as gender, age, English level, and department?" Although the data collection process is currently in progress, it is anticipated that the EFL students commonly use AI to practice for their exams and to get help with their assignments. This case is expected to increase their learner autonomy by decreasing the level of need for assistance and feedback from the teachers in some cases, both in and out of class. As a result, this small-scale study is presumed to contribute to the field by unveiling the students' perspectives on using AI to develop their foreign language and learner autonomy skills.

Keywords: AI, learner autonomy, EFL, attitude, higher education

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**Language Mediation in EMI: A Corpus Study of
Translanguaging in Academic Lectures across
Disciplines**

Erdem AKBAŞ¹

Esra YATAĞANBABA²

Abstract

Over a decade, there have been many studies on English as a Medium of Instruction (EMI) in various contexts. These studies have focused on the perceptions of teachers and students (Abouzeid, 2021; Kuteeva, 2020; Picciuolo & Johnson, 2020; Xu & Xiao, 2023); on its affordances and challenges (Bälter et al., 2023; Macaro et al., 2017); effects of EMI on proficiency (Lin & Lei, 2021; Rose et al, 2020). However, empirical research is limited in the role of English and L1 in EMI contexts, in which translanguaging, as the dynamic process of using multiple languages in communication, could offer significant pedagogical benefits, particularly in multilingual educational environments. To address this gap, this corpus-based study aims to identify the translanguaging practices of EMI lecturers from different disciplinary fields at Middle East Technical University (METU), Türkiye. The data were drawn from the Disciplinary English Medium Instruction Corpus (DEMI), which comprises 91 lectures across four subjects: Law and Institutions of the European Union, History of Art and Architecture, Geometry, and Probability and Random Variables. The total corpus size is approximately 500,000 words, ensuring a comprehensive representation of linguistic features (Biber, 2006). The analyses revealed that EMI lecturers used translanguaging practices as a pedagogical mediation tool to deal with discipline-specific vocabularies like the lexical translation as the teaching of disciplinary knowledge, facilitate comprehension check, and classroom management as well as engagement. Moreover, contrary to the assumption that translanguaging stems from low language proficiency, the findings demonstrated that lecturers employed these strategies to achieve specific pedagogical goals. Findings suggest that further systematic and classroom discourse research is needed to gain more insights into translanguaging practices within other educational contexts and across different proficiency levels of EMI lecturers to make comparisons and offer professional development opportunities for them.

Keywords: translanguaging, EMI lecturers, corpus-based research

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**Comparative Analysis of Human and AI Feedback on
Academic Writing in the Context of Türkiye**

Kübra ŞIK KESER¹

Rümeysa PEKTAŞ²

Abstract

Providing constructive feedback on students' essays is a potent method for advancing their writing capabilities. With the advent of AI technologies like *ChatGPT*, there's potential for automated assessment of writing, which could amplify feedback frequency for learners while alleviating educators' workload in large classrooms. Our investigation evaluated *ChatGPT*'s proficiency in delivering constructive feedback. We assessed the calibre of feedback from humans and AI on essays by upper-level students attending academic English writing courses at a Turkish state university. Feedback was appraised for its adherence to criteria, clarity in enhancement guidance, precision, focus on vital elements, and supportive communication tone. Our study juxtaposed 50 instances of human and AI-generated feedback on identical essays. We probed for disparities in feedback quality between *ChatGPT* and human evaluators across the entire sample set, among essays of varying quality levels, and between native English speakers and those acquiring English, utilizing descriptive statistics and effect size comparisons. Human evaluators surpassed AI in delivering superior feedback across most categories except for criteria adherence. Variations in feedback quality from both humans and AI were influenced by the essay's inherent quality but were unaffected by the writer's linguistic background. Seasoned reviewers outshone *ChatGPT* in furnishing high-calibre feedback. Nevertheless, given *ChatGPT*'s facility in generating responses and its commendable overall performance, generative AI could still hold value in certain scenarios—particularly during preliminary draft stages or when expert educators are not accessible.

Keywords: writing feedback, human feedback, AI feedback, corrective feedback

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**Insights on Utilitarian Decision Making in a Foreign
Language**

Filiz RIZAOĞLU¹

Abstract

This study sought to understand whether foreign language learners who learn the target language after a certain age (late bilinguals) tend to provide more utilitarian responses to moral questions in their foreign language, which is known as the Foreign Language Effect (FLE). The previous literature has mainly focused on sacrificial trolley dilemmas which involve sacrificing a minority for the wellbeing of a higher number of people to research the FLE. However, recently the trolley dilemmas have been criticized on the grounds that they are not realistic enough to cover situations where the courtesy and self-sacrifice aspects of utilitarianism are required. To this end, 545 university students with intermediate to advanced level English proficiency were given the *Oxford Utilitarianism Scale (OUS)* either in their native language, Turkish or in their foreign language, English. The t-test analyses indicated there was a significant difference in the total utilitarianism scores in the English and Turkish test groups, with a small effect size. Participants who took the survey in English had higher utilitarianism scores than that of the Turkish survey group. More specifically, the two language groups differed slightly on the Impartial Beneficence component of the *OUS*. In the Instrumental Harm component, the difference between the groups was higher, but still represented a small effect size. Based on the results, it could be argued that late bilinguals tend to be make more utilitarian decisions in a foreign language, especially in terms of the instrumental harm component of utilitarianism; however, the effect size of this difference is small.

Keywords: foreign language effect, bilingualism, utilitarianism, moral decision making

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**Common Misconceptions and Malpractice in L2
Vocabulary Instruction: Turkish EFL Teachers'
Perspectives**

İhsan ÜNALDI¹

Esmanur KARA²

Ayten KUTLU³

Abstract

Foreign language teaching includes macro skills like listening, speaking, reading, and writing as well as micro skills like vocabulary, and grammar. Among these, vocabulary instruction is known as an essential part of language teaching. Therefore, many researchers have focused on the importance of vocabulary instruction and a vast number of studies have been conducted concerning the issue. Although it is not a new topic, there are still discussions about misconceptions and malpractice related to L2 vocabulary instruction among foreign language teachers. Most of these malpractices stem from misconceptions among foreign language teachers. In other words, misconceptions are likely to be the main source of malpractice in L2 vocabulary instruction. To create an effective language-teaching atmosphere and efficient learning experience for foreign language learners, these misconceptions and malpractices need to be identified and analysed. The current study aims to reveal these misconceptions and malpractice in the Turkish EFL context. To this end, 20 Turkish foreign language teachers working at Turkish public schools were interviewed. With a qualitative paradigm, the participants with various years of teaching experience were interviewed. Before the main interviews, pilot studies were conducted to observe the potential problems with the interview questions. The main interviews were carried out through face-to-face and online meetings. The data collected from the interviews were analysed through content analysis. Besides interviews, observations were also used to ensure the validity of the research process. The results showed that traditional approaches and inefficient practices in L2 vocabulary instruction are still very common in Turkish EFL classes. In this sense, related implications are discussed, and suggestions are given based on the results.

Keywords: English language teaching, L2 vocabulary instruction, misconceptions and malpractice

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**Motivations for Volunteer Translation in an Online
Video Game Localisation Community in Turkey¹**

Semih SARIGÜL²

Abstract

Since the early twenty-first century, the Internet has brought countless users with similar interests together in different parts of the world through various instant communication devices and multimedia sharing systems. Such an interactive environment has deeply affected the dynamic relationship between translation and technology, too. Therefore, drawing on theories of volunteer translation and motivation, this study focuses on volunteer translators in a video game localisation (VGL) community in *Steam*, an online video game platform, in Turkey to contextualize their reasons for participating in VGL voluntarily. To this end, an online survey was applied to the participants in this platform to collect qualitative data about their personal motivations for volunteer translation and classify them in line with the binary categorization of human motivation, i.e. intrinsic and extrinsic motivation, by Ryan and Deci (2000). The survey findings demonstrated that some participants contributed to VGL in *Steam* to improve their bilingual skills and thus attain a position in the professional VGL sector in their future careers. In addition, small rewards distributed by *Steam* also motivated these members. On the other hand, some participants considered volunteer VGL in *Steam* as a meaningful task for their leisure time. It was also found that these participants maintained an idealistic attitude towards VGL in *Steam* due to their belief that they facilitated video game players' access to video games in Turkish. The first group (24.7%) can be evaluated as an extrinsically motivated one because its members expected a material reward or benefit from volunteer VGL in *Steam*, while the second group (75.3%) represented an intrinsically motivated one because its members translated voluntarily for different reasons such as finding a purposeful free time activity or increasing the number of video games in Turkish.

Keywords: volunteer translation, video game localisation, motivation, *Steam*

¹This study is the revised version of a chapter in the author's unpublished PhD Dissertation titled "Turkish Translation in the *Steam* Translation Server: Two Case Studies on Video Game Localization" (Boğaziçi University, 2020).

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**Ecofeminist Echoes: Uncovering Virginia Woolf's
Implicit Critique in *To The Lighthouse***

Beyza Betül TANRIKULU¹

Abstract

The aim of this paper is to explore Virginia Woolf's *To The Lighthouse* through the lens of ecofeminist theory, which links the subjugation of women to the exploitation of nature and challenges the dualisms prevalent in patriarchal society. Although Woolf predates the formal articulation of ecofeminism, her work resonates with its principles, suggesting she was an unconscious ecofeminist. Woolf's *To The Lighthouse* contrasts characters' relationships with nature, notably through Mrs. Ramsay and Mr. Ramsay, to critique the patriarchal structures of her time. Mrs. Ramsay's nurturing, cyclical connection to the natural world embodies ecofeminist ideals, emphasizing harmony, empathy, and relational values. Her role as a stabilizing force, intertwined with the lighthouse, symbolizes a holistic integration of human and natural worlds, aligning with ecofeminist perspectives that challenge dualistic separations. Conversely, Mr. Ramsay represents a rational, controlling relationship with nature, reflecting patriarchal desires to dominate and exploit. His intellectual ambitions and need for external validation illustrate a detachment from the natural environment, reinforcing hierarchical, exploitative attitudes. Key findings of this study reveal that Woolf aligns the oppression of women with the degradation of nature, showcasing the interconnectedness of these struggles. This is evident in how Mrs. Ramsay's demise and the subsequent decay of the Ramsay household mirror the deterioration of the natural environment, highlighting patriarchal neglect and exploitation. The novel's narrative fragmentation and temporal shifts further disrupt linear, hierarchical structures, reflecting ecofeminist critiques of rigid socio-economic models and advocating for more fluid, interconnected perspectives. In conclusion, *To The Lighthouse* offers a prescient critique of patriarchal values through its ecofeminist undercurrents, illustrating Woolf's implicit advocacy for an equitable and respectful relationship between humanity and nature. This analysis enriches the understanding of Woolf's literary contributions and underscores the relevance of ecofeminist theory in interpreting classical literature.

Keywords: ecofeminism, Virginia Woolf, gender, nature, patriarchy

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**An Examination of Speaking Anxiety in English
Learning: The Role of Demographic and Educational
Factors**

Zeynep Büşra VARIŞLI¹

Tuğba SÖNMEZ AKALIN²

Abstract

The aim of this study is to determine the levels of English-speaking anxiety among Turkish students learning English as a Foreign Language and to investigate the role of demographic and educational factors on this speaking anxiety. The study was conducted using a descriptive survey model. The *English-speaking Anxiety Scale* developed by Orakçı (2018) was used in this study. The sample group of this quantitative research consists of 161 English language and literature students studying at Karamanoğlu Mehmetbey University. The data of the study were analysed using *SPSS 29.0*. Descriptive statistics (*t-test*, *ANOVA*) were used for data analysis. The English-speaking anxiety levels of the participants and these anxieties according to various variables were examined. The findings showed that the overall English-speaking anxiety of the sample was at a moderate level according to the scale. Additionally, this research indicated that female students have higher English-speaking anxiety than male students. It was found that students from Anatolian and Open High Schools have lower anxiety compared to Vocational High School students. Those who started learning English at an early age were found to have lower anxiety levels. It was revealed that English teachers and lesson hours do not affect students' foreign language anxiety levels. Pre-university and online English practice were found to reduce anxiety. Speaking with family members who know English reduces anxiety, while the education level of parents has no effect on anxiety. These results indicate that the factors affecting English-speaking anxiety are complex and that some factors do not have a significant impact on anxiety. Therefore, the results suggest that educational strategies should be designed taking individual differences into account.

Keywords: foreign language speaking anxiety, factors affecting foreign language speaking anxiety, Turkish students learning English as a foreign language

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**Exploring the Impact of Career Planning Course on
EFL Student Teachers' Current and Future Professional
Routes**

Sibel KAHRAMAN ÖZKURT¹

Abstract

This study delves into the transformative effects of a dedicated career planning course on English as a Foreign Language (EFL) student teachers and their subsequent career trajectories. Over the course of a term, these student teachers engaged in a comprehensive exploration of their professional journey, aiming to recognize and understand their knowledge, skills, and competencies within the realm of language teaching. A pivotal aspect of the intervention involved immersive experiences, including encounters with various professionals affiliated with the same academic department. These encounters ranged from engaging with recent graduates to interacting with government school teachers, university lecturers, government inspectors, and even a flight attendant. Through these diverse interactions, the student teachers were exposed to a spectrum of career possibilities within and beyond the traditional teaching landscape. To gauge the impact of these experiences on their career planning, participants maintained reflective diaries throughout the intervention period. These diaries served as rich repositories of insights into how these interactions influenced their perceptions of their own competencies and career aspirations. Employing qualitative content analysis, this research aims to uncover the nuanced shifts in the participants' future career plans and decisions. Preliminary findings suggest that the student teachers underwent profound transformations in their understanding of their capabilities and career options. The study not only sheds light on the efficacy of targeted career planning courses but also provides valuable insights into the factors shaping the career trajectories of EFL educators. The implications of these findings extend beyond the classroom, offering educators, administrators, and policymakers valuable insights into optimizing career development initiatives for aspiring language teachers.

Keywords: EFL student teachers, career planning, professional development, reflective diaries

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Linking Adverbials in Academic Writings of Turkish Learners with Different L1 Backgrounds

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Eda DURUK²

Abstract

In second language acquisition (SLA), the influence of learners' first language (L1) on their target language (L2) is a critical area of study, particularly in the context of academic writing. This research examines how L1 syntactic and discourse structures impact the use of linking adverbials in the writing of foreign university students learning Turkish at the B1 level. Linking adverbials are crucial for creating coherence and cohesion in written discourse, guiding readers through the logical flow of ideas. The purpose of this study is to investigate the extent to which L1 transfer affects the acquisition and use of these adverbials, and provide insights into the challenges and facilitators encountered by these learners. Data were collected from 28 students with diverse L1 backgrounds, who were required to write paragraphs about cultural differences in Turkish. A quantitative analysis was conducted to calculate the frequency and types of linking adverbials used by these learners. The findings reveal significant variations in usage patterns linked to the learners' L1s. For instance, learners from languages with similar syntactic structures to Turkish, such as Kazakh and Persian, displayed more consistent and effective use of linking adverbials. Conversely, learners from languages with different discourse conventions, like Arabic and Portuguese, faced greater challenges in appropriately using these adverbials. These results underscore the importance of considering L1 influence in language instruction and developing tailored pedagogical approaches to enhance the writing skills of Turkish learners. By understanding the specific needs of learners from diverse linguistic backgrounds, educators can design more effective teaching strategies that foster coherence and cohesion in learners' written discourse. This study contributes to the broader understanding of language transfer and its implications for SLA, offering practical recommendations for more effective language instruction.

Keywords: second language acquisition, linking adverbials, language transfer, academic writing, linguistic backgrounds

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**Who Needs a Thematic Dictionary “for All Occasions”
Today? A Compiler’s Notes**

Shamil KHAIROV¹

Abstract

This study delivers the experience of compiling a polythematic bilingual dictionary (Shamil Khairov and John Dunn. *Russian For All Occasions. A Russian-English Dictionary of Collocations and Expressions*. Routledge, 2019, 711 pp.) and discusses its potential for practical teaching and learning. The aim of the dictionary is to help learners overcome their ‘linguistic muteness’: namely, their inability to effectively communicate due to a lack of a repertoire of conventional phrases (communicative fragments) for typical topics and situations. Thus, the vast majority of entries in the book (10.000 in total) consist predominantly of micro contexts, or, in other words, communicative fragments as exemplified in the following entries from the section titled *Warfare*:

Им нужна была маленькая победоносная война. They needed a small victorious war.

В ядерной войне не будет победителя. There can be no winners in a nuclear war.

Они ведут гибридную войну. They are engaged in hybrid warfare.

The main methodological problem – how to ‘dissect’ life into topics and categories while preserving the usability of the final product – was resolved by breaking down the content into four larger units: (I) the person and the family; (II) culture, technology and daily life; (III) society; and (IV) the natural world. This approach proved particularly effective in teaching a “Russian for Social Scientists” course aimed at postgraduate students of Central and East European Studies. In their research, these students focus on many topics reflected in our dictionary, such as people’s rights and freedoms, opposition and protesting, civil society, state structures, international conflicts, combatting extremism and terrorism, warfare, demographics, housing, religion, economics and finance, and crime and corruption. The conclusion discusses the perspectives of converting its content into a modern learning resource, like series of interactive tests on translation, audio support, exercises on the entries’ variability, or further development of the selected sections by students using the media and artificial intelligence depending on their research subjects

Keywords: polythematic bilingual dictionary, communicative phrases, communicative fragment, developing learners’ vocabulary

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**Innovating in Teaching Reading Skills for a Changing
World**

Matthew CHAMPLIN¹

Abstract

As AI transforms reading opportunities and skills, learners and teachers need to adapt. This workshop will consider how to prepare for such a future and also give some hands-on examples. Essentially, we will be working on the dual questions of ‘What reading skills do students need in the age of *ChatGPT* and beyond?’ and ‘How can we help learners to develop those skills?’ I believe that few of the essentials have changed, but the way in which readers approach these essentials must continue to develop. To this end, an approach to teaching reading in an SLA context will be suggested illustrated from my recent classrooms. In order to encourage the development of key reading skills, traditional skills such as comprehension and faster reading were practiced in my classrooms this year; however, the focus of the teaching was on areas where technology cannot fully aid the reader. Creativity, analysis, response, and innovation were emphasized in different ways. Meanwhile, the students were required to use technology within the classroom which taught or expanded their skills with applications that can do the less creative tasks of reading for them. This allowed them to focus on readings in various ways. Given the dual purpose of instilling both basic and innovative skills, the class alternated between using paper and digital formats to access and respond to readings. Analysis worksheets, Google Forms, audio/video recordings, ‘debate the bot’ AI exercises, extensive reading, teleprompter readings, question-writing and weekly in-class discussion were all used to encourage readers’ progress. These goals and practices also required innovative testing practices measuring readers’ skills through multi-part assessments including speed reading, comprehension, and ability to use their technological devices to extract the appropriate material from the text and deliver it in an appropriate form.

Keywords: teaching English, reading, 21st century skills

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The Effect of Explicit Morphology Instruction on EFL Learners' Morphological Knowledge

Mustafa YILDIZ¹

Abstract

Morphological knowledge is a critical aspect of EFL learning, contributing significantly to various language skills such as reading comprehension, vocabulary acquisition, oral production, and listening comprehension. Furthermore, pedagogical interventions targeting morphological awareness lead to improvements in morphological knowledge and the ability to infer word meanings, further underlining the importance of morphological knowledge in vocabulary acquisition. Thus, the aim of the present quasi-experimental study is to investigate the effects of explicit morphology instruction on A2-level EFL learners' morphological knowledge using a repeated measures design. Convenience sampling was utilized to include 33 A2-level EFL learners in the study. Participants were evaluated at three distinct time points: prior to the intervention (pretest), immediately following the intervention (post-test), and four weeks subsequent to the intervention (delayed post-test). The objective of the six-hour intervention, which involved a structured program with explicit instruction on the form, meaning, and use of English affixes, was to enhance learners' morphological knowledge. The Word Part Levels Test (Sasao & Webb, 2017) was employed to measure learners' knowledge of the form, meaning, and use of affixes at each of the three distinct time points. Data analysis was performed using repeated measures *ANOVA* to evaluate changes in learners' morphological knowledge across pretest, immediate post-test, and delayed post-test measures. The results indicated a significant enhancement in morphological knowledge immediately following the intervention, with post-test scores for the form and meaning of overall affixes. Furthermore, the delayed post-test, administered four weeks later, demonstrated that these improvements were not largely sustained due to a significant decline from the immediate post-test scores. On the other hand, the intervention did not result in any significant difference in learners' knowledge of the use of affixes. These findings highlight the immediate impact and partial retention effects of the explicit morphology instruction for the form and meaning of affixes, suggesting a need for additional reinforcement strategies to sustain the initial improvements.

Keywords: affix, explicit morphology instruction, morphological knowledge, prefix, suffix

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**Investigating the Relationship between Turkish EFL
Teachers' Subjective Well-Being and Their
Occupational Resilience in University Contexts**

Polen BOYACI¹

Senem ZAIMOĞLU²

Abstract

This study explores the difficulties faced by EFL teachers, specifically examining their well-being and ability to persevere in their profession. Additionally, it aims to shed light on the challenges they encounter during their educational journeys. In order to address these objectives, the research enlisted the participation of 120 teachers from five preparatory schools located throughout Turkey. The study utilized two main data collection tools: the *Teacher Subjective Well-being Questionnaire (TSWQ)* and the *Occupational Resilience Beliefs Scale for Teacher Candidates (ORBSTC)*. Additionally, demographic information such as type of institution of employment, teaching experience and gender were gathered. In order to identify whether teachers' subjective well-being could serve as a predictor for their occupational resilience, a comprehensive multiple regression analysis was carried out. Teachers exhibited remarkable levels of subjective well-being and displayed strong confidence in their occupational resilience. The study found a noteworthy and meaningful connection between subjective well-being and occupational resilience. Significantly, the study found that subjective well-being played a crucial role in predicting occupational resilience. In contrast, the subjective well-being and occupational resilience of teachers were not significantly affected by demographic variables such as teaching experience, gender, and institution type.

Keywords: subjective well-being, occupational resilience, teaching efficacy, school connectedness

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**Which is More Consistent in Assessing Essay Quality?
ChatGPT vs. NLP Models**

Enis OĞUZ¹

Abstract

The rise of sophisticated generative AI tools like *ChatGPT* has influenced many fields, including computational linguistics, revolutionizing the way language is processed, analysed, and understood. One area that has received particular attention is the automated assessment of essay quality, a task that has been carried out with various natural language processing (NLP) methods for decades. Despite their limitations (Perelman, 2014), NLP models are useful tools in assessing student essay quality as they can achieve high accuracy (Kumar & Boulanger, 2021). Although generative AI tools have also been shown to function with satisfactory performance in assessing student essays (e.g., Mizumoto and Eguchi, 2023), the consistency of this assessment is controversial. This is especially concerning since poor intra-rater reliability creates unfair and unreliable assessment practices. Using a pool of student essays written by L2 learners (80 essays), this study examined the assessment consistency (or intra-rater reliability) of *ChatGPT 4.0* by asking it to evaluate the essays at different times using the same rubric (two-week, one-week, and 3-day intervals). The analysis revealed rather poor intra-reliability scores for *ChatGPT*, unlike NLP models with excellent intra-rater reliability. The results suggest that generative AI models are more susceptible to the limitations of low consistency in assessing essay quality, making them unreliable tools for such tasks.

Keywords: NLP models, generative AI, assessing essay quality, computational linguistics

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**Constraints and Solutions to Essay Writing Process in
an EFL Classroom: An Exploratory Action Research
Study**

Zekeriya DURMAZ¹

Abstract

Writing skill is positioned as a challenging practice in learning English as a Foreign Language (EFL). Developing writing skills is accepted as more challenging for learners with non-Latin languages like Arabic. Drawing on the evidence of an exploratory action research in a classroom, this study focuses on the constraints of essay writing instruction in English for four Syrian students at a Turkish foundation university. An integrative method approach was used to obtain data, including three open-ended questions and students' written works. To elicit meaning from the data, content analysis was conducted. Both interview data and the students' essay works (1st and revised 2nd drafts) presented that the participant students had lack of writing practice, lack of contextual writing information and lack of reading-to-write strategies both in English and in their mother tongue. This study also demonstrated how special assistance of the instructor, enhancing reading practice and scaffolding can be a remedy for overcoming the “puzzle” of writing a well-organised essay.

Keywords: essay writing, exploratory action research, formative assessment, scaffolding, writing portfolio

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**Determination of the Problems of the Preparatory Class
Students and Their Needs**

İbrahim FİDAN¹

Zeynep Ceren YARAR²

Abstract

English preparatory education is a foreign language education provided by universities on an optional or mandatory basis for one year. In addition to the four basic education courses determined as reading, writing, listening and speaking, grammar lessons are also taught in the preparatory class language education. In this context, it is important for students to benefit from these courses at the maximum level. Students should be able to process courses more effectively, there should be no difficulties in transferring to the department, and students' achievements in the preparatory education process should be high. A decrease in the student's achievement status may be observed in cases such as teachers' efficiency or lack of materials. In this context, the purpose of this study is to analyse the needs of students in preparatory class education. In addition, this study will shed light on the problems that students experience during the educational process and which environmental and behavioural factors cause their problems. In this study, both qualitative research patterns and quantitative research patterns will be used by using the mixed method. An interview model from qualitative research patterns will be used. During this study, the questionnaire prepared under the supervision of the researcher will be conducted with the students and the interview model of the answers they give will be used. In addition, tables will be created within the scope of quantitative research patterns, the facts discussed and experienced will be objectified and explained with numerical data. The result of this screening is that these appropriate solutions to the students' problems will be brought, although there are many studies about the problems of preparatory students, it will be useful by analysing the students' needs. In this way, the problems faced by students in foreign language learning will be determined and then appropriate solutions will be offered.

Keywords: English education, preparatory students, needs analysis

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**The Impact of Benefiting from the Erasmus Program on
Students' Postgraduate Education Plans: The Case of
OKU, Faculty of Arts and Sciences**

İbrahim FİDAN¹

Melike BEKTAŞ²

Abstract

This research aims to comprehensively examine the impact of the Erasmus program on the postgraduate education plans of students at Osmaniye Korkut Ata University (OKU) Faculty of Arts and Sciences. The study will analyse the direct and indirect effects of the Erasmus program on students' academic and professional development, as well as their social and cultural adaptation processes. This project consists of two main phases. In the first phase, customized surveys focusing on students' academic performance, career goals, and professional skills after participating in the Erasmus program will be used. In the second phase, semi-structured interviews will be conducted to gain a deeper understanding of participants' individual experiences, the program's impact on them, and their cultural adaptation processes. The participants of the research will be students from the OKU Faculty of Arts and Sciences who have participated in the Erasmus program and graduated from the undergraduate program. During the data collection process of the project, customized surveys and semi-structured interviews will be the primary tools. The surveys will concentrate on students' academic performance, career goals, and professional skills after participating in the Erasmus program, collecting this information through both closed-ended and open-ended questions. The semi-structured interviews will delve deeper into participants' individual experiences, the impact of the program on them, and their cultural adaptation processes, thus providing richer qualitative data on their experiences. These two methods are designed to meet the objectives of the research, helping to create a broad and detailed dataset. This research aims to contribute to educational policies and international cooperation strategies related to the Erasmus program. Furthermore, the findings of this study will provide important insights for the design and implementation of future educational programs, supporting the vision of global citizenship.

Keywords: Erasmus program, education policies, international cooperation

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**From Code to Verse: Evaluating AI in Poetry
Translation and Pedagogical Implications**

Berke ŞAHAN¹

Utku ALTINOK²

Elif KEMALOĞLU ER³

Abstract

Nowadays, artificial intelligence (AI)-supported translation tools are a commonly utilized means in translation practices. Although AI-supported translation tools are quite advanced, they may cause semantic, lexical, and syntactical changes in their artificial-cognitive translation processes particularly due to challenges in capturing cultural nuances, literary devices, and the essence of poetic expression. Thus, AI's ability to translate poetry is deemed to be limited in most cases. To this end, we aimed to conduct a case study through which we analysed the AI translation of a Turkish poem into English taking “The Systematics of Designificative Tendencies” as basis. We also benefited from the terminology of Koller's “Equivalence Theory”. According to the findings, AI succeeded in translating denotative units; however, it tended to display certain designificative tendencies in a continuous manner, allowing us to discuss the challenges in the translation process and cognition. The study implies the significance of human touch in translation and the fact that the depth and nuances of poetic expression may better be achieved by human translators and/or a constructive collaboration of both. Pedagogical implications will also be discussed along with suggestions for future research.

Keywords: AI-supported translation, poetry translation with AI, pedagogical implications of poetry translation with AI

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The Effects of Web 2.0 Tools on EFL Students' Self-Regulation and Vocabulary Development¹

Arda Dilovan IŞIK AYDIN²

Yonca ÖZKAN³

Abstract

The common usage of technology into daily lives brought new necessities together, and a new way of teaching through technology is inevitable to address the students' needs as digitally native students. Web 2.0 tools have been a part of the teaching employed by many educators, but online classes have led to more usage of these tools. This study aims to investigate the effect of Web 2.0 tools, namely *Canva*, *Wordwall*, *Kahoot*, *Story Jumper*, *Padlet*, *Voki*, and *Plotagon*, on students' vocabulary development and self-regulated vocabulary learning strategies. This study was conducted in the 2021-2022 academic year, including 40 secondary school students in Batman, Turkey, and grounded on a mixed-methods research design. This research was an experimental study supported with pre-test, post-test, the *Self-Regulatory Capacity in Vocabulary Learning Scale (SRCvoc)*, and semi-structured interviews. Web 2.0 tools were used by the students of the experimental group. A treatment on using Web 2.0 tools was applied to these students for two hours per week that lasted for twenty weeks. The control group didn't use the Web 2.0 tools, and they attended the classes as usual in order to learn the target vocabulary. The results showed that the experimental group was more successful than the control group. Most of the students have positive attitudes towards Web 2.0 tools. As for the effects of Web 2.0 tools on self-regulation, there was an improvement in commitment, emotion, and meta-cognitive control of the experimental group; however, there was not a significant difference regarding environmental and satiation control.

Keywords: self-regulation, vocabulary learning, web 2.0 tools

¹ This study is the revised version of a chapter in the author's unpublished Master's Thesis titled "The Effects of Web 2.0 Tools on EFL Students' Self-Regulation and Vocabulary Development" (Hakkari University, 2023).

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Role of Artificial Intelligence in Translation and Interpretation: Perspectives of Translation and Interpreting Students

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Abstract

Advancements in artificial intelligence (AI) have significantly impacted the field of education, including foreign language education, translation, and interpretation. Currently, AI is extensively used to enhance writing quality, provide individualized feedback, generate summaries of complex readings, etc.. In the field of translation and interpretation, AI-based applications offer features such as fast translation of written documents, term bank management, integration with computer-assisted translation (CAT) tools, and even automated interpretation between languages. Despite these advantages, the integration of AI into translation and interpretation presents several challenges. For example, some translators and interpreters fear job displacement due to AI. However, there are other more critical concerns that must be considered, such as ethical issues related to the use of personal information by AI; ensuring the accuracy, reliability, and trustworthiness of translated documents; the time-consuming nature of editing and verification processes for the documents translated by AI; and the need for human intervention to handle idiomatic expressions, proverbs, and other language-specific nuances. Addressing these concerns, this study investigated the perceptions of translation and interpretation students at a Turkish public university. Through independent translation projects in which students translated texts from English to Turkish using various available CAT and AI tools, this study explored the benefits, challenges, and concerns experienced by students over the course of a semester. Employing a qualitative research design, the study gathered student experiences through reflections submitted upon project completion. The findings offer insights into the experiences of translation students using AI tools, and aim to discuss potential solutions to their concerns regarding AI integration in translation and interpretation.

Keywords: artificial intelligence, translation, interpretation, students' perception

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Exploring 9th-Grade Students' Well-Being in a Public-School Context in Turkey

Dila BARAN¹

Aysun YURDAIŞIK DAĞTAŞ²

Abstract

Students' psychological states have an impact on both their academic achievement and their overall success in life. Well-being is considered as one of the most significant factors affecting learners' psychological state. Well-being is defined as a state in which a person reaches his or her full potential, works productively and creatively, has strong relationships with people and cooperates with the society (Beddington et al., 2008). The concept has become an important research topic in the fields of psychology and education. Regarding education, particularly language education, the topic of well-being is broad and subject to various influences, such as the educational environment, interpersonal relationships, the physical conditions and amenities of the school, and a host of other elements. In line with the information, the main objective of this study is to investigate 9th-grade students' well-being in a public-school setting. A mixed-method strategy was used in the study to explore variables associated with the degrees of the well-being of the students (school context, school engagement and safety, gender of the students, relationships with other students and teachers, and the students' conceptions of school life). The *EPOCH Measure of Adolescent Well-Being*, adapted by Kern et al. (2016) was used to collect quantitative data and semi-structured interviews were used to gather qualitative data. The analysis of the survey data showed that the well-being score of the language learners was found to be moderate, with no discernible gender difference. However, when the qualitative data was analysed, students reported higher levels of wellbeing and more positive emotions when regarding the school setting. The interview responses revealed that students felt protected, engaged in a variety of activities, interacted effectively with peers and teachers, and were content in the school atmosphere.

Keywords: student well-being, 9th-grade students, *EPOCH measure*, mixed-methods research

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***ChatGPT and Critical Thinking: Impact on EAP
Students' Problem-Solving Skills¹***

Işıl ÖZDEMİR²

Abstract

The aim of this research project is to comprehensively assess and analyse the impact of the integration of *ChatGPT*, an advanced AI-powered language model, on the critical thinking skills and creativity of English for Academic Purposes (EAP) students in a university context. This research initiative aims to explore the nuanced dynamics of problem-solving processes, particularly in the context of addressing relevant real-world challenges such as sustainability and waste management. At its core, this research aims to explore the underlying mechanisms by which *ChatGPT* enhances or hinders EAP students' critical thinking and creativity. Through qualitative and quantitative analyses of problem-solving outcomes as well as student reflections and feedback, I aim to understand how the use of *ChatGPT* affects students' thinking and planning skills, particularly problem-solving and creativity.

Keywords: artificial intelligence, critical thinking, higher education

¹This paper is based on an action research project conducted by Işıl Özdemir as part of the School of Languages, Özyeğin University.

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**Challenges and Perceptions of L2 Academic Writing in
EMI Contexts: Teachers' Perspectives in the Digital Age**

Abbas HADIZADEH¹

Abstract

Mastering academic writing in a second language (L2) remains a significant challenge for learners. Recent advances in artificial intelligence (AI) have introduced tools that may facilitate this process, yet the impact on L2 academic writing requires further exploration. While research has extensively covered L2 students' perceptions, there is a notable lack of studies on L2 teachers' perspectives within English Medium Instruction (EMI) contexts, particularly in the digital age. Recognizing this gap, this study investigates the perceptions and practices of lecturers regarding L2 academic writing at a Northern Cyprus university. Drawing on my experience as an English for Academic Purposes (EAP) instructor, I observed a significant discrepancy between students' classroom performance and their submitted academic writing projects. To explore this phenomenon, a qualitative study design was adopted, involving interviews with four lecturers. The analysis revealed five main themes: attitudes towards academic writing, linguistic limitations and language proficiency, students' profiles and study habits, levels of seriousness and motivation, and the impact of technological tools on academic writing, including concerns and frustrations. The findings underscore a range of challenges and strategies that instructors encounter in the digital age, offering valuable insights for enhancing L2 academic writing instruction. This study provides implications for L2 learners and teachers in similar EMI contexts, emphasizing the need for targeted support and resources.

Keywords: second language academic writing, EMI, computer-mediated communication (CMC) technologies, challenges, perceptions

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**Fanfiction is the New Fiction: The Art of Retelling in
Contemporary Literature**

Gülcan Irmak ASLANOĞLU¹

Abstract

Retelling has always been a popular tool in storytelling. Many of the myths that survived since the oral tradition have influenced other literary works across cultures. The accumulated history of humankind allows contemporary artists and writers to interpret the original stories with their own takes. As the authors gain more autonomy over their works, the language of love, war, and human connections get reshaped as well. Hence, many writers retell and rework stories from ancient Greek and Roman myth in order to convey their social, cultural and even political messages to their societies. This freedom allows the modern readers of these classical texts to rewrite the stories through different narratives. In today's world, the culture of retelling has evolved into what is known as fanfiction on online mediums, where consumers of media and literature create free spaces to reimagine the literary worlds they enjoy, and share them with other fans of the same work. This paper will discuss how the art of retelling has evolved in time, and what prompted it to turn into what is known as fanfiction, by looking at examples from the adaptations and retellings of Greek myths.

Keywords: fanfiction, rewriting, narrative, transformative works

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The Predictive Role of Epistemological Beliefs in Argumentation Skills among EFL Learners¹

Beyza KABADAYI²

Abstract

Epistemological beliefs significantly influence how individuals approach learning and reasoning. This study investigates the predictive role of these beliefs in the argumentation skills of EFL learners. The primary objective of this research is to examine how different epistemological beliefs predict the ability of students to construct and rebut arguments effectively. A mixed-methods approach was employed, involving an epistemological survey of 18 EFL students to assess their epistemological beliefs and a series of argumentative tasks to evaluate their argumentation skills. Statistical analysis was conducted to identify predictive correlations between the two variables. Preliminary results indicate a significant predictive relationship between students' epistemological beliefs and their argumentation skills. Specifically, students with more sophisticated epistemological beliefs demonstrated stronger argumentation abilities. These findings suggest that fostering sophisticated epistemological beliefs in students may enhance their argumentation skills. This has important implications for educational practices and curriculum design aimed at improving critical thinking and reasoning abilities. Understanding the predictive role of epistemological beliefs can help educators develop more targeted interventions to cultivate these skills in students, ultimately preparing them for more effective participation in academic and professional discourse.

Keywords: epistemological beliefs, argumentation skills, higher education, critical thinking, EFL learners

¹This study is the revised version of a chapter in the author's unpublished PhD Dissertation titled "A Dialogic Approach to Create Argumentative Discourse: Promoting Argumentation at Tertiary EFL Classroom" (Çukurova University, 2023).

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**Navigating the Future of Writing Instruction:
Comparing Peer Feedback and AI-Powered Writing
Feedback in ELT**

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Abstract

In the evolving landscape of English Language Teaching (ELT), the integration of technology has transformed the way traditional pedagogical approaches are used, particularly in writing instruction. This study aims at comparing the effectiveness of peer review feedback and AI-powered writing assistance, which may enhance students' writing skills. By employing a mixed-methods approach, the research dwells on both qualitative and quantitative outcomes from the students engaged in a writing course. It examines how each feedback mechanism influences student motivation, writing quality, and critical thinking skills. Based on preliminary findings, it appears that while AI-powered tools provide immediate, data-driven insights that cater to individual learning styles, peer review fosters deeper engagement through collaborative critique and social interaction. The study also investigates students' perceptions of each feedback type, and it reveals that while AI educational tools are effective at detecting errors and suggesting structural changes, students prefer peer feedback due to its contextual relevance and social dynamics. This research contributes to the ongoing discourse on effective writing pedagogy in ELT by advocating for a hybrid model that synergizes the strengths of both feedback methods to optimize student learning outcomes.

Keywords: peer review, AI writing tools, writing pedagogy, student engagement, feedback mechanisms, educational technology

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**Forensic Linguistics and Forensic Phonetics, Artificial
Intelligence Technology: Linguistic Fingerprinting**

Buse Sabiha BOZASLAN¹

Emel Hülya YÜKSELOĞLU²

Abstract

Every person has unique fingerprints and distinct DNA. However, it's not just DNA or fingerprints that set individuals apart; they can also be distinguished by their speech and writing styles, tones of voice, emphasis techniques, and even their linguistic habits. One of the most striking and emerging fields that has recently gained prominence and is expected to gain recognition in academic literature is forensic linguistics. Forensic linguistics is a field that involves analysing written and spoken evidence in cases through various linguistic techniques and measurement methods. On the other hand, forensic phonetics is a discipline focused on the scientific characteristics of speech, such as voice frequency analysis, voice identification, and voice changes. Individuals may prefer one word or sentence over another when conveying the same idea or may exhibit different writing styles or grammatical interpretations. This suggests that developing a linguistic profiling method is feasible. The concept of a "linguistic fingerprint" posits that each person's unique use of language can lead to distinctions that, similar to fingerprints, are unique and can be classified. This idea has been supported by numerous studies and has been incorporated into the literature as a supplementary forensic examination method in many countries, alongside other forms of evidence. As a result, a new need has emerged within the field. Advances in technology, such as artificial intelligence and machine learning, are expected to enable more precise and rapid results in voice analysis, thus improving the reliability of speaker identification and authentication processes and making identification easier. At this point, the concept of the "linguistic fingerprint"—a term that is still relatively new in our country's literature—seeks to be more clearly defined. This study will present case studies, analysis techniques, and developments in this area.

Keywords: forensic linguistics, forensic phonetics, artificial intelligence, linguistic fingerprinting

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**Flipping the Language Classroom: Investigating
Challenges and Learners' Perceptions**

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Abstract

There has been an inevitable shift towards Distance Education in the past few years, which resulted in a search for new models of teaching and learning, and also revolutionized modern language classrooms. As a type of Blended Learning, *Flipped Classroom Model (FCM)* is an option for educators who do not want to limit the teaching and learning process within the walls of their classrooms. However, along with its benefits, *FCM* has certain challenges both for learners and teachers. The aim of this study is to examine the challenges that learners and teachers face during the implementation of *FCM*. Another goal of the study is to research the perceptions of adult EFL learners towards their experience of *FCM* after experiencing it for 15 weeks. The study used a case study approach and incorporated a mixed-methods design. Quantitative data were collected through the *Perception of Flipped Learning Experience Questionnaire* (Chen Hsieh et al., 2017) which was completed at the end of the implementation process by 47 preparatory class students at a state university in Türkiye. Qualitative data for the study were collected through field notes, minute papers, and researcher's journal throughout the implementation process. Additionally, semi-structured group interviews were conducted with 12 participating learners at the end of the implementation process. The results of the study revealed that the challenges that participants had come across during their experience were mainly related to technological devices, the application used to watch lesson video recordings, and internet connection issues. Additionally, participants had high satisfaction with their experience of *FCM* and they had positive perceptions towards it. Drawing on the findings of the study, the study demonstrates that *FCM* is a favourable way of instruction for language learners and provides pedagogical implications for overcoming possible difficulties of flipping language classrooms.

Keywords: distance education, blended learning, flipped classroom

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Waiting for Godot and Lefty

Tahir YAŞAR¹

Abstract

Samuel Beckett and Clifford Odets are two important playwrights of the 20th Century. Beckett is very famous for his absurd classic theatre works like *Waiting for Godot*, novels, and short stories. He is the pioneer of absurd theatre. Especially, he became very famous after his masterwork *Waiting for Godot*, which is accepted as one of the best absurdist plays by critics. On the other hand, Clifford Odets is one of the most famous authors of social criticism in the USA. He is the contemporary of Beckett. Odets wrote many plays, such as *Waiting for Lefty*, *Till The Day I Die*, *Awake and Sing*, and *Paradise Lost*. Odets is the pioneer of Agit-Prop theatre. He became very famous after writing his masterwork *Waiting for Lefty*, which was one of the best samples for Agit-Prop theatre in the US. In this study, the works of two famous contemporary authors of English literature will be examined. As the two contemporary playwrights, they can be shown under the label of the avant-garde experiment of the 1920s and 1930s, because both of the writers were against the conventional modern theatre. In their masterworks, *Waiting for Godot* and *Waiting for Lefty*, there are some similarities and differences between the main characters Godot and Lefty. Both of them are leading social groups; many people are waiting for their arrival, but they never appear or ever come. *Waiting for Godot* has a boring time pace while *Waiting for Lefty* is full of action. In this study, the actions and the similarities of the characters, absurd theatre, and Agit-Prop theatre will be discussed as well.

Keywords: Agit-Prop, absurd theatre, literature

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**A Deep Understanding of the Perspectives of Pre-Service
ELT Students on the Use of Artificial Intelligence in
terms of Teaching and Assessment**

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Abstract

Artificial Intelligence has increasingly gained importance in education, largely due to the advancements brought about by the Fourth Industrial Revolution. This research aims to have a deep understanding of the role of pre-service teachers' attitudes in the successful incorporation of AI into English Language Teaching (ELT). It seeks to address a significant gap in the Turkish context by investigating the use of AI within ELT. As a result, the study is expected to contribute to the existing body of literature on AI integration in education and align with Türkiye's "National Artificial Intelligence Strategy 2021-2025," as outlined in the Presidential Circular No. 2021/18. The research aims to gain a comprehensive understanding of the views held by pre-service ELT students at Hakkari University, considering various parameters, including classroom settings, different levels, age groups, and class sizes, and how AI is applied in teaching and assessment. The study will use a mixed-methods approach, collecting data through an online survey from pre-service ELT students at Hakkari University. Convenience sampling was used for data collection, and the data was analysed using *Statistical Package for the Social Sciences (SPSS)* version 29.0. The survey consists of 19 closed-ended questions (using a 5-point *Likert* scale) and 3 open-ended questions. Results show that pre-service ELT students generally hold positive attitudes towards the use of AI in the classroom, although their perceptions may vary based on class size, age group, and learner proficiency level.

Keywords: AI in education, AI in ELT, pre-service ELT students

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