FOURTH INTERNATIONAL LANGUAGE–FOR–ALL CONFERENCE

LfAC'25
BOOK OF ABSTRACTS

ÇUKUROVA UNIVERSITY

HASAN KALYONCU UNIVERSITY

SCHOOL OF FOREIGN LANGUAGES

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

FOURTH INTERNATIONAL LANGUAGE-FOR-ALL CONFERENCE

BOOK OF ABSTRACTS

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FOURTH INTERNATIONAL LANGUAGE-FOR-ALL CONFERENCE PROGRAMME

16 October Thursday

Time					
08.00 – 09.00	Registration				
09.00 – 10.00	Opening Remarks				
10.00 – 10.45	Keynote Speaker I: Prof. Dr. Sarah MERCER – "Putting Language Teacher Psychology Centre Stage: Caring for the Carers"				
10.45 – 11.00	Coffee Break				

Day I Session I	Culture and Art Centre Auditorium A	Culture and Art Centre Auditorium B	Culture and Art Centre Auditorium C	Culture and Art Centre Auditorium D	Culture and Art Centre Auditorium E
Chairperson	Yaşar Üstün KAPLAN	Seda SIVACI	Büşra Nur DURMAZ	Meryem AKÇAYOĞLU	Umar Mukhtar SHAGO
11.00 – 11.20	**Merve GAZİOĞLU & Rana SUAYİN** — "Exploring the Impact of Sustainability-Focused English Language Education on Student Perceptions, Awareness and Vocabulary Growth at Higher Education"	**Berkay TEMİZ & Damla YILMAZ & Neşe CABAROĞLU** — "Motivated to Teach? Exploring the Effect of Microteaching on Pre-Service ELT Teachers' Teaching Motivation"	**Şeyma Merve DEMİR** — "EFL Instructors' Perceptions of AI Integration in English Language Teaching: Attitudes, Competence, and Professional Development Needs"	**Meryem AKÇAYOĞLU & Azra TAJHIZI** — "Culturally Responsive Research in ELT: Bridging AI Innovation with Students' Learning Backgrounds"	**Kübra ŞIK** — "AI-Driven Personalized Tutoring and Inclusive Tools in English Language Teaching: Exploring Practice, Perception, and Pedagogical Impact"
11.25 – 11.45	**Aysima Aysın İNAN & Zerrin EREN** — "Ecocritical Analysis of Picture Books in English Language Classrooms"	**Seda SIVACI** — "The Emotional Challenges of ELT Practicum: A Reflective Thematic Analysis of Teaching Anxiety"	**Emre ARTUT & Kübra ŞIK & Yasin TURAN** — "AI-Based Writing Assessment in Higher Education: A Comparative Study of WritingGPT, ChatGPT, and Human Evaluators"	**Muhammet Enes UZUNMEHMET** — "Investigating Concise Writing and Structural Cohesiveness of PhD Dissertations in Applied Linguistics"	**Meriç AKKAYA ÖNAL** — "Beyond the Image: Social Justice, Gender and Ethnicity in an ELT Coursebook"
11.50 – 12.10	**Yaşar Üstün KAPLAN** — "The Serial Mediating Roles of Sustainable Development Awareness and Attitude in the Relationship between Climate Change Anxiety and Global Climate Change Awareness among EFL Learners"	**Şeyma YILDIRIM** — "Feedback as a Mirror: Pre-Service EFL Teachers' Reflections on Providing Peer Feedback in Micro-Teaching"	**Şükran Eda MARANGOZ-YEMENİCİ** — "Diversifying Written Corrective Feedback through Multimodal Tools: Enhancing Motivation and Engagement in L2 Writing Classrooms"	**Büşra ARSLAN & Melike BEKTAŞ & Samet AYGÜN & Ayşen DEMİR KILIÇ** — "Evaluating English Preparatory Coursebooks at Osmaniye Korkut Ata University"	**Cahit YAŞAR & Zeynep ÖLÇÜ DİNÇER** — "Multilingualism and Teacher Experiences: Insights from Two Communities of Practice"
12.10 – 13.10	Lunch Break				

Time	Culture and Art Centre Auditorium A	Culture and Art Centre Auditorium B	Culture and Art Centre Auditorium C	Culture and Art Centre Auditorium D	Culture and Art Centre Auditorium E
13.15 – 14.00	Keynote Speaker II: Dr. Samantha CURLE – "Preparing Students for Success in English Medium Instruction: What Works, What Doesn't, and Why It Matters"				
14.00 – 14.15	Coffee Break				
Day I Session II	*Chairperson* Şeyma YILDIRIM	*Chairperson* Eda KAHYALAR	*Chairperson* Canan YOĞURT	*Chairperson* Emine DEMIR OKUMUŞ	*Chairperson* Ali KARAKAŞ
14.15 – 14.35	Figen SELİMOĞLU & Hasan BEDİR — "EFL Teachers' Perceptions of Education for Sustainable Development: Keeping Track of Sustainability in Higher Education"	Mine BELLİKLİ — "Providing Sustainability for Teacher Development"	Cemre ÇİÇEK-TÜMER — "Impoliteness and Humor: An Analysis of *The Quiz Night with İbrahim Selim*"	Ayışığı KAYMAK & Mehmet BARDAKÇI — "An Evaluation of 2nd Grade EFL Textbook with Teachers' Perspectives"	Murat TOSUN & Ferzan ATAY — "The Effect of Game-Based Learning on High School Learners' Motivation toward Learning Vocabulary"
14.40 – 15.00	Ceren TEKER & Gülşah ÖZCAN & Cihangir TUNCA — "Metacognitive Awareness and AI Support in English Language Learning: A Mixed-Methods Study of Turkish Prep Students"	Figen YILMAZ & Ayça DİNÇER — "What If Teachers Were in the Students' Shoes? Empathizing with the English Language Learners through a Spanish Language Course"	Emrah IŞIK — "Mapping the River: Racialized Space and Environmental Memory in Langston Hughes's 'The Bitter River'"	Ayşe Nur ÇALIŞ & Ayşen DEMİR KILIÇ — "The Effect of Peer Bullying on English Language and Literature Students' English-Speaking Anxiety"	Yusuf Emre YEŞİLYURT — "The Pen Meets the Algorithm: Evaluating AI Scoring and Feedback in EFL Writing Assessment"
15.05 – 15.25	Erguvan Uras EREN — "Sustaining Motivation in Online Learning: Exploring Autonomous Motivation among Tertiary EFL Learners"	Zeynep Büşra VARIŞLI & Eda ERCAN-DEMIREL — "Exploring Lifelong Learning: Insights into the Perspectives and Tendencies of ELL Students"	Canan YOĞURT — "Literature-Based Sustainable Language and Culture Education: A Proposed Pedagogical Model through Premchand's Short Stories"	Merve BÜYÜKYARMA — "Bibliometric Insights into a Decade of Translanguaging Research (2016–2025)"	Rümeysa PEKTAŞ & Ali KARAKAŞ — "Enhancing Pre-Service EFL Teachers' Awareness of Translanguaging Pedagogy through Targeted Coursework"
15.25 – 15.40	Coffee Break				

Day I Session III	Culture and Art Centre Auditorium A	Culture and Art Centre Auditorium B	Culture and Art Centre Auditorium C	Culture and Art Centre Auditorium D	Culture and Art Centre Auditorium E
	Chairperson Cemile BUĞRA	*Chairperson* Figen YILMAZ	*Chairperson* Zeynep CEYHAN BİNGÖL	*Chairperson* Betül GÜLERYÜZ ADAMHASAN	*Chairperson* Hülya TUNCER
15.40 – 16.00	Zehra ERTAY & İlkay GİLANLIOĞLU "Beyond Language: Exploring the Intercultural Competence of Academic English Instructors"	Figen YILMAZ & Eda KAHYALAR "*GREEN TALES*: Empowering Children through Artistic Practices and Digital Tools for Environmental Awareness"	Dilara SOMUNCU "Negotiating Identity, Emotion, and Humor: Meme-ing as a Transformative Practice in TESOL Teacher Education"	Bahar KIZILTUNALI "Beyond Vocabulary: Designing Purposeful English for Healthcare Courses"	Gülden ALTINTOP TAŞ & Kadri NAZLI "Traces of Digital Literacy in the Maarif Model: An Analysis of 9th Grade Turkish Language and Literature Course Content"
16.05 – 16.25	Abdulkadir ŞENEL & Tzu-Yu Allison LIN "Cross-Linguistic Influence of Heritage Language: A Literature Review"	Erva BULUT "A Scoping Review of Flipped English Language Instruction in K-12 Classrooms in Türkiye"	Emre ARTUT & Merve GAZİOĞLU & Beyzanur GÜNEŞ "The Role of Foreign Language Enjoyment in Reducing Test Anxiety: A Study of EFL Learners"	İrem ERGİŞİ & Ülkü KÖLEMEN "Developing Competency-Based Educational Material to Improve English Skills for Healthcare Professionals in the Field of Medical Tourism"	Cemre ZENGİN & Gülnur Nermin EFEOĞLU "The Effect of Artificial Intelligence on Pre-Service EFL Teachers' Career Motivation"
16.30 – 16.50	Meryem ÇALIŞKAN & Emine DEMİR OKUMUŞ "Feedback Duality: A Comparative Study on Examining EFL Learners' Perceptions of Traditional and AI-Generated Feedback"	Mehmethan ÇEVİK & Alperen YENİEL & Ali KARAKAŞ "English as Medium of Instruction in Southeast Asia: A Typology of Singapore & Malaysia"	Ömer CENGİZ & Aysun YURDAIŞIK DAĞTAŞ "Exploring the Relationship between Self-Regulated Learning and Course Engagement of EFL Learners in Online Education"	Pınar ŞAHİN "The Views of Flight Attendants on Their Received English Instruction and Professional Experience"	Selda GÜMÜŞ "EFL Instructors' Role in Students' Understanding of AI-Generated Writing Feedback"
16.55 – 17.15	Güneş ÇOKAÇAR "An Analysis of Gender Representation and Stereotyping in terms of Occupation and Appearance in Secondary School EFL Coursebooks"	Mehmet SARAÇ & Serhat GÜZEL "EcoLingua Needs Analysis: Environmental and Sustainability Themes in Primary ELT in Spain, Italy, Lithuania, and Türkiye"	Zeynep Deniz DURDU "The Role of Intensive English Programs in Supporting EFL Students' Emotional Recovery Post-Earthquake"	Ümmügül MUTLU-KÖROĞLU "Teachers as Agents of Social Change: EFL Teachers' Practices and Institutional Challenges"	Hülya TUNCER & Pakize Duygu DEMİR "EFL Teacher Development through Classroom Observations"

19.00	Conference Dinner

FOURTH INTERNATIONAL LANGUAGE-FOR-ALL CONFERENCE PROGRAMME

17 October Friday

09.00 – 09.45	**Keynote Speaker III: Prof. Dr. Peter VAN PETEGEM – "Educating for a Sustainable Future: Why It Matters and How We Get There"**
09.45 – 10.00	**Coffee Break**

Day II Session I	Culture and Art Centre Auditorium A	Culture and Art Centre Auditorium B	Culture and Art Centre Auditorium C	Culture and Art Centre Auditorium D	Culture and Art Centre Auditorium E (Online)
Chairperson	Fatma ÇİLOĞLAN KONUR	Sezer Alper ZEREYALP	Merve SOFU SÜRMELİ	Ferzan ATAY	Singe YILMAZ
10.00 – 10.20	**Merve ÖKSÜZ ZEREY & Betül KINIK GÜLEK** "Writing for a Greener Future: Real-World Writing Tasks to Promote Ecological Awareness in the EFL Classroom"	**Sezer Alper ZEREYALP & Cemile BUĞRA** "A Qualitative Analysis of Leadership Profiles of Language Instructors through Metaphors: EFL Students' Perspectives"	**Feride ACAR & Eda DURUK** "Mediation: Instructors' Perceptions and Attitudes in the School of Foreign Languages in Türkiye"	**Canan DEVECİ** "The Invisible Sound: Reframing Speech Learning Theories through Orthographic Influence in Foreign Language Education"	**Stelina NDREU** "Exploring AI-Supported Feedback: Student Perceptions of Chatbots as Writing Assistants in EFL Learning"
10.25 – 10.45	**Tuğçe TEMİR** "Sustainability in the Margins: Small Shifts for Big Impact in Language Classrooms"	**Esin APÇİN & Senem ZAİMOĞLU** "An Exploration of Principals' Leadership Characteristics and Teacher Self-Efficacy in ELT Contexts"	**Güneş ERSOY** "'Do Online Students Dream of *ChatGPT* Sheep?' Where Online Education Failed Us"	**Hazal AKSOY ŞİRİN** "Feedback Is Like a Mirror, a Map, or Even a Half of an Apple: Exploring ELT Students' Metaphorical Conceptions of Feedback"	**Hidayat ABU ELHAWA** "The PEACE Paradigm: Operationalising a Grounded Theory of Teacher Preparation for Digitalised Education"
10.50 – 11.10	**Meltem KAYGUSUZ & Hasan BEDİR** "From Language Teaching to Sustainability Education: A Curriculum Reform Perspective on EFL Materials"	**Zekeriya DURMAZ & Şehnaz ŞAHİNKARAKAŞ** "Educational Leadership in EFL Context: Investigating Micro, Meso, and Macro Influences in Language Program Administration in Turkish Higher Education"	**Merve SOFU SÜRMELİ & Betül GÜLERYÜZ ADAMHASAN** "AI Feedback vs. Teacher Feedback: A Comparative Study on EFL Writing Skills and Learners' Perceptions"	**Hassan ALSHURMANI** "*ChatGPT 4o* as a Learning Resource in an EFL Environment: Exploring EFL Teachers' Perceptions and Understanding"	**Emrullah DAĞTAN** "Cross-Linguistic Analysis of Multiword Phrases in Dissertations Authored by British (L1) and Turkish (L2) Doctoral Students"
11.15 – 11.35	**Gökçe GÖK** "Sustainable Language Education through AI Assisted Flipped Learning: United Nations Perspective"	**Filiz TUNCEL** "Bibliometric Analysis of Studies on the Effects of Transformational Leadership on Teachers and Staff Organizational Commitment and Motivation"	**Selma ÇELİK & Ebru ŞİRE KAYA** "Delving into the Digital Literacy Skills of In-Service EFL Teachers"	**Esra DEMİRCİ** "Interrater Reliability in Rubric-Based Essay Scoring: A Case Study in a Turkish EFL Classroom"	**Rachid EL YAZIDI** "Empowering Global Citizenship through Intercultural Language Education: A Case Study from Moroccan Universities"

Time	Culture and Art Centre Auditorium A	Culture and Art Centre Auditorium B	Culture and Art Centre Auditorium C	Culture and Art Centre Auditorium D	Culture and Art Centre Auditorium E (Online)
11.35 – 13.00	Lunch Break				
13.00 – 13.45	Keynote Speaker IV: Prof. Dr. Betül BALKAR – "How to Implement Sustainable Education as a Transformative Approach: Sustainable Transformative Learning in an Organizational Context"				
13.45 – 14.00	Coffee Break				
Day II Session II	*Chairperson* Barış AĞIR	*Chairperson* Elif KEMALOĞLU-ER	*Chairperson* Eser ÖRDEM	*Chairperson* Ecem EKER UKA	*Chairperson* Zekeriya DURMAZ
14.00 – 14.20	Kaan URAS & Barış AĞIR — "Ethnolinguistics Perspective for the Second Language over Colonial Countries of Asia, Africa, and America"	Sinem ÇAPAR İLERİ — "Traces of Ecosophy in *Diary of a Young Naturalist* by Dara McAnulty"	Pelin DERİNALP — "Reimagining EFL Instruction: Teacher Perceptions and Pedagogical Shifts through AI Integration"	Merve CESUR ATİNTAŞ — "Climate Education and Psychological Engagement in Adolescents: A Comparative Content Analysis of High School Curricula"	Walaa M. EL-HENAWY — "Enhancing EFL Reading Comprehension in Rural Preparatory Schools through IEPC Strategies: A Collaborative Action Research Study"
14.25 – 14.45	Özlem ATA GÜVERCİN & Meral ATICI — "Middle School Teachers' and School Counsellors' Perspectives on Students' Social Emotional Learning Skills: A Qualitative Study"	Utku ALTINOK & Başak ÖTEGEN & Elif KEMALOĞLU-ER — "Sustainability of Life Quality through Translation: A Study on the Readability and Comprehensibility of Translated Patient Information Leaflets"	Eser ÖRDEM — "From Linguistic to Socio-Cultural Analysis: Developing Students' Ideological Analysis in Translation"	Ecem EKER UKA — "An Overview of Directed Motivational Currents in Turkish EFL Research"	Emine GÜZEL — "From Classroom to Community: Integrating Service Learning into EFL Instruction"
14.50 – 15.10	Zehra EREN — "Exploring Turkish EFL Teachers' Conceptualization of an Effective Teacher in Different School Type Contexts"	Baran YİĞİT & Semiyenur KÖSE & Sedat BERK — "EFL Language Learners' Pre and Post Views towards ELF Related Issues"	İrem ŞAHİN YOLUK & Feyza ALTINKAMIŞ — "Raising Bilingual Children in the Turkish Diaspora: A Phenomenological Study of Parental Experiences in Belgium"	Zülal ÖLMEZ İSTANBULLU & Yonca ÖZKAN — "Implementing Flipped Classroom Approach in Undergraduate ESP Setting: The Case of Maritime English"	Nouh Alaoui MHAMDI — "Exporting Inclusion, Reproducing Exclusion: Universal Design for Learning and the Politics of English Language Education in Morocco"
15.15 – 15.35	Ferzan ATAY & Batuhan SELVİ — "Becoming a Teacher through Inquiry-Based Research: Learning and Identity Formation in Turkish ELT Programs"	Zeynep CEYHAN BİNGÖL & Esra ERDEN — "Trends in AI Usage among EFL Students: Two Contexts in Türkiye"	Begüm ETİZ & Betül BALKAR — "Investigating the Use of an Instructional Design Developed Based on Elaboration Theory in English Language Teaching"		
16.15	Closing Remarks & Raffle				

KEYNOTE

ABSTRACTS

Putting Language Teacher Psychology Centre Stage: Caring for the Carers

Sarah MERCER[1]

Research on language teacher wellbeing has witnessed a notable upsurge in recent years; a process accelerated by the experiences in education during the pandemic. However, there remains some misunderstandings about the construct of wellbeing which have made it a target for criticism and which hamper advances in the field. In this talk, I will explore the complexities inherent in language teacher wellbeing and seek to dispel unhelpful myths by establishing some clarity about the construct drawing on my interpretation of literature and empirical work I have engaged in. We will also consider what other research has been conducted in respect to language teachers outlining what we know and do not know about their psychologies, needs, and wants. I will argue that language teachers are at the centre of successful teaching and learning as key stakeholders, and thus it is inexcusable that we know relatively so little about what they need to be fully supported as individuals throughout their careers in diverse settings. I will close by outlining a possible research agenda building on empirical work we have done and presenting my hopes for the further developments in the field of language teacher psychology.

***Keywords*:** language teacher psychology, wellbeing, research agenda

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Preparing Students for Success in English Medium Instruction: What Works, What Doesn't, and Why It Matters

Samantha CURLE[1]

This plenary focuses on the practical role of English Medium Instruction (EMI) preparatory programmes in supporting students who need to study academic content through English. Drawing on a systematic, critical review of empirical studies published between 2015 and 2025, the session offers evidence-informed insights into how these programmes work, where they fall short, and what improvements are needed to help learners succeed in EMI environments. The session will address four key areas, with practical reflections throughout: 1 How EMI preparatory programmes affect student learning outcomes: I will summarise what research shows about the relationship between preparatory courses and student success, including improvements in English proficiency and academic performance. Particular attention will be given to common challenges such as oral communication, academic writing, and subject-specific language use. 2 Student motivation and challenges: I will discuss why students choose EMI pathways, their reasons for engaging with preparatory programmes, and the barriers they encounter. Research findings on learner motivation and confidence will be explored to demonstrate how addressing these factors can lead to stronger outcomes. 3 What effective EMI preparatory teaching looks like: Practical guidance will be offered on classroom strategies that prepare students for real EMI study, including task-based learning, discipline-specific support, and academic literacy development. The role of teachers in creating responsive, motivating learning environments will also be examined. 4 How sustainable are EMI preparatory programmes? I will invite participants to reflect on whether existing preparatory models are sustainable for learners, teachers, and institutions. The session will discuss issues such as resource investment, scalability, and whether current approaches effectively support long-term academic success. I will argue that moving beyond a narrow language support model towards integrated, academic preparation is essential to building sustainable, equitable EMI provision. The plenary concludes with recommendations for policy and practice, highlighting the need for more longitudinal research, better monitoring of student transitions, and a focus on sustainable pedagogical design. By foregrounding academic readiness, learner motivation, and context-sensitive teaching, EMI preparatory programmes can become a cornerstone of inclusive and sustainable internationalisation in higher education.

Keywords: language teacher psychology, wellbeing, research agenda

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Educating for a Sustainable Future: Why It Matters and How We Get There

Peter VAN PETEGEM[1]

What kind of education do we need for the world we want? That is the central question. Education for Sustainable Development (ESD) seeks to empower learners to make choices that are good for people, the planet, and shared prosperity—both locally and globally, now and in the future. The sustainability challenges we face today are immense, and education has a crucial role to play in equipping students with the competences they need— what we call *action competence*—to navigate and shape their future world.

In this presentation, I will outline the core principles of ESD and illustrate them with concrete examples. To grasp the complexity of ESD, we must consider the roles of teachers, learners, schools, and society as a whole. Powerful learning environments for ESD are built on deep engagement, interdisciplinarity, active participation, action-taking, peer interaction, and community involvement. These elements foster *action competence*—the ability to make informed, responsible decisions and to act on sustainability issues.

Effective ESD also depends on supportive school organizations and committed teachers. For researchers, one of the key challenges is to measure the impact of interventions. I will present some tools and evidence that address this.

We will conclude with a reflection on the implications for you, the audience: **what can you do?**

Keywords: education for sustainable development, action competence, people-planet-prosperity, impact measurement

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How to Implement Sustainable Education as a Transformative Approach: Sustainable Transformative Learning in an Organizational Context

Betül BALKAR[1]

The attainment of sustainability is recognized as one of the most significant strategic goals of educational institutions. As policymakers commence the promotion of transformative social change in response to socio-ecological crises, interest in sustainability within educational institutions has begun to flourish. However, educational institutions must transform in order to fulfil their role as drivers of change in the societal sphere, with a focus on sustainability. This study adopts a holistic perspective to address how to achieve this, examining the implementation of sustainable education as a transformative approach at the organizational level.

Although strategies for integrating the sustainability into education systems are in place, implementation is insufficient and desired outcomes are not fully achieved. One reason why incorporating sustainability into education systems and management is challenging is that the concept of sustainability is essentially complex. Rather than simply accommodating change, sustainability demands a structured transformation. In order to instill the sustainability paradigm in education, a transformation through learning is needed. At this point, the prevailing culture in education should shift towards a new paradigm known as sustainable education, which is based on relational principles. Sustainable education, a transformative paradigm, focuses on achieving and sustaining ecological, social, and economic welfare while also valuing human potential. Therefore, sustainable education is becoming an increasingly effective way to advance transformative learning journeys. However, this type of learning requires changes that necessitate the joint participation of individuals and institutions.

To achieve a shift towards sustainability at the organizational level, in other words, to embed the concept of sustainability into the culture, we need to make a collective effort. Various frameworks (Cebrian et al., 2020; Singh & Segatto, 2020) argue that promoting transformative learning is the key to integrating sustainability principles into education, management, investigation and public engagement. Such frameworks combine sustainability-focused change initiatives with learning, teaching and management processes, thereby spreading the concept of sustainability throughout educational institutions. The permeation of sustainable transformative learning throughout the entire processes of change, management, and teaching-learning ensures the successful implementation of sustainable education at the organizational level.

***Keywords*:** sustainable education, sustainability, transformative learning, organizational approach to sustainability

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ABSTRACTS

EFL Instructors' Perceptions of AI Integration in English Language Teaching: Attitudes, Competence, and Professional Development Needs

Şeyma Merve DEMİR[1]

Artificial Intelligence (AI), as a transformative force, holds the potential to revolutionize teaching and learning. In English Language Teaching (ELT), AI tools offer numerous benefits including personalized learning and increased engagement. However, its successful integration heavily depends on teachers, who play a pivotal role in mediating its use and addressing its challenges. This study investigates EFL instructors' perceptions of AI integration in ELT, focusing on their attitudes, perceived competence, professional development experiences and concerns, and making comparisons based on their years of work experience. Employing a convergent mixed-methods design, data were gathered from 53 EFL instructors through convenience sampling. A 5-points Likert scale online survey with a total of 49 items and semi-structured interviews were utilized to gather the data. Quantitative results, based on descriptive statistics and one-way *ANOVA* tests, indicate that while instructors acknowledge AI's potential to enhance teaching and learning, concerns related to ethical implications, data privacy, and over-reliance on AI tools remain prominent. Thematic analysis of qualitative results further reveal a lack of institutional support for AI-related professional development, with educators primarily relying on self-directed learning. Despite varying teaching experience levels, participants unanimously emphasize the need for ethical guidelines and structured AI training programs. This study provides empirical insights into educators' readiness for AI adoption and underscores the necessity of a balanced and informed approach to the AI integration in ELT, ensuring that educators are equipped with the necessary knowledge and institutional support to navigate its complexities. The findings offer valuable insights for policymakers, educational institutions, and teacher training programs seeking to optimize AI's role in language education as well as important implications including the need for clear ethical guidelines about data privacy and academic integrity and tailored professional development opportunities focusing on the technical and pedagogical aspects of AI in ELT.

***Keywords*:** ethics in technology, institutional support, self-directed learning, teacher readiness, teacher training

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EFL Language Learners' Pre and Post Views towards ELF Related Issues

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This study investigates Turkish high school students' awareness and perceptions of English as a Lingua Franca (ELF), World Englishes (WE), and intercultural awareness. Employing a mixed-methods approach, including surveys, interviews, and reflective activities, the research specifically examines changes in students' perspectives following a structured intervention focused on ELF and WE materials. The study analyzed the pre- and post-intervention perceptions of 30 high school students concerning ELF as a global communication tool, World Englishes, and intercultural awareness. The data collection involved pre/post-surveys and semi-structured interviews, and data were analyzed using thematic analysis for qualitative data, descriptive statistics for quantitative data. The findings indicate that after exposure to these materials, students demonstrated an increased acknowledgment of diverse accents and cultures, suggesting enhanced intercultural understanding. This research offers insights into how Turkish high school students engage with the global dimensions of English and provides recommendations for integrating ELF, World Englishes, and intercultural competence into language curricula to foster global communication and interaction skills.

***Keywords*:** ELT, ELF, WEs, intercultural communicative competence

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Beyond Vocabulary: Designing Purposeful English for Healthcare Courses

Bahar KIZILTUNALI[1]

English for healthcare professionals involves far more than mastering medical vocabulary. This presentation aims to propose a process-oriented framework for ESP course design in healthcare education, emphasizing purposeful, skills-integrated, and context-responsive instruction. It reflects on classroom practices and curricular interventions implemented with nursing, physiotherapy, and paramedic students over several academic terms. The session will detail task-based strategies such as clinical role-plays, SOAP note practice, micro-credentials-style units targeting sub-skills such as pain communication or conflict management and the integration of authentic materials like hospital documents and OET samples. Rather than relying on decontextualized grammar exercises, these methods encourage real-world communicative competence and interdisciplinary collaboration. While the presentation is primarily conceptual, it is grounded in classroom-based observations and iterative curriculum development. Preliminary feedback from students and faculty indicates improved confidence and communication in clinical scenarios. Assessment tools such as simulated interactions, clinical documentation, and guided self-reflection will also be shared. By reframing ESP as an essential part of healthcare training rather than an ancillary language course, the session offers a replicable approach for educators aiming to align language instruction with the realities of clinical practice.

Keywords: healthcare communication, ESP course design, task-based learning, authentic materials

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Traces of Ecosophy in *Diary of a Young Naturalist* by Dara McAnulty

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Diary of a Young Naturalist, by Dara McAnulty, is a contemporary memoir of a fifteen-year-old teenager who finds peace in the nature of Northern Ireland. Dara McAnulty is a neurodivergent young boy who was diagnosed with Asperger syndrome, and McAnulty's connectedness with the wildlife resulted in his aptitude for storytelling. *Diary of a Young Naturalist* is an example of both showing spiritual and natural aspects of Ireland's enriched nature. McAnulty's diary-like writing style reflects his views about the changing biosphere of our contemporary world. The aim of this study, via McAnulty's memoir, is to trace a different kind of understanding between humans and nature via the term "ecosophy". For the analysis, the French post-structuralist philosopher Félix Guattari and the Norwegian philosopher Arne Næss' ideas about this term are going to be examined. Basically, it is also popularized by Gregory Bateson, who was an anthropologist and a theorist that sought to understand how ecosophy could foster a more harmonious relationship between humans and nature. Thus, ecosophy tries to portray the world we currently live in, and it is interconnected with ecology, ecocriticism, human consciousness, and our contemporary society.

Keywords: eco-literature, ecocriticism, ecosophy, memoir, contemporary nonfiction

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Sustainable Language Education through AI Assisted Flipped Learning: United Nations Perspective

Gökçe GÖK[1]

In recent days, sustainability has been one of the most important research topics in educational sciences. As global and environmental challenges have begun to affect our lives in different ways, empowering and promoting sustainability has become crucial in education. To support this aim, the United Nations introduced the Sustainable Development Goals (SDGs) to highlight global awareness, ensure sustainability in various fields including education, and promote global and social justice (Yu, Guo, Fu, 2024). In this context, integrating sustainability in education has become essential for achieving SDG 4 (Quality Education) and SDG 13 (Climate Action). According to Yu, Guo, and Fu (2024), sustainability in education goes beyond teaching environmental content—it emphasizes integrating sustainable practices, approaches, strategies, and principles into the curriculum. SDG 4 aims to empower learners with knowledge, skills, values, and attitudes that foster sustainable education for both learners and educators. It promotes equal, fair, accessible, inclusive, safe, and non-violent education that is sensitive to gender, disability, age, language, and cultural diversity, contributing to sustainability in education. Key aim of SDG 4 is to empower learners with competencies and required skills for sustainable development by 2030. Among key 21st-century skills, AI-based competences and AI literacy are essential for supporting this aim. It is believed and stated that Artificial Intelligence has transforming influence on foreign language teaching by educators, researchers, material designers and course developers. AI's transforming influence has made education more flexible, accessible, engaging, inclusive, and differentiated for all learners. This session will focus on research question this research question: "How do flipped learning and AI-supported learning practices empower sustainability through inclusivity and differentiated learning in English language education?" Based on this research question, this session will include AI supported flipped learning practices and their influence on promoting and empowering sustainability in English language education. It includes related literature review, pedagogical applications, and insights from AI-related trainings developed and sponsored by the U.S. Embassy Ankara and RELO Türkiye.

Keywords: sustainability, artificial intelligence, flipped learning, United Nations Sustainable Development Goals

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Sustaining Motivation in Online Learning: Exploring Autonomous Motivation among Tertiary EFL Learners

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As digital learning becomes a sustained component of English Language Teaching (ELT), understanding and supporting learner motivation is critical for long-term engagement and success. This study explores motivational dynamics among tertiary-level EFL students in online education, with a specific focus on autonomous motivation as a pillar of sustainable, learner-driven engagement. Conducted at a private university in Türkiye, the research aims to bridge the gap between identifying motivational patterns and applying them to practical pedagogical strategies in digital contexts. Data were first collected using the Teaching and Learning Strategy and Motivation to Learn Scale in Virtual Learning Environments (TLSM-VLE), measuring autonomous motivation, controlled motivation, and demotivation. A sample of 145 participants completed the instrument. Pearson correlation analysis showed a moderately positive correlation between autonomous and controlled motivation, a small negative correlation between autonomous motivation and demotivation, and a minimal relationship between controlled motivation and demotivation. To deepen the findings and inform instructional design, a follow-up phase involved open-ended survey responses and short interviews with a subset of participants. Thematic analysis of this qualitative data identified key engagement factors: choice and flexibility in task formats, access to timely and personalized feedback, and opportunities for peer collaboration. The students emphasized that digital tools like *Padlet*, *Google Classroom* and *Kahoot* enhanced their sense of ownership and made learning more interactive and self-directed. Drawing from both the survey data and focus group interviews, the study offers a set of practical, learner-informed strategies—including digital scaffolding, creative feedback loops, and autonomy-supportive task design. These findings offer concrete ways for educators to support motivation in online ELT environments and contribute to broader conversations around building resilient, learner-centered digital classrooms in line with the goals of sustainable education and global impact.

***Keywords*:** autonomous motivation, online language learning, English language teaching (ELT), digital pedagogy, educational technology

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Investigating Concise Writing and Structural Cohesiveness of PhD Dissertations in Applied Linguistics

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Conciseness and structural organization are crucial phases for the integrity and overall readability of dissertations. However, during the laborious process of academic writing, these aspects are usually underestimated. Such structural and stylistic issues compromise the effective communication of research findings and arguments with the readers. Considering heightened academic scrutiny on dissertation quality, it is imperative for scholars to ensure their research is presented with clarity and efficacy. This study explicitly focuses on analyzing the pivotal chapters of PhD dissertations in applied linguistics— namely the Abstract, Introduction, Literature Review, Methodology, Results, Implications, Discussion, and Conclusion. In order to assess doctoral dissertations' pivotal chapters and their structure, this study comparatively analyzed 20 randomly selected PhD dissertations in applied linguistics from various universities. Based on Bitchener's (2010) established framework for dissertation writing in applied linguistics, the current study evaluated structural coherence, logical progression, and overall rhetorical effectiveness through content analysis. The findings revealed prevalent challenges, such as the frequent occurrence of overly complex syntax, pervasive redundancy, and a lack of distinct "moves" and "sub-moves" in terms of organizational structure. The study offers a set of practical recommendations to address these identified shortcomings, namely, strategic organization, micro-level components, the cultivation of simpler constructions, and the establishment of a cohesive structural integrity across all chapters of the dissertations. By focusing explicitly on the improvement of pivotal chapters, this research provides actionable insights to enhance the overall communicative effectiveness and academic quality of future dissertations in applied linguistics.

***Keywords*:** academic writing, structural organization, content analysis, writing rhetoric

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Motivated to Teach? Exploring the Effect of Microteaching on Pre-Service ELT Teachers' Teaching Motivation

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Microteaching lessons are an indispensable part of an ELT teacher's education. They are the first steps to becoming a teacher; they shape the idea of teaching. Microteaching enables pre-service ELT teachers not only to analyze their learning process in terms of their weaknesses and strengths but also to feel prepared for reflective practice during their teaching years. Pre-service ELT teachers were able to face various challenges they could encounter in their incoming teaching years while they establish their career identity by means of self-reflection on the course of dealing with demanding situations by obtaining their individual styles, even though they were inexperienced in terms of teaching. Also, the level of motivation following the microteaching lesson is crucial. Teachers who are intrinsically motivated become stimulated by the enjoyment of acquiring and instructing new things, the fulfillment of accomplishing and creating something, and the pleasure of witnessing the positive results of their work. However, the motivation of pre-service ELT teachers to teach following the microteaching lessons is mainly unknown. In this respect, the study investigated how microteaching affects the motivation of pre-service ELT teachers. An explanatory sequential mixed-methods design was employed, beginning with a pre- and post-test of the Motivation to Teach scale to assess changes in intrinsic and extrinsic motivation, followed by semi-structured interviews to gain deeper insights. Participants were purposively selected third-year pre-service ELT students. The quantitative data were analyzed using a paired-samples t-test. Preliminary results showed a slight, non-significant increase in motivation levels. However, qualitative findings revealed increased confidence, readiness for teaching, and enhanced intrinsic motivation, particularly influenced by instructor feedback. The study highlights the importance of integrating reflection and motivation-enhancing opportunities into teacher education to foster long-term professional engagement.

Keywords: English language teaching, pre-service ELT teachers, microteaching, self-reflection, motivation to teach

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Negotiating Identity, Emotion, and Humor: Meme-ing as a Transformative Practice in TESOL Teacher Education

Dilara SOMUNCU[1]

This study explores how pre-service English language teachers negotiate their evolving professional identities and emotional experiences through humor, specifically meme creation. While humor has been underutilized in teacher identity research, it holds unique potential to reveal tensions, transformations, and inner dialogues. Grounded in the view that emotion serves as the glue of identity, the study examines how memes can capture and mediate complex identity work and emotion regulation in teacher education. It also explores how humor mediates the interplay between the participants' language learner and evolving teacher selves. In this qualitative interpretive inquiry, fifty-six pre-service English language teachers participated in a reflective task, in which they created three original memes representing their experiences across three domains: language learning, teaching practice, and imagined professional futures. Each meme was accompanied by a written reflection responding to structured prompts about emotional expression and contextual experiences. In data collection, meme-ing enabled a holistic and multimodal representation, while accompanying written reflections allowed participants to verbalize and elaborate on the insights expressed through this visual medium. The data were analyzed using multimodal discourse analysis and inductive thematic analysis. This analytic process enabled the researcher to examine how participants used the linguistic and semiotic repertoires to humorously and aesthetically represent their identity construction and emotional experiences through visual and textual modalities. The findings indicate that memes reveal layered tensions and reconciliations between language learner and teacher selves, and humor operates as both resistance and regulation, offering safe outlets for critique and vulnerability. These outcomes signify the effectiveness of humor-based reflection in scaffolding identity construction and emotional resilience in teacher education. Based on the results, the study highlights the need for intentional emotional scaffolding in TESOL programs by suggesting humor-based (e.g., memes) tasks as accessible, engaging tools for identity work and critical reflection frameworks.

Keywords: teacher identity, teacher emotions, humor, transformative teacher education

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The Emotional Challenges of ELT Practicum: A Reflective Thematic Analysis of Teaching Anxiety

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Teaching anxiety constitutes a critical affective barrier encountered by pre-service English Language Teaching (ELT) candidates during their practicum placements. This phenomenon has significant implications for both instructional efficacy and the formation of professional teacher identity. The present qualitative inquiry aims to systematically examine the emergence, manifestation, and evolution of teaching anxiety as experienced by ELT student teachers throughout their practicum tenure. Data are being collected via longitudinal reflective journals maintained weekly by a purposive sample of 10–12 senior ELT students, complemented by semi-structured interviews designed to enrich the depth of understanding. Employing Braun and Clarke's thematic analysis framework, the study endeavors to elucidate the nuanced emotional experiences related to teaching anxiety, encompassing cognitive, affective, and behavioral dimensions. Preliminary analysis suggests that teaching anxiety predominantly arises from initial classroom entry, apprehensions regarding target language proficiency, classroom management challenges, and the evaluative presence of practicum supervisors. Notably, these anxieties appear to attenuate as participants accrue teaching experience and develop increased self-efficacy, thereby facilitating progressive professional identity consolidation. As data collection and thematic coding continue, the study anticipates yielding comprehensive insights into the affective domain of ELT practicum experiences. The findings aim to inform teacher education curricula by emphasizing the integration of reflective practice and targeted emotional support mechanisms to bolster pre-service teachers' resilience and pedagogical confidence. Ultimately, this research seeks to contribute to the scholarly discourse on teacher development by foregrounding the affective complexities inherent in practicum contexts and proposing evidence-based strategies to enhance the professional preparedness of emerging ELT educators.

Keywords: teaching anxiety, ELT practicum, pre-service teachers, reflective practice, teacher education

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The Role of Foreign Language Enjoyment in Reducing Test Anxiety: A Study of EFL Learners

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Enjoyment experienced during foreign language learning offers important psychological benefits that may help English Foreign Language (EFL) learners deal with emotional challenges, particularly assessment-related. Previous research has found that the role of affective factors such as enjoyment, motivation, and confidence play an essential part in learners' language learning process, experiences, and performance. Hence, this study aims to investigate the relationship between foreign language enjoyment and test anxiety among EFL learners, with a focus on how positive emotional engagement may reduce anxiety in exam-focused classroom settings. In the data collection process, two online questionnaires, which were adapted from previous research, are going to be conducted with between 100 and 150 Turkish EFL students at an English language program in Türkiye at a state university. The data will be analyzed quantitatively to answer the following research questions: "What is the relationship between foreign language enjoyment and test anxiety among EFL learners?", "What are the perceptions of university students regarding language enjoyment and test anxiety" and "Are there significant differences in foreign language enjoyment or test anxiety based on learners' gender, age, or department?". Although data collection is still ongoing, it is expected that students reporting higher levels of enjoyment in their language learning experience will demonstrate lower levels of test anxiety. This anticipated outcome may reveal how positive emotions can support emotionally sustainable learning environments, reduce assessment-related stress, and enhance learners' psychological engagement. As a result, this small-scale study is presumed to contribute to the field by emphasizing the protective role of enjoyment in high-pressure academic contexts.

Keywords: foreign language enjoyment, text anxiety, EFL, higher education

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Feedback as a Mirror: Pre-Service EFL Teachers' Reflections on Providing Peer Feedback in Micro-Teaching

Şeyma YILDIRIM[1]

Peer feedback has always been valued in pre-service teacher education since it fosters reflective practice, critical analysis and collaboration with peers. Although many studies have explored the contributions and effects of peer feedback on the receivers' side, less attention has been given to the experiences of the feedback providers. Therefore, this study explores the experiences of pre-service English as a Foreign Language teachers in providing peer feedback during micro-teaching sessions. A total of 31 third-year pre-service teachers used a structured peer feedback form to evaluate their peers' micro-teaching performance and subsequently completed a reflection form exploring their own emotional responses and perceived learning through this feedback process. To gain deeper insights, a semi-structured focus group interview was conducted with seven of the feedback providers. Preliminary findings suggest that giving peer feedback may enhance pre-service teachers' awareness of effective teaching practices and foster a sense of professional responsibility. While full analysis of the data is still underway, early patterns point to the pedagogical value of involving pre-service teachers as active participants in the feedback process.

***Keywords*:** peer feedback, micro-teaching, reflection, pre-service teachers

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Ecocritical Analysis of Picture Books in English Language Classrooms

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Sustainable education can be achieved in a sustainable environment. Individuals must be aware that human activity pollutes the environment and that each person is responsible for protecting it. This awareness must be raised during childhood. Materials used in language education may be utilized to raise awareness about a sustainable environment, because language education not only involves teaching the grammatical structures of the target language but also developing students' language skills. These skills are developed within various contexts. Besides the course books, there are picture books prepared for teaching English to young learners through both texts and illustrations. For example, illustrations in picture books can support students' speaking skills by encouraging them to describe what they see and express related ideas. Picture books generally fall into two categories: informative texts and fairy tales. Informative picture books may be about nature and environmental problems. If not designed with sensitivity to young learners' emotional development, such books may unintentionally lead to eco-anxiety. By evoking students' emotions through visual representations, picture books enable them to consider their choices and values in life. Therefore, this study aims to conduct an ecocritical analysis of selected English picture books used in early language education, focusing on how nature, natural events, animals, and the relationship between nature and humans are depicted. In this context, picturebook versions of *Hansel and Gretel* and *Little Red Riding Hood*, classic fairy tales frequently used in English language classrooms, were selected for analysis. These stories were analyzed within the framework of ecocriticism, which focuses on the display of nature in literary works. The selected picture books were analyzed using Critical Discourse Analysis (CDA), a qualitative research method that examines the social context in which language expressions are used. Hence, CDA effectively uncovers the ecological messages embedded within visual and written content. This paper, which attempts to bring ecological studies and ELT together, argues that materials such as picture books used in ELT can promote environmental sustainability.

***Keywords*:** ecocriticism, ELT, sustainable education, picture books

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AI-Driven Personalized Tutoring and Inclusive Tools in English Language Teaching: Exploring Practice, Perception, and Pedagogical Impact

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Recent advancements in Artificial Intelligence (AI), especially the emergence of large language models and adaptive learning platforms, have transformed the landscape of English Language Teaching (ELT). These AI-driven tools offer personalized tutoring experiences that adapt to learners' linguistic profiles, progress rates, and needs. Simultaneously, inclusive AI applications support equitable participation, particularly for learners with disabilities, multilingual backgrounds, or socioeconomically disadvantaged circumstances. This study investigates how AI-enhanced tools are being utilized to promote personalized and inclusive language instruction in university level ELT contexts. Adopting a qualitative design, the research draws on semi-structured interviews and classroom observations of 10 students and 5 instructors. The study is framed by Vygotsky's Sociocultural Theory, Universal Design for Learning (UDL), and Critical AI Literacy frameworks. Preliminary findings suggest that AI-based personalization fosters increased learner engagement, autonomy, and language achievement, particularly when aligned with inclusive teaching principles. However, challenges related to algorithmic opacity, teacher readiness, and equitable access persist. The study aims to provide practical guidelines for ELT professionals and policy-makers, offering pedagogical models for the ethical and effective integration of AI in language instruction. This paper will contribute to emerging scholarship on technology-enhanced inclusive education and proposes a framework for AI integration that is pedagogically sound, inclusive by design, and contextually responsive.

Keywords: AI in ELT, personalized tutoring, inclusive language education, Universal Design for Learning, adaptive learning platforms

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AI-Based Writing Assessment in Higher Education: A Comparative Study of *WritingGPT*, *ChatGPT*, and Human Evaluators

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As artificial intelligence becomes increasingly integrated into language education, the reliability and pedagogical value of AI-assisted writing assessment tools demand closer scrutiny. This study explores the grading performance of two language models—*WritingGPT* (a fine-tuned variant of GPT) and standard *ChatGPT*—compared to human raters in the context of university-level English preparatory programs. The participants were students enrolled in academic writing courses designed to develop foundational skills in English composition. This research is guided by two central questions: (1) How closely do *WritingGPT* and *ChatGPT* align with human evaluators in assessing student essays? (2) Can these models be considered reliable and valid tools for use in educational writing assessment? The essays were scored by trained human raters, *WritingGPT*, and *ChatGPT*. The results indicate that *WritingGPT* showed a strong alignment with human grading trends and mirrored their evaluative logic, though it consistently assigned more generous scores. *ChatGPT*, by contrast, demonstrated a weaker and more inconsistent relationship with human assessments, suggesting lower reliability. Furthermore, statistical analysis confirmed that the differences between *WritingGPT* and human grading were systematic and significant, not due to random variation. These findings suggest that while a fine-tuned model like *WritingGPT* can support formative assessment in writing instruction, its outputs should be interpreted cautiously and always accompanied by human oversight. The study highlights the necessity of domain-specific tuning and ethical considerations when integrating AI technologies into language education contexts.

Keywords: AI-assisted assessment, *WritingGPT*, *ChatGPT*, academic writing, language education, automated grading

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EFL Teachers' Perceptions of Education for Sustainable Development: Keeping Track of Sustainability in Higher Education

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Education for Sustainable Development (ESD) has become an increasingly important focus in global education, encouraging learners to take responsible actions for a sustainable future. While language education provides a unique platform to promote sustainability alongside language skills, there is limited research on how EFL teachers at the tertiary level perceive and implement ESD within their institutional and pedagogical contexts. This qualitative case study explores how EFL teachers at Schools of Foreign Languages in Turkish state universities understand sustainability and ESD, perceive the role of higher education institutions in promoting them, and experience the integration of ESD into English language teaching. It also investigates the challenges and enablers they encounter, as well as their suggestions for enhancing ESD in tertiary-level ELT. The data were collected through semi-structured interviews with ten EFL teachers and analyzed thematically to identify common patterns in perspectives, challenges, and recommendations. The findings indicate that although participants recognize the significance of ESD, their understanding of its practical application in language teaching varies. The study highlights the need for institutional commitment, targeted teacher training, and curriculum reforms to embed sustainability meaningfully into language teaching, along with greater interdisciplinary collaboration and policy support.

***Keywords*:** education for sustainable development (ESD), higher education, english as a foreign language (EFL), sustainability in language teaching, teacher perceptions

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Exploring Turkish EFL Teachers' Conceptualization of an Effective Teacher in Different School Type Contexts

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This case study examines the personal constructs of three Turkish EFL teachers regarding the characteristics and qualities of an effective teacher, with a particular focus on how these constructs are influenced by the school contexts in which they work. Based on Kelly's Personal Construct Theory, the study employed the repertory grid technique to elicit each teacher's personal meaning system, followed by semi-structured interviews to explore the underlying values and interpretations of effectiveness. Four main questions were at the focus of the study. These were the ways in which the participants perceived the concept of an effective teacher, the underlying meanings of their constructs through which they identified an effective teacher, and the possible role that school type played in their constructions of an effective teacher, if any. The findings revealed both common and contrasting views among the participants. The teacher from the primary school emphasized classroom management and discipline, the secondary school teacher highlighted emotional support and student rapport, while the high school teacher prioritized content knowledge and personality factors. These variations demonstrate how institutional factors such as school culture, student profile, and performance expectations affect teachers' conceptualizations of professional effectiveness. Thus, school type emerged as a significant factor in shaping how teachers define and perceive the concept of being effective. This topic is notable as it reveals the context-dependent nature of teacher thinking and highlights the role of the institutional environment in shaping professional beliefs. The findings offer valuable implications for teacher education and professional development, emphasizing the need for professional learning opportunities that are grounded in teachers' real-world contexts and foster reflective practices. By exploring teachers' personal constructs, this study contributes to the field of teacher cognition and supports a deeper appreciation of effectiveness in diverse educational settings.

Keywords: teacher cognition, Personal Construct Theory, effective teaching, repertory grid

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Metacognitive Awareness and AI Support in English Language Learning: A Mixed-Methods Study of Turkish Prep Students

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With the growing prevalence and use of information and communication technology (ICT) as well as Artificial Intelligence (AI) in language learning, this study aims to investigate learners' metacognitive awareness and how they make use of an AI tool, namely *ChatGPT,* to plan, monitor, and evaluate their English language learning. This study was conducted using a mixed-methods approach, gathering information from 35 undergraduate students in a Turkish university preparatory program. Convenience sampling was employed due to time constraints and limited access to a broader population. The quantitative data were collected through the *Metacognitive Awareness Inventory (MAI)*, which showed high internal reliability (Cronbach's α = 0.861). The results from quantitative data indicated generally high levels of metacognitive awareness, particularly in areas like comprehension, monitoring and strategic planning. The qualitative data were gathered through an open-ended questionnaire comprising five questions. The findings revealed that the students used AI tools mostly for metacognitive monitoring, error identification, and feedback. However, challenges were frequently reported, such as limited access to *ChatGPT*, its misunderstanding of students' prompts, and a lack of student trust towards *ChatGPT*. Limitations of the study include the small sample size and homogeneity of participants' background, which may affect generalizability. In addition, this is not a longitudinal study. Therefore, future research could focus on larger and more diverse groups and explore the long-term impact of AI on metacognitive development in language education.

Keywords: metacognition, metacognitive awareness, artificial intelligence (*AI*), *ChatGPT*, English language learning (ELL)

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Ethnolinguistics Perspective for the Second Language over Colonial Countries of Asia, Africa, and America

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Ethnolinguistics mainly focuses on how language shapes members of a community's perception and how these members relate to the world by distinguishing themselves from others. In other words, such empirical studies focus on the connection between language and culture, communicative practices, and the cognitive patterns of language and thought. In this research, ethnolinguistics plays an essential role as the analytical framework of this study in terms of studying Asia, Africa and America continents during the colonial period. Moreover, as it is commonly observed at present, these former colonial regions in Asian, African and Americas tend to demonstrate higher proficiency in learning and speaking second languages compared to many other areas. Correspondingly, both colonialism and imperialism, though often perceived as the same, are clear contributing factors to this success. Based on this, previous empirical studies were reviewed in order to understand the effects of colonialism on colonized regions. Moreover, colonial regions, which were present in Asian, African and American regions, were handled, and clear conclusions were reached about why they tend to be more inclined toward second languages and perform above average. Notably, it was aimed to establish clear connections between these colonized regions and the ones making them colonies in terms of culture, language, and social dynamics. Furthermore, while the study was being conducted, ethnolinguistics, which investigates social, cultural matters, and things affecting nations' domestic life, was benefitted. As a result of the research, the findings are expected to shed light on the literature regarding the second language acquisition processes of colonized regions.

Keywords: African, American, Asian, ethnolinguistics, language

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Developing Competency-Based Educational Material to Improve English Skills for Healthcare Professionals in the Field of Medical Tourism[1]

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The primary purpose of this study was to identify the vocational English language needs of healthcare professionals and to develop educational materials tailored to these needs. English proficiency was crucial for healthcare professionals to stay up-to-date with current literature, maintain effective communication with their colleagues and patients, and contribute to their professional development. At the same time, increasing activities in medical tourism in Turkiye require them to communicate with international people more. As the main purpose of the research, a needs analysis was conducted to determine the English skills requirements of the healthcare professionals. Secondly, a Competency-Based English education material was prepared in light of this needs analysis. This material was designed according to the *Common European Framework of Reference for Languages (CEFR): Learning, Teaching, Evaluation.* The data were collected through surveys and interviews from the active workers in the field, such as doctors, nurses, and technicians, as well as the students of Medicine, Nursing, Healthcare Sciences Faculties, and Healthcare Vocational Schools. The survey and interview questions were directed to participants to obtain English language requirements and how they were being met in their professional lives. This needs analysis, consisting of data from the survey and interview of the 232 healthcare professionals who actively serve medical treatment and care, presents a comprehensive language skills needs of the participants. Consequently, the English language skills needs of the healthcare workers in the Turkiye medical tourism field were determined. Their English levels and proficiency in the professional environment were revealed comprehensively. Thus, the importance of English foreign language education in the healthcare field was emphasized, and recommendations to meet the needs were presented.

Keywords: needs analysis, vocational English, medical English

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Investigating the Use of an Instructional Design Developed Based on Elaboration Theory in English Language Teaching[1]

Begüm ETİZ[2]   **Betül BALKAR**[3]

The Elaboration Theory of Instruction (ETI), developed by Reigeluth (1979), structures content from simple to complex to make cognitively demanding lessons more effective and engaging. This research aims to explore the use of ETI in instructional design for English lessons and its benefits for student learning. The need for this research arises from the limited number of instructional designs in English language education that systematically incorporate ETI principles emphasizing structured sequencing and meaningful content integration. To address this gap, an ETI-based instructional design was developed to promote engagement and improve language acquisition. The research was conducted as a qualitative case study involving 21 mixed-proficiency seventh graders aged 11–13 at a private school in Adana over 12 weeks. During the process, the teacher-researcher kept an ETI-based diary, and students kept weekly reflective diaries. In their diaries, students shared their views on the instructional design, their learning experiences, and how activities like games, role-plays, and collaborative tasks influenced their engagement, motivation, and confidence while the researcher's diary reflects on ETI and its impact. Researcher and student diaries were analyzed through content analysis under the themes of learning-facilitating practices in ETI activities and reflections of ETI on course design. The findings indicated that learning in ETI activities is facilitated by practices shaped by teaching activities, the instructional approach, reinforcement activities, and course materials. ETI practices were reflected in course design through activity design, directing the teaching process, and the quality of the learning environment. The study contributes to the field of instructional design by demonstrating that ETI enhances student engagement through varied instructional activities, fosters learner responsibility, supports active learning and encourages the use of higher-order thinking skills. Consequently, this study implies that incorporating ETI principles into lesson design enhances teaching effectiveness and student outcomes by fostering deeper understanding and sustained engagement.

Keywords: Elaboration Theory of Instruction (ETI), English language teaching (ELT), instructional theories, instructional design

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Exploring the Impact of Sustainability-Focused English Language Education on Student Perceptions, Awareness and Vocabulary Growth at Higher Education

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The urgent need for change and action has made environmental conservation and global citizenship prominent issues as highlighted by experts from various sectors, including education, particularly in EAP (English for Academic Purposes) contexts. Previous studies have emphasized the significance of eco-critical language awareness in the context of English Language teaching within the framework of Eco-ELT for its role in promoting social justice, well-being, and sustainability. Hence, this small-scale study investigates the impact of integrating sustainability-themed content into EAP lessons on higher education students' perception, awareness and language development regarding sustainability and global-citizenship issues. The research aims to explore whether integrating global topics into language education, such as *climate change, economic crisis,* and *disaster psychology*, can also enhance learners' awareness, influence their perceptions while improving their language skills related to sustainability and global-citizenship issues. The data were collected voluntarily in 5 weeks through purposeful sampling. Approximately 100 students at the faculty level took ENG101 course which adopted a CLIL-based approach and involved reading authentic texts, engaging in discussions, and producing presentations and essays. The study employed a mixed-method approach: pre and post vocabulary tests, based on a word list compiled from the corpus of course reading materials, were used to see the language growth; and semi-structured interviews were conducted to reveal the impact of the course on students' perceptions and awareness of sustainability and global issues. Although the data collection process is currently in progress, it is anticipated that integration of global sustainability issues into EAP lessons will provide students with more awareness and help them shape their perceptions towards these issues while fostering their language development. The findings are also expected to contribute to current discussions on sustainable education and provide ELT practitioners with a new perspective on the benefits of integrating global issues meaningfully into language instruction.

Keywords: eco-ELT, global citizenship, sustainability, higher education, EAP

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An Analysis of Gender Representation and Stereotyping in terms of Occupation and Appearance in Secondary School EFL Coursebooks

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This study examines gender representation and stereotyping in English Language Teaching (ELT) coursebooks for 6th, 7th, and 8th grades published by the Turkish Ministry of National Education. By focusing on the portrayal of professions and physical appearance, the research evaluates how gender roles are depicted and whether they align with principles of equality and inclusivity. By using a content analysis methodology, the study categorizes and quantifies representations of male and female characters in terms of their occupations, roles, and visual depictions. The findings reveal significant disparities in gender representation, with male characters predominantly occupying high-status professions and active roles, while female characters are often relegated to caregiving or passive positions. Additionally, stereotypical depictions of appearance—such as associating women with beauty and men with strength—further reinforce traditional gender norms. The absence of non-binary or gender-diverse individuals highlights a lack of inclusivity. This analysis underscores the persistence of gender stereotypes in educational materials, which may influence students' perceptions of societal roles and opportunities. Recommendations are provided to promote gender-balanced and inclusive representations in future coursebook designs, contributing to a more equitable learning environment.

***Keywords*:** gender representations, gender stereotypes, gender-based prejudices, gender roles, textbook evaluation, content analysis

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Diversifying Written Corrective Feedback through Multimodal Tools: Enhancing Motivation and Engagement in L2 Writing Classrooms

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Writing is a complex process that requires continuous practice and feedback, yet the repetitive nature of corrective feedback can diminish student motivation and engagement over time. Although direct corrective feedback paired with metalinguistic explanation is widely used and supported by research, this approach can feel impersonal and predictable, particularly in contexts where students face high writing loads. This presentation describes an action research project that explores the impact of diversifying written corrective feedback methods through the use of multimodal tools—specifically Kami and Screencastify—on student engagement and writing performance in an L2 classroom. The project was motivated by a needs analysis showing students' high prioritization of writing and grammar, paired with declining engagement in writing tasks throughout the term. Over an eight-week period, the students received varied forms of feedback: traditional written, voice-annotated (Kami), and video-based (Screencastify). The data were collected through surveys, writing tasks (pre- and post-tests), and student interviews. The findings suggest that multimodal feedback not only improved writing accuracy but also enhanced learners' sense of agency and motivation. The students reported clearer understanding of feedback when delivered via voice and video, and greater enthusiasm for revising their work.

Keywords: multimodal feedback, written corrective feedback, student engagement

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Writing for a Greener Future: Real-World Writing Tasks to Promote Ecological Awareness in the EFL Classroom

Merve ÖKSÜZ ZEREY[1] **Betül KINIK GÜLEK**[2]

As sustainability and ecological awareness gain increasing importance in education worldwide, foreign/second language (L2) classrooms offer valuable opportunities to engage learners with these themes through meaningful and relevant tasks. Among the various language skills, writing, in particular, enables learners to engage with sustainability by exploring and critically reflecting on complex global issues through language. Accordingly, L2 writing is considered an effective tool for fostering ecological awareness, critical thinking, and global responsibility among language learners. However, despite growing interest in sustainability across educational disciplines, there remains a noticeable lack of pedagogical research exploring how sustainability can be meaningfully integrated into L2 writing instruction. Therefore, grounded in the principles of Critical Pedagogy and eco-pedagogy, this study proposes a set of theory-informed writing tasks that integrate sustainability into L2 writing instruction. Suggested tasks include, but not limited to, creating digital posters, persuasive letters, blog entries, reflective texts, product reviews, sustainability tips, class magazines, and personal "eco-action" lists. Designed to bring environmental themes into language classes, the proposed tasks are adaptable across proficiency levels and classroom settings, emphasizing clear purpose, real audience, and contextual awareness. These tasks are informed by pedagogical theory and grounded in the belief that language education can serve as a platform for engaging with global issues. While writing remains the main focus, many of these tasks also involve reading, discussion, and collaboration, promoting integrated language use and critical thinking. By outlining practical guidelines and sample task designs, this study aims to support educators in developing writing tasks that align with both language learning goals and broader educational aims such as environmental education and global citizenship. While the study does not present empirical findings, it offers a critical, theory-informed perspective on how L2 writing instruction can contribute to building more ecologically aware learners.

Keywords: ecological awareness, sustainability in ELT, real-world writing, EFL writing

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EFL Teacher Development through Classroom Observations

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Classroom observation provides novice teachers with a rich learning experience and it inspires improvement in their own teaching. As novice teachers often need modeling and support, such a process is considered to be beneficial for professional development purposes. Within this frame, this research was conducted to answer the question "What does a novice EFL teacher gain from classroom observations of experienced teachers?" For this purpose, the researcher conducted non-participant, unstructured observations of four experienced EFL teachers working at the School of Foreign Languages at a state university. The observation period lasted for eight weeks (from November 2024 to January 2025) in five different classrooms. Each observed class focused specifically on developing one skill, and the researcher observed the teaching of all four English language skills, as well as a grammar-focused lesson. During each class hour of 45 minutes, the researcher -with no specific topic as a focal point- took field notes on positive, negative, and/or challenging actions and situations that caught her attention, and then she revised these notes at the end of each observation day. At the end of the observation process, the researchers analyzed those field notes through a dialogic framework, utilizing the power of conversation to stimulate thinking and advance understanding of the ideas within them. This meticulous exploration resulted in various themes from which a novice EFL teacher could benefit, such as the advantages of using L1 in class and the importance of preparing for technical issues in the classroom. In light of the findings, the study suggests a more robust procedure in which novice and experienced teachers share their knowledge in order to create better educational contexts.

Keywords: EFL (English as a Foreign Language), teacher development, novice teacher, classroom observation, field notes

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Sustainability in the Margins: Small Shifts for Big Impact in Language Classrooms

Tuğçe TEMİR[1]

What if sustainability didn't require a new curriculum, but a new perspective? This presentation explores how small yet purposeful pedagogical shifts can embed the principles of Education for Sustainable Development (ESD) into English language classrooms. Rather than introducing entirely new content, the session demonstrates how teachers can adapt existing materials and tasks to align with the Sustainable Development Goals (SDGs), promoting global citizenship, critical thinking, and social responsibility. Framed within the UNESCO framework for ESD, the session introduces a practical process of integrating sustainable perspectives into mainstream ELT activities. This process is structured around three adaptation strategies: (1) contextual reframing (e.g., shifting shopping topics to ethical consumption), (2) critical questioning (e.g., promoting inquiry-based discussions on equity or environmental justice), and (3) data-driven tasks (e.g., interpreting infographics on climate change or gender inequality). Drawing on classroom examples from preparatory-level English programs, the presenter illustrates how language activities can be re-envisioned with minimal disruption to syllabus requirements. The participants will engage in a short hands-on adaptation task during the session, leaving with a flexible template and reflection prompts to apply in their own contexts. Ultimately, the session advocates for a mindset shift in how language educators view their role—not only as language facilitators, but also as contributors to a more sustainable and just future. By working in the margins of existing materials, teachers can open space for transformation, without needing to wait for systemic change.

Keywords: sustainability, education for sustainable development, classroom activities

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Traces of Digital Literacy in the Maarif Model: An Analysis of 9th Grade Turkish Language and Literature Course Content

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This study aims to examine how digital literacy skills are represented and implemented in the 9th grade Turkish Language and Literature curriculum and textbook developed under the framework of the *Century of Türkiye Maarif Model*. In today's digital age, individuals are expected not only to use technological tools but also to access, evaluate, produce, and ethically share digital information. In this context, digital literacy has become a fundamental component of modern educational curricula. The research adopts a qualitative design, specifically employing content analysis to systematically investigate the 2024 curriculum and textbooks. The findings reveal that digital literacy components are structured across three levels—awareness, functionality, and action—distributed progressively throughout the program. The curriculum and textbook frequently incorporate practices such as preparing infographics, comparing social media language with literary language, creating digital bulletin boards, designing presentation materials, and using reliable digital sources. Moreover, the guiding role of teachers and the involvement of parents are highlighted as essential contributors to the development of students' digital competencies. The study demonstrates that the effective integration of digital literacy into educational processes is critical for enabling students to become competent individuals who can meet the demands of the digital era. Additionally, the incorporation of digital skills supports students in connecting school-based learning with real-life digital contexts, thus enriching their educational experience.

Keywords: digital literacy, Maarif Model, Turkish language and literature, curriculum, content analysis

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Evaluating English Preparatory Coursebooks at Osmaniye Korkut Ata University

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This study critically evaluated the textbooks used in the English Preparatory Program at Osmaniye Korkut Ata University, focusing on content quality, pedagogical alignment, and contextual relevance. To achieve this, we adopted a robust mixed-methods framework (Creswell & Plano Clark, 2018), integrating quantitative surveys, qualitative interviews, and systematic document analysis. In the quantitative strand, approximately 150 preparatory students completed a structured questionnaire measuring textbook satisfaction, self-reported gains in reading, writing, listening, and speaking, and the perceived applicability of activities to real-world contexts. Responses were summarized via descriptive statistics, and subgroup contrasts were examined using independent-samples t-tests and one-way ANOVA to ascertain differential outcomes across proficiency levels. For the qualitative component, semi-structured interviews with eight instructors probed textbook usability, alignment with curricular objectives, classroom integration challenges, and supplemental material needs. Transcripts were coded thematically to extract patterns of strengths and gaps (Pasaribu, 2021). Concurrently, document analysis of the three core coursebooks employed predefined evaluative lenses—namely thematic breadth, interactive task design (e.g., pair work, projects), cultural/regional embedding, and academic language scaffolding—drawing on recent ELT material appraisal models (Benabed & Mehdaoui, 2023) and communicative/task-based teaching principles (Almassry & Sabuncuoğlu, 2022). Finally, we triangulated findings across all data sources to bolster validity and reliability, yielding a multidimensional profile of each textbook's effectiveness. By converging quantitative metrics, instructor insights, and content diagnostics, the methodology provided an evidence-grounded basis for strategic recommendations in textbook selection, adaptation, and cyclical revision—ensuring alignment with learner needs, institutional aims, and contemporary pedagogical standards (Pan & Zhu, 2022). Ultimately, the research aimed to offer a strategic framework for improving teaching materials and learner outcomes within the preparatory language program at Osmaniye Korkut Ata University.

Keywords: textbook evaluation, English preparatory program, mixed-methods research, curriculum

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The Effect of Artificial Intelligence on Pre-Service EFL Teachers' Career Motivation

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Teaching trends in English as a Foreign Language (EFL) have undergone significant changes in recent years, with artificial intelligence (AI) emerging as one of the most transformative developments. AI tools have facilitated various aspects of language learning and teaching, offering innovative solutions and opportunities. As these tools become more integrated into teacher education and classroom practices, their impact on teachers' professional identities and career aspirations is becoming increasingly significant. However, these advancements have also raised questions and concerns, prompting curiosity about whether and how they influence the motivation of pre-service teachers to practice their profession. To examine how the emergence of AI technology might shape their motivation to pursue teaching, a total of 60 pre-service teachers from the English Language Teaching (ELT) department of a state university were invited to participate in the study voluntarily. All participants were in the final years of their ELT undergraduate program (third and fourth year), having completed the majority of their pedagogical coursework and practicum, and thus were well-positioned to reflect critically on AI integration and its influence on their professional goals. The data were collected through open-ended surveys administered via Google Forms to investigate participants' general attitudes toward AI, the types and frequency of AI tool usage, and their purposes for using these tools. Follow-up semi-structured interviews were conducted online to gain deeper insights into their experiences and perceptions regarding AI's potential impact on their motivation to pursue teaching. The qualitative data from open-ended surveys and interviews will be analyzed thematically using an inductive approach to identify recurring themes. The findings are expected to shed light on how AI influences pre-service teachers' motivation and offer valuable insights for EFL teacher education and practice.

Keywords: artificial intelligence, pre-service EFL teachers, career motivation, language teacher education, AI in education

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An Evaluation of 2nd Grade EFL Textbook with Teachers' Perspectives[1]

Ayışığı KAYMAK[2]   **Mehmet BARDAKÇI**[3]

The wide range of instructional materials is utilized in language education field, among which the course books are the primary input sources. Selecting and implementing an effective course book is significant to improve English language instruction. The evaluation of the efficiency of a course book can give valuable insights for material developers on designing pedagogically appropriate course book. Accordingly, this study aimed to see how English teachers perceived and evaluated the course book used in 2nd grade English lessons in terms of its the effectiveness. Employing a mixed-method design, this study integrated both quantitative data obtained from 70 teachers through a checklist, and qualitative data from semi-structured interviews with 10 teachers, analysis of which was established through the use of descriptive research design for quantitative data while the qualitative data was examined through the deductive content analysis guided by thematic codings. The results showed that the 2nd grade English language course book requires improvements and revisions, particularly in areas such as learning objectives, teaching aids, instructional methods and activities. Although the physical structure and design of the course book were considered adequate, it was criticized for certain skills teaching and for lacking playful and interactive age-appropriate content—content that is not aligned with the holistic and value-oriented approach emphasized in the revised curriculum (ELTCoT). Overall, this study unveils that course book design should prioritize pedagogical appropriateness and alignment with the developmental needs of young learners rather than solely focusing on visual and pyhsical appeal.

Keywords: course book evaluation, young learners, material evaluation

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The Effect of Peer Bullying on English Language and Literature Students' English-Speaking Anxiety

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One of the biggest obstacles preventing university students in English Language and Literature in Türkiye from improving their English speaking skills is undoubtedly the discomfort and stress they experience while practicing English in the classroom due to various negative reactions they receive from their peers. In this context, the purpose of this research is to investigate the impact of peer bullying on English Language and Literature students' anxiety about speaking English. The research was conducted with 145 students studying in the English Language and Literature Department at Osmaniye Korkut Ata University during the spring semester of the 2024-2025 academic year. A mixed-method research method was used in the study. Participants were selected using convenience sampling, a non-probability technique often employed in qualitative and mixed-methods research for its practicality. While primarily based on accessibility, this method was also purposeful in targeting individuals with direct relevance to the research topic. Quantitative data were obtained from students in each grade level, and qualitative data were obtained from a total of 40 students, with the 5 highest and 5 lowest anxiety levels in each grade level. The study used a personal information form, a foreign language classroom anxiety scale, and semi-structured interview questions as data collection tools. The quantitative data are going to be analyzed using statistical methods including the t-test, *ANOVA*, and the Mann-Whitney U test through the Statistical Package for the Social Sciences (*SPSS*). The qualitative data will be collected manually using content analysis. The analysis results obtained from the study are planned to contribute to the literature by being interpreted in relation to relevant literature. This study is part of an ongoing TUBITAK 2209-A student project and aims to explore how peer bullying influences students' reluctance or anxiety in practicing English as a foreign language in classroom environments.

Keywords: peer bullying, English speaking anxiety, university students

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Sustainability of Life Quality through Translation: A Study on the Readability and Comprehensibility of Translated Patient Information Leaflets

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Medicine is a field that affects the sustainability of the life quality of every individual directly. Translators working in this field are of great importance to the sustainability of the flow of information among experts, patients and all the relevant stakeholders. Among medical translation services, readable translation of Patient Information Leaflets (PILs) plays an important role in informing individuals who do not speak the native language of the country, supporting public health. The Coronavirus pandemic that occurred in the past few years and affected everyone across the globe can be seen as a significant example. The study analyzed the readability levels of PILs prepared in English and Turkish by using the Ateşman Formula for Turkish texts and the Flesch–Kincaid Formula for English texts. The term 'readability level' in linguistics defines how simple or complex a text is to read and comprehend, depending on a number of linguistic and cognitive characteristics. Readability metrics are frequently used to assess whether a text is appropriate for a certain audience by measuring sentence length, syntactic complexity, and word frequency. Calculations indicate that the readability levels of the PILs prepared in English corresponded to an average of 8th grade, while the readability levels of the PILs translated into Turkish corresponded to 9th-10th grade. Furthermore, the source and target texts were compared, and suggestions for improving the comprehensibility of the translations were evaluated and discussed; words not found in the Turkish terminology were detected, and alternative suggestions were presented. Based on the data, it was suggested that for the sustainability of life quality in the health sector all across Turkey, Turkish health-related leaflets and brochures should be given more importance and more empirical studies should be conducted on the translation of health texts.

Keywords: translation studies, readability and comprehensibility, translated patient information leaflets

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Exporting Inclusion, Reproducing Exclusion: Universal Design for Learning and the Politics of English Language Education in Morocco

Nouh Alaoui MHAMDI[1]

Inclusion has become a global policy orthodoxy, but what if its international transfer reproduces the very exclusions it claims to redress? This paper examines how Universal Design for Learning (UDL), promoted as an inclusive pedagogical framework, is operationalized, or resisted, within Moroccan EFL classrooms. Grounded in critical pedagogy and policy transfer theory, the study interrogates UDL not as a neutral instructional model but as a politically charged, ideologically loaded reform. The quantitative survey data from 107 Moroccan English language teachers is analyzed to trace how UDL collides with institutional inertia, rigid curricular structures, and narrow definitions of pedagogical legitimacy. Teachers' positions are read not as passive reflections of readiness or resistance, but as embedded responses to broader systemic contradictions. Rather than facilitating inclusion, UDL, in its current top-down form, risks reinforcing exclusion by failing to engage with local constraints, policy incoherence, and postcolonial legacies in language education. The session highlights key findings on how global inclusion frameworks falter when decontextualized, and argues for a shift from policy transplantation to context-responsive reform. It contributes to urgent debates on equity, localization, and the limits of technocratic inclusion in Global South educational systems.

Keywords: inclusion, language policy, teacher agency, universal design, critical pedagogy

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Exploring Lifelong Learning: Insights into the Perspectives and Tendencies of ELL Students

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Lifelong learning has gained increasing importance in the contemporary educational landscape. It fosters continuous personal and professional development, ensuring individuals remain adaptable and competitive in a rapidly changing world. This research examines the lifelong learning perspectives and tendencies of English Language and Literature (ELL) students in Türkiye. Additionally, it seeks to understand whether there are differences in grade, gender and socio-economy of the participants. The research involved 164 participants and utilized a semi-structured interview to 12 participants alongside a lifelong learning scale to gather comprehensive insights. The findings reveal that according to the Lifelong Learning Tendency Scale (Coşkun-Demirel, 2009) the participants' lifelong learning tendencies are found to be over 118 points reflecting they have a stronger tendency to lifelong learning. However, there is no significant difference between lifelong learning tendencies of participants in terms of their gender, grade and socio-economic situations. Diverse perspectives among ELL students were divided into two categories as major and minor elements. Major elements appeared as continuous learning, practical benefits, self-development, no age limit, informal learning and cultural and social aspects. Understanding these perspectives can inform educators and policymakers in tailoring effective strategies to foster lifelong learning among ELL populations, thereby promoting academic success and personal growth.

***Keywords*:** lifelong learning, lifelong learning tendencies, lifelong learning views, English Language and Literature (ELL) students

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Bibliometric Insights into a Decade of Translanguaging Research (2016–2025)

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Over the past decade, translanguaging has changed from a niche teaching method into an important theoretical and practical framework in linguistics, education, and multilingual studies. This study presents a bibliometric analysis of translanguaging research published between 2016 and 2025. It aims to map its intellectual landscape, academic collaborations, and thematic shifts. Using *VOSviewer* as the main analytical tool, the study examined 1,163 peer-reviewed articles listed in the *Web of Science SSCI* database, focusing on contributions in linguistics, education, and applied language studies. Co-authorship analysis identified key contributors, especially Ofelia García and Li Wei. Their work has been essential in shaping both the theoretical and teaching foundations of translanguaging. Maps of institutional and national collaboration reveal strong research centers in the United States, United Kingdom, and China. Co-citation analysis of sources and authors showed the interdisciplinary roots of the field, linking applied linguistics, sociolinguistics, critical pedagogy, and bilingual education. Major journals, such as the International Journal of Bilingual Education and Bilingualism, Modern Language Journal, and Applied Linguistics Review, emerged as key publication venues. Keyword co-occurrence analysis revealed five thematic clusters: theoretical perspectives on bilingualism, pedagogical translanguaging, identity and equity, digital and multimodal practices, and language development. These themes show a growing interest in sociopolitical aspects, criticality, and the role of translanguaging in digital contexts. The findings highlight the global and ideological growth of translanguaging research. This study provides a detailed, data-driven overview of the field's evolution. It offers insights into collaborative networks, influential publications, and emerging trends. This research serves as a valuable foundation for future research, teaching, and policy development in multilingual education.

Keywords: translanguaging, bibliometric analysis, multilingual education, *VOSviewer*, multilingualism

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Impoliteness and Humor: An Analysis of *The Quiz Night with İbrahim Selim*

Cemre ÇİÇEK-TÜMER[1]

This study explores the humorous potential of impoliteness within a Turkish exploitative quiz show titled *The Quiz Night with İbrahim Selim*. Drawing on a discursive and interactional approach, it investigates how impoliteness strategies employed by the host serve as a source of entertainment, particularly through audience laughter. The analysis is grounded in Culpeper's (2005) taxonomy of impoliteness strategies and Spencer-Oatey's (2002) Rapport Management model, with further insights from superiority and incongruity theories of humor (Berger, 1987; Dynel, 2013). The data consists of the orthographic transcription of the second episode of the show, totaling over 10,000 words. A total of 37 verbal instances of impoliteness that elicited laughter were identified and categorized as either bald-on-record or off-record. Most of these instances targeted the contestants' quality face, while a smaller number attacked social identity and equity rights faces. The findings suggest that the host's use of impoliteness is legitimized by the exploitative nature of the genre, allowing contestants and the audience to interpret face-threatening acts as entertainment rather than offense. Importantly, the audience's laughter functioned as a marker of successful humor, revealing an emic understanding of impoliteness in this media context. The study also sheds light on how impoliteness can be a deliberate and strategic discourse tool in performative media settings, especially in cultures and platforms (like *YouTube*) where regulatory restrictions are minimal. This research contributes to the limited body of work on impoliteness and humor in Turkish media discourse, emphasizing the need for further studies that consider genre-specific dynamics and interactional context. It demonstrates how the intersection of impoliteness and humor plays a key role in constructing media entertainment and audience engagement.

***Keywords*:** exploitative quiz show, humor, impoliteness, Turkish media discourse, *YouTube* discourse

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Beyond Language: Exploring the Intercultural Competence of Academic English Instructors[1]

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In today's increasingly multicultural academic environments, the ability of language teachers to communicate effectively across cultures is more crucial than ever. This qualitative study explores the Intercultural Communicative Competence (ICC) of Academic English teachers, aiming to identify how they perceive, experience, and apply intercultural awareness and sensitivity in their professional practice. Semi-structured interviews were conducted with twelve English language instructors working in a higher education setting. The interviews were designed to elicit insights into their intercultural knowledge, attitudes, communication strategies, and classroom practices. Data were analyzed using *QDA Miner Lite* software, and thematic analysis revealed seven major dimensions of ICC among participants: (1) knowledge of diverse cultural norms and practices, (2) emotional responses and self-awareness in intercultural encounters, (3) openness and respect toward individuals from different cultural backgrounds, (4) ability to articulate thoughts clearly and appropriately in intercultural contexts, (5) pedagogical practices aimed at raising students' intercultural awareness, (6) skills in identifying and interpreting varying cultural beliefs, behaviors, and values, and (7) problem-solving strategies used in navigating intercultural misunderstandings or challenges. The findings highlight the multifaceted nature of ICC and suggest that while many instructors demonstrate strong cultural sensitivity and reflective awareness, there remains a need for more structured training and institutional support in developing these competencies. The study contributes to the growing body of research advocating for the integration of intercultural dimensions in English language teacher education and offers practical implications for curriculum designers, teacher trainers, and policy-makers seeking to foster inclusive and globally competent learning environments.

Keywords: intercultural communicative competence, academic English, teacher education, cultural awareness, qualitative research

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EFL Instructors' Role in Students' Understanding of AI-Generated Writing Feedback

Selda GÜMÜŞ[1]

This study explores the pivotal role of EFL instructors in supporting tertiary-level students' comprehension and application of AI-generated writing feedback within an academic English curriculum. As part of an institutional project, the AI tool *MagicSchool.ai* was integrated into writing courses to examine how students engage with automated feedback and to what extent teacher support influences their ability to interpret and act on it. The study focused on practical strategies such as guided practice, structured feedback sessions, and reflective activities to scaffold students' use of AI-generated comments. Through these strategies, instructors not only clarified the feedback but also fostered learner autonomy and critical engagement with revision processes. Emphasis was placed on helping students understand the nature, limitations, and strengths of AI suggestions, encouraging them to view the tool as a supplement—not a substitute—for teacher feedback. Findings indicate that while students initially struggled to fully grasp or trust AI-generated feedback, instructor mediation played a crucial role in improving their understanding and effective use of the tool. Learners reported increased confidence in revising their work and demonstrated noticeable improvement in writing quality when teacher support was provided alongside the AI feedback. The project revealed that without instructional scaffolding, students were more likely to ignore or misinterpret suggestions, especially those involving nuanced language use or tone. The study concludes that teacher involvement is essential for the successful integration of AI tools like *MagicSchool.ai* in writing instruction. While AI can enhance feedback access and timeliness, it is the instructor's role that ensures pedagogical alignment, supports student learning, and maximizes the tool's effectiveness. These findings have broader implications for curriculum design, highlighting the need for professional development and thoughtful planning when incorporating AI technologies in language education.

Keywords: digital literacy, AI integration into curriculum, AI-enhanced learning

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Cross-Linguistic Influence of Heritage Language: A Literature Review

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There are a significant number of studies about the maintenance of heritage language in literature. Increased awareness of the maintenance of heritage language increased its users. A large number of heritage language users have called for research about the role of heritage language in the acquisition of additional languages. Alongside this, cross-linguistic influence has been one of the main topics of the linguistics field from the beginning of the field. This paper looked at literature to find out what studies say about the cross-linguistic influence of heritage language. However, there is not a significant number of studies directly related to cross-linguistic influence of heritage language. Nevertheless, studies about cross-linguistic influence in L3 acquisition gave us valuable insight about possibilities of heritage language transfer. Recognizing the cross-linguistic influence of heritage language can give us more understanding of language transfer and add one more dimension for heritage language maintenance. It is necessary to know what is happening in the field of linguistics related to cross-linguistic influence of heritage language in order to make valuable new research.

Keywords: heritage language, cross-linguistic influence, language transfer, language proficiency

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Exploring the Relationship between Self-Regulated Learning and Course Engagement of EFL Learners in Online Education[1]

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The main aim of this study is to examine the relationship between EFL learners' self-regulation and their engagement to the online course. Due to COVID-19 pandemic, participants had to take online courses. Understanding how students manage their own learning and stay interested is crucial for enhancing educational results since online learning environments bring about hurdles. Online Self-regulation Questionnaire was used to determine the participants' self-regulation and Student's Engagement Scale in Online Learning Environment was exerted to actuate EFL learners' engagement to course. Both Online Self-Regulation Questionnaire and Student's Engagement Scale in Online Learning Environment were applied to 153 secondary school EFL learners. The data collected from the scales was compared to the sub-problems identified in the study. The *SPSS* program was used to state descriptive statistics of the scales and correlation coefficient was used to calculate the relationship between the data obtained from the scales. *T-test* was used to analyse whether the results of the Student's Engagement Scale in Online Learning Environment and Online Self-regulation Scale showed a significant difference. One-way *ANOVA* tested if the scores acquired from these scales indicated an important difference by their grade levels. Self-regulation levels of the students are not higher than the average. Also, no significant result was found among gender, grade level and self-regulation as in the case of gender, grade level and student engagement. At the end of the research, the student engagement level of the students taking part in the research equalled to average. As for the relationship between students' self-regulation and engagement, it was found that there was a positive moderate relationship between them. These findings highlight how crucial it is to develop self-regulations skills in order to improve student engagement in online learning environments.

Keywords: online education, sense of self, self-regulation, self-regulated learning, student engagement, secondary school EFL learners

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The Invisible Sound: Reframing Speech Learning Theories through Orthographic Influence in Foreign Language Education

Canan DEVECİ[1]

Speech learning theories have significantly shaped our understanding of second language (L2) phonological acquisition. However, prominent models—such as the Speech Learning Model (SLM), Perceptual Assimilation Model (PAM), and Native Language Magnet Theory (NLM)—remain primarily grounded in auditory perception and articulatory constraints. These frameworks often neglect the critical role of orthographic input in shaping L2 learners' phonological representations, especially in English as a Foreign Language (EFL) contexts where written language often precedes meaningful oral exposure. This conceptual paper advocates for a paradigm shift in how pronunciation development is theorized and taught in multilingual educational settings. It draws on literacy-based cognitive models—including the Orthographic Depth Hypothesis (ODH), Lexical Restructuring Model (LRM), Grain Size Theory, and the Triangle Model—which offer valuable perspectives on the impact of spelling and reading systems on phonological processing. While originally developed to explain reading acquisition, these models hold transformative potential for understanding persistent mispronunciations and fossilization patterns in L2 speech, particularly in languages with opaque orthographies like English. By bridging the gap between literacy research and phonological theory, the paper positions orthographic influence not as a peripheral factor, but as a core component of L2 pronunciation development. Theoretical insights are coupled with pedagogical implications, proposing more sustainable and inclusive approaches to pronunciation instruction. These include integrating orthographic awareness into teacher education, curriculum design, and assessment practices—ultimately contributing to greater equity in pronunciation learning for diverse learner populations. The paper aims to reframe fossilization not as learner failure but as a predictable outcome of orthography-driven input, calling for language teaching practices that align with the cognitive and social realities of EFL learners in today's global, text-rich environments.

***Keywords*:** orthography effect, speech learning theories, pronunciation, second language phonology, EFL

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The Views of Flight Attendants on Their Received English Instruction and Professional Experience[1]

Pınar ŞAHİN[2]

English, a world language (lingua franca), gains importance as it is the common language for cabin crew, who work internationally and are front-line employees in direct communication with passengers. At this point, the language proficiency determined by ICAO (International Civil Aviation Organization) must be ensured. The purpose of this study is to examine the appearance of professional English education in universities with civil aviation cabin services programs in Turkey, to determine the professional English proficiency of cabin crew members in communicating with passengers and to present suggestions to improve the content of the professional English course of civil aviation cabin services associate degree program in the light of the findings obtained. The participants are 10 flight attendants who are graduated from civil aviation cabin services associate degree program and are currently working for an airline company. The data was collected by conducting a semi-structured online interview with the participants. As a result of the research; it is concluded that, all of the cabin crew members found their English language skills sufficient to perform their job and solve the problems encountered during the flight in English, but they sometimes have difficulty understanding the different accents (especially British accent) and fast speech of the passengers and the captain from time to time, but they can find a way to communicate with them using the body language and some communication strategies and they find their professional English education sufficient. Suggestions for developing the content of the Professional English course are presented in the study.

***Keywords*:** English for specific purposes (ESP), professional English, general English, flight attendant, cabin crew

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[1]This study is the revised version of the corresponding author's published Master's Thesis titled "The Views of Flight Attendants on Their Received English Instruction and Their Professional Experience", supervised by Assoc. Prof. Sıla AY at Ankara University, Graduate School of Social Sciences, Linguistics Department, 2024.

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Teachers as Agents of Social Change: EFL Teachers' Practices and Institutional Challenges[1]

Ümmügül MUTLU-KÖROĞLU[2]

Educational inequities and social exclusion continue to pose significant challenges in schools around the world. Marginalized students, in particular, often reported to encounter barriers that undermine their social-emotional well-being and academic achievement (Bademci, Karadayı & Vural, 2006). In response to growing concerns, teachers are increasingly called upon to serve as agents of change (Pantić, 2015). However, there is limited understanding of how teachers can exercise agency for social justice to address these disparities and promote inclusion in education. Moreover, empirical research on the challenges that teachers encounter while exercising their agency for social justice remains scarce in EFL contexts—especially in non-Western settings where linguistic and sociocultural inequalities are deeply rooted (Leal & Crookes, 2018; Norton & De Costa, 2018). To this end, this study investigates how English as a Foreign Language (EFL) teachers in secondary schools perceive their roles as agents of social justice, with a particular focus on their practices and the challenges they face when working with marginalized learners. To gain a comprehensive view of their actions, Retrodictive Qualitative Modeling were used with the participation of four teachers. To analyse data, thematic analysis was conducted using *MAXQDA*. The findings revealed a range of socially responsive teaching practices, such as using culturally inclusive materials, differentiated instruction considering various students' needs, and student empowerment strategies. The participants also reported significant barriers, including institutional constraints, lack of professional development, and sociocultural resistance. The findings offer practical implications for teacher education, policymaking, and school leadership.

Keywords: teacher agency for social justice, teachers as agents of change, social justice practices in language classrooms

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[1] This study is the revised version of a chapter in the corresponding author's published PhD Dissertation titled "Tracing Signature Dynamics of EFL Teachers' Agency for Social Justice in Türkiye: Retrodictive Qualitative Modeling", supervised by Prof. Dr. Jülide İnözü at Çağ University, English Language Education Department, 2024.

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A Qualitative Analysis of Leadership Profiles of Language Instructors through Metaphors: EFL Students' Perspectives

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Leadership is accepted to be a complex concept in educational contexts and there is no agreed definition of leadership. Most of these definitions converge on the concept of aligning the followers towards a shared vision. At the very minimum, leadership requires providing direction for subordinates to act in the desired direction (Muczyk & Holt, 2008). The absence of a common definition can create barriers to understanding and implementing effective leadership strategies (Li, 2001). Metaphors are recognized as powerful tools to understand complex concepts like leadership. In line with these, the primary aim of this study is to shed light on the different perspectives of leadership from the eyes of the EFL students in a higher education context by using metaphors while describing the leadership profile of language instructors. It is also aimed at exploring what kind of leaders are needed in foreign language education for EFL students. With all these in mind, the present study will be conducted with the participation of approximately 120 students in Çukurova University School of Foreign Languages. The data will be collected through an open-ended survey where participant students are supposed to complete the sentences with their own metaphors and reflect on their perspectives by explaining the reasoning behind their ideas. The findings of the study may reveal the variety of metaphors used by the EFL students to describe the leadership profiles of language instructors. Through analysing students' metaphors, dimensions of leadership can become an understanding based on concrete experiences rather than being an abstract concept, which eventually will pave the way for a more effective and target-oriented approach to classroom leadership in language education.

Keywords: leadership, metaphors, language instructors, students' perspectives, higher education

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Enhancing Pre-Service EFL Teachers' Awareness of Translanguaging Pedagogy through Targeted Coursework

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As multilingualism becomes increasingly prevalent in educational settings, there is a growing need for language teachers to adopt pedagogies that value and integrate students' full linguistic repertoires. Translanguaging has emerged as a transformative approach that challenges monolingual norms and promotes inclusive language practices, especially in English as a Foreign Language (EFL) classroom. However, in teacher education programs, many pre-service EFL teachers remain unfamiliar with its principles and practical implications. Against this backdrop, this study investigates the impact of a targeted course '*Teaching English in Multicultural and Multilingual Classrooms*' on pre-service EFL teachers' awareness of translanguaging pedagogy. Twenty-two EFL pre-service teachers studying at teacher education program at a public university in south-western Türkiye participated in the study, which aimed to deepen their understanding of translanguaging as a pedagogical resource in linguistically diverse contexts. A mixed-methods questionnaire was designed, comprising 30 Likert-scale items across six thematic dimensions (conceptual understanding, metacognitive awareness, pedagogical knowledge, critical language awareness, practical implementation skills, and attitudes) and five scenario-based open-ended questions. Paired t-tests revealed statistically significant gains in conceptual understanding, pedagogical knowledge, and critical language awareness, with moderate improvements in other dimensions. Thematic analysis of open-ended responses showed a shift from monolingual, deficit-oriented views to more inclusive, context-sensitive pedagogical reasoning. These findings highlight the value of integrating translanguaging into language teacher education to foster more equitable and culturally responsive classroom practices.

Keywords: translanguaging pedagogy, pre-service EFL teachers, multilingual classrooms, teacher education, language awareness

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Trends in AI Usage among EFL Students: Two Contexts in Türkiye

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As artificial intelligence (AI) continues to reshape the educational landscape, the application of these tools has elicited both enthusiasm and apprehension among university students. These tools offer innovative ways to engage in the learning process while raising pertinent questions about their impact on language teaching and learning. This mixed-methods study investigates the engagement of English as a Foreign Language (EFL) students in utilizing AI tools at the School of Foreign Languages (SoFL) in Turkish higher education. The data was collected from intermediate-level EFL students at two public universities in Adana and Mersin, Türkiye, using a combination of a structured questionnaire and semi-structured interviews. The findings indicate that *ChatGPT* has emerged as a widely adopted tool among EFL students within the Turkish tertiary education context; however, its usage is not uniform across various courses, reflecting diverse academic needs and learning preferences among students. Moreover, the study underscores the potential of *ChatGPT* to enhance the learning experience when integrated thoughtfully into curricular frameworks. As this technology continues to advance, it is essential for educators and academic institutions to understand how AI tools are utilized and to evaluate their impact on student learning outcomes. The current study suggests that AI tools can be a valuable resource to enhance language learning when used under appropriate guidance. Nonetheless, it remains crucial to prioritize preserving academic integrity, cultivating critical thinking skills, and highlighting AI ethics among students.

Keywords: ELT, EFL, higher education, artificial intelligence (AI)

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Providing Sustainability for Teacher Development

Mine BELLİKLİ[1]

Teacher training plays a vital role in preparing educators with the knowledge and skills necessary to meet the evolving demands of education. Sustainable development goals in education can only be achieved through effective, well-structured, and ongoing professional development programs. These programs support teachers in addressing sustainability-related challenges by promoting the use of active learning methodologies. However, establishing a continuous learning environment is not always easy due to various institutional and individual barriers. Despite these challenges, it is possible to create sustainable professional learning opportunities through thoughtful and targeted planning. In many schools, professional development activities typically consist of compulsory seminars and classroom observations that follow a top-down model. As a result, they often fail to engage teachers meaningfully, and may lead to resistance. At my institution, we aimed to make professional development more motivating and sustainable by first identifying the underlying causes of teacher resistance. This process involved conducting oral interviews and distributing surveys prepared by the Professional Development (PD) unit. Based on the findings, we redesigned our PD activities and implemented a new program tailored to teachers' needs. In this presentation, I will emphasize the importance of professional development for teachers and propose strategies to make such initiatives more effective and sustainable. I will also share examples of successful practices implemented at my university to foster meaningful and long-term teacher engagement in professional learning.

Keywords: teachers' development, sustainability, teachers' engagement

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Implementing Flipped Classroom Approach in Undergraduate ESP Setting: The Case of Maritime English[1]

Zülal ÖLMEZ İSTANBULLU[2]   **Yonca ÖZKAN**[3]

Although Maritime English is a core component of maritime education, many students in Maritime Transportation and Management Engineering departments lack the communicative competence required for real-life shipboard communication. Miscommunication caused by insufficient English skills contributes to maritime accidents, highlighting the need for innovative teaching methods. Being the pilot study of a larger PhD dissertation, this research explores the feasibility of implementing the flipped classroom model in a Maritime English course at a public university in Türkiye. The implementation has been completed in four 45-minute lessons during the spring semester of the 2023–2024 academic year. Pre-class activities included short videos, reading materials, and comprehension exercises accessible via an online platform. Face-to-face sessions involved review, individual exercises, Kahoot quizzes, vocabulary tasks, group work, and role-play scenarios focused on Standard Marine Communication Phrases related to weather reporting and maritime communication. A qualitative design was used, with students reflecting on their learning experiences through an open-ended online survey. Thematic analysis focused on learner engagement, autonomy, and language development. The findings revealed improvements in vocabulary, pronunciation, and motivation. Online tasks fostered responsibility and concentration. Kahoot quizzes and vocabulary activities were well received. Group work and role-plays enhanced teamwork and practical language skills, though some students without prior sea experience found these challenging. Some participants noted the need for more support during independent study and identified a learning gap between students who completed preparatory work and those who did not. The pilot study demonstrates the flipped classroom's potential to increase engagement and effectiveness in Maritime English education. Further research with larger samples and longer durations is recommended.

Keywords: maritime English, flipped classroom, learner autonomy, student engagement, ESP

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Exploring AI-Supported Feedback: Student Perceptions of Chatbots as Writing Assistants in EFL Learning

Stelina NDREU[1]

As Artificial Intelligence (AI) tools are being integrated more and more in education, language teachers are exploring the potential of chatbots to support student writing. This classroom-based study investigates how Albanian university students perceive AI-generated feedback when using chatbots as writing assistants. The study was conducted with 50 Law students taking Legal English classes over one month, during which students completed writing tasks and received feedback from an AI chatbot in addition to instructor input. The data was collected through surveys and reflective journals to examine students' attitudes toward the usefulness and motivational impact of chatbot-generated feedback. The findings suggest that students value the quickness and consistency of chatbot feedback. On the other hand, they express concerns about relevance, personalization, and hallucinations. Some reported increased autonomy and engagement in revising their work, while a few showed skepticism toward AI credibility. The paper explores the pedagogical implications of integrating AI-supported feedback in EFL and/or ESP contexts. The findings contribute to current debates on the role of AI in sustainable and learner-centered language education.

Keywords: artificial intelligence, chatbots, credibility, ESP, learner-centered education

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The PEACE Paradigm: Operationalising a Grounded Theory of Teacher Preparation for Digitalised Education[1]

Hidayat ABU ELHAWA[2]

This paper introduces the PEACE Framework, a future-focused replacement for older technology acceptance/adoption models. PEACE operationalises grounded theory developed by applying relevant analytic methods to qualitative data gathered via interviews conducted with Palestinian higher education faculty as part of a 10-month longitudinal study of teacher experiences during an institution-wide adoption of online education delivery. While older models were designed around the tentative early roles digital technology played in education and our lives, the PEACE Framework is founded on the recognition that modern educators are beyond the stage where acceptance is a predominant factor in technology adoption. PEACE is a model for the development of educator mindsets and skillsets appropriate to AI-driven, Web 3.0 environments characterized by immersion in networked virtual spaces where teachers and students engage in AI-supported collaboration in the co-design of dynamic information structures. The session focuses on explanation and practical implications of the Framework's five pillars, each a realm of educator skill required in the age of increasing digitalisation: Pedagogy 3.0 (leveraging digital artefacts as collaborative partners and embracing the affordances of advanced digital spaces); Evolving Epistemology (adopting an ethos of openness to new possibilities in the definition, construction, and validation of knowledge, education, teaching, and learning); Agility (adopting and leveraging new and varied digital tools in a flexible and timely manner); Cultural Consciousness (maintaining critical awareness of implications of the impact of technology use as manifested in local cultural context); and Evaluation (adhering to principles of student-centred, flexible, holistic, authentic, and responsive assessment). The PEACE Framework serves as a theory-based roadmap for teacher educators as they prepare teachers for work in contexts characterised by ubiquitous digitalisation. This session provides a starting point for understanding that map and implementing it as a guide to practice.

Keywords: immersive technologies, teacher education, educational technology, digitalisation, epistemology of education

The Role of Intensive English Programs in Supporting EFL Students' Emotional Recovery Post-Earthquake[1]

Zeynep Deniz DURDU[2]

This qualitative study investigates the role of an Intensive English Program (IEP) in shaping the emotion regulation strategies (ERS) of English as a Foreign Language (EFL) students in Türkiye following the devastating February 2023 earthquake. Drawing on thematic analysis of semi-structured interviews with nine students, the research highlights how the IEP functioned as a critical support system amid post-disaster emotional distress. Key findings reveal that the IEP fostered emotional resilience by providing a structured, stable academic environment that restored routine and purpose, facilitated robust social support networks among peers and educators, and promoted cognitive reappraisal processes enabling students to positively reframe their traumatic experiences. The participants emphasized that these combined elements mitigated feelings of isolation and helplessness, enhancing their adaptive coping and overall well-being. Despite significant economic and emotional challenges, the comprehensive support within the IEP sustained students' motivation and academic engagement. These results underscore the valuable role that trauma-informed language programs can play in post-disaster recovery, offering important implications for educators and policymakers to integrate psychosocial care within educational frameworks to support vulnerable student populations.

Keywords: EFL, emotion regulation, post-earthquake, support

An Exploration of Principals' Leadership Characteristics and Teacher Self-Efficacy in ELT Contexts[1]

Esin APÇİN[2]　　　**Senem ZAİMOĞLU**[3]

The aim of this study is to understand teachers' perceptions of principals' leadership characteristics and to explore whether these perceptions influence their self-efficacy. Conducted with 168 ELT teachers working in various primary, secondary, and high schools in Mersin, Türkiye, the study employed two validated instruments: the Rating of Principal Characteristics (RPC) and the Teachers' Sense of Efficacy Scale (TSES). The results revealed a moderate, statistically significant positive correlation between teachers' perceptions of leadership characteristics and their self-efficacy levels. Regression analysis further showed that perceived leadership qualities of school principals significantly predicted teacher self-efficacy, explaining approximately 21 percent of the overall variation in self-efficacy scores. Female teachers reported higher leadership perception scores than male teachers. Also, teachers working in primary schools, regardless of gender, reported both higher leadership perceptions and stronger self-efficacy beliefs. The findings underline the importance of supportive and visionary leadership in fostering teacher confidence and professional competence, particularly in the field of ELT. In addition, the study suggests that school principals should adopt leadership practices that prioritize teacher support, collaboration, and professional development, as these factors play a key role in enhancing both teacher efficacy and overall educational quality.

Keywords: teacher self-efficacy, leadership, ELT, school principals, educational leadership

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[1]This study is the revised version of a chapter in the corresponding author's unpublished Master's Thesis titled "An Exploration of Principals' Leadership Characteristics and Teacher Self-Efficacy through the Lens of ELT Teachers", supervised by Dr. Senem Zaimoğlu at Çağ University, Graduate School of Social Sciences, Department of English Language Education, 2025.

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"Do Online Students Dream of *ChatGPT* Sheep?" Where Online Education Failed Us

Güneş ERSOY[1]

It has become evident that for already struggling students with lower GPAs, online courses lead to poorer student outcomes. Coupled with the advancement of generative AI technologies like *ChatGPT*, it is clear we are in a new era of education. Things are suddenly optimized for cheating, and minimum effort appears to be more than enough to get passing grades for students already struggling at school. AI cannot be a trusted and competent source because its answers come from non-credible sources all over the internet. It can also steal and share copyrighted research materials and images for unsuspecting students to use. This particular research aims to show how prevalent AI-led plagiarism and cheating are in universities by talking to students and conducting a survey on AI usage in online versus formal full-time education. I will be evaluating students' views on their current satisfaction with their respective institutions' use of online education, how AI usage differs from department to department, and if learning could be optimized for students with different needs. Instead of nonethical AI sources, I aim to find a way students can learn from fact-checked and credible sources while still using current technological advancements. The purpose of this presentation is to evaluate the effectiveness of online learning and how frequently AI is used in this process, and whether or not it could be made more engaging and educational than it is now.

Keywords: online teaching, blended education, AI tools, student psychology

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AI Feedback vs. Teacher Feedback: A Comparative Study on EFL Writing Skills and Learners' Perceptions

Merve SOFU SÜRMELİ[1]   **Betül GÜLERYÜZ ADAMHASAN**[2]

This study investigates the comparative effectiveness of AI-generated feedback and teacher-provided feedback in enhancing the writing skills of intermediate-level English-as-a-Foreign-Language (EFL) learners at a state university, with a particular focus on technology integration in the feedback process. Specifically, it examines two key dimensions of writing: grammatical accuracy and overall coherence. In addition, the study explores learners' perceptions of—and interactions with—both types of feedback to understand how these experiences influence their revision processes and writing development. A mixed-methods design integrates quantitative analyses of writing drafts with qualitative data from questionnaires and semi-structured interviews. Twenty-five intermediate-level EFL students participated in alternating feedback sessions: each draft they wrote received feedback either from the *ChatGPT* Pro version (an AI chatbot) or from human instructors. The findings aim to illuminate the strengths and limitations of each feedback source and to offer practical recommendations for integrating AI tools into EFL writing instruction and broader technology integration strategies. By shedding light on the role of AI in facilitating writing improvement, this research contributes to the growing discourse on the application of artificial intelligence in second-language acquisition and pedagogy.

***Keywords*:** feedback, AI, writing skills, and learner perceptions

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Educational Leadership in EFL Context: Investigating Micro, Meso, and Macro Influences in Language Program Administration in Turkish Higher Education[1]

Zekeriya DURMAZ[2] Şehnaz ŞAHİNKARAKAŞ[3]

In language education contexts, educational leaders frequently experience a complex web of opportunities and challenges influenced by systemic, institutional, and personal factors. With an emphasis on psychological resilience and adaptive leadership techniques, this qualitative study examines how educational leaders in Türkiye are influenced by the affordances and constraints at the micro (personal), meso (institutional), and macro (systemic) levels. Semi-structured interviews were conducted with four administrative members at the School of Foreign Languages (SFL) from universities in Türkiye using a series of open-ended questions that were adapted from Hiver (2017). The data were analysed using an inductive approach based on Complex Dynamic Systems Theory, including thematic analysis (Braun & Clarke, 2006) and narrative analysis (Polkinghorne, 1995) using *Atlas.ti* software. Two main themes were generated from the findings: affordances (e.g., institutional familiarity, personal resilience, and collegial support) and constraints (e.g., emotional burden, limited authority, and strict regulations). Key affordances at the micro level were found to be intrinsic motivation, communication skills, and emotional regulation skills. Collegial dynamics, institutional culture, and access to decision-making processes all constituted meso-level affordances and restrictions. Systemic instability, bureaucratic rigidity, and changes in national policy were shown to be major constraints at the macro level. The participants' adaptive responses, which were marked by adaptability, equity, and problem-solving mindsets, helped to foster the growth of constructive psychological resilience despite these obstacles. The study contributes to the expanding corpus of research on educational leadership by emphasising the multifaceted nature of affordances and constraints at the SFLs and by showing how context-sensitive decision-making and the development of a professional identity can lead to adaptive, resilient leadership practices.

Keywords: adaptive leadership, educational leadership, EFL administrators, psychological resilience, Turkish higher education

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Delving into the Digital Literacy Skills of In-Service EFL Teachers[1]

Selma ÇELİK[2]   **Ebru ŞİRE KAYA**[3]

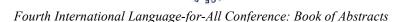In an era where digital technologies are shaping education, digital literacy (DL) has become a core skill for teachers. For EFL educators, who are increasingly expected to use digital tools in their instruction, developing strong DL skills is essential. Therefore, the present study aims to determine the DL levels of EFL teachers and examine whether there are any differences among their DL levels based on their gender, age, and years of teaching experience. Also, it is conducted to uncover EFL teachers' practical uses of digital tools, the problems they face, and their perspectives on the integration of DL into teacher education. Based on these purposes, a descriptive design was adopted, and 250 EFL teachers working in MoNE schools were selected through convenience sampling. The data were gathered through the Digital Literacy Scale, a 5-point Likert scale developed by Bayrakcı and Narmanlıoğlu (2021), with open-ended items added to the questionnaire to gather deeper insights. For this reason, this study yielded both quantitative and qualitative findings regarding the DL level and skills of the EFL teachers. The quantitative data were analyzed using LISREL 8.80 and SPSS 24, while the qualitative data were examined through content analysis. The quantitative data showed that the EFL teachers had moderate DL, suggesting basic competence but highlighting a need for improvement in advanced skills. The significant differences were found in DL levels based on age and gender, but not teaching experience. In addition, the qualitative findings showed that the EFL teachers use digital tools for different purposes, face common technical issues, and express a clear need for DL training. Moreover, the findings revealed a need for clearer DL training, as many EFL teachers confused it with basic digital skills. Integrating DL into teacher education and professional development can enhance digital competence and classroom practice.

Keywords: digital literacy level, digital literacy skills, digital tools, EFL teachers' perspectives, In-service EFL teachers

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[1]This study is the revised version of a chapter in the corresponding author's unpublished Master's Thesis titled "Examining the Digital Literacy Levels of Turkish EFL Teachers", supervised by Asst. Prof. Dr. Ebru ŞİRE KAYA at Cukurova University, Faculty of Education, English Language Teaching Department, 2024.

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English as Medium of Instruction in Southeast Asia: A Typology of Singapore & Malaysia

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The increasing adoption of English as the medium of instruction (EMI) in tertiary education, coupled with socio-cultural and linguistic changes, necessitates a closer examination of language proficiency policies and support mechanisms. This study compares the English proficiency requirements and language support programs of four EMI universities in Malaysia and Singapore. Employing qualitative typology, content analysis, and document analysis, this study aims to examine and compare the English proficiency requirements, national and university-based language support policies of selected EMI universities in Singapore and Malaysia. Findings indicate that while most institutions demonstrate flexibility in accepted English tests, the National University of Singapore applies a more program-specific and rigorous approach. Admission requirements differ between local and international students, with local tests dedicated to domestic applicants, such as the Malaysian University English Test (MUET). Score thresholds vary by program level and institutional context. Moreover, score thresholds vary across program levels (foundation and postgraduate) and institutional contexts. Findings indicate that Singaporean universities exhibit a stronger orientation toward Standard English (STE), as supported by widely recognized tests such as IELTS and TOEFL, in line with national initiatives like the Speak Good English Movement (SGM). In contrast, Malaysia has implemented the Dual Language Programme (DLP), which focuses on content mastery in STEM subjects (science, technology, engineering, and mathematics) through English, rather than strict grammatical accuracy, mirroring the pragmatic approach of English as Lingua Franca (ELF). These findings underscore the diversity of EMI language policies and the necessity for alignment among admission requirements, academic expectations, and student demographics. The study offers implications for policymakers and higher education administrators seeking to enhance equity and effectiveness in EMI contexts, particularly in multilingual and multicultural environments.

Keywords: EMI, tertiary education, proficiency requirements, language support, Southeast Asia

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An Overview of Directed Motivational Currents in Turkish EFL Research

Ecem EKER UKA[1]

As Directed Motivational Currents (DMCs) gain increasing attention in applied linguistics, especially within dynamic approaches to second language motivation, it is essential to understand how this construct has been investigated in specific contexts. This systematic review offers a focused overview of postgraduate research on DMCs within the Turkish EFL context. Drawing on seven postgraduate theses and dissertations published between 2019 and 2025, the review examines the major themes, methodological orientations, and theoretical frameworks that shape this emerging body of literature. The studies employed a variety of research designs—longitudinal mixed-methods, structural equation modeling, retrodictive qualitative modeling, and single-case research—grounded in Complex Dynamic Systems Theory (CDST). Given the limited number of postgraduate studies on DMCs in the Turkish context, this review includes all available theses and dissertations published between 2019 and 2025. Key topics included self-regulation, vision, mentoring, mindsets, and gamification. Recently, there has been a shift from purely learner-based investigations to studies focusing on teacher DMCs and mentoring-supported motivational development. The review concludes with suggestions for further research and practice in EFL motivation, particularly in relation to teacher development and DMC facilitation.

Keywords: Directed Motivational Currents, Complex Dynamic Systems Theory, Turkish EFL context, systematic review, motivation

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Reimagining EFL Instruction: Teacher Perceptions and Pedagogical Shifts through AI Integration

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This research investigates how English as a Foreign Language (EFL) teachers perceive and adapt to the integration of artificial intelligence (AI) tools in their instructional practices, and how this process affects their pedagogical roles, attitudes, and decision-making. Employing a multiple case study approach, the study engaged 14 EFL teachers who implemented AI-supported tools over a five-week teaching period. The data were gathered through initial and final reflection forms, weekly reflective journals, and focus group interviews, and were analyzed using thematic analysis. The results indicate a marked improvement in teachers' perceptions of AI, particularly among those who were initially skeptical or apprehensive. The participants frequently utilized AI tools for tasks such as lesson planning and material development, often highlighting gains in efficiency and productivity. Nevertheless, they also faced obstacles regarding content relevance, tool limitations, and contextual adaptation. The integration of AI prompted a redefinition of teacher identity, with educators increasingly viewing themselves not just as instructors, but as facilitators and pedagogical designers. The study underscores the value of structured, practice-based experiences in enabling effective and reflective AI adoption in language teaching contexts.

Keywords: artificial intelligence in education, EFL teachers, teacher identity, technology integration, pedagogical transformation

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Interrater Reliability in Rubric-Based Essay Scoring: A Case Study in a Turkish EFL Classroom

Esra DEMİRCİ[1]

This study investigates interrater reliability in rubric-based essay scoring in a Turkish EFL preparatory classroom. Using an explanatory case study approach, it explores how two raters —one being the researcher—evaluated 21 student opinion essays with a five-category analytic rubric. The research combines quantitative score comparisons with qualitative insights from a semi-structured interview to understand where and why the raters' evaluations aligned or diverged. The findings show that while the overall agreement between raters was high, especially across most rubric categories, some noticeable divergences occurred—particularly in "Use of English" and "Introduction and Conclusion Skills". In a few cases, the score difference exceeded six points. The interview revealed that these differences were shaped by individual interpretations of rubric criteria, varying emphases on grammar or clarity, and the teacher's familiarity with the students' abilities. Emotional and ethical concerns also influenced scoring, especially when the rubric was not applied school-wide. While the use of analytic rubrics supported consistency, the results highlight that subjective judgment remains a challenge in writing assessment. The study underlines the importance of not only using detailed rubrics but also offering rater training and standardizing assessment practices across classrooms. By bringing both scoring data and teacher reflections together, this study contributes practical insight into the realities of classroom-based writing evaluation in EFL contexts.

Keywords: language testing, testing writing, inter-rater reliability, analytic rubric

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A Scoping Review of Flipped English Language Instruction in K-12 Classrooms in Türkiye

Erva BULUT[1]

This study presents a scoping review of research conducted in K–12 English language classrooms in Türkiye that employed the flipped learning approach. Peer-reviewed articles, doctoral dissertations, master's theses, and conference proceedings were identified through major databases: *ERIC*, *Scopus*, *Web of Science*, *ULAKBİM-TR Dizin*, *EBSCO*, and the *Council of Higher Education Thesis Center* (*YÖK TEZ*). The review was conducted and reported in accordance with the *PRISMA-ScR* (Preferred Reporting Items for Systematic Reviews and Meta-Analyses Extension for Scoping Reviews) reporting guidelines, and ensuring transparency. The search covered studies published between 2018 and 2025, and only those that included an application phase, such as a flipped instruction period or pre/post assessment design, were selected. A total of 17 studies meeting these criteria were analyzed using content analysis. This review focused specifically on the K–12 level because, while flipped learning has been widely researched in higher education, there is a critical lack of empirical studies at the primary and secondary levels. The findings revealed that, although the number of studies is limited, they offer valuable insights into the effects and practical applications of flipped learning in Turkish K–12 English classrooms. Most studies reported significant gains in student achievement, as well as improvements in collaboration, confidence, autonomous learning, self-efficacy, and attitudes toward English lessons. Overall, this review underscores the need for more intervention-based research on flipped instruction in K–12 ELT in Türkiye.

Keywords: flipped learning classroom model, flipped learning in Türkiye, K-12 level

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From Classroom to Community: Integrating Service Learning into EFL Instruction

Emine GÜZEL[1]

This study focuses on how to integrate Service Learning (SL) into English as a Foreign Language (EFL) instruction. By systematically reviewing empirical research on service learning applications in programs that teach EFL at tertiary level. In order to reveal how SL is used in language teaching and to identify applicable models; the study includes research articles published between 2000 and 2025 that were conducted with EFL learners in a higher education context and directly applied service learning. Thematic analysis revealed that service learning was centered on three kinds of practices: (1) partnerships with civil society organizations and community service projects, (2) intercultural interaction and mentoring activities on campus or in local communities, and (3) digital content production, online collaborations, and media-based awareness campaigns. These applications were reported to increase learners' language skills (notably speaking and writing), intercultural awareness, social responsibility, and self-efficacy; nevertheless, challenges such as time management, the appropriateness of tasks to language levels, and lack of institutional support were reported. Based on the findings, within the context of intensive English language programs in higher education, SL approach could be utilized as a powerful pedagogical tool that combines language teaching with social participation. For this purpose, a five step model of effective SL applications are presented: (1) identifying meaningful service activity that addresses a community need, (2) task designing directly related to the academic objectives of the course, (3) conducting regular reflections for learners, (4) a planned, monitored and structured framework, (5) assessment of both learners' development and contribution to community.

Keywords: service learning, EFL, higher education, community engagement

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Cross-Linguistic Analysis of Multiword Phrases in Dissertations Authored by British (L1) and Turkish (L2) Doctoral Students

Emrullah DAĞTAN[1]

This corpus-based study compares the use of multiword phrases (MWPs) in English-language doctoral dissertations written by native British (L1) and Turkish (L2) writers, employing log-likelihood (LL) tests to analyse frequency and distribution patterns across 25 frequently occurring MWPs. The verification of native British (L1) writers was based on cross-referencing the authors' first and last names with entries in the BBC Pronouncing Dictionary of British Names by Pointon (1990) and A Dictionary of English Surnames by Reaney and Wilson (1991), respectively. This approach ensured the exclusion of dissertations by L2 British authors, such as those with Arabic, Indian, or Turkish backgrounds. The results indicated that although L1 writers favour precise constructions like "refer to" (LL=606.38) and L2 writers overuse generalized forms like "according to" (LL=758.12), a Mann-Whitney U test showed no overall frequency difference between the groups (p=0.602, r=0.07), suggesting that these phrase-level variations make no overall change. Functional categorization showed that L1 writers prefer referential and idiomatic MWPs, while L2 writers rely more on formulaic expressions, revealing different rhetorical styles. These findings highlight the need for focused phraseology teaching in EAP, especially for L2 writers seeking native-like academic writing, and show that overall frequency measures can hide important differences in MWP use.

Keywords: multiword phrases, academic writing, L1/L2 comparison, corpus analysis

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Climate Education and Psychological Engagement in Adolescents: A Comparative Content Analysis of High School Curricula

Merve CESUR ATİNTAŞ[1]

As the global urgency of climate change increases, the role of education systems in promoting environmental responsibility has become more critical. This study aims to examine, from a comparative and psychological perspective, how the themes of climate change and sustainability are represented in the official secondary education curricula of four countries: Portugal, the Netherlands, Norway, and Turkey. The literature indicates that young people are among the groups most affected by the climate crisis and likely to be increasingly affected in the future. Accordingly, the main objective of the study is to explore how education systems contribute to the development of climate awareness, emotional engagement, and pro-environmental behavior among youth. A qualitative content analysis method will be used; the curriculum documents of each country will be examined based on four main thematic dimensions: (1) factual information about climate change, (2) action-oriented messages that promote behavioral change, (3) emotional framing (e.g., fear, hope), and (4) emphasis on individual versus collective responsibility. These themes will be coded and compared across countries to identify both similarities and differences. In the discussion section, the potential effects of these curricular contents on students' development of environmental identity, perceptions of self-efficacy, and ability to cope with climate anxiety will be evaluated from a psychological perspective. This comparative study will highlight the role of curriculum design in shaping young people's environmental responsibility and their psychological preparedness to face climate challenges. The study aims to contribute to the literature on climate education, global citizenship, and the psychosocial development of young people by mapping the educational strategies used in different national contexts. The findings are expected to offer insights for educators, curriculum developers, and policymakers who aim to design effective and sensitive environmental education frameworks.

Keywords: climate change education, content analysis, youth and sustainability, pro-environmental behaviour, adolescent environmental identity

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Raising Bilingual Children in the Turkish Diaspora: A Phenomenological Study of Parental Experiences in Belgium

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This study explores the experiences of Turkish parents living in Belgium in raising bilingual children and how this process shapes their daily lives, parenting roles, and family dynamics. Adopting a qualitative phenomenological research design, the study involved semi-structured interviews with nine (7 female, 2 male) Turkish parents selected through convenience sampling. The data were collected via audio-recorded interviews and analyzed using content analysis. Preliminary insights reveal that parents perceive bilingualism as both a cultural asset and a source of emotional strain. Challenges such as feelings of inadequacy in school communication, conflicts over language policy between spouses, and concerns over delayed language development were commonly reported. Conversely, many parents emphasize the value of bilingualism in strengthening cultural identity and future opportunities for their children. These findings contribute to understanding bilingual child-rearing in diaspora contexts and highlight the need for support systems that consider both heritage language maintenance and societal integration.

Keywords: bilingualism, Turkish diaspora, parental experiences, heritage language maintenance, phenomenological research

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Mapping the River: Racialized Space and Environmental Memory in Langston Hughes's "The Bitter River"

Emrah IŞIK[1]

This paper employs the interconnected perspectives of spatial politics, racial geography, and environmental memory to highlight Langston Hughes's well-known poem "The Bitter River" (1942). Hughes creates a profoundly racialized space and ecologically haunted map of America by charting the poem's journey through cotton fields, urban slums, factories, and rivers tainted with Black suffering. This study pinpoints that Hughes depicts the natural landscape as an active witness to and archive of racial terror and economic exploitation rather than as a neutral basis, drawing on frameworks from Black geographies, slow violence, and collective memory. Thus, the poem's bitter river becomes a storehouse of past trauma, bringing with it the remnant of systematic neglect, forced labor, and lynchings. Hughes's last vision, "make the bitter river bright," points to a radical rethinking of American space in terms of ecology and morality. This paper argues that "The Bitter River" is ahead of its time in terms of modern discussions of environmental justice because it calls for both social justice and environmental restoration. Hughes's work is a deep meditation on how landscapes take in histories of violence and how changing them is necessary for any project of collective healing.

***Keywords*:** Langston Hughes, racialized space, environmental memory, black geographies, slow violence

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Beyond the Image: Social Justice, Gender and Ethnicity in an ELT Coursebook

Meriç AKKAYA ÖNAL[1]

This preliminary study aims to examine the visual content and corresponding captions presented in *Roadmap B1* (Pearson, 2021), a widely used English language coursebook, which is used in all proficiency levels during the preparatory education program. The analysis is conducted through the lens of socially just language teaching, with a particular focus on ethnicity and gender representation. Given the influential role of coursebooks in shaping learners' perceptions of social structures, this study critically investigates how different ethnic groups and genders are portrayed. To conduct this analysis, a checklist originally developed by Cunningsworth (1995) was adapted to align with the study's objectives. The checklist includes key categories such as nationalities represented, the distribution of male and female figures, and gender-specific roles assigned to each group. By applying this framework, the study systematically examines the frequency and nature of these representations in both images and accompanying captions. A quantitative content analysis approach is employed, in which the number of instances for each category is recorded, and frequencies and percentages are calculated. The results will offer insights into whether the coursebook presents a balanced and inclusive portrayal of gender and ethnic diversity or whether it reinforces stereotypical and biased depictions. Given the increasing emphasis on equity and inclusivity in language education, this study contributes to ongoing discussions about the need for socially just materials in English language teaching. The findings will be shared in due course, highlighting implications for educators, material developers, and policymakers in designing more representative and inclusive learning resources.

Keywords: coursebook analysis, socially just language teaching, ethnicity, gender

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Mediation: Instructors' Perceptions and Attitudes in the School of Foreign Languages in Türkiye

Feride ACAR[1]   **Eda DURUK**[2]

Mediation has emerged as a novel concept within the recent developments of the CEFR. The attitudes and needs of language teachers and instructors in this area are considered significant and worthy of exploration. The aim of this study was to investigate the perceptions and views of instructors working at the School of Foreign Languages regarding the concept of mediation within the CEFR framework. This exploratory research adopted a mixed-methods approach, collecting both quantitative and qualitative data. A convenience sampling method was employed to select participants. In total, 23 volunteer instructors from the School of Foreign Languages at Pamukkale University participated in the study. An online questionnaire was designed for data collection. The first section of the questionnaire included items related to participants' demographic information, while the second section comprised three open-ended questions aimed at eliciting their perceptions of mediation and prompting them to reflect on their teaching practices in relation to mediation activities and skills. The items were designed to cover three types of mediation scales: mediating a text, mediating a concept, and mediating communication. The quantitative data were analysed descriptively using *SPSS*, and qualitative data were examined through content analysis. The quantitative findings revealed that the participants' mean score for overall mediation activities was 90.69 out of 110, indicating that they generally regarded mediation activities as relevant. Among the three mediation types, mediating communication was found to be the most relevant (84.5%), while mediating concepts was the least relevant (72%). The qualitative findings indicated that although the instructors were not entirely familiar with the concept of mediation, they favoured activities such as role-playing, working in pairs or groups, and summarizing—all of which involve mediation skills.

Keywords: CEFR, mediation, School of Foreign Languages

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Feedback Duality: A Comparative Study on Examining EFL Learners' Perceptions of Traditional and AI-Generated Feedback

Meryem ÇALIŞKAN[1]   **Emine DEMİR OKUMUŞ**[2]

Feedback has been an essential part of learning for many years, as it offers individuals the opportunity to identify their strengths and areas for improvement. Delivering timely, effective, and suitable feedback in higher education can be challenging, often resulting in one-size-fits-all responses due to various reasons. However, recent advancements in generative Artificial Intelligence (AI) have made it more feasible and promising for learners to receive personalized feedback. Despite this progress, students' perceptions of AI-generated feedback remain largely unexplored. This study aims to investigate the effectiveness and perception of handwritten teacher feedback compared to AI-generated feedback on the writings of B1-level English language learners in a university preparatory program. A total of 30 students submitted writing tasks, each student receiving both traditional handwritten feedback from an instructor as well as AI-generated feedback using a language model. To assess the impact and preferences, students completed a short survey evaluating clarity, usefulness, and overall preference for each feedback type. Additionally, qualitative content analysis was conducted to compare the depth, tone, and focus areas of both feedback styles. The results indicate that while students value the personalization and encouragement found in human feedback, they also recognize the consistency and detail offered by AI-generated feedback. The findings suggest that a hybrid feedback approach may enhance student engagement and facilitate writing development in English as a Foreign Language (EFL) contexts.

Keywords: feedback, artificial intelligence, EFL writing, a comparative study

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From Language Teaching to Sustainability Education: A Curriculum Reform Perspective on EFL Materials

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Higher education curricula increasingly emphasize the integration of the United Nations' Sustainable Development Goals (SDGs) to foster sustainability literacy and global citizenship. However, limited attention has been given to how instructional materials, particularly in English Language Teaching (ELT), incorporate these goals. This study evaluates a widely used English as a Foreign Language (EFL) coursebook employed in a preparatory English program at a Turkish university. This qualitative study employs a checklist-based content analysis framework, rooted in the principles of Education for Sustainable Development (ESD), to investigate the textbook's themes, its capacity to promote critical pedagogical engagement, and its portrayal of global social and environmental issues. The findings reveal a fragmented and limited integration of sustainability-related themes, with significant omissions in areas such as social justice, environmental issues, gender equality and global interdependence. While certain units exhibit latent potential for adaptation, the overall content falls short of supporting the transformative learning outcomes envisioned by sustainability-oriented pedagogies. The study underscores the need for ELT materials to purposefully and coherently embed SDGs to enhance their role in advancing sustainability education.

Keywords: sustainable development goals, education for sustainable development, English language teaching, coursebook evaluation, curriculum development

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Middle School Teachers' and School Counsellors' Perspectives on Students' Social Emotional Learning Skills: A Qualitative Study[1]

Özlem ATA GÜVERCİN[2]　　　　**Meral ATICI**[3]

Social emotional learning (SEL) is defined as the process through which individuals acquire and effectively apply the knowledge, skills, and attitudes necessary to develop a healthy identity, manage emotions, show empathy, build supportive relationships, and make responsible decisions (CASEL, 2020). In recent years, interest in SEL has been increasing in Turkey, and various studies have been conducted. However, a review of the literature reveals that most studies have focused on students, while research addressing teachers' and school counsellors' perceptions, experiences, and practices regarding SEL remains limited. The aim of this study is to examine the views of middle school classroom guidance teachers and school counsellors regarding students' SEL skills. This study was conducted using a qualitative research design, and maximum variation sampling, one of the purposive sampling methods, was employed. The study group consists of 30 participants, including 20 classroom guidance teachers and 10 school counsellors working at the middle school level. The data were collected through a semi-structured interview form and analysed using content analysis. The findings indicate that although participants had limited knowledge about the concept of SEL, they considered these skills important. The majority of participants evaluated students' SEL skills as generally low. Teachers and school counsellors stated that their in-class and out-of-class practices, counselling services, and collaborative efforts with stakeholders positively affected not only SEL skills but also academic achievement and school belonging. While participants generally assessed their own competence in SEL as moderate or high, they also expressed openness to professional development in this area. The study revealed that the most frequently encountered challenges in the development of students' SEL skills stemmed from family-related factors. Moreover, for the effective development of SEL, multidimensional needs have been identified, not only related to various stakeholders such as teachers, school counsellors, administrators, and parents, but also concerning dimensions like the school's physical conditions and curriculum.

Keywords: social emotional learning, school counsellor, classroom guidance teacher, middle school students, qualitative research

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Empowering Global Citizenship through Intercultural Language Education: A Case Study from Moroccan Universities

Rachid EL YAZIDI[1]

To promote global citizenship as well as intercultural awareness, educators need to prioritize language instruction in a pedagogical framework in today's world, which is becoming ever more interlinked and divided. This research examines how English language teaching in Moroccan universities cultivates global citizenship, intercultural awareness, and social responsibility among students. Guided by a qualitative case study approach, this study includes semi-structured interviews with English as a Foreign Language (EFL) faculty and students, along with a critical examination of selected instructional materials from the Intercultural Communication and Global Englishes courses offered at five Moroccan universities. The findings indicate that properly teaching English within the context of a culturally relevant and socially responsible pedagogical framework promotes the development of global citizenship among learners. Purposeful teaching is achieved through the integration of intercultural components, experiential learning, and critical reflexive debates that counter ethnocentric worldviews and foster empathy and a willingness to engage with global affairs. Additionally, this study demonstrates the potential of such pedagogical approaches to counter extremist views and violence, promote inclusivity, and cultivate socially responsible, globally competent citizens. This study builds on the discourse surrounding English language education by advocating for the English language classroom as a space for practicing global citizenship, and therefore highlighting the need for more sustainable approaches to English language teaching. It suggests practical implications for curriculum designers, teacher educators, and policymakers aiming to align language education with the principles of sustainability, intercultural dialogue, and social equity.

***Keywords*:** global citizenship, intercultural competence, language education, Moroccan universities, sustainable pedagogy

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GREEN TALES: Empowering Children through Artistic Practices and Digital Tools for Environmental Awareness[1]

Figen YILMAZ[2]   **Eda KAHYALAR**[3]

Many children today experience eco-anxiety and lack engaging, age-appropriate tools to understand environmental issues. The Erasmus project *Green Tales* addresses this issue by raising environmental awareness among children through creative interdisciplinary methods. By combining artistic practices with digital storytelling, the project provides a meaningful way for children to explore nature, develop creativity, and feel empowered to express their concerns and hopes for the planet. More specifically, *Green Tales* is designed to foster environmental consciousness among children in Europe by integrating artistic practices with digital tools. The project unites approximately 100 primary school children and 12 artists from Germany, Iceland, Spain, and Turkey in the co-creation of eight illustrated short stories inspired by the natural elements—earth, air, water, and fire. *Green Tales* pursues several key objectives: fostering social inclusion through art, deepening children's understanding of environmental issues, enhancing their digital and creative skills, and promoting European cultural diversity. This presentation is intended to disseminate *Green Tales* project and its resources. To be more precise, it will outline general information about the project, its objectives and implementation strategies, and the key results achieved.

Keywords: environmental awareness**,** art in education**,** digital tools**,** primary education

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What If Teachers Were in the Students' Shoes? Empathizing with the English Language Learners through a Spanish Language Course[1]

Figen YILMAZ[2]   **Ayça DİNÇER**[3]

A growing body of research suggests that second language education is an emotional job. In addition to possessing effective instructional skills, language teachers are expected to cultivate positive relationships with learners by acknowledging and responding to their positive and negative emotions. In this sense, empathizing with students enables language teachers to react sensitively to students' emotional needs, understand their perspectives and identify the challenges students experience. Such emotional attunement is essential for designing engaging lessons and promoting effective teaching. Although the positive impact of teacher empathy is well documented, there are relatively few experiential learning initiatives that provide language teachers with firsthand insight into their students' perspective (de Oliviera & Shoffner, 2009). This study aims to explore how foreign language teachers (n=21) teaching young adults at a preparatory school in a state university, feel, think and act as students while learning another foreign language -Spanish- through an in-service training initiative organised by the university's Professional Development Unit. The course lasted 14 weeks. To examine teachers' experiences, focus group interviews were held, and reflection journals with open-ended questions were collected from each participant after every Spanish course session. The findings suggest that participating in these language learning sessions increased teachers' sense of empathy for their students. This renewed perspective is likely to help them reconnect with both the challenges and joys of being a language learner, potentially fostering a stronger commitment to creating more supportive, understanding, and effective learning environments.

***Keywords*:** teacher empathy, experiential learning**,** teacher development

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The Serial Mediating Roles of Sustainable Development Awareness and Attitude in the Relationship between Climate Change Anxiety and Global Climate Change Awareness among EFL Learners

Yaşar Üstün KAPLAN[1]

Global climate change poses a significant concern in today's world, expressed in Sustainable Development (SDG) Goal 13 (Climate Action), which calls for worldwide efforts to raise climate awareness and promote adaptive behaviours. At the same time, Sustainable Development Goal 4 (Target 4.7) highlights how education for sustainable development (ESD) may help people become global citizens by providing them with the information, skills, values, and attitudes they need. In this context, foreign language education increasingly offers opportunities to develop students' language proficiencies and their awareness of critical issues, such as environmental awareness, by incorporating sustainability-focused content. Integrating education for sustainable development (ESD) into EFL classrooms can engage students with climate issues and promote critical reflection on global challenges. As a result, including sustainability into foreign language instruction provides a unique opportunity to enhance linguistic competence and climate consciousness among EFL students. Starting from this assumption, the present study examines how climate change anxiety (CCA) influences global climate change awareness (GCCA) among university-level EFL students and investigates the serial mediating roles of sustainable development awareness (SDAw) and sustainable development attitude (SDAt). The study, which draws on the Theory of Planned Behaviour, suggests that anxiety caused by climate change raises sustainability awareness, which in turn promotes positive attitudes and enhances global climate change awareness. The data were collected employing validated scales, and structural equation modelling (SEM) will test the proposed direct, indirect, and serial mediation effects. The anticipated results will provide insight into the cognitive, psychological, and attitudinal mechanisms that underpin sustainability education in EFL settings and provide pedagogical implications for integrating SDG-oriented content into the language curriculum to develop globally and ecologically conscious citizens.

Keywords: climate change anxiety, sustainable development awareness, sustainable development attitude, global climate change awareness, EFL learners

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Feedback Is Like a Mirror, a Map, or Even a Half of an Apple: Exploring ELT Students' Metaphorical Conceptions of Feedback

Hazal AKSOY ŞİRİN[1]

Although feedback plays a vital role in language learning and teaching, little is known about how students conceptualize it metaphorically and what these metaphors reveal about their beliefs and emotional responses. Metaphorical conceptualizations can provide an understanding of how learners emotionally and cognitively frame abstract experiences like feedback. This study aims to explore the metaphorical expressions of first-year ELT students regarding feedback by using an open-ended prompt: *"Feedback is like _____ because _____."* A total of 47 metaphorical responses collected through a structured survey were qualitatively analysed by following the principles of Conceptual Metaphor Theory (Lakoff & Johnson,1980). They were grouped into thematic categories, and metaphors were clustered around conceptual domains such as feedback as guidance (e.g., map, compass, light), feedback as reflection (e.g., mirror), feedback as emotional discomfort and growth (e.g., bitter medicine, spicy food), feedback as mutual dialogue (e.g., artist–audience dynamic), and feedback as a shared process (e.g., half an apple). The findings suggest that understanding and addressing learners' metaphorical perspectives may contribute to more empathetic and effective feedback practices in ELT contexts.

Keywords: English language teaching, feedback, conceptual metaphor theory, learner beliefs

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Multilingualism and Teacher Experiences: Insights from Two Communities of Practice[1]

Cahit YAŞAR[2]   **Zeynep ÖLÇÜ DİNÇER**[3]

Multilingualism has become a defining feature of English classrooms worldwide, including in Türkiye, where linguistic diversity stems from both heritage languages and mobile student populations. This diversity creates pedagogical, emotional, and communicative complexities for teachers, especially when they do not share a common language with their students. This study explores the lived experiences of English teachers working in two distinct linguistic environments: Shared Communities of Practice (SCOP), where teachers and students share a common heritage language, and Non-Shared Communities of Practice (NSCOP), where no such overlap exists. Drawing on Wenger's (1998) Communities of Practice framework, this qualitative study engaged 40 in-service teachers in Türkiye through in-depth interviews and questionnaires. The data were thematically analyzed using *MAXQDA*. The findings reveal distinct emotional and pedagogical patterns. SCOP teachers expressed comfort and control due to shared language, often leading to stronger rapport and classroom management. However, many reported reduced use of the target language and instructional stagnation. In contrast, NSCOP teachers experienced initial anxiety and feelings of inadequacy but developed more adaptive strategies, such as translanguaging and increased empathy, over time. Both groups emphasized the lack of institutional training on multilingual pedagogy and expressed a strong need for locally contextualized professional development. The study sheds light on how language alignment impacts teacher identity, emotional labor, and instructional resilience. Ultimately, the findings advocate for inclusive teacher education programs that acknowledge linguistic diversity as a pedagogical asset rather than a challenge.

Keywords: multilingual classroom context, professional development, instructional practices, teacher emotions, communuties of practice

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ChatGPT 4o as a Learning Resource in an EFL Environment: Exploring EFL Teachers' Perceptions and Understanding

Hassan ALSHURMANI[1]

The rapid advancement in Artificial Intelligence (AI) has provided an innovative approach to language education. Whilst the potential opportunities for AI in language education are promising, the rhetoric on its effectiveness is not flawless. The benefits and ethical concerns of leveraging AI technology, especially *ChatGPT*, which has been extensively implemented in a wide range of language classrooms as a learning resource, have increasingly sparked debates amongst teachers and practitioners. Currently, many EFL environments are navigating the implementation of *ChatGPT* in language classes, unveiling both its benefits and shortcomings. Thus, uncovering teachers' perceptions towards the advantages and the pitfalls of deploying *ChatGPT* as well as their awareness of the key ethical concerns of using *ChatGPT* in English language classes is essential, as their perceptions and understanding play a key role in the effective and ethical integration of AI in language classrooms. Therefore, this study examines EFL instructors' perceptions towards the advantages and disadvantages of using *ChatGPT* in English language classes and their understanding of the prominent ethical implications of using *ChatGPT*. The following two research questions guide the present investigation:

- What are the EFL teachers' perceptions regarding the benefits and the pitfalls of implementing *ChatGPT* into EFL classes?
- How familiar are the EFL teachers with the ethical implications of using *ChatGPT* in EFL classes?

The study adopts an online survey to collect quantitative data from 100 EFL teachers in the Saudi Arabian context. The responses of the participating teachers to the survey items are analysed using descriptive statistics, including means and percentages. The results show that teachers were in favor of using the AI tool (*ChatGPT*), and they overall perceived *ChatGPT* as a useful learning resource. Notably, over 65% of the surveyed teachers indicated that *ChatGPT* is useful for developing language skills in general and writing skills in particular of their students. The analyzed data have also demonstrated that most participating teachers (about 70%) were familiar with some of unethical and irresponsible use of *ChatGPT* in language classes and endorsed initiatives taken by some major higher educational institutions to establish comprehensive policy guidelines for AI utilization in education

***Keywords*:** awareness, *ChatGPT*, perceptions

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The Pen Meets the Algorithm: Evaluating AI Scoring and Feedback in EFL Writing Assessment

Yusuf Emre YEŞİLYURT[1]

While AI-driven feedback systems have gained traction in digital writing contexts, the evaluation of handwritten student texts remains an underexplored area—despite pen-and-paper exams and assignments still being widely used across the globe. This study investigates the applicability and educational value of using artificial intelligence supported tools to assess and provide formative feedback on handwritten essays in an EFL context. Fifty pre-service English teachers participated in a cause-and-effect essay task, who submitted handwritten drafts that were digitized and analyzed by Gemini 2.5 Pro. The tool automatically generated rubric-aligned scores and detailed feedback for each student. The participants then revised their essays and completed reflection logs by indicating which AI suggestions they accepted or rejected and why. Follow-up data were collected through a perception survey and a focus group interview to explore learners' trust in, engagement with, and perceived usefulness of the feedback. The findings suggest that AI can significantly reduce teacher workload while enabling rich, individualized feedback—even in large classes and under time constraints. Moreover, participants viewed the process as innovative and empowering, as it allowed them to critically evaluate and apply feedback autonomously. These results demonstrate the potential of AI-supported assessment to promote pedagogical sustainability by addressing key constraints in traditional writing instruction.

Keywords: AI feedback, handwritten essays, sustainable assessment, EFL writing, digital pedagogy, educational technology

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Becoming a Teacher through Research: Inquiry-Based Learning and Identity Formation in Turkish ELT Programs

Ferzan ATAY[1]   Batuhan SELVİ[2]

Over the past few decades, the field of pre-service teacher education has witnessed a paradigm shift from traditional, transmission-based approaches to more dialogic, participatory, and inquiry-oriented models. This quali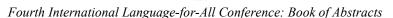tative study investigates how pre-service English language teachers in Türkiye engage with and interpret inquiry-based learning through the lens of the Learners-as-Researchers (LAR) framework. Anchored in a constructivist perspective, the research draws on semi-structured interviews conducted with thirteen third year pre-service teachers who participated in supervised research projects during their teacher education program. Thematic analysis, guided by Braun and Clarke's six-phase model, was employed to systematically examine participants' experiences. The results indicate that involvement in classroom-based inquiry significantly contributed to participants' professional identity formation, enhancing their autonomy, critical reflection, and understanding of the dynamic interplay between theoretical knowledge and classroom practice. Participants reported a shift from passive knowledge recipients to empowered, self-directed practitioners capable of exercising professional judgment and agency. The inquiry process also encouraged the development of metacognitive strategies, enabling participants to reassess pedagogical assumptions and articulate evolving teaching philosophies. However, the extent of this transformation was found to be contingent upon various contextual factors, including the availability of institutional support, quality of mentorship, and the degree of autonomy permitted within the research process. The study advocates for the systematic integration of inquiry-based pedagogies in English language teacher education programs, emphasizing their potential to cultivate reflective, adaptive, and research-informed educators. Recommendations include fostering sustainable institutional frameworks that support inquiry engagement and mentor-guided reflection throughout teacher preparation. In conclusion, the findings underscore the transformative role of inquiry-based learning in shaping teachers' professional growth and identity. The implication is that embedding inquiry as a sustained pedagogical practice can enhance teacher education programs by bridging the gap between theory and practice in meaningful and lasting ways.

***Keywords*:** learners-as-researchers, pre-service English language teachers, professional identity development, autonomy in teacher education, reflective practice

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The Effect of Game-Based Learning on High School Learners' Motivation toward Learning Vocabulary[1]

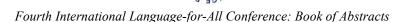**Murat TOSUN**[2]   **Ferzan ATAY**[3]

With the recent technological developments, the extent to which games increase students' language learning motivation has been the subject of many studies. However, although technology has a great place in our daily lives, games should not be limited to digital games. This study focuses on revealing how non-digital games affect high school students' language learning motivation. It is clear that motivation plays an important role in students' language learning and achievement. There is a strong relationship between learners' motivation and language proficiency. This study aims to investigate the effect of game-based learning activities on high school students' motivation in terms of vocabulary learning. The study was conducted with a group of 9th-grade students studying in a public school in Adana province. Both qualitative and quantitative data were used to make a statistical generalisation and to reach learner motivation findings. The quantitative data were collected through Likert scale questions in a vocabulary learning motivation pre- and post-test questionnaire and classroom observations. The questionnaire was administered to the same group twice as a pre-test and post-test. The qualitative data were collected through semi-structured interviews, researcher diaries and classroom observations. Twelve classroom observations, one class hour per week, were conducted over 6 weeks. 64 students participated in the quantitative research part of the study, and 15 students participated in the qualitative research part of the study. Data triangulation was achieved by collecting data with four different data collection tools. The findings showed that non-digital game-based learning activities increased students' motivation and made vocabulary learning more enjoyable. The study suggests that integrating games into language classrooms can enhance motivation and support vocabulary development.

Keywords: motivation, game-based learning, vocabulary learning, non-digital games

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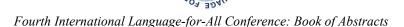
Enhancing EFL Reading Comprehension in Rural Preparatory Schools through IEPC Strategies: A Collaborative Action Research Study

Walaa M. EL-HENAWY [1]

This research examined the extent to which using an intervention based on Imagine, Elaborate, Predict, and Confirm (IEPC) strategies promoted reading comprehension skills of EFL students at two preparatory schools in rural areas. The students were trained to use the IEPC strategies for reading narrative and informative texts. A collaborative action research involved a university researcher and two rural schoolteachers in implementing the IEPC strategy in El-Kap and Bahr El-Baqar villages, Port Said. The action research was conducted in two cycles. The first cycle focused on identifying the reading problems of the students, training the teachers on planning and implementing the IEPC strategies as well as reciprocal teaching strategies, and planning the actions to address this issue. The second cycle included four stages: planning, implementation, observation, and reflection. The IEPC treatment was carried out through six sessions. The research data were collected using tests (pre-test and post-test) and the participating teachers' reflective logs. The research findings demonstrated that the students made significant gains in reading comprehension through the use of the IEPC strategies. The findings showed that strategy intervention can be implemented effectively within the context of daily classroom instruction in rural schools. Implications of the findings for researchers and practitioners were discussed.

Keywords: IEPC strategy, reciprocal teaching strategies, reading comprehension, rural areas schools, participatory action research

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Culturally Responsive Research in ELT: Bridging AI Innovation with Students' Learning Backgrounds

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In the evolving landscape of English Language Teaching (ELT), Artificial Intelligence (AI) is reshaping research methodologies and instructional approaches. Nonetheless, the integration of AI in ELT must be culturally responsive, ensuring that innovations align with students' diverse linguistic, cognitive, and socio-cultural backgrounds. This study explores how teachers perceive and apply AI-driven research in ELT to tailor learning experiences that reflect students' unique educational needs and learning styles. Through a critical review of teachers' perspectives, this study examines how AI-powered tools—such as adaptive learning platforms, automated feedback systems, and linguistic analysis technologies—can enhance culturally relevant pedagogy. The findings highlight the importance of a balanced approach where AI-driven research complements traditional, human-centered teaching strategies to foster engagement, inclusivity, and academic success. This study offers insights into how educators can bridge AI innovations with student-centered ELT practices, ensuring that AI serves as a tool for empowerment rather than a one-size-fits-all solution.

Keywords: culturally responsive teaching, AI, student-centered learning, adaptive learning, educational technology, inclusive pedagogy

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From Linguistic to Socio-Cultural Analysis: Developing Students' Ideological Analysis in Translation

Eser ÖRDEM[1]

The field of translation and ideology has gained importance in recent years with postcolonial translation theory. Gayatri Spivak's theory views translation as an opportunity for voiceless communities and societies to express themselves and as a praxis area that can transform societies. This study involved final-year students (20 participants) studying in the Translation and Interpretation Department of a state university. During the first four weeks, participants were taught ideological theories related to translation, followed by two practical exercises. In the first exercise, the participants were given 10 different translations of a passage from the *Bible* and were asked to analyze the ideological aspects of the text through lexical, morphological, syntactic, phrasal, and semantic analyses. In the second application, the participants were given a scale containing socio-cultural criteria and asked to interpret sentences from *Alice in Wonderland* translated by different publishers within the framework of the concept of ideology. After the two applications, the participants were given five semi-structured questions in writing and asked to comment on the application. The study analyzed the students' findings and comments thematically. The findings showed that participants conducted less systematic analysis in the first application and were only able to make indirect comments based on linguistic criteria in their ideology analysis, while in the second application, which included socio-cultural context-sensitive criteria, they were able to make more systematic comments and relate them to a broader social and cultural context. The study demonstrated that when participants were provided with criteria and a practice-based example, they managed to make more qualified, comprehensive, and systematic interpretations.

***Keywords*:** translation, ideology, translation analysis, Postcolonial translation theory

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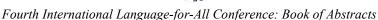
Literature-Based Sustainable Language and Culture Education: A Proposed Pedagogical Model through Premchand's Short Stories

Canan YOĞURT[1]

This study proposes a literature-based pedagogical model for integrating Premchand's short stories into Hindi as a foreign language (HFL) classrooms at B1 and above levels. The proposed framework is designed to demonstrate how authentic literature can enhance both literary-informed language skills and intercultural awareness within the scope of sustainable learning. Ten short stories were selected—*Idgah, Kafan, Poos ki Raat, Shatranj ke Khiladi, Bade Ghar ki Beti, Thakur ka Kuan, Vidvans, Algyojha, Duniya ka Sabse Anmol Ratan,* and *Satyagraha.* These works represent a wide range of themes, including empathy and family values, poverty and social justice, rural life and sustainability, British colonialism and history, caste discrimination, women's roles, corruption, moral integrity, and Gandhian non-violence. Collectively, they provide a rich corpus for connecting language learning with critical reflection on social, cultural, and ethical issues. The proposed model follows three stages: Text Selection and Contextualization, Task-Based Interaction, and Critical Reflection. The first stage ensures the accessibility of texts for learners while preserving thematic richness. The second stage employs Task-Based Language Teaching (TBLT) activities such as discussions, role-plays, and creative writing to foster communicative competence. The final stage emphasizes socially responsive pedagogy and long-term learning outcomes, encouraging students to link literary themes with broader concepts such as empathy, justice, equality, and sustainability. This proposal offers a conceptual framework grounded in literature pedagogy, reflective pedagogy, and sustainable education. By re-reading Premchand through this model, learners can expand their Hindi language skills while developing intercultural awareness, empathy, and a sense of global responsibility, making literature a vital tool for sustainable education. This study contributes to the field of Hindi as a foreign language education in three important ways. First, it introduces literature-based pedagogy into a field that has been dominated by structural and communicative approaches, thereby opening new pedagogical directions. Second, it positions Premchand's short stories—traditionally examined within literary and cultural scholarship—as active tools for language teaching. Finally, by integrating ethical and social dimensions into language learning, the model expands the scope of Hindi pedagogy towards values-oriented and sustainability-oriented education. This originality marks a significant and pioneering contribution at both national and international levels, particularly for the discipline of Indology.

Keywords: Premchand, Hindi short stories, literature-based pedagogical model, sustainable learning, critical pedagogy

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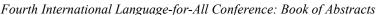
Bibliometric Analysis of Studies on the Effects of Transformational Leadership on Teachers and Staff Organizational Commitment and Motivation

Filiz TUNCEL[1]

The environmental and social changes we face in the current information age have necessitated changes in the field of education and increased the need for transformational leaders. Numerous studies have demonstrated that school administrators with transformational leadership characteristics successfully demonstrate their competencies in ownership of learning processes, initiating organizational change and development, promoting collaboration, and facilitating learning. However, it has also been revealed that these administrators, due to their tendency to always prioritize their own vision and exercise their ultimate power, thereby failing to demonstrate democratic behavior in the process, are unable to demonstrate the same competence in terms of the organizational commitment and motivation of teachers and staff. This study aims to systematically summarize and present a comprehensive overview of the evolution of transformational leadership, teacher and staff organizational commitment, and motivation, identifying trends and gaps in the relevant concepts in the studies, and presenting a general map. In this context, a literature review based on bibliometric data from different types of studies, such as articles, review studies, or conference proceedings indexed in the Web of Science database, published between 2001 and 2024, is planned. The search terms in *Web of Science* are defined as "transformational leadership," "organizational commitment," and "motivation." Furthermore, the data will be analyzed according to authors, citation counts, journals in which they were published, countries, keywords used, and abstract analysis. The data collected in the study will be analyzed and visualized using *Vosviewer* bibliometric analysis, considering the content indexed in *Web of Science*.

***Keywords*:** leadership, transformational leadership, organizational commitment, motivation, bibliometric literature analysis

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EcoLingua Needs Analysis: Environmental and Sustainability Themes in Primary ELT in Spain, Italy, Lithuania, and Türkiye[1]

Mehmet SARAÇ[2]   **Serhat GÜZEL**[3]

The study draws on a comparative study conducted within the EcoLingua project, which seeks to integrate ecological and sustainability themes into English Language Teaching (ELT). The study focuses on the primary school level and examines how environmental topics are currently reflected in English curricula and teaching materials in four countries: Spain, Italy, Lithuania, and Türkiye. Rather than being an end in itself, this analysis represents a preparatory step that informs subsequent project outputs by identifying existing practices, needs, and gaps. Using a cross-national methodology, the study combined curriculum analysis, textbook review, and synthesis of national partner reports. Over 40 textbooks and supplementary materials were examined to determine the presence, depth, and pedagogical framing of ecological issues in primary ELT. The analysis looked beyond vocabulary lists to explore whether ecological content is embedded in meaningful communicative contexts, linked to values education, or designed to encourage critical thinking and learner action. The findings reveal significant variation across countries. Italy and Lithuania show the most systematic integration, supported by civic education reforms and interdisciplinary approaches such as CLIL. Their materials foster project-based tasks, reflective dialogue, and active eco-citizenship. Spain demonstrates moderate integration, with environmental themes present in textbooks but often treated descriptively rather than critically. Türkiye illustrates the weakest integration, where environmental content remains limited to isolated vocabulary items and superficial activities, without deeper connections to sustainability awareness. By highlighting convergences, divergences, and promising practices, this preparatory analysis provides a needs-based foundation for the EcoLingua project's future outputs. It underscores the importance of aligning curricula with sustainability goals, enriching textbooks, and supporting teachers through professional development and digital eco-learning tools. Ultimately, it argues that ELT can serve not only as a medium of language acquisition but also as an entry point for fostering ecological literacy and global citizenship from the earliest years of education.

Keywords: English language teaching, sustainability education, curriculum and textbook analysis, ecological literacy

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