



AMASYA UNIVERSITY
SCHOOL OF FOREIGN LANGUAGES



ASSOCIATION OF
ENGLISH LANGUAGE
TEACHER EDUCATORS



AMASYA UNIVERSITY
FACULTY OF EDUCATION
DEPARTMENT OF FOREIGN LANGUAGES EDUCATION
DIVISION OF ENGLISH LANGUAGE TEACHING



Book of Abstracts



AELTE THIRD INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

"UNLOCKING THE POTENTIAL: INSPIRATIONAL PRACTICES IN LANGUAGE PEDAGOGY"

AMASYA, TÜRKİYE



JOHN R. SILVER

U.S. Embassy



Asst. Prof. Dr.
ALİ FUAD SELVİ

The University of Alabama



Prof. Dr.
AHMET BAŞAL

Yıldız Technical
University



Prof. Dr.
PERİHAN SAVAŞ

Middle East Technical
University



STEVE O'FARRELL

Senior Learning Consultant
MEA Pearson



BOOK OF ABSTRACTS

❖ Committees

President

Prof. Dr. Ahmet Hakkı TURABI – Rector, Amasya University

Partners

Prof. Dr. Arif Sarıçoban – President & Association of English Language Teacher Educators

Assoc. Prof. Dr. Melike Baş – Director & Amasya University, School of Foreign Languages

Organization Committee

Prof. Dr. Arif Sarıçoban – President, INOED & Senior Lecturer, Selçuk University, Turkey

Prof. Dr. Resul Çekin – Dean, Faculty of Education, Amasya University, Turkey

Assoc. Prof. Dr. Ceyhun Karabıyık – Ufuk University, Turkey

Assoc. Prof. Dr. Aydan Irgatoğlu – Ankara Hacı Bayram Veli University, Turkey

Assoc. Prof. Dr. Melike Baş – Amasya University, Turkey

Assoc. Prof. Dr. Ayfer Su Bergil – Amasya University, Turkey

Asst. Prof. Dr. Hatice Ergül – Hacettepe University, Turkey

Dr. Esen Metin – Çankaya University, Turkey

Asst. Prof. Hayriye Avara – Amasya University, Turkey

Asst. Prof. Gamze Erdem Coşgun – Amasya University, Turkey

Asst. Prof. Ali Duran – Amasya University, Turkey

Lect. Muhammet Öcel – Amasya University, Turkey

Lect. Nagihan Özlü – Amasya University, Turkey

Lect. İrem Gökçe Tan Yıldız – Amasya University, Turkey

Lect. Gülberk Atak Çağan – Amasya University, Turkey

Res. Asst. Ali Anaç – Amasya University, Turkey

Res. Asst. Barış Mutlu – Amasya University, Turkey

National Scientific Board

Abdülvahit Çakır – Ufuk University, Turkey

Ahmet Çekiç – Cumhuriyet University, Turkey

Arif Bakla – Yıldırım Beyazıt University, Turkey

Aslı Özlem Tarakçıoğlu – Ankara Hacı Bayram Veli University, Turkey

Asuman Aşık – Gazi University, Turkey

Aydan Irgatoğlu – Ankara Hacı Bayram Veli University, Turkey

Aysu Erden – Maltepe University, Turkey

Ayşegül Takkaç – Atatürk University, Turkey

Bahadır Cahit Tosun – Selçuk University, Turkey

Belgin Aydın – TED University, Turkey

Ceyhun Karabıyık – Ufuk University, Turkey

Ceyhun Yükselir – Osmaniye Korkut Ata University, Turkey

Cemal Çakır – Gazi University, Turkey

Ceylan Yangın Ersanlı – Ondokuz Mayıs University, Turkey

Dilek İnal – İstanbul University-Çerrahpaşa, Turkey

Diñçay Köksal – Çanakkale Onsekiz Mart University, Turkey

Doğan Saltaş – Ardahan University, Turkey

Elif Tokdemir Demirel – Kırıkkale University, Turkey

Emrah Cinkara – Gaziantep University, Turkey

Emrah Dolgunsöz – Bayburt University, Turkey

Erdem Akbaş – Erciyes University, Turkey

Erdoğan Bada – Hakkâri University, Turkey

Fatma Kalpaklı – Selçuk University, Turkey

İsmail Fırat Altay – Hacettepe University, Turkey

İskender Sarıgöz – Gazi University, Turkey

Gencer Elkılıç – Kafkas University, Turkey

Gonca Yangın Ekşi – Gazi University, Turkey

Gülsev Pakkan – Selçuk University, Turkey
Gürkan Dağbaşı – Ankara Hacı Bayram Veli University, Turkey
Güven Mengü – Ankara Hacı Bayram Veli University, Turkey
Hacer Hande Uysal – Hacettepe University, Turkey
Hakan Demiröz – Ankara Social Sciences University, Turkey
Hasan Çağlar Başol – Selçuk University, Turkey
Hasan Bedir – Çukurova University, Turkey
İrfan Tosuncuoğlu – Karabük University, Turkey
Iryna Semeniuk Zümrütdal – Piri Reis University, Turkey
İsmail Çakır – Ankara Social Sciences University, Turkey
İsmail Hakki Mirici – Hacettepe University, Turkey
Kadriye Dilek Bacanak – Gazi University, Turkey
Korkut Uluç İşisağ – Ankara Hacı Bayram Veli University, Turkey
Kürşat Cesur – Çanakkale Onsekiz Mart University, Turkey
Mehmet Bardakçı – Gaziantep University, Turkey
Mehmet Kılıç – Gaziantep University, Turkey
Mehmet Takkaç – Atatürk University, Turkey
Murat Özcan – Gazi University, Turkey
Murat Hişmanoğlu – Uşak University, Turkey
Mustafa Çakır – Anadolu University, Turkey
Mustafa Naci Kayaoğlu – Karadeniz Teknik University, Turkey
Mustafa Zeki Çiraklı – Karadeniz Teknik University, Turkey
Nalan Kızıltan – Ondokuz Mayıs University, Turkey
Nazlı Gündüz – Ankara Hacı Bayram Veli University, Turkey
Nejla Gezmiş – Kırıkkale University, Turkey
Oktay Akarsu – Atatürk University, Turkey
Oktay Yağız – Atatürk University, Turkey
Oya Tunaboş – Süleyman Demirel University, Turkey
Saliha Defne Erdem Mete – Selçuk University, Turkey
Selma Elyıldırım – Ankara Hacı Bayram Veli University, Turkey
Selmin Söylemez – Ankara Hacı Bayram Veli University, Turkey
Yasin Murat Demir – Ankara Hacı Bayram Veli University, Turkey
Muammer Sarıkaya – Ankara Hacı Bayram Veli University, Turkey
Yiğit Sümbül – Ankara Hacı Bayram Veli University, Turkey
Zekiye Müge Tavit – Gazi University, Turkey
Zennure Ergün Gündüz – Ardahan University, Turkey
Doç. Dr. Zeynep Arkan – Ankara Hacı Bayram Veli University, Turkey
Parisa Çoşkun – Karatay University, Turkey

International Scientific Board

Ahmar Mahboob – The University of Sydney, Australia
Ambreen Safdar Kharbe – Najran University, Saudi Arabia
Anette Ipsen – University College Copenhagen, Denmark
Badriyah El-Daw – Lebanese University, Lebanon
Christopher Cairney – Middle Georgia State University, USA
Iryna Semeniuk Zümrütdal – Piri Reis University
Jerome Bush – USA
Jesus Garcia-Laborda – Alcala University, Spain
Jerome Bush – USA
Lotte Lindberg – University College Copenhagen, Denmark
Maggie Sokolik – University of California, Berkeley, United States of America
Manana Rusieshvili-Cartledge – Tbilisi State University Y, Georgia

María Jesús Sánchez – University of Salamanca, Spain

Miriam Eisenstein – New York University, United States of America

Oksana Chaika – National University of Life And Environmental Sciences of Ukraine, Ukraine

Rome Aboh – University of Uyo, Nigeria

Salam Yusuf Nuhu Inuwa – Kano State College Of Arts And Sciences, Nigeria

Sejdi M. Gashi – Institute of Albanology-Pristina (Kosovo), Albania

Zelege Arficho Ayele – Hawassa University, Ethiopia



❖ Program




AELTE 2024 CONFERENCE PROGRAM



Day 1 – 18 Oct 2024 Friday



08:30 – 09:30	Registration/Coffee	
	Event	Speakers
09:30 – 09:35	Welcoming Speech	Assoc. Prof. Dr. Melike BAŞ The Director of School of Foreign Languages, Amasya University
09:35 – 09:40	Welcoming Speech	Prof. Dr. Arif SARIÇOBAN The President and Chair of AELTE 2023 Conference
09:40 – 09:50	Welcoming Speech	Prof. Dr. Resul ÇEKİN The Dean of Faculty of Education, Amasya University
09:50 – 10:00	Opening Speech	Prof. Dr. Ahmet Hakkı TURABI The Rector of Amasya University
10:00- 10:10	Opening Speech	Attorney Turgay SEVİNDİ The Mayor of Amasya
10:10 – 10:20	Opening Speech	Önder BAKAN The Governor of Amasya
10:20 - 10:50	Recital	Assoc. Prof. Dr Ali BİLİCİ & Assist. Prof. Dr. Burcu AKBULUT BİLİCİ Amasya University Department of Music Education
10:50 - 11:00	Coffee Break	
11:00-11:30	Relo Presentation	John R. SILVER & Özlem BAKIR AYTAÇ U.S. Embassy, RELO <i>Free Professional Development Opportunities from the Regional English Language office</i> Yeşilirmak Campus Conference Hall
11:30-11:40	Coffee Break	
11:40- 12:25	Keynote Speaker	John R. SILVER U.S. Embassy, RELO <i>Using Teacher to Teacher Observation and Feedback Techniques for Continuous Professional Development</i> Yeşilirmak Campus Conference Hall
12:25 – 13:30	Lunch	
13:30 – 14:15	Workshop	Shannon ROACH Teacher Trainer, USA <i>Thinking Creatively to Think Critically</i> Yeşilirmak Campus Conference Hall
14:15-14:30	Coffee Break	

AELTE 2024 CONFERENCE PROGRAM – Day 1

AELTE 2024 CONFERENCE PROGRAM – <u>ONSITE</u>				AELTE 2024 CONFERENCE PROGRAM – <u>ONLINE</u>		
Day 1 – 18 Oct 2024 Friday	Event	Presenter(s)	Time	Day 1 – 18 Oct 2024 Friday	Event	Presenter(s)
DAY 1 Session 1 – onsite Room 1 Moderator: Aydan Irgatoğlu	The Use of Web 2.0 Tools in Task-Based Language Learning	İrfan Tosuncuoğlu	14:30-15:45	DAY 1 Session 1 – online Room 4 Moderator: Nagihan Özlü LINK 	Evaluating English Exam Preparedness and Student Concerns: Insights from Students' Perspectives	Ali Ramazan Küçükbiyık, Mehmet Tunaz
	AI Integration in Language Classrooms: Advancing ELT for Teachers and Learners at All Levels	Uğur Ferhat Ermiş, Ali Duran			Enhancing EFL Learning for Deaf Students through Intersemiotic Translation: A Year-Long Case Study in Spain	Elaheh Toosheh
	Integrating English for Specific Purposes (ESP) Courses into the English Preparatory Class Curriculum: A Critical Evaluation	Mustafa Kemal Şen, Ayhan Kahraman			Adult Learners and the Challenges of Lifelong Language Learning: Examining Limiting Factors in Second Language Acquisition	Senem Zaimoğlu
	Do the In-service Teacher Training Programs Enhance Professional Development and Motivation of Teachers?	Aydan Irgatoğlu			Language Pedagogy through Cultural Conceptualizations: The Case of Hungarian Body Part Expressions	Judit Baranyiné Kóczy
	Teaching profession is at the edge of transformation: How generative artificial intelligence (GenAI) will transform foreign language teachers	Hakan Dilman			A Suggested Lesson Design for Pragmatics Teaching in EFL Context	Dilara Somuncu, Bilge Deniz Göçer
DAY 1 Session 1 – onsite Room 2 Moderator: İlyas Yakut	The Role of Erasmus+ Experience in Developing Intercultural Communicative Competence	Sevim Emecen, Arif Sarıçoban	14:30-15:45	DAY 1 Session 1 – online Room 5 Moderator: Özlem Çukurlu Aydın LINK 	The role of 21st-century digital competence in shaping language teachers' attitudes toward artificial intelligence language teaching	Amir Reza Rahimi, Ana Sevilla-Pavon
	EFL Learners' Perspectives on Synchronous Virtual Learning	Nur Gedik Bal			Promoting Artificial Intelligence Literacy in EFL Teacher Education: Current Trends and Future Directions	Canan Aksakallı
	Learning English as a Foreign Language in a Different Country: Translanguaging Processes of International Students	Aylin Yardımcı & Arif Sarıçoban			Integrating AI Tools into English Language Teaching: Enhancing Curriculum and Instructional Effectiveness	Melissa Özlem Grab
	Public Reactions to Crisis Communication: A Speech Act Analysis of YouTube Comments on the 06 February Kahramanmaraş Earthquake Announcement	İlyas Yakut			Self-Assessment to Improve Language Learning and Teaching	María Rossana Ramírez Ávila
	Telecollaboration as a Catalyst for Intercultural Communicative Competence	Nuriye Karakaya Yıldırım			Peer-Coaching on EFL Teachers' Course Design	Özlem Çukurlu Aydın, Ayfer Su Bergil

DAY 1 Session 1 – onsite Room 3 Moderator: Özlem Saka	A Process-Oriented Approach to English Curriculum Design: A Case Study	Güzide Çalışkan, Fulda Karaazmak	14:30-15:45	DAY 1 Session 2 – online Room 6 Moderator: Serdar Eroğlu LINK 	Benefits Of Gamification In Foreign Language Classroom	Gulnara Rizakhojayeva
	Exploring the Intercultural Competence: A Comparative Study on the Perceptions of pre-service English teachers in Istanbul	Esra Acar, Serap Önen			Open AI-based ELT materials development Pros and Cons	Chandrasekharan Pravee
	Recent Research on Growth Mindset in EFL: A Systematic Review from 2019 to 2023	Vildan Çelik			Early English Education: An Empowerment of Children's Literature	Ananda Majumdar
	Automated writing evaluation: Uncovering the secrets from L2 learners' perspectives	Babak Daneshvar Ghorbani, Hanieh Shafiee Rad			The Role of Artificial Intelligence in Promoting Students' Wellbeing	Aysun Dağtaş
	My Ideal English Teacher	Özlem Saka			The Global Skills of EFL Teachers in the Context of 21 st Century Teaching and Learning	Serdar Eroğlu, Ayfer Su Bergil
			14:30-15:45	DAY 1 Session 2 – online Room 7 Moderator: Hülya Küçüköğlü LINK 	EFL teachers' perceptions about the effectiveness of AI tools in promoting students' engagement in speaking	Ebru Vural Yıldız, Cemal Çakır
					Comparative Analysis of Vocabulary Learning Strategies: Exploring Differences Between EFL and TFL Learners	Gürkan Enön, Eda Duruk
					Tech Stress or Tech Bliss? Unraveling EFL Teachers' Well-being in the Digital Classroom	Kaveh Jalilzadeh
					Unraveling relationship between mindfulness and engagement among EFL learners	Mojtaba Khatami
					Linking Gender Equality and Language Learning: The Impact of SEL-Embedded SDGs Teaching on High School EFL Learners' Vocabulary	Hatice İğsen, Ece Zehir Topkaya
					Prospective EFL Teachers' Perceptions on the Effectiveness of Using Artificial Intelligence (AI) Applications in their Future Classroom Settings	Hülya Küçüköğlü
			14:30-15:45	DAY 1 Session 2 – online Room 8 Moderator: Ali Anaç LINK 	Igniting the Passion for Linguistic Development via Virtual Expeditions (V RALEs)	Mariel Gómez de la Torre
					Empowering Multilingual Learners: Transform Language Skills with Write Reader	Mariel Gómez de la Torre
					Comparative Study on Imagined Community of Iraqi vs. Iranian Post-Graduate-EFL Learners	Mostafa Mohsen Aleibi Alfaravi, Bahram Mowlaie

15:45-16:00		Coffee Break				
DAY 1 Session 2 – onsite Room 1 Moderator: Meliha R. Şimşek	Examining the Effectiveness of Print vs. Online Dictionary Use in EFL Writing: A Comparative Error Analysis Study	Fatma Kimsesiz, Emrah Dolgunsöz	16:00-17:15	DAY 1 Session 2 – online Room 4 Moderator: Muhammet Öcel LINK 	Teaching in the Age of AI: English Language Educators' Views on the Digital Shift	Zekiye Özer Altinkaya, Ramazan Yektin
	Student Perspectives on the Challenges and Opportunities of Implementing Multimodal Projects	Meliha R. Şimşek			Ethos of a High School English Language Classroom in Iran from an Epistemological Perspective: Ethnography Blows the Gaff!	Marzieh Bagherkazemi, Nasibeh Bagherpoor
	Contrastive Analysis of Traditional and Corpus- Influenced English Textbooks	Aygul Aktash			Demystifying language assessment literacy of Iraqi EFL Teachers	Entethar Jenabi
	Preparing Pre-Service Teachers for an Undergraduate Conference: A Department Wide Collaborative Autoethnography	Ali Anaç, Hayriye Avara, Melike Baş, Ali Duran, Gamze Erdem Coşgun, Barış Mutlu, Ayfer Su Bergil			Assessment and Educational Materials: Is There Any Relationship?	Fatemeh Mirzapour
	Assessing Claude's Optical Character Recognition Accuracy in Interpreting Handwritten Student Essays	Yusuf Emre Yeşilyurt			Implementation of Duolingo Application to improve elementary learners speaking skills	L. Kazykhankyzy, Sh. K. Yertayeva
DAY 1 Session 2 – onsite Room 2 Moderator: Bengü Aksu Ataç	Examining the Interplay of L2 Anxiety, L2MSS, and Intended Effort	Aydan Irgatoğlu	16:00-17:15	DAY 1 Session 2 – online Room 5 Moderator: İrem Gökçe Tan Yıldız LINK 	Prediction of Technology Addiction and Tendency to Display High-risk Behaviors based on Emotional Self-Regulation: A Case Study of Freshmen in Farhangian Teacher Education University	Mehrdad Amiri
	Micro-Credentials in Language Teaching: An Extended Definition and The Current situation in Turkey	Bengü Aksu Ataç			Improving the Emotional Reflection of Instructors in Online Learning Environments	Alireza Navid
	Critical Language Teaching Pedagogy as an Effective Strategy in English Language Teaching	Bengü Aksu Ataç, Fatma Kimsesiz			AI-Powered Language Partners	Santosh Behera Kumar, Azra Tajhizi
	A Cognitive-Theoretical Study of Translation on Communicative Competence Development	Bora Arga, İnci Melike Tokcan			Bridging the gap between AI potential and emotion power in the EFL writing outcomes	Azra Tajhizi, Markus Launer
	Utilizing chatbots in simulating interaction in second language acquisition	Serkan Bidertan, Elvan Eda Işık			Bridging Worlds: The Role of AI and Digital Applications in Revolutionizing EFL Education	Azra Tajhizi, Shailja Vasudeva

<p>DAY 1 Session 2 – onsite Room 3</p> <p>Moderator: Ali Duran</p>	Exploring Pedagogical Practices in English Language Teaching for the Visually Impaired: A Case Study	Halil İbrahim Çınarbaş, Ayşegül Daloğlu	16:00-17:15	<p>DAY 1 Session 2 – online Room 6</p> <p>Moderator: Gülberk Atak Çağan</p> <p>LINK</p> 	Engaging Language Learners through Interactive Digital AI Experiences	Inamul Azad, Azra Tajhizi
	Planned and Unplanned Spread of English in Türkiye	Harun Kardeş, Elif Bozyiğit			Writing Classes, Classroom Management, and The Challenges Iranian EFL Teachers Face	Mojgan Rashtchi, Reza Porkar
	Can Pre-Service English Teachers Differentiate Between AI-Generated and Student-Written Essays?	Sibel Söğüt, Ece Firuze Badak			Virtual Reality versus Augmented Reality and L2 Process-based Writing: A Comparative Study	Mojgan Rashtchi, Reza Porkar
	AI Integration in Foreign Language Education: A Policy Review and Content Analysis of OECD and UNESCO Documents	Fatih Çemçem			Sensory vulnerability and foreign language learning of learners with autism spectrum disorder: methodological and cognitive aspects	Haidai, I.O., Suvorova, L. K., Zadoienko, O.I.
	AI-Assisted Foreign Language Exam (FLE) Preparation: Insights from Custom-GPT Models at AÜSEM	Mehmet Kara, Ali Duran			The Potentials of Mediated Learning in MSRT Test Candidates' Reading Comprehension Performance	Reza Vahedinia, Nava Nourdad
					The Role of Institutional Policies and Academic Standards in EFL University Students' Academic Writing: Transcendental Phenomenology	Rajab Esfandiari Fateme Bahrami
			16:00-17:15	<p>DAY 1 Session 2 – online Room 7</p> <p>Moderator: Barış Mutlu</p> <p>LINK</p> 	The Effect of Mediation Strategies on Cognitive and Metacognitive Reading Strategies of the EFL Learners in Online versus In-Person Classes	Sanam Pour Shafiei, Nava Nourdad
					The Effect of Dynamic Assessment on Improving Young EFL Learners' Writing Quality as Measured in Terms of CAF Adaptation of Corpus-Based Vocabulary Materials to Enhance EFL Students' Proficiency in Speaking	Maryam Maleki, Parisa Abdolrezaipoor, Rahman Sahragard
					Language Learning Strategy Training Models	Lazura Kazykhankyzy, Toymetova Umida
					Formation of students' infomedia competence at higher educational institutions	I.E. Snikhovska
					Online Teaching: The Efficacy of Quizlet in Facilitating Language Acquisition and Enhancing Language Proficiency	Liliya Eibova
					Exploring The Formation of Communicative Cognitive Competence Of Students In Tourism Field	M.M. Akeshova

17:15-18:00	Keynote Speaker	<p>Ali Fuad SELVİ University of Alabama <i>The Platformized ELT Ecosystem: New Directions, Practices, and Challenges for ELT Profession(als)</i> Yeşilirmak Campus Conference Hall LINK</p> 
18:30		<p>Gala Dinner Venue: Büyük Amasya Oteli, Nergis Mah Şehit Ahmet Özsoy Cad No:12/A, 05200 Amasya Merkez/Amasya ADDRESS</p> 

AELTE 2024 CONFERENCE PROGRAM- Day 2

08:00 – 09:00	Registration/Coffee	
09:00 - 09:30	Keynote Speaker	Ahmet BAŞAL Yıldız Technical University <i>Pedagogy and AI Literacy: Advancing Teacher Competencies in AI-Driven English Language Teaching Environments</i> Yeşilirmak Campus Conference Hall
09:30 – 10:00	Keynote Speaker	Perihan SAVAŞ Middle East Technical University <i>The Roles of English Language Teachers in the Artificial Intelligence Era</i> Yeşilirmak Campus Conference Hall LINK
10:00-10:15	Coffee Break	






AELTE 2024 CONFERENCE PROGRAM – ONSITE

AELTE 2024 CONFERENCE PROGRAM – ONLINE

Day 2 – 19 Oct 2024 Saturday	Event	Presenter(s)	Time	Day 2 – 19 Oct 2024 Saturday	Event	Presenter(s)
DAY 2 Session 1 – onsite Room 1 Moderator: İlknur Yüksel	Adapting Literary Texts, Poems, and Short Stories for Middle School Language Learners: A Custom-GPT Solution for Teachers	Fatih Çemçem	10:15-11:30	DAY 2 Session 1 – online Room 4 Moderator: Nagihan Özlü LINK	Enhancing the Reading for Comprehension Skills of English as Additional Language Learners Through Rigorous Formative Assessment	Shamsudin Abikar
	Review on Quizlet in English Language Vocabulary Acquisition	Kübra Öcel, Ayfer Su Bergil			Defining Levels of International Posture Among Undergraduate Primary School Teachers in Türkiye	Ayşe Nesil Demir
	L2 Media Engagement and Motivation: Keys to Enhancing L2 Learners' Vocabulary Knowledge	Seren Özgür, Özlem Saka			Development of Future Teachers' Qualifications in Nutrition for Preschool Education and Training	Shegebaeva G.U., Alimbekova A.A.
	The ELT Pre-service teachers' foresights about the potential of AI Use in Language Teaching	İlknur Yüksel			The Role of Non-Formal Learning Activities for Increasing Secondary School Students' Motivation	Iriskulova O.Z.
	Decoding Teacher Communities	Muhammed Ak, Elif Bozyiğit			Place names based on Livestock animals of English and Kazakh language	M.N. Yedilbayeva
					The Impact of Co-Teaching on the Learning Outcomes of First-Year ELT Students: A Comparative Study Between Local Teaching and Co-Teaching with a Fulbright Teaching Assistant	Meruyert Seitova
					Multiple Intelligences as a Predictor of EFL Learners' Preference for Language Gloss in Vocabulary	Maryam Rastgari



<p>DAY 2 Session 1 – onsite Room 2</p> <p>Moderator: Gamze Erdem Coşgun</p>	A systematic review of the representation of cultural elements in English as a foreign language textbooks	Esra Karakuş	10:15-11:30	<p>DAY 2 Session 1 – online Room 5</p> <p>Moderator: İrem Gökçe Tan Yıldız LINK</p> 	Using Science Fiction Literature to Teach English as a Foreign Language to Engineering Students	Irina-Ana Drobot
	Reflective Practices in Action: Analyzing Pre-Service Teachers' Experiences with Action Research in Language Teaching	Banu Çiçek Başaran Uysal			The influence of using authentic videos with subtitles on the speaking proficiency of English as a Foreign Language (EFL) learners	Zhansaya Torekhan
	Examining Flow Experiences in Digital Escape Room Games: Insights into Engagement and Learning	Nebile Uslu Kaplan, Gamze Erdem Coşgun			Analyzing the Role of Speaking Strategies in English Classroom	Sharapova Yulduz
	The Role of Practicum Journals in Pre service Teacher Education: Bridging Theory and Practice	Merve İrem Aluntaş, Gamze Erdem Coşgun			The effect of the Total Physical Response (TPR) Method on vocabulary retention of young EFL learners	Tolykbayeva Aida
	Employing ChatGPT to Improve High School Students' Writing Skills by Providing Feedback on Topic-Specific Writing Tasks	Oğuzhan Ozan, Serpil Azap			The impact of employing Flipped Learning on the development of critical thinking skills EFL learner's and engagement in the learning process	Seitova, M. Issayeva, S.
					The Enhancement of Writing Skills through the Integration of Project-Based Learning (PBL) Approaches within Foreign Language Education Contexts	Guldana Seidaliyeva, Aitolkyn Toksanbay
					An Implementation of Close Reading Instruction to Promote English Learner's Reading Comprehension	Aigul Spatay, Gulnur Nurmet
<p>DAY 2 Session 1 – onsite Room 3</p> <p>Moderator: Hasan Çağlar Başol</p>	ChatGPT Literacy Among Student Translators and Interpreters	Hasan Çağlar Başol, Halil İbrahim Çınarbaş	10:15-11:30	<p>DAY 2 Session 1 – online Room 6</p> <p>Moderator: Gülberk Atak Çağan LINK</p> 	Using multimodal texts in English Classrooms: Expanding Language Learning through Diverse Media	Tolegenova Z.R
	Integration of Artificial Intelligence into English Language Teaching as a Foreign Language	Yasemin Tören, Nalan Kızıltan			The effect of peer interaction strategy on the communicative skills of heterogeneous language learners	Aidyn Aliakbarova
	Adoption of Generative Artificial Intelligence in Foreign Language Education: The Role of Digital Competences	Osman Kayhan			Navigating Students' Voices: Perceptions of Transmedia Storytelling Approach to Strengthen Communication Skills of Bangladeshi University Students	Eshita Khanam Karu, Fariza Puteh-Behak, Hayati Ismail, Muhammad Azizul Hoque
	The usage of E-Twinning Projects as a 'sample' for the research papers in the papers presented at the Conference on Good Practices in Education for two years: 2022-2024	Ayşe Gökçen İzci			A Tempest in English Classrooms: Fostering Cosmopolitan Vision through Global Play Adaptation	Fariba Nickfard, Haleh Zargarzadeh
	What is needed more for communication?:A study on pragmatic versus grammatical awareness	Hande Çetin			Margaret Atwood's The Penelopiad: Syncretism and Re-creation in Teaching Students Creative Writing Skills	Ayda Khodabakhshi, Haleh Zargarzadeh
					Exploring the Linguistic Development of Kazakh through Social Network Borrowed Words	Nurayim Kypshakbay
					Autonomous learning development strategies	Umida Akhmedzhanova

			10:15-11:30	<p>DAY 2 Session 1 – online Room 7</p> <p>Moderator: Hüseyin Yancı LINK</p> 	<p>The Impact of Reflective Practice on EFL Teachers' Pedagogical Knowledge and Strategies</p> <p>Teaching English through fables of Kalila and Dimna</p> <p>The Role of Cultural Performance in Enhancing Language Assessment Outcomes: A Study on World Englishes and Cultures</p> <p>Facilitating Language Learners' Epistemological Development Through Creative Writing Tasks</p> <p>Modeling the Interplay Between EFL Learners' L2 Motivational Self-System and Self-Regulation in ChatGPT-Assisted Language Learning: A Partial Least Squares Structural Equation Modeling (PLS-SEM) Approach</p> <p>An Examination of EFL Teachers' Perceptions and Implementations of Vocabulary Teaching Strategies</p> <p>Investigating Awareness of Effective 21st Century Pedagogical Competence</p>	<p>Khalil Tazik, Nezam Zarei Chamani</p> <p>M. Kizdarbekova, R. Matibaeva</p> <p>Sabahattin Yeşilçınar</p> <p>Marzieh Bagherkazem, Nasibeh Bagherpoor</p> <p>Amir Reza Rahimi, Mahshad Sheykhholeslami, Ali Mahmoudi Pour</p> <p>Hüseyin Yancı, Hayriye Avara</p> <p>Roza Alymzhanova</p>
11:30-11:45	Coffee Break					
11:45-12:30	<p>Steve O'FARRELL MEA Pearson <i>It's Here Already?</i> <i>Teaching and Learning in the Era of Artificial Intelligence (AI)</i> Yeşilirmak Campus Conference Hall</p>					
12:30-13:00	Closing Ceremony					
13:00-17:00	Lunch & City Tour					

Contents

Keynote Presenters	Abstract Title	Page
Ahmet Başal	Pedagogy and AI Literacy: Advancing Teacher Competencies in AI-driven English Language Teaching Environments	9
Steve O'Farrell	It's here already? Teaching and learning in the era of Artificial Intelligence (AI)	10
Perihan Savaş	The Roles of English Language Teachers in the Artificial Intelligence Era	11
Ali Fuad Selvi	The Platformized ELT Ecosystem: New Directions, Practices, and Challenges for ELT Profession(als)	12
Shannon Roach	Thinking Creatively to Think Critically	13
John R. Silver & Özlem Bakır Aytaç	Pedagogy and AI Literacy: Advancing Teacher Competencies in AI-driven English Language Teaching Environments	14
Presenter	Abstract Title	Page
Shamsudin Abikar	Enhancing the Reading for Comprehension Skills of English as Additional Language Learners Through Rigorous Formative Assessment	16
Esra Acar, Serap Önen	Exploring the Intercultural Competence: A Comparative Study on the Perceptions of pre-service English teachers in Istanbul	17
Tolykbayeva Aida	The effect of the Total Physical Response (TPR) Method on vocabulary retention of young EFL learners	18
Muhammed Ak, Elif Bozyiğit	Decoding Teacher Communities	19
M.M. Akeshova	Exploring The Formation of Communicative-Cognitive Competence Of Students In Tourism Field	20
Umida Akhmedzhanova	Autonomous learning development strategies	21
Canan Aksakallı	Promoting Artificial Intelligence Literacy in EFL Teacher Education: Current Trends and Future Directions	22
Aygul Aktash	Contrastive Analysis of Traditional and Corpus-Influenced English Textbooks	23
Mostafa Mohsen Aleibi Alfaravi, Bahram Mowlaie	Comparative Study on Imagined Community of Iraqi vs. Iranian Post-Graduate-EFL Learners	24
Aidyn Aliakbarova	The effect of peer interaction strategy on the communicative skills of heterogeneous language learners	25
Zekiye Özer Altinkaya, Ramazan Yektin	Teaching in the Age of AI: English Language Educators' Views on the Digital Shift	26
Merve İrem Aluntaş, Gamze Erdem Coşgun	The Role of Practicum Journals in Pre-service Teacher Education: Bridging Theory and Practice	27
Roza Alymzhanova	Investigating Awareness of Effective 21st-Century Pedagogical Competence	28
Mehrdad Amiri	Prediction of Technology Addiction and Tendency to Display High-risk Behaviors based on Emotional Self-Regulation: A Case Study of Freshmen in Farhangian Teacher Education University	29
Ali Anaç, Hayriye Avara, Melike Baş, Ali Duran, Gamze Erdem Coşgun, Barış Mutlu, Ayfer Su Bergil	Preparing Pre-Service Teachers for an Undergraduate Conference: A Department-Wide Collaborative Autoethnography	30

Bora Arga, İnci Melike Tokcan	A Cognitive-Theoretical Study of Translation on Communicative Competence Development	31
Bengü Aksu Ataç	Micro-Credentials in Language Teaching: An Extended Definition and The Current situation in Turkey	32
Bengü Aksu Ataç, Fatma Kimsesiz	Critical Language Teaching Pedagogy as an Effective Strategy in English Language Teaching	33
María Rossana Ramírez Ávila	Self-Assessment to Improve Language Learning and Teaching	34
Özlem Çukurlu Aydın, Ayfer Su Bergil	Peer-Coaching on EFL Teachers' Course Design	35
Inamul Azad, Azra Tajhizi	Engaging Language Learners through Interactive Digital AI Experiences	36
Marzieh Bagherkazem, Nasibeh Bagherpoor	Facilitating Language Learners' Epistemological Development Through Creative Writing Tasks	37
Marzieh Bagherkazemi, Nasibeh Bagherpoor	Ethos of a High School English Language Classroom in Iran from an Epistemological Perspective: Ethnography Blows the Gaff!	38
Nur Gedik Bal	EFL Learners' Perspectives on Synchronous Virtual Learning	39
Hasan Çağlar Başol, Halil İbrahim Çınarbaş	ChatGPT Literacy Among Student Translators and Interpreters	40
Serkan Bidertan, Elvan Eda Işık	Utilizing chatbots in simulating interaction in second language acquisition	41
Güzide Çalışkan, Fulda Karaazmak	A Process-Oriented Approach to English Curriculum Design: A Case Study	42
Vildan Çelik	Recent Research on Growth Mindset in EFL: A Systematic Review from 2019 to 2023	43
Fatih Çemçem	AI Integration in Foreign Language Education: A Policy Review and Content Analysis of OECD and UNESCO Documents	44
Fatih Çemçem	Adapting Literary Texts, Poems, and Short Stories for Middle School Language Learners: A Custom-GPT Solution for Teachers	45
Hande Çetin	What is needed more for communication?:A study on pragmatic versus grammatical awareness	46
Halil İbrahim Çınarbaş, Ayşegül Daloğlu	Exploring Pedagogical Practices in English Language Teaching for the Visually Impaired: A Case Study	47
Aysun Dağtaş	The Role of Artificial Intelligence in Promoting Students' Wellbeing	48
Ayşe Nesil Demir	Defining Levels of International Posture Among Undergraduate Primary School Teachers in Türkiye	49
Hakan Dilman	Teaching profession is at the edge of transformation: How generative artificial intelligence (GenAI) will transform foreign language teachers	50
Irina-Ana Drobot	Using Science Fiction Literature to Teach English as a Foreign Language to Engineering Students	51
Liliya Eibova	Online Teaching: The Efficacy of Quizlet in Facilitating Language Acquisition and Enhancing Language Proficiency	52
Sevim Emecen, Arif Sarıçoban	The Role Of Erasmus+ Experience in Developing Intercultural Communicative Competence	53
Gürkan Enön, Eda Duruk	Comparative Analysis of Vocabulary Learning Strategies: Exploring Differences Between EFL and TFL Learners	54

Uğur Ferhat Ermiş, Ali Duran	AI Integration in Language Classrooms: Advancing ELT for Teachers and Learners at All Levels	55
Serdar Eroğlu, Ayfer Su Bergil	The Global Skills of EFL Teachers in the Context of 21 st Century Teaching and Learning	56
Rajab Esfandiari, Fateme Bahrami	The Role of Institutional Policies and Academic Standards in EFL University Students' Academic Writing: Transcendental Phenomenology	57
Babak Daneshvar Ghorbani, Hanieh Shafiee Rad	Automated writing evaluation: Uncovering the secrets from L2 learners' perspectives	58
Melissa Özlem Grab	Integrating AI Tools into English Language Teaching: Enhancing Curriculum and Instructional Effectiveness	59
Haidai, I.O., Suvorova, L.K., Zadoienko, O.I.	Sensory vulnerability and foreign language learning of learners with autism spectrum disorder: methodological and cognitive aspects	60
Ulviyya Hajiyeva	Language Learning Strategy Training Models	61
Aydan Irgatoğlu	Do the In-service Teacher Training Programs Enhance Professional Development and Motivation of Teachers?	62
Aydan Irgatoğlu	Examining the Interplay of L2 Anxiety, L2MSS, and Intended Effort	63
Iriskulova O.Z.	The Role of Non-Formal Learning Activities for Increasing Secondary School Students' Motivation	64
Hatice İğsen, Ece Zehir Topkaya	Linking Gender Equality and Language Learning: The Impact of SEL-Embedded SDGs Teaching on High School EFL Learners' Vocabulary	65
Ayşe Gökçen İzci	The usage of E-Twinning Projects as a 'sample' for the research papers in the papers presented at the Conference on Good Practices in Education for two years: 2022-2024	66
Kaveh Jalilzadeh	Tech Stress or Tech Bliss? Unraveling EFL Teachers' Well-being in the Digital Classroom	67
Entethar Jenabi	Demystifying language assessment literacy of Iraqi EFL Teachers	68
Nebile Uslu Kaplan, Gamze Erdem Coşgun	Examining Flow Experiences in Digital Escape Room Games: Insights into Engagement and Learning	69
Mehmet Kara, Ali Duran	AI-Assisted Foreign Language Exam (FLE) Preparation: Insights from Custom-GPT Models at AÜSEM	70
Esra Karakuş	A systematic review of the representation of cultural elements in English as a foreign language textbooks	71
Harun Karaş, Elif Bozyiğit	Planned and Unplanned Spread of English in Türkiye	72
Eshita Khanam Karu, Fariza Puteh-Behak, Hayati Ismail, Muhammad Azizul Hoque	Navigating Students' Voices: Perceptions of Transmedia Storytelling Approach to Strengthen Communication Skills of Bangladeshi University Students	73
Osman Kayhan	Adoption of Generative Artificial Intelligence in Foreign Language Education: The Role of Digital Competences	74
Lazura Kazykhankyzy, Toymetova Umida	Adaptation of Corpus-Based Vocabulary Materials to Enhance EFL Students' Proficiency in Speaking	75
L. Kazykhankyzy, Sh. K. Yertayeva	Implementation of Duolingo Application to improve elementary learners speaking skills	76

Mojtaba Khatami	Unraveling relationship between mindfulness and engagement among EFL learners	77
Ayda Khodabakhshi, Haleh Zargarzadeh	Margaret Atwood's The Penelopiad: Syncretism and Re-creation in Teaching Students Creative Writing Skills	78
Fatma Kimsesiz, Emrah Dolgunsöz	Examining the Effectiveness of Print vs. Online Dictionary Use in EFL Writing: A Comparative Error Analysis Study	79
M. Kizdarbekova, R. Matibaeva	Teaching English through fables of Kalila and Dimna	80
Judit Baranyiné Kóczy	Language Pedagogy through Cultural Conceptualizations: The Case of Hungarian Body Part Expressions	81
Santosh Behera Kumar, Azra Tajhizi	AI-Powered Language Partners	82
Ali Ramazan Küçükbiyık, Mehmet Tunaz	Evaluating English Exam Preparedness and Student Concerns: Insights from Students' Perspectives	83
Hülya Küçükoğlu	Prospective EFL Teachers' Perceptions on the Effectiveness of Using Artificial Intelligence (AI) Applications in their Future Classroom Settings	84
Nuraiym Kypshakbay	Exploring the Linguistic Development of Kazakh through Social Network Borrowed Words	85
Ananda Majumdar	Early English Education: An Empowerment of Children's Literature	86
Maryam Maleki, Parisa Abdolrezapour, Rahman Sahragard	The Effect of Dynamic Assessment on Improving Young EFL Learners' Writing Quality as Measured in Terms of CAF	87
Fatemeh Mirzapour	Assessment and Educational Materials: Is There Any Relationship?	88
Alireza Navid	Improving the Emotional Reflection of Instructors in Online Learning Environments	89
Fariba Nickfard, Haleh Zargarzadeh	A Tempest in English Classrooms: Fostering Cosmopolitan Vision through Global Play Adaptation	90
Oğuzhan Ozan, Serpil Azap	Employing ChatGPT to Improve High School Students' Writing Skills by Providing Feedback on Topic-Specific Writing Tasks	91
Kübra Öcel, Ayfer Su Bergil	Review on Quizlet in English Language Vocabulary Acquisition	92
Seren Özgür, Özlem Saka	L2 Media Engagement and Motivation: Keys to Enhancing L2 Learners' Vocabulary Knowledge	93
Chandrasekharan Praveen	Open AI-based ELT materials development-Pros and Cons	94
Amir Reza Rahimi, Ana Sevilla-Pavon	The role of 21st-century digital competence in shaping in shaping language teachers' attitudes toward artificial intelligence language teaching	95
Amir Reza Rahimi, Mahshad Sheykhholeslami, Ali Mahmoudi Pour	Modeling the Interplay Between EFL Learners' L2 Motivational Self-System and Self- Regulation in ChatGPT-Assisted Language Learning: A Partial Least Squares Structural Equation Modeling (PLS-SEM) Approach	96
Mojgan Rashtchi, Reza Porkar	Writing Classes, Classroom Management, and The Challenges Iranian EFL Teachers Face	97
Mojgan Rashtchi, Reza Porkar	Virtual Reality versus Augmented Reality and L2 Process-based Writing: A Comparative Study	98
Maryam Rastgari	Multiple Intelligences as a Predictor of EFL Learners' Preference	99

	for Language Gloss in Vocabulary	
Gulnara Rizakhojayeva	Benefits Of Gamification In Foreign Language Classroom	100
Özlem Saka	My Ideal English Teacher	101
Guldana Seidalievaya, Aitolkyn Toksanbay	The Enhancement of Writing Skills through the Integration of Project-Based Learning (PBL) Approaches within Foreign Language Education Contexts	102
Seitova, M. Issayeva, S.	The impact of employing Flipped Learning on the development of critical thinking skills EFL learner's and engagement in the learning process	103
Meruyert Seitova	The Impact of Co-Teaching on the Learning Outcomes of First-Year ELT Students: A Comparative Study Between Local Teaching and Co-Teaching with a Fulbright Teaching Assistant	104
Sanam Pour Shafiei, Nava Nourdad	The Effect of Mediational Strategies on Cognitive and Metacognitive Reading Strategies of the EFL Learners in Online versus In-Person Classes	105
Shegebaeva G.U., Alimbekova A.A.	Development of Future Teachers' Qualifications in Nutrition for Preschool Education and Training	106
I.E. Snikhovska	Formation of students' infomedia competence at higher educational institutions	107
Dilara Somuncu, Bilge Deniz Göçer	A Suggested Lesson Design for Pragmatics Teaching in EFL Context	108
Sibel Söğüt, Ece Firuze Badak	Can Pre-Service English Teachers Differentiate Between AI-Generated and Student-Written Essays?	109
Aigul Spatay, Gulnur Nurmet	An Implementation of Close Reading Instruction to Promote English Learner's Reading Comprehension	110
Mustafa Kemal Şen, Ayhan Kahraman	Integrating English for Specific Purposes (ESP) Courses into the English Preparatory Class Curriculum: A Critical Evaluation	111
Meliha R. Şimşek	Student perspectives on the challenges and opportunities of implementing multimodal projects	112
Azra Tajhizi, Markus Laurer	Bridging the gap between AI potential and emotion power in the EFL writing outcomes	113
Azra Tajhizi, Shailja Vasudeva	Bridging Worlds: The Role of AI and Digital Applications in Revolutionizing EFL Education	114
Khalil Tazik, Nezam Zarei Chamani	The Impact of Reflective Practice on EFL Teachers' Pedagogical Knowledge and Strategies	115
Tolegenova Z.R	Using multimodal texts in English Classrooms: Expanding Language Learning through Diverse Media	116
Elaheh Toosheh	Enhancing EFL Learning for Deaf Students through Intersemiotic Translation: A Year-Long Case Study in Spain	117
Zhansaya Torekhan	The influence of using authentic videos with subtitles on the speaking proficiency of English as a Foreign Language (EFL) learners	118
Mariel Gómez de la Torre	Igniting the Passion for Linguistic Development via Virtual Expeditions (V-RALEs)	119
Mariel Gómez de la Torre	Empowering Multilingual Learners: Transform Language Skills with WriteReader	120
İrfan Tosuncuoğlu	The Use of Web 2.0 Tools in Task-Based Language Learning	121
Yasemin Tören, Nalan	Integration of Artificial Intelligence into English Language Teaching	122

Kızıltan	as a Foreign Language	
Banu Çiçek Başaran Uysal	Reflective Practices in Action: Analyzing Pre-Service Teachers' Experiences with Action Research in Language Teaching	123
Reza Vahedinia, Nava Nourdad	The Potentials of Mediated Learning in MSRT Test Candidates' Reading Comprehension Performance	124
İlyas Yakut	Public Reactions to Crisis Communication: A Speech Act Analysis of YouTube Comments on the 06 February Kahramanmaraş Earthquake Announcement	125
Hüseyin Yancı, Hayriye Avara	An Examination of EFL Teachers' Perceptions and Implementations of Vocabulary Teaching Strategies	126
Aylin Yardımcı, Arif Sarıçoban	Learning English as a Foreign Language in a Different Country: Translanguaging Processes of International Students	127
M.N. Yedilbayeva	Place names based on Livestock animals of English and Kazakh language	128
Sabahattin Yeşilçınar	The Role of Cultural Performance in Enhancing Language Assessment Outcomes: A Study on World Englishes and Cultures	129
Yusuf Emre Yeşilyurt	Assessing Claude's Optical Character Recognition Accuracy in Interpreting Handwritten Student Essays	130
Nuriye Karakaya Yıldırım	Telecollaboration as a Catalyst for Intercultural Communicative Competence	131
Ebru Vural Yıldız, Cemal Çakır	EFL teachers' perceptions about the effectiveness of AI tools in promoting students' engagement in speaking	132
Sharapova Yulduz	Analyzing the Role of Speaking Strategies in English Classroom	133
İlknur Yüksel	The ELT Pre-service teachers' foresights about the potential of AI Use in Language Teaching	134
Senem Zaimoğlu	Adult Learners and the Challenges of Lifelong Language Learning: Examining Limiting Factors in Second Language Acquisition	135

❖ **Keynote Speeches**



AMASYA UNIVERSITY
FACULTY OF EDUCATION
DEPARTMENT OF FOREIGN LANGUAGES EDUCATION
DIVISION OF ENGLISH LANGUAGE TEACHING

AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

Pedagogy and AI Literacy: Advancing Teacher Competencies in AI-driven English Language Teaching Environments

Ahmet Başal

Yıldız Technical University

Abstract

As artificial intelligence (AI) becomes increasingly integral to language education, I emphasize the critical importance of AI literacy for English language teachers. I believe that, we must avoid the mistakes of the past, as seen during the early days of internet-based learning designs, where overly simplistic 'click next' approaches were adopted without supporting meaningful educational engagement. While AI can enhance language teaching, the human brain (also teachers' pedagogical knowledge) remains beyond algorithms in its capacity to understand complex student needs and adapt dynamically. Thus, we must ensure that this time, with AI, we take a responsible and thoughtful approach to reap the benefits of its affordances in language teaching practices and environments. In line with this approach, in my keynote, I will explore the pedagogical, ethical, and technical dimensions of AI literacy, applying a critical lens to understand the deeper implications of AI in language teaching.



AMASYA UNIVERSITY
FACULTY OF EDUCATION
DEPARTMENT OF FOREIGN LANGUAGES EDUCATION
DIVISION OF ENGLISH LANGUAGE TEACHING

AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

It's here already? Teaching and learning in the era of Artificial Intelligence (AI)

Steve O'Farrell

MAE Pearson

Abstract

So, ChatGPT has landed and now our students will cheat left, right and centre! Education will soon be yesterday's game and we can all start planning our new careers! Or is this really the case? In this session, we look at the new reality. Let's get to grips with what it is and what it isn't. Can we simply ban it or will we need to (shudder) adapt? Let's confront our fears head on and push through. Perhaps it's not all bad news...



AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

The Roles of English Language Teachers in the Artificial Intelligence Era

Perihan Savaş

Middle East Technical University, Türkiye

Abstract

Artificial Intelligence (AI) and Generative Artificial Intelligence (GenAI) tools have gained considerable interest and popularity among language learners and teachers, especially in the last two years. Researchers, educators, and practitioners in English Language Teaching (ELT) are investigating the potential benefits, constraints, and implications of ELT and AI (ELTAI), which entails and requires a paradigm shift in and outside learning/teaching environments. The extensive and sometimes overwhelming capacities of AIs have led us to question our identities, “agencies”, and roles as ELT Teachers. In this talk, first I will give the floor to GenAI tools via a series of questions related to our roles as ELT teachers. Second, I will propose that ELTAI can be a thriving, useful, and ethically sound field of study and practice if we accept and exert our accountability as informed technology users. To this end, I will suggest that all stakeholders in ELT should take several essential steps before we incorporate AI in our ELT classes: a) focusing on what makes us different and unique as humans and spend our teaching time and energy on facilitating these areas among ourselves and our learners, b) being ambassadors of using technology and AI “wisely”, c) designing context and ELT discipline-specific frameworks to guide us, and d) conducting research/ taking action on different facets of ELT to initiate, guide, and support our frameworks and practices in ELTAI. Overall, I will claim that our roles as ELT teachers will not diminish, but have to evolve in the ELTAI Era.

Keywords

ELT and EFL Teacher Roles, Artificial Intelligence, Generative Artificial Intelligence Tools, ELTAI



AMASYA UNIVERSITY
FACULTY OF EDUCATION
DEPARTMENT OF FOREIGN LANGUAGES EDUCATION
DIVISION OF ENGLISH LANGUAGE TEACHING

AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

The Platformized ELT Ecosystem: New Directions, Practices, and Challenges for ELT Profession(als)

Ali Fuad Selvi

University of Alabama

Abstract

In the ongoing platformization and digitalization of our lives, especially in the “new normal” of the post-COVID-19 world, English language teachers are increasingly more present in instructional activities within the transnational, platformized online ELT ecosystem. This presentation defines and describes these platform-driven, web-based, private, for-profit, (non)instructional spaces and networks that enable (a)synchronous communication, complementing, replacing, or reconceptualizing traditional language classrooms, teachers, and practices. Through examples showcasing teachers as gig workers on AI-powered language teaching/tutoring platforms, self-branded workers on tutoring marketplaces, and microcelebrities/influencers on social media, this presentation highlights the scope and key characteristics of this evolving landscape. It will also discuss the implications for the profession, professionals, and professionalism in ELT.



AMASYA UNIVERSITY
FACULTY OF EDUCATION
DEPARTMENT OF FOREIGN LANGUAGES EDUCATION
DIVISION OF ENGLISH LANGUAGE TEACHING

AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

Thinking Creatively to Think Critically

Shannon Roach

U.S. Embassy English Language Fellow

Abstract

The purpose of this workshop will be to demonstrate how encouraging students to think creatively can help lead students to thinking critically. As educators, we value critical thinking in our classrooms, as well as thinking “outside the box.” Not only does creative and critical thinking increase student engagement in the classroom but it also gives students the space to practice these higher-order thinking skills in a low stakes setting. Just like learning language, thinking skills also need to be practiced. In this workshop, you will learn the difference between creative and critical thinking, why critical thinking is not as difficult as it seems, and a simple technique to get your students thinking creatively. You will then learn how you can apply that technique to other aspects of your class in order to encourage your students to think critically.



AMASYA UNIVERSITY
FACULTY OF EDUCATION
DEPARTMENT OF FOREIGN LANGUAGES EDUCATION
DIVISION OF ENGLISH LANGUAGE TEACHING

AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

Pedagogy and AI Literacy: Advancing Teacher Competencies in AI-driven English Language Teaching Environments

John R. Silver & Özlem Bakır Aytaç

U.S. Embassy, RELO

Abstract

As artificial intelligence (AI) becomes increasingly integral to language education, I emphasize the critical importance of AI literacy for English language teachers. I believe that, we must avoid the mistakes of the past, as seen during the early days of internet-based learning designs, where overly simplistic ‘click next’ approaches were adopted without supporting meaningful educational engagement. While AI can enhance language teaching, the human brain (also teachers’ pedagogical knowledge) remains beyond algorithms in its capacity to understand complex student needs and adapt dynamically. Thus, we must ensure that this time, with AI, we take a responsible and thoughtful approach to reap the benefits of its affordances in language teaching practices and environments. In line with this approach, in my keynote, I will explore the pedagogical, ethical, and technical dimensions of AI literacy, applying a critical lens to understand the deeper implications of AI in language teaching.

Keywords

❖ Oral Presentations



AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

Enhancing the Reading for Comprehension Skills of English as Additional Language Learners Through Rigorous Formative Assessment

Shamsudin Abikar

Primary Educator, Bristol, UK

Abstract

Dictionary consultation is widespread among foreign language learners for a variety of reasons. Rapid technological developments predominated the use of online dictionaries over print dictionaries thanks to the manifold opportunities provided by online dictionaries. This study examines the effectiveness of print vs. online dictionary usage in writing sessions in EFL classes. A total of 38 students participated in the study. The data were collected through students' written essays. Throughout the study, the participants were asked to compose essays on assigned topics utilizing online dictionaries for assistance and print dictionaries in three others. Error Analysis was employed to analyze the essays. The participants (N=20) were also interviewed based on their notions and experiences using online vs. print dictionaries in writing sessions. Thematic analysis was used for the analysis of the interviews. The results indicated that most of the mistakes the learners made were predominantly analogical. Through the thematic analysis, three themes appeared, emphasizing that online dictionaries were more practical to carry than print dictionaries; students were exposed to new vocabulary items during word search; and misused their smartphones when they were expected to benefit from online dictionary usage. The results are discussed based on the results of error analysis and interviews.

Keywords

EFL writing, error analysis, online dictionary, print dictionary



AMASYA UNIVERSITY
FACULTY OF EDUCATION
DEPARTMENT OF FOREIGN LANGUAGES EDUCATION
DIVISION OF ENGLISH LANGUAGE TEACHING

AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

Exploring the Intercultural Competence: A Comparative Study on the Perceptions of pre-service English teachers in Istanbul

Esra Acar, Serap Önen

Marmara University, Turkey

Istanbul University- Cerrahpaşa, Turkey

Abstract

Intercultural competence is a critical skill in today's increasingly globalized world, as it refers to the ability to promote effective communication and understanding between people from different cultural backgrounds. Intercultural competence is recognized as an essential tool to be able to navigate different cultural contexts. It is a key not only to facilitate successful communication but also to promote mutual respect and appreciation for different perspectives in the global society. Although it is an important component of teacher education, previous research on the topic is very limited as little is investigated about the intercultural competencies of pre-service English teachers. Through a quantitative approach, this study aims to examine pre-service English teachers' perceptions of intercultural competence and compare their intercultural competence levels to reveal whether there is a meaningful difference regarding their grade levels. The scope of the research covers critical dimensions of intercultural competence, including intercultural awareness, interpersonal competence and communicative effectiveness. Data were collected from 80 Turkish EFL pre-service teachers by means of the structured Likert-type 21-items scale developed and modified by Arasaratnam et al. (2010). Based upon participants' responses, their intercultural competence levels from their intercultural and intracultural experiences were examined. Results of the study showed that senior students of ELT program noticeably surpassed freshmen, demonstrating a higher intercultural competence level.

Keywords

Intercultural competence, Cross- cultural Communication, Pre-service English Teachers.



AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

The Effect of the Total Physical Response (TPR) Method on Vocabulary Retention of Young EFL Learners

Tolykbayeva Aida

Authors' Institution

Abstract

This study investigates the efficacy of the Total Physical Response (TPR) Method in enhancing vocabulary retention among young English as a Foreign Language (EFL) learners in primary school settings. Employing a mixed-methods approach, the research encompasses both quantitative and qualitative analyses. The study involved two groups: one control and one experimental, comprising a total of 30 young EFL learners. The experimental group underwent vocabulary instruction using the TPR Method, while the control group received conventional instruction. Pre- and post-tests were administered to assess vocabulary retention levels. Additionally, qualitative data, including observations and interviews, were collected to provide insights into students' experiences and perceptions of the TPR Method. Findings reveal a significant improvement in vocabulary retention among the experimental group compared to the control group. Moreover, qualitative data indicate positive student engagement and enthusiasm towards TPR-based instruction. This study contributes valuable insights into the effectiveness of the TPR Method in facilitating vocabulary acquisition among young EFL learners, highlighting its potential as a pedagogical tool in primary school language education.

Keywords

Total physical response (TPR) method, vocabulary retention, young English as a foreign language (EFL) learners, vocabulary acquisition.



AMASYA UNIVERSITY
FACULTY OF EDUCATION
DEPARTMENT OF FOREIGN LANGUAGES EDUCATION
DIVISION OF ENGLISH LANGUAGE TEACHING

AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

Decoding Teacher Communities

Muhammed Ak, Elif Bozyiğit

Sakarya University, Türkiye

Abstract

Teacher communities are networks of teachers who collaborate with their colleagues by sharing practices, asking for support and encouraging each other. Whether it is an inspirational practice or legal advice, communities offer lots of benefits for educators. Thanks to communities, teachers have a chance to share their hard work, develop themselves professionally and make use of well-prepared materials from fellow teachers. Observing the community pages can provide a peek into educators' world for teacher educators and policymakers. In this study, an online member-only teacher community with 29.000 teachers has been chosen as a sample community which requires proof-based admin verification to access the community page. Analysis has shown that educators usually engage with the community members especially when they need their support. The support requests include a variety of topics from book recommendations to ideas for teaching a certain topic. Analyzing the community posts has also revealed a chronological pattern that follows the academic year. Analysis of the frequency distributions of topics has provided meaningful implications for teacher educators and policymakers. More implications have been drawn by the examination of reply rates, positive and negative reactions/replies.

Keywords

Teacher communities, professional development, social media.



AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

Exploring the Formation of Communicative-Cognitive Competence of Students in Tourism Field

M. M. Akeshova

International University of Tourism and Hospitality, Turkestan, Kazakhstan

Abstract

Up to date, being multilingual is significant among tourism students, the reason for this is that tourism economy is developing day by day. In turn, it demands professional specialists in this field. Therefore, being multilingual is one of factors which shows tourism students competence. Every year over million tourists come to our country all over the world and it is big opportunity to show our history and culture for them. But, future tourism specialists' barrier is not being fluent in English. For this regard this research is dedicated to find out appropriate ways of improving communicative – cognitive competence of tourism students and suggest results as beneficial method of developing communicative-cognitive competence in foreign language for tourism students. Meanwhile, this research paper has two main objectives: to provide questionnaire among teachers about methods which they use to advance learners' language level and their influence on teaching atmosphere; to provide interview among students about methods which teachers suggest to increase level of English to be competitive in communication; To achieve these objectives, we have chosen mixed-methods of research which includes: analysis and synthesis research methods to provide literature review concerning this field. Additionally, we have used quantitative and qualitative research methods. About 50 respondents have participated for this research that two group of students who are studying tourism field. As a result, suggestions which is shown in conclusion will be offered as beneficial ways of improving communicative-cognitive competence in foreign language of future tourism students.

Keywords

Communicative-cognitive competence, method, critical-thinking, tourism students.



AMASYA UNIVERSITY
FACULTY OF EDUCATION
DEPARTMENT OF FOREIGN LANGUAGES EDUCATION
DIVISION OF ENGLISH LANGUAGE TEACHING

AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

Autonomous Learning Development Strategies

Umida Akhmedzhanova

Khoja Akhmet Yassawi International Kazakh-Turkish University, Kazakhstan

Abstract

This study investigates the efficacy of strategies designed to enhance autonomous learning among students at King's School Educational Centre, Turkestan, Kazakhstan. Utilizing a mixed-methods approach, the research primarily focuses on the flipped classroom, problem-based learning, and technology-enhanced learning environments to promote self-directed learning capabilities. The study was structured as a four-week experiment involving 31 elementary and pre-intermediate level students. Quantitative data were gathered through pre- and post-intervention assessments to measure the students' levels of autonomous learning and academic performance. Qualitative data were collected via semi-structured interviews and focus groups to capture student and teacher perceptions of the interventions. The main objectives were to assess the initial and subsequent levels of autonomous learning, and to perform a comparative analysis before and after the strategies were applied. Findings indicate significant improvements in autonomous learning levels and academic outcomes post-intervention. Students demonstrated increased engagement, enhanced self-regulation, and a greater ability to manage their learning processes independently. However, the study also highlighted initial challenges with adaptation to self-directed learning formats, particularly in effective time management. This research contributes to the field by providing empirical evidence supporting the implementation of innovative strategies to foster autonomous learning. Recommendations for educators include the gradual introduction of autonomy-supportive practices, enhanced teacher training, and the provision of adequate resources to support self-directed learning. These insights are pivotal for developing educational frameworks that are both adaptive to student needs and conducive to fostering lifelong learning skills.

Keywords

Learner autonomy, autonomous learners, professional development, educational outcomes, self-directed learning, student engagement.



AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

Promoting Artificial Intelligence Literacy in EFL Teacher Education: Current Trends and Future Directions

Canan Aksakallı

Atatürk University, Türkiye

Abstract

In recent years, the swift development of artificial intelligence (AI) has revolutionized the educational realm worldwide, not only promoting teaching practices but providing a more interesting learning environment for students. The release of AI technologies has also provoked increasing attention among scholars, practitioners and researchers. Motivation for the research on AI in educational contexts comes from a growing interest of students who use AI as a personalized learning tool and of teachers using AI tools either to create teaching plans and activities or to grade students' work. Similarly, the use of AI technologies in educational contexts have paved the way for transformation of language teaching approaches. Traditional language teaching methods are gradually being substituted by AI-integrated ones, which generates demands for more expert teachers in AI use. On the other hand, EFL teachers may lack the AI-integrated pedagogical skills and competencies which are necessary for more efficient language classrooms. This study aims to explore the integration of AI literacy training in EFL teacher education since it is important to understand how EFL teacher education programs address the needs and expectations of EFL teachers in the improvement of AI literacy. Likewise, it is aimed to present an overview of the recent practices and issues in AI literacy training within teacher education context. The insights provided by this study are expected to be beneficial for teacher educators, practitioners and policymakers to enhance EFL teachers' AI literacy.

Keywords

AI literacy, EFL teachers, teacher education programs.



AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

Contrastive Analysis of Traditional and Corpus-Influenced English Textbooks

Aygul Aktash

Kazan Federal University, Russia

Abstract

The aim of this paper is to contrast traditional English texts with corpus-influenced textbooks in order to find out what they account for and neglect in ESL/EFL classroom. For the contrastive analysis I compare three types of English texts: four skills textbook, vocabulary and grammar texts. I have come with the material analysis checklist for evaluation of the two types of the texts. The criteria under analysis are syllabus organization, relevance in thematic choice, register and genre sensitivity, quality of exercises, authenticity of texts and provided examples, to mention a few. The findings indicate the necessity for materials developers and textbook writers to redesign traditional texts in accord with authentic language features that corpus studies provide. The main difference between the presentation of language in traditional and corpus-influenced texts is introducing it in the latter through the prism of register variations, context applicability, and sociocultural appropriateness. The next noticeable point is types of activities. Traditional texts still rely on extensive drilling and mechanical reproduction rather than creative production, whereas the common feature in corpus-influenced texts is exercises on noticing in context, analyzing and applying according to the audience which prove to be not mere corpus- but equally SLA-driven. However, despite the fact that corpus-influenced texts present a powerful rival to the existing mainstream texts and since both have benefits and limitations as the literature review has indicated, an ideal situation would be their cooperation for the latter to exploit the findings of the former.

Keywords

Authenticity, language corpora, supercorpus, register, genre.



AMASYA UNIVERSITY
FACULTY OF EDUCATION
DEPARTMENT OF FOREIGN LANGUAGES EDUCATION
DIVISION OF ENGLISH LANGUAGE TEACHING

AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

Comparative Study on Imagined Community of Iraqi vs. Iranian Post-Graduate-EFL Learners

Mostafa Mohsen Aleibi Alfaravi, Bahram Mowlaie

Islamic Azad University, South Tehran Branch, Iran

Abstract

The current study set out to investigate the attitudes of Iranian and Iraqi postgraduate EFL learners on the concept of imagined community to find out if the variable of country makes a difference in their perceptions on different factors associated with this concept. To this end, 20 Iraqi and 20 Iranian postgraduate EFL learners were selected based on convenience sampling. They filled out the questionnaire adopted and adapted for the purpose of the study. Out of these numbers, those who consented were interviewed to have their in-depth idea on the issues of interest. In the quantitative part of data analysis, Chi square tests of independence were used to show the possible meaningful difference between these two groups. They showed that in the variable of teaching they differed from each other but in the other variables of such as importance of imagined community, the factors affecting it such as social, cultural, economic, and symbolic issues they agreed on the significance. They also agreed on power and gender inequality as the determining factors on imagined community. The findings can have pedagogical implications for EFL learners and teachers in heightening their awareness on the significance of imagined community on many variables such as learners' interest, motivation, resilience, attitudes, on different linguistic, social, cultural, political, and even ideological variable determining the type and the quality of the imagined community.

Keywords

Imagined community, postgraduate EFL students, identity.



AMASYA UNIVERSITY
FACULTY OF EDUCATION
DEPARTMENT OF FOREIGN LANGUAGES EDUCATION
DIVISION OF ENGLISH LANGUAGE TEACHING

AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

The Effect of Peer Interaction Strategy on the Communicative Skills of Heterogeneous Language Learners

Aidyn Aliakbarova

Abstract

This study aims to explore the impact of peer conversations in English on speaking proficiency among language learners, focusing on 12-13-year-old students. The research seeks to assess the frequency of English conversations among peers and test the hypothesis that structured peer interactions positively influence communicative proficiency in language learners with diverse linguistic backgrounds. A sample of 30 English language learners will be selected for the study, employing a quantitative research design and utilizing a questionnaire for data collection. The study will comprise both a control group and an experimental group, and data analysis will be conducted using the Statistical Package for Social Sciences (SPSS) version 23.0. It is anticipated that the findings indicate a favorable effect, demonstrating an improvement in the communicative skills of EFL learners (English as a foreign language) through the implementation of peer interaction strategies.

Keywords

Communicative skills, questionnaire, English language learners, EFL learners, peer interaction.



AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

Teaching in the Age of AI: English Language Educators' Views on the Digital Shift

Zekiye Özer Altınkaya, Ramazan Yektin

Niğde Ömer Halisdemir University, Türkiye

Abstract

In recent years, there has been a significant increase in studies investigating the potential of Artificial Intelligence (AI) in language education. These studies have revealed the benefits of AI tools, such as personalized learning opportunities, real-time feedback, and interactive learning environments. However, research on teachers' approaches to these tools in language classrooms remains relatively limited, despite the importance of addressing teachers' perspectives for the successful implementation of AI in educational practices. Therefore, this study aims to explore English language teachers' perceptions of integrating AI tools into their educational practices. To this end, a qualitative research design was employed to gain in-depth insights into their experiences and perceptions through semi-structured, in-depth interviews with 8 English language teachers. The findings suggest that teachers recognize the potential of AI to enhance language learning experiences but also express concerns about integrating these technologies. This study contributes new insights into teachers' perceptions of AI integration and highlights their needs for successful AI implementation in educational settings.

Keywords

Artificial intelligence (AI); language education; teacher perceptions; technology integration.



AMASYA UNIVERSITY
FACULTY OF EDUCATION
DEPARTMENT OF FOREIGN LANGUAGES EDUCATION
DIVISION OF ENGLISH LANGUAGE TEACHING

AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

The Role of Practicum Journals in Pre-service Teacher Education: Bridging Theory and Practice

Merve İrem Aluntaş, Gamze Erdem Coşgun

Amasya University, Türkiye

Abstract

English Language Teacher Education (ELTE) is grounded in two core principles: providing student teachers with foundational theoretical knowledge and enabling them to apply it in practice. While the existing literature extensively addresses the practical aspects of ELTE, there is limited focus on how pre-service teachers bridge the gap between theory and practice. One common tool used for this purpose is the practicum journal, where pre-service teachers reflect on their classroom experiences and observations. This study aims to explore how practicum journals support pre-service teachers in integrating theoretical knowledge with their teaching practices during their practicum. Conducted as a small-scale case study, the research employed purposive sampling to select participants from the fourth-year cohort of an ELT program at a state university in Türkiye. Data were collected through semi-structured interviews and analysis of sample journal entries. The findings indicate that while pre-service teachers effectively use practicum journals to link theory with practice, their reflections tend to be more descriptive than reflective. Given these limitations, future research could explore the influence of different practicum settings, such as primary, secondary, and high schools, on the reflective practices of pre-service teachers during their Teaching Practice course.

Keywords

Practicum journals, pre-service teacher education, theory, practice.



AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

Investigating Awareness of Effective 21st-Century Pedagogical Competence

Roza Alymzhanova

Khoja Akhmet Yassawi International Kazakh-Turkish University, Kazakhstan

Abstract

The development of knowledge, skills and abilities necessary for the professional performance of activities and their advanced practical application by a specialist is called pedagogical competence. Pedagogical competence requires a specialist to perform independent actions in all directions and to assimilate integrated knowledge, as well as to acquire specialized knowledge and abilities. The purpose of the study was to explore attitudes of participants about pedagogical competence. The descriptive research study was used, in addition, quantitative research design was utilized in order to achieve research objective. Overall, 30 learners participated from Khoja Akhmet Yasawi International Kazakh-Turkish University. From Foreign Languages Teaching Department participated third and fourth course learners (13 learners from 3rd course and 17 learners from 4th course). Purposive sampling approach was used to select the participants. After collecting the relevant data, the Statistical Package for Social Sciences (SPSS) version 23 was used to generate the results of the study. Descriptive analysis and Mann-Whitney U-test was used to calculate results. In accordance data participants' perception was positive and there were no significant difference between gender and grades.

Keywords

Competence, 21st century skills, teaching, pedagogical skills, undergraduate learners.



AMASYA UNIVERSITY
FACULTY OF EDUCATION
DEPARTMENT OF FOREIGN LANGUAGES EDUCATION
DIVISION OF ENGLISH LANGUAGE TEACHING

AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

Prediction of Technology Addiction and Tendency to Display High-risk Behaviors based on Emotional Self-Regulation: A Case Study of Freshmen in Farhangian Teacher Education University

Mehrdad Amiri

Farhangian University, Iran

Abstract

The present study aimed to predict technology addiction and tendency to taking high-risk actions based on emotional self-regulation among freshmen at Farhangian University in Tehran. The study relied on a descriptive and correlational design and the population of this study was formed by all the 340 freshmen of different majors in the university in the academic year 2023-2024. From among the aforementioned population, 150 male and female students were randomly selected and were asked to fill out Technology Addiction, Youth Risk Assessment, and Emotional Self-Regulation Questionnaires. In order to analyze the collected data, descriptive statistics such as mean and standard deviation and the inferential statistical method of multivariate linear regression analysis were used. The results of the data analysis showed a significant negative relationship between emotional self-regulation and both technology addiction and tendency to display high-risk behaviors of the participants ($p < 0.05$). Moreover, the power of emotional self-regulation in predicting the tendency to display high-risk behaviors among students was higher than that of technology addiction. According to the results, it is suggested that counselors and clinical psychologists at Farhangian University pay more attention to students' psychological variables, including emotional self-regulation, in order to prevent technology addiction and tendency to display high-risk behaviors.

Keywords

Emotional self-regulation, Farhangian teacher Education University, freshmen, high-risk behaviors, technology addiction.



AMASYA UNIVERSITY
FACULTY OF EDUCATION
DEPARTMENT OF FOREIGN LANGUAGES EDUCATION
DIVISION OF ENGLISH LANGUAGE TEACHING

AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

Preparing Pre-Service Teachers for an Undergraduate Conference: A Department-Wide Collaborative Autoethnography

Ali Anaç, Hayriye Avara, Melike Baş, Ali Duran, Gamze Erdem Coşgun, Barış Mutlu, Ayfer Su Bergil

Amasya University, Türkiye

Abstract

Pre-service teacher education (PSTE) is a site for prospective teachers to learn about and practice several aspects of teaching such as language teaching theory and methodology, classroom management, and material development. Within the last couple of decades, teacher-initiated research too has been added to the list as a tool to aid teachers' practical problems and inform academic literature through action research, reflective practice and so on. However, even though this efficient mechanism has been featured in MoNE's and CoHE's teacher competences documents, there is a dearth of studies examining the affordances of research education in/for PSTE education contexts. To address this gap, our study aims to ethnographically examine the process during which teacher educators acted as advisors of undergraduate students who planned and carried out research and then presented the results in an undergraduate ELT conference. The participants were 11 undergraduate student-researchers in six groups/pairs/solos, 6 advisors and two coordinators one of whom also advised a pair. In a collaborative analytic autoethnographic design, we employed thematic analysis to examine the guided retrospective reflections of the teacher educators to capture their perspectives toward the whole process. Preliminary results show that preparing pre-service teachers for hands-on research is a demanding yet rewarding process for teacher educators; mainly, students' willingness increases advisor motivation, advisor-student interaction requires a lot of effort and time, a needs analysis and pre-training is much needed, and advisors' hectic schedules must be taken into consideration in planning the studies. These results demonstrate that well-planned research programs have the potential to train pre-service teachers for teacher-friendly research practices such as action research and facilitate practitioners' involvement in science communication.

Keywords

Undergraduate conferences, teacher educators, pre-service teachers, collaborative autoethnography.



AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

A Cognitive-Theoretical Study of Translation on Communicative Competence Development

Bora Arga, İnci Melike Tokcan

Maltepe University, Türkiye

Abstract

As per the contemporary approaches to foreign language teaching, any use of L1 such as code-switching is often unwelcomed in FLE classes. Translation, however, can prove to be a useful tool due to the knowledge and skills (strategic, discourse, grammatical and socio-linguistic) students have to possess to grasp the sense of the source text and ultimately create their target text. This study therefore investigates the impact of translation on the development of communicative competence by relying on cognitive theories (such as Relevance Theory) of communication. By examining cognitive processes involved in translation, various translation methodologies and their integration into language learning frameworks, the study aims to explain how translation activities can enhance students' ability to communicate effectively in a target language. Through a comprehensive review of existing literature and theoretical models, this study underscores the potential of translation as a pedagogical tool to foster students' cognitive processing, inferencing, meaning-making, expression and re-expression in four skills (i.e. listening, speaking, reading and writing) —ultimately contributing to a more effective L2 user.

Keywords

Foreign language teaching, translation studies, cognition, communicative competence.



AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

Critical Language Teaching Pedagogy as an Effective Strategy in English Language Teaching

Bengü Aksu Ataç, Fatma Kimsesiz

Nevşehir Hacı Bektaş Veli University

Kırşehir Ahi Evran University

Abstract

Critical pedagogy in language teaching can be defined as “a perspective in language curriculum theory and instructional practice that supports and advances teaching and the study of languages in ways that would promote social justice” (Crookes, G. 2009). This study explores the role of critical language pedagogy (CLP) in today’s language teaching atmosphere, with a focus on how it empowers learners to critically analyze the sociocultural, political, and ideological aspects of language use. Drawing on theoretical frameworks from critical pedagogy and sociolinguistics, the research examines how CLP challenges traditional, normative approaches to language education, which often prioritize standardization and native-speaker models. Through a combination of literature review, classroom observations, and teacher interviews, the study investigates how CLP fosters critical thinking, learner autonomy, and a deeper understanding of language as a tool of power and identity. The findings suggest that adopting a CLP approach enhances learner engagement, promotes equity in the classroom, and encourages students to become active agents in their own language development. The study concludes by offering practical recommendations for integrating critical language pedagogy into language teaching curricula, emphasizing the importance of reflective practice, collaborative learning, and inclusive, context-sensitive approaches to language education.

Keywords

Critical language pedagogy, language teaching, language teaching curriculum, social justice.



AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

Micro-Credentials in Language Teaching: An Extended Definition and The Current situation in Turkey

Bengü Aksu Ataç

Nevşehir Hacı Bektaş Veli University Türkiye

Abstract

Micro-credentials have gained significant attention in the field of education, higher education and language teaching as a flexible and personalized form of professional development, especially in response to the evolving needs of language teaching. Although the concept of micro-credentials has emerged in recent years, the definition is still incompletely and unclear, and the implementation is still a work in progress. This study tries to provide an extended definition of micro-credentials, distinguishing them from traditional certification processes by emphasizing their modular, skill-based, and competency-driven nature. Drawing on global trends, the research situates micro-credentials within the Turkish educational context, where language educators increasingly seek targeted upskilling to meet contemporary pedagogical demands. Through a review of national policies, institutional initiatives, and practitioner experiences, this study explores the integration of micro-credentials in Turkey's language teaching landscape. The findings suggest that while micro-credentials hold potential to bridge gaps in teacher expertise, challenges such as standardization, institutional recognition, and digital infrastructure remain. Drawing on studies such as Knight et al. (2020) and micro-credentialing frameworks in Turkey's higher education (YÖK, 2021), the study concludes with recommendations for policy makers and educators to optimize the adoption of these credentials in enhancing language teaching quality.

Keywords

Micro-credentials, language teaching, higher education, professional development, education policy.



AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

Self-Assessment to Improve Language Learning and Teaching

María Rossana Ramírez Ávila

Universidad Casa Grande, Ecuador

Abstract

Teachers are always looking for ways to improve their practices in the classroom to impact students' learning. This research has involved 300 in-service teachers who conducted an action research study with their students. They implemented self-assessment through checklists so their students improve productive skills: speaking and writing. This longitudinal study started in 2022. Results can be divided in twofold: students' improvement in productive skills and enhancement in-service teacher's classroom practices. It has been found that there is an impact in students' learning after the intervention. Besides an improvement in students' productive skills, there are other advantages like: motivation, engagement, and creativity, among others. About enhancement in in-service teachers' practices, results indicate that they need guidance in the development of a lesson plan focused on objectives and standards; attention must be given to the training phase in self-assessment since it is new for both teachers and students; checklists are better understood by students and help teachers to provide feedback; and teachers need to design comprehensible checklists for students. This means the checklists have to be adapted to students' age and/or proficiency. Thus, greater gains can be found with proper guidance, scaffolding and monitoring in a professional development program. This can be of interest to other coordinators and directors of English as a Foreign language institution.

Keywords

Self-assessment, professional development, productive skills, in-service teachers.



AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

Peer-Coaching on EFL Teachers' Course Design

Özlem Çukurlu Aydın, Ayfer Su Bergil

Amasya University, Türkiye

Abstract

Employing a sequential explanatory mixed method, this study investigated the influence of peer-coached course preparation tasks on the continuous professional development (CPD) of in-service English as a foreign language (EFL) teachers. Within this aim, the contemporary status of EFL teachers for previous professional experiences, current demands for professional development (PD), and the motives and the barriers to engage in PD programs were examined. Online sessions were scheduled following the identification of CPD needs for EFL teachers by the OECD Teaching and Learning International Survey (TALIS). The majority of participants, according to quantitative data findings, participated in both official and informal PD programs and considered the programs to be quite beneficial for their CPD. However, aside from academic instruction, they needed training in a variety of areas, including school administration and information and communication technology (ICT) proficiency. In-depth qualitative data of findings analysed with reflexive theme analysis indicated that teachers noted multiple advantages from peer-coached sessions, including enhanced teaching competences, upgraded classroom procedures, a rise in pupil engagement and collaboration, the gaining of new viewpoints and self-confidence, and reflection on teaching techniques. The findings suggest that peer-coached trainings might facilitate teachers' CPD for from a variety of perspectives. To determine the effectiveness of peer-coached activities on teachers' CPD and student results over an extended period of time, longitudinal studies are advised.

Keywords

Peer-coaching, in-service EFL teachers, CPD, course design.



AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

Engaging Language Learners through Interactive Digital AI Experiences

Inamul Azad, Azra Tajhizi

Central University of Karnataka, India

Maragheh University, Iran

Abstract

This paper explores the integration of interactive digital AI experiences in language learning, highlighting their potential to enhance engagement and effectiveness. With the increasing prevalence of artificial intelligence in educational contexts, leveraging these technologies can create dynamic and personalized learning environments. The study reviews various AI-driven tools and platforms that facilitate immersive language acquisition through gamification, adaptive learning, and real-time feedback mechanisms. By analyzing user interactions and outcomes, we identify key strategies for maximizing learner engagement, including conversational agents, interactive storytelling, and collaborative exercises. Furthermore, we discuss the implications of these technologies on diverse learner demographics, emphasizing accessibility and inclusivity. Our findings suggest that when effectively implemented, interactive digital AI experiences can not only improve language proficiency but also foster a deeper motivation for learning. This research contributes to the ongoing discourse on innovative educational practices, proposing a framework for educators to integrate AI into their curricula. The implications of our work extend to educators, curriculum developers, and policymakers aiming to enhance language learning experiences in an increasingly digital world.

Keywords

Language learning, interactive digital experiences, artificial intelligence, engagement, gamification, adaptive learning, educational technology, inclusivity.



AMASYA UNIVERSITY
FACULTY OF EDUCATION
DEPARTMENT OF FOREIGN LANGUAGES EDUCATION
DIVISION OF ENGLISH LANGUAGE TEACHING

AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

Ethos of a High School English Language Classroom in Iran from an Epistemological Perspective: Ethnography Blows the Gaff!

Marzieh Bagherkazemi, Nasibeh Bagherpoor

Islamic Azad University (South Tehran Branch)

Abstract

A learning environment's "epistemic climate," which denotes the ethos of the community in terms of knowledge and knowing beliefs, is a main determinant of classroom procedures and learning outcome. This ethnographic case study was an investigation of the epistemic orientation of the instructional materials, teacher, and students of an online tenth-grade high school English language classroom in Iran. It specifically sought to unveil beliefs about the core dimensions of L2 learning-specific epistemologies (i.e., beliefs about the nature of L2 knowledge's simplicity, certainty, source, and justification). The researcher's observation and reflective notes paired with semi-structured interview data were qualitatively analyzed through directed qualitative content analysis. Nine epistemology-related themes were extracted from the interview data. The results showed the predominantly absolutist orientation of the materials and students. The teacher, on the other hand, subscribed herself to a view of L2 knowledge as context-contingent and integrated, obtainable from multiple sources, and subject to contextual evaluatism; however, there was a conspicuous incongruence between her beliefs and the epistemological orientation of her teaching practice, the materials, and the students. She explained this observation on account of the mandatory instructional materials and stakeholders' conceptions regarding what L2 achievement is. The findings show the significance of investigating the epistemic orientation of L2 teaching and learning for facilitating students' epistemological development and enhancing their recognition of the context-contingency of L2 knowledge and knowing.

Keywords

Absolutism, contextual evaluatism, epistemic climate, knowledge certainty, knowledge simplicity, knowledge justification, knowledge source.



AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

Facilitating Language Learners' Epistemological Development Through Creative Writing Tasks

Marzieh Bagherkazem, Nasibeh Bagherpoor

Islamic Azad University (South Tehran Branch)

Abstract

Research on L2 learning-specific epistemological beliefs (LLEBs), i.e., beliefs about L2 knowledge and knowing, is far and few between. This study probed the effectiveness of creative writing tasks for the development of L2 learners' LLEBs. To meet the study's purpose, 47 Iranian intermediate EFL learners were convenience sampled and divided into a control group (N= 23) and an experimental group (N=24). The experimental group received 10 sessions of instruction, each focused on a distinct creative writing task designed in a way to raise epistemic doubts on LLEBs, for which the instructor provided epistemic resolution strategies. The control group, on the other hand, engaged in essay writing and received written feedback. LLEBs' development from absolute L2 knowing through transitional and independent L2 knowing to contextual L2 knowing, was traced via a 68-item LLEBs questionnaire, named Language Learning-Specific Developmental Epistemology Inventory. To complement questionnaire data, 10 experimental group members' LLEBs-focused interval-contingent diaries at pre-, mid-, and post-treatment phases were collected and subjected to directed qualitative content analysis. ANOVA results showed the experimental group's significant development from absolute to contextual L2 knowing, which the researchers attributed to the potential of creative writing to induce doubts on the simplicity, certainty, source and justification of L2 knowledge as the 4 core aspects of LLEBs. These doubts were resolved by the instructor through such resolution strategies as discussion, collaboration, and interaction with native and non-native English speakers in the classroom. The results were also confirmed in the qualitative analysis of diaries. The data showed the participants' clear development from a belief in L2 knowledge as fixed, obtainable from an all-knowing source and justifiable on the basis of aptitude to a belief in its instability, dynamicity and context-contingency. The findings have implications for the potential of creative writing tasks for LLEBs' development, and indicate the significance of promoting a picture of L2 knowledge and knowing that reflects contextual L2 knowing beliefs in the L2 classroom.

Keywords

Absolute L2 knowing, contextual L2 knowing, creative writing tasks, epistemological development, independent L2 knowing, transitional L2 knowing.



AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

EFL Learners' Perspectives on Synchronous Virtual Learning

Nur Gedik Bal

Ankara Social Sciences University, Türkiye

Abstract

The emergence and prevalence of virtual language learning especially during crises or disasters has presented novel prospects and barriers not only for language instructors but also for learners. The objective of this study was to explore the perceptions of 151 English-as-a-foreign language (EFL) learners concerning the efficacy of virtual language learning after a big disaster in Türkiye. Data were procured via an online survey encompassing both Likert scale statements and open-ended inquiries that sought to reveal students' virtual language learning experiences. Descriptive Statistics on SPSS were used to analyze the Likert scale items, whereas content analysis was performed for open-ended questions. The results indicated that students considered face-to-face education more effective than virtual language learning and recognized the limited interactivity associated with virtual language learning. Most students also found it difficult to stay motivated online, although they appreciated multiple resources and teachers' digital and pedagogical competence and communication in virtual language learning. Given the implications, this study provides valuable insights into virtual language education for diverse stakeholders including curriculum and materials developers, testing unit members, and language instructors.

Keywords

Online language education, distance language learning, virtual classrooms, online language learning, distance education.



AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

ChatGPT Literacy Among Student Translators and Interpreters

Hasan Çağlar Başol, Halil İbrahim Çınarbaş

Kahramanmaraş İstiklal University, Türkiye

Abstract

Recent advancements in artificial intelligence (AI) have substantially influenced various areas of applied linguistics. Among the numerous AI models available, ChatGPT stands out as one of the most widely used tools by students, educators, and researchers. It offers powerful resources for language learning, teaching, and research, while also personalizing learning experiences. Its natural language processing capabilities enable automated text analysis, allowing students to identify patterns in language use and enhancing the quality of their writing. Furthermore, it supports translation and interpretation tasks. However, the extensive use of AI also raises significant concerns, including the technical proficiency required to use AI effectively, the need for critical evaluation of AI-generated output, the creative employment of AI as an assistive tool, and ethical considerations surrounding its use. Considering these issues, this study aims to assess whether university students utilize AI tools effectively, appropriately, and ethically. Specifically, it evaluates the ChatGPT literacy of translation and interpretation students enrolled at a Turkish public university. The research employs the ChatGPT literacy scale developed by Lee and Park (2024), which assesses students across five dimensions: technical proficiency, critical evaluation, communication proficiency, creative application, and ethical competence. The findings provide valuable insights into the experiences of translation and interpretation students who have not received formal training on the effective, appropriate, and ethical use of AI. Additionally, the study underscores the importance of incorporating guidance on best practices for AI usage into higher education curricula.

Keywords

Artificial intelligence, ChatGPT, literacy, higher education, students.



AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

Utilizing chatbots in simulating interaction in second language acquisition

Serkan Bideratan, Elvan Eda Işık

Middle East Technical University, Turkey

Abstract

With more capable models being available for public use, the exploration of how AI can be exploited in language education has received growing interest in recent years. However, none of the previous studies has so far investigated the potential uses of chatbots in simulating the fundamental constructs of interaction in second language acquisition (SLA). To address this gap in literature, this study explored if and to what extent chatbots can be utilized in simulating the main constructs of the interaction approach: input, interaction, and output. Moreover, it investigated to what extent chatbots can interact with the LREs of Turkish EFL learners effectively. To this end, language related episodes (LREs) based on the most common errors of Turkish EFL students were formulated and directed at Bing Copilot, a chatbot recently released by Microsoft. Bing Copilot's responses to these LREs were examined in the framework of the three components of the interaction approach. Findings revealed that the chatbot can assist learners in providing input, interaction and output; namely, in noticing errors, grasping the reasons behind errors, seeing correct forms being exemplified, having their possible questions answered, and getting feedback on their own output. However, the responses exhibited shortcomings in providing $i + 1$ level input for the learners. In this presentation, we will first briefly present the aims, theoretical background and the methodology adopted in the study. Then, we will share our findings by giving examples from the data. Finally, we will invite the audience to discuss the implications of this study for different learning/teaching contexts.

Keywords

SLA, AI, LREs, interaction, chatbot, Bing Copilot.



AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

A Process-Oriented Approach to English Curriculum Design: A Case Study

Güzide Çalışkan, Fulda Karaazmak

Çankaya University, Ankara

Abstract

Curriculum, content, and instruction plan are among the most influential predictors of success in language classes. Its agents, whether the instructors in the classroom or the ones preparing it are significant in determining its success. Instructors who have a say in the curriculum are empowered with the wisdom of its content and become aware of the rationale behind each step. Yet, the unit's prescription of each step following a top-down process may endanger the quality and inhibit flexibility. This case study, deploying a qualitative research design, was conducted to determine instructors' attitudes toward a process-oriented curriculum during the spring semester of 2023-2024. Data was gathered through semi-structured interviews and focus group discussions and analyzed using content analysis procedures. The research was carried out in one of the private universities in Türkiye and included eight instructors (two male and six female) with more than ten years of experience in English language teaching at different levels. The study revealed that both a curriculum prepared by a unit with trained staff and a curriculum including all the teaching staff have ups and downs. Yet, a process-oriented curriculum would generate better outcomes with careful organization and essential scaffolding.

Keywords

Process-oriented curriculum, curriculum unit.



AMASYA UNIVERSITY
FACULTY OF EDUCATION
DEPARTMENT OF FOREIGN LANGUAGES EDUCATION
DIVISION OF ENGLISH LANGUAGE TEACHING

AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

Recent Research on Growth Mindset in EFL: A Systematic Review from 2019 to 2023

Vildan Çelik

Tokat Gaziosmanpaşa University, Türkiye

Abstract

Mindsets are people's central beliefs, affecting their thoughts, emotions, and behaviors. The concept of growth mindset (GM) has received increased attention across a number of disciplines in recent years. As such, many EFL researchers have conducted a copious body of research on the topic. However, no previous study has comprehensively analyzed research perspectives on GM in the context of EFL. Hence, the main objective of this study is to critically review the literature over the past five years, focusing on trends, underpinning theories, methodologies, sample characteristics, and key findings. In line with this aim, the study will seek to address the following research questions: 1)What are the current trends in GM research in EFL? 2)What theories are adopted in GM research in EFL? 3)What research methodologies are used in GM research in EFL? 4)What are the sample characteristics in GM research in EFL? 5)What are the primary findings in GM research in EFL? The present study will apply the PRISMA 2020 review process, and the GM research in EFL from 2019 to 2023 will be identified via Web of Science and Scopus databases. After the screening procedure, the articles' eligibility will be evaluated, and those included in the review will be analyzed in detail concerning the research questions. This systematic review will contribute in several ways to our understanding of GM in EFL settings and provide inspiration for future studies.

Keywords

English as a foreign language (EFL), growth mindset, mindset, systematic review.



AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

Adapting Literary Texts, Poems, and Short Stories for Middle School Language Learners: A Custom-GPT Solution for Teachers

Fatih Çemçem

Amasya University, Türkiye

Abstract

This study presents the development of a custom GPT-based tool, called “EduLit-GPT: Tailored Literary Experiences for Young Learners”, designed to adapt literary texts, poems, and short stories for young learners in middle school, enhancing the teaching and learning of foreign languages. Teaching literature to young learners is a challenging task due to the complexity of language, abstract themes, and cultural references in most literary works. Teachers often struggle to balance linguistic simplicity with maintaining the authenticity and richness of the texts. To address this gap, a custom GPT model has been created to support educators by automatically adapting classical literary works, famous poems, and short stories to a level appropriate for young learners. The research problem addressed in this study focuses on the difficulty of using authentic literary texts in language teaching without overwhelming young learners with complex language structures. This project offers a solution that simplifies and modifies texts while preserving their core meaning and literary value. The methodology employed involves training a GPT model on a dataset that includes simplified versions of classical literary texts, age-appropriate linguistic features, and educational guidelines. The model was fine-tuned to ensure it could adapt various genres of literature to suit the middle school language learner's proficiency. Teachers can utilize the model to generate classroom materials or reading assignments tailored to their students' language levels. The results demonstrate that this custom GPT successfully simplifies texts while preserving their educational value, enhancing both student comprehension and engagement with literature. Feedback from educators who tested the tool in real classrooms indicated that it significantly reduced their workload in preparing adapted materials. The conclusion of this work highlights the potential of AI-driven language teaching tools in modern education, suggesting that custom models like this one can bridge the gap between authentic literature and young learners, promoting a deeper appreciation of foreign languages.

Keywords

Custom GPT, foreign language learning, literary texts adaptation, AI in education, simplified literature for young learners.



AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

AI Integration in Foreign Language Education: A Policy Review and Content Analysis of OECD and UNESCO Documents

Fatih Çemçem

Amasya University, Türkiye

Abstract

The integration of Artificial Intelligence (AI) into foreign language education has become a prominent focus of international policy discussions. This study aims to investigate the role of AI in shaping foreign language education policies, particularly in the context of English Language Teaching (ELT). A document review and content analysis were conducted on policy documents published by key global institutions, including OECD countries and UNESCO. The research problem addresses the gap in understanding how AI technologies are being adopted in language education systems and how these policies reflect evolving educational needs in the 21st century. The study follows a qualitative research methodology, utilizing a systematic document review process to analyze selected AI integration policy documents. The content analysis framework was employed to categorize and interpret the key themes and directives outlined by these institutions. The analysis revealed several recurring themes, such as the role of AI in enhancing personalized learning, the promotion of digital literacy among language learners and educators, and the ethical concerns associated with AI-driven language tools. The results show that while AI presents significant opportunities to improve language instruction, especially in ELT, challenges persist in terms of teacher readiness, infrastructure, and equity in access to technology. AI integration is shown to support more tailored and adaptive learning experiences, but it also requires strong institutional frameworks and comprehensive teacher training programs. In conclusion, this study underscores the importance of clear policy directives to successfully integrate AI into foreign language education. The findings suggest that policymakers should focus on creating inclusive, ethical, and sustainable strategies for AI adoption in language teaching, ensuring that learners worldwide can benefit from these technological advancements.

Keywords

Artificial intelligence, foreign language education, policy documents, OECD, UNESCO.



AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

What is Needed More for Communication?:A Study on Pragmatic versus Grammatical Awareness

Hande Çetin

Tokat Gaziosmanpaşa University, Türkiye

Abstract

This study investigates the interplay between grammatical and pragmatic judgments among English Language Teaching (ELT) students when confronted with language violations. Employing a quantitative approach, we analyzed responses from a sample of 50 ELT students who are second-year students and have not received a course on pragmatics yet. Participants evaluated 20 scenarios by Bardovi-Harlig and Dörnyei (1998) containing grammatical errors or pragmatic incongruities, or none. They were asked to decide if they think there was a mistake in these scenarios, following this they were asked to rate these violations/errors from 1 to 5 on the basis of the seriousness of them from their perspective. Results indicated a significant divergence in judgment types; while students exhibited a higher sensitivity to grammatical mistakes, pragmatic violations were often overlooked, highlighting the complexity of language comprehension and use in communicative contexts. In a similar vein, it was seen that the pragmatic violations were not regarded as serious as the grammatical mistakes in the eyes of the students. This research underscores the necessity of integrating both grammatical and pragmatic awareness in ELT curricula to enhance overall language competence and communicative ability. Findings suggest a necessity of the pragmatics course for ELT students and provide implications for teaching strategies aimed at fostering a more holistic understanding of language use among ELT students.

Keywords

Pragmatics, pragmatic violations, grammatical mistakes, language judgment.



AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

Exploring Pedagogical Practices in English Language Teaching for the Visually Impaired: A Case Study

Halil İbrahim Çınarbaş, Ayşegül Daloğlu

Kahramanmaraş İstiklal University, Türkiye

Middle East Technical University, Türkiye

Abstract

Teaching English to students with special needs, particularly those with visual impairments, presents evolving challenges in contemporary education. This case study investigates the pedagogical practices of a visually impaired English language teacher at a School for the Blind, exploring how language instruction is adapted to meet the specific requirements of visually impaired learners. Data collection involved in-depth interviews with the teacher, detailed classroom observations, and audio recordings of lessons, offering a comprehensive perspective on the instructional strategies employed. Using post-method pedagogy as the analytical framework, the study examines the flexibility and adaptability of teaching approaches in addressing the unique learning needs of visually impaired students. The findings reveal that, while the teacher follows a structured instructional routine to provide consistency, this rigid approach may sometimes reduce student motivation and limit opportunities for authentic language exposure and use. However, by incorporating post-method pedagogy and differentiated instruction, the teacher demonstrates a greater ability to adapt lessons to accommodate diverse learning styles and abilities, enhancing the overall learning experience for students with visual impairments. This study underscores the importance of flexible teaching methodologies in specialized education settings and highlights the potential of post-method pedagogy as a tool for fostering more inclusive and effective English language instruction for students with visual impairments.

Keywords

Language teaching, post-method pedagogy, differentiated instruction, students with special needs.



AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

The Role of Artificial Intelligence in Promoting Students' Wellbeing

Aysun Dağtaş

Çağ University, Turkey

Abstract

In the face of growing technology in educational environments, Artificial Intelligence (AI) emerges as a powerful tool in empowering language learning and influencing student well-being. This paper examines the impact of AI on student well-being in language learning settings. The AI use in language learning creates opportunities and concerns for learners' well-being. The advantage of AI usage in language learning is its power to offer personalized learning and create inclusive learning environments that consider the individual needs of the learners by fostering a sense of belonging. Additionally, students need to be prepared for the challenges and changes that the AI era brings to educational practices. The present study delves into implementing AI tools that protect student privacy and advance digital literacy. It also explores existing applications and theoretical insights concerning AI use in language learning and their impact on students' well-being. Ultimately, this study advocates the integration of AI tools into language teaching to nurture sustainable education that enhances students' well-being.

Keywords

Artificial intelligence, well-being, digital literacy.



AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

Defining Levels of International Posture Among Undergraduate Primary School Teachers in Türkiye

Ayşe Nesil Demir

Yozgat Bozok University, Türkiye

Abstract

In Türkiye, the inclusion of “Foreign Language Teaching in Primary Education” in teacher education programs reflects the need to equip future teachers with language skills due to early language acquisition benefits and the global importance of English. This study investigates the international posture levels of undergraduate primary school teachers. International posture, defined by attitudes, motivations, and openness toward cross-cultural communication and global engagement, is a critical factor in preparing teachers for the demands of a globalized educational environment. Using Yashima’s (2009) International Posture Scale as a framework, this research categorizes teachers’ postures into four levels: low, moderate, and high. These levels reflect varying degrees of interest in global affairs, willingness to communicate internationally, and comfort in integrating global perspectives into their teaching practice. Findings indicate that teachers with higher international postures are more likely to foster multiculturalism and global citizenship in the classroom, equipping young learners with the skills necessary for success in an interconnected world. The results highlight the importance of international posture in teacher training programs and its impact on promoting a global mindset in primary education.

Keywords

International posture, Pre-primary School teachers, language teaching in primary education, young learners.



AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

Teaching Profession is at the Edge of Transformation: How Generative Artificial Intelligence (GenAI) Will Transform Foreign Language Teachers

Hakan Dilman

Maltepe University, Türkiye

Abstract

Today teaching profession and foreign language teaching is at the edge of transformation due the breath-taking pace of developments in technology and digital capabilities known as generative artificial intelligence (GenAI). So far in our classrooms we have been coming together with digital native students but on coming days our students will even be artificial natives. Teaching professionals are at the high risk of automation of occupation; therefore to maintain their existence, teachers including foreign language teachers should adapt themselves to GenAI driven world. Current teacher training programs including English language teaching programs and even in service training programs should rethink their curricula and do their best to furnish their student teachers and in service teachers with knowledge and skills that will satisfy the requirements of artificial intelligence native students in classrooms. This paper will try to answer the question of how generative artificial intelligence will transform foreign language teachers. Today we are in 'Zuckerberg galaxy' and there is a paradigm shift from Gutenberg galaxy to Zuckerberg galaxy. Almost all stakeholders of education have questions in their minds about the use of GenAI in classrooms. Foreign language teachers use wide range of GenAI based tools from course and lesson planning to research and to content creation. GenAI has a key role in reshaping education and foreign language teachers who strive to be an instructional designer will manage to survive in GenAI driven world.

Keywords

English language teaching, generative artificial intelligence, Zuckerberg galaxy, instructional designer, transformation.



AMASYA UNIVERSITY
FACULTY OF EDUCATION
DEPARTMENT OF FOREIGN LANGUAGES EDUCATION
DIVISION OF ENGLISH LANGUAGE TEACHING

AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

Using Science Fiction Literature to Teach English as a Foreign Language to Engineering Students

Irina-Ana Drobot

Technical University of Civil Engineering Bucharest, Romania

Abstract

The purpose of this paper is to present the advantages for using literary works when teaching English for Specific Purposes, in this case English for Engineering. While technical texts related to their specific domain are usually present in textbooks, or popular science articles, science fiction literary works can be used just as efficiently. High science fiction is had in view, where hypotheses related to technological development are present. This is because technical terms can be found in such texts, which are not so much present in light science fiction or even in fantasy, a related genre. Engineering students, due to their preoccupation for science, which also involves creative skills, as they need to imagine certain inventions or outcomes of research they are doing, are assumed to be interested in science fiction short stories. Science fiction and fantasy are still popular genres nowadays, which makes it likely that students are familiar with them and have read some such books. Students can also be asked to write a short paragraph or a few short paragraphs imagining a science fiction story based on some real technical engineering terms they have been taught during their vocabulary lessons. Active participation and student's interests are included in these classes.

Keywords

Students' needs, English for specific purposes, technical English, writing, reading comprehension.



AMASYA UNIVERSITY
FACULTY OF EDUCATION
DEPARTMENT OF FOREIGN LANGUAGES EDUCATION
DIVISION OF ENGLISH LANGUAGE TEACHING

AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

Online Teaching: The Efficacy of Quizlet in Facilitating Language Acquisition and Enhancing Language Proficiency

Liliya Eibova

Khoja Akhmet Yassawi International Kazakh-Turkish University, Kazakhstan

Abstract

This article investigates the challenges encountered by students facing difficulties in learning vocabulary, focusing on the efficacy of Quizlet in language acquisition. It emphasizes the pivotal role of online applications in language learning, particularly the impact of Quizlet not only on enhancing vocabulary but also on improving broader language skills. The study involved data collection from students, assessing their vocabulary comprehension using Quizlet, and exploring its effects on individuals across diverse backgrounds, ages, and genders. Encompassing 13 students enrolled in an online course by Nazar Education, the study highlights Quizlet's transformative impact on their learning process, significantly improving efficiency. It outlines the benefits of Quizlet in online teaching, facilitating easy word acquisition and active engagement with the material. Beyond vocabulary enhancement, the research underscores Quizlet's role in enhancing overall language proficiency through the effective use of flashcards and quizzes.

Keywords

Quizlet, flashcards, quizzes, vocabulary, pronunciation, online applications, apps, learning.



AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

The Role of Erasmus+ Experience in Developing Intercultural Communicative Competence

Sevim Emecen, Arif Sarıçoban

Health Sciences University, Türkiye

Selçuk University, Türkiye

Abstract

The globalization of English, fueled by technological advancements and the growing ease of communication between diverse cultures, has elevated intercultural communicative competence to a critical skill in today's world. Intercultural communicative competence is defined as the ability to communicate effectively and appropriately in cross-cultural settings, without triggering cultural conflicts. Byram (1997) introduced a model for intercultural communicative competence comprising four key components: attitude, knowledge, skills, and action. This study presents a qualitative investigation into the intercultural communicative competence of students, comparing those with and without Erasmus experience, using Byram's intercultural communicative competence model as the framework. A total of 30 students participated in the research, 15 with Erasmus experience and 15 without. Data were collected through interviews, utilizing eight semi-structured questions designed to assess various dimensions of intercultural competence. The findings from these interviews reveal that students with Erasmus experience exhibit enhanced knowledge, attitudes, skills, and actions related to different cultures, compared to their peers without such experience. This suggests that the Erasmus experience plays a significant role in fostering the development of intercultural communicative competence.

Keywords

Erasmus experience, ICC, enhanced knowledge, attitude, skill, action.



AMASYA UNIVERSITY
FACULTY OF EDUCATION
DEPARTMENT OF FOREIGN LANGUAGES EDUCATION
DIVISION OF ENGLISH LANGUAGE TEACHING

AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

Comparative Analysis of Vocabulary Learning Strategies: Exploring Differences Between EFL and TFL Learners

Gürkan Enön, Eda Duruk

Pamukkale University, Türkiye

Abstract

This study explores the vocabulary learning strategies (VLS) preferred by English as a Foreign Language (EFL) learners and Turkish as a Foreign Language (TFL) learners. It examines the frequency of strategies used by the learners and explores the similarities and differences between the two groups. Utilizing a questionnaire adopted from Kocaman et al. (2015), which categorizes VLS into memory, cognitive, compensation, metacognitive, affective, and social strategies, data were collected from 35 Turkish EFL learners and 30 TFL learners with diverse native languages at Pamukkale University. The quantitative analysis revealed significant differences in the frequency and type of strategies used by each group. The findings reveal that both groups frequently use cognitive and metacognitive strategies, though notable differences emerge in their reliance on specific techniques such as memorization and social strategies. The study underscores the importance of considering cultural and contextual factors in language education and provides insights for educators to tailor their instructional approaches to better support vocabulary acquisition in diverse language learning environments.

Keywords

Vocabulary learning strategies, English as a Foreign Language, Turkish as a Foreign Language.



AMASYA UNIVERSITY
FACULTY OF EDUCATION
DEPARTMENT OF FOREIGN LANGUAGES EDUCATION
DIVISION OF ENGLISH LANGUAGE TEACHING

AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

AI Integration in Language Classrooms: Advancing ELT for Teachers and Learners at All Levels

Uğur Ferhat Ermiş, Ali Duran

Amasya University, Türkiye

Abstract

The integration of artificial intelligence (AI) into English Language Teaching (ELT) is reshaping both teacher training and instructional practices across various learner levels and educational purposes. This literature review explores the role of AI in enhancing ELT by examining its impact on teacher education and classroom instruction for learners at different proficiency levels. The research addresses the central challenges of equipping ELT educators with the skills needed to incorporate AI into their teaching and evaluating the pedagogical effectiveness of AI-enhanced tools for diverse learner populations. This study adopts a systematic review methodology, analyzing academic publications, empirical research, and case studies from the last two years between 2022-2024. Key themes explored include AI-driven adaptive learning systems, automated language assessment tools, and personalized feedback mechanisms, alongside AI's role in fostering autonomous learning and supporting continuous professional development for teachers. The literature reveals that AI applications have shown promise in customizing learning experiences to individual learner needs, improving engagement, and facilitating differentiated instruction. Results suggest that while AI holds great potential for improving both teacher preparation and student learning outcomes, challenges such as limited teacher familiarity with AI tools, ethical concerns, and the digital divide must be addressed. The review concludes by highlighting the need for more comprehensive teacher training programs that focus on integrating AI effectively into language education across varying learner levels, ensuring that both educators and students can fully benefit from these technological advancements.

Keywords

Artificial intelligence, ELT teacher training, adaptive learning, language education, AI in education.



AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

The Global Skills of EFL Teachers in the Context of 21st Century Teaching and Learning

Serdar Erođluer, Ayfer Su Bergil

Amasya University, Türkiye

Abstract

English as a Foreign Language (EFL) teachers' global skills are essential in the context of teaching and learning in the 21st century in order to satisfy the ever-evolving demands of English language education. Cross-cultural exchanges, technological integration, and globalization all suggest that teachers should be equipped with more than just pedagogical expertise and language proficiency. This study, which employs a qualitative approach, attempts to investigate to what extent EFL teachers are proficient in global skills such as communication & collaboration skills, creativity & critical thinking skills, intercultural competence & citizenship, emotional self-regulation & wellbeing skills and digital literacies. With this regard, the "21st Century Skills Teaching and Learning Survey" was applied to 163 English teachers working in both private and public schools at different school levels (primary, secondary school and high schools) in Tokat province, on a voluntary basis, to report their practices and perceptions regarding global skills. The study highlights the significance of EFL teachers' ongoing professional development in fostering global skills while also demonstrating the effects of teachers' effective use of global skills in language education on students' motivation and achievement.

Keywords

21st century skills, global skills, English language education, EFL teachers, professional development.



AMASYA UNIVERSITY
FACULTY OF EDUCATION
DEPARTMENT OF FOREIGN LANGUAGES EDUCATION
DIVISION OF ENGLISH LANGUAGE TEACHING

AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

The Role of Institutional Policies and Academic Standards in EFL University Students' Academic Writing: Transcendental Phenomenology

Rajab Esfandiari, Fateme Bahrami

Imam Khomeini International University, Iran

Abstract

Over the past few years, the significance of improving academic writing has prompted policymakers and material developers to pay more attention to the factors that may lead to the improvement of academic writing of students. The goal of the present study, therefore, was to explore the role of institutional policies and academic standards in the improvement of Iranian EFL students' academic writing, analysing the differences between language teachers' perspectives and EFL students' points of view towards factors contributing to improving academic writing. To this end, six language teachers participated in a semi-structured interview. Two follow-up, semi-structured interviews were also used to seek the opinions of BA, MA, and PhD students. After collecting data, coding and developing themes, the researchers analysed the qualitative data by using inductive thematic analysis. The results showed three issues: First, discrepancies were found between English teachers' and students' views towards the factors that contribute to the improvement of academic writing. The results also revealed that a process-based type of teaching academic writing was considered best for the improvement of academic writing. The results of the interview with EFL students showed an urgent need for students in receiving detailed feedback from academic writing teachers to improve their academic writing. The findings may carry implications for language teachers and curriculum developers.

Keywords

Academic standards, institutional policy, academic writing, institutional settings.



AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

Automated writing evaluation: Uncovering the secrets from L2 learners' perspectives

Babak Daneshvar Ghorbani, Hanieh Shafiee Rad

Iran University of Science and Technology, Iran

Shahrekord University, Iran

Abstract

This study aimed to explore the perspectives of second language (L2) learners on the implementation of MI Write, an automated writing evaluation (AWE) system. The researchers provided an overview of students' perceptions regarding the usability, usefulness, and desirability of MI Write. To analyze these perceptions, a combination of quantitative and qualitative methodologies was employed. Hierarchical entry regression models were then developed, incorporating various factors such as district context, classroom climate, demographic characteristics (including gender, special education status, limited English proficiency status, socioeconomic status, and grade level), students' beliefs and emotions related to writing, and their writing proficiency. These models were utilized to predict students' perceptions. Upon considering district variations, it was found that students who reported a more positive classroom climate tended to exhibit higher levels of usability, usefulness, and desirability towards MI Write. The regression models also revealed that eighth-grade students, students with limited English proficiency, and those from lower socioeconomic backgrounds perceived MI Write as more usable. Moreover, students from lower socioeconomic backgrounds considered MI Write to be more useful and desirable compared to their peers. Additionally, students who displayed a stronger inclination towards writing and held a belief in the iterative nature of the writing process tended to perceive MI Write as more usable, useful, and desirable. Conversely, students with higher levels of writing proficiency tended to perceive MI Write as less usable and useful, with no significant impact on their desirability perceptions. The study concludes by discussing the implications of these findings and proposing potential avenues for future research.

Keywords

Second Language Acquisition, Automated Writing Evaluation, L2 Learner.



AMASYA UNIVERSITY
FACULTY OF EDUCATION
DEPARTMENT OF FOREIGN LANGUAGES EDUCATION
DIVISION OF ENGLISH LANGUAGE TEACHING

AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

Integrating AI Tools into English Language Teaching: Enhancing Curriculum and Instructional Effectiveness

Melissa Özlem Grab

Giresun University, Türkiye

Abstract

This research addressed the urgent need for innovation in teaching methodologies in ELT by integrating AI tools into curriculum and instruction. Precisely, the problem investigated was that the traditional methodology of teaching cannot always succeed, neither in responding to the diversified learning needs of students nor in catching up with today's digital environment. In the frame of this higher education setting, 22 English teacher candidates and 6 educators from only one institution were selected to explore the experience and perceptions related to the integration of AI into the ELT curriculum. A mixed-methods methodology was adopted, with survey questionnaires, interviews, and classroom observations as the main data collection tools, in order to study enhanced current teaching practices and effectiveness concerning student engagement, supported by AI tools. The results from this indicate a significant enhancement in instructional effectiveness, as AI tools may create possibilities for individualization in learning and increase student motivation even more, which therefore leads to interactive and collaborative learning environments. Conclusions from this study highlighted the transformation that AI can bring to ELT classrooms and emphasized better preparing future educators for the challenges in diverse classroom settings.

Keywords

Artificial Intelligence (AI), English Language Teaching (ELT), AI Curriculum Integration, Instructional Effectiveness, Teacher Education.



AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

Sensory Vulnerability and Foreign Language Learning of Learners with Autism Spectrum Disorder: Methodological and Cognitive Aspects

I.O. Haidai, L.K. Suvorova, O.I. Zadoienko

Zhytomyr State Polytechnic University, Ukraine

Abstract

In the conditions of today's realities in Ukraine, the basic sense of security has been radically shaken. Wartime dictates a series of tests that not only the teacher, but also the student of education must cope with. Pupils who are endowed with a limited ability to quickly react to any changes process signals from the outside world extremely individually and in a completely different way than do children with a normotypical developmental mechanism. Such a problem prompts teachers to look for and introduce the right support steps into the educational environment, which will make it possible to optimize and at the same time minimize possible psycho-traumatic consequences. The issue of sensory hygiene of children with developmental disabilities, in particular those on the autism spectrum, remains no less relevant. Air raid signals, sounds of explosions, moving to a shelter and staying there amid excessive noise – all these factors in Ukraine have an extremely negative effect on the psycho-emotional state of students, especially of primary school age. One of the manifestations of sensory overload is a meltdown. Our study systematized what steps should be taken to relieve the nervous system and teach foreign languages: with the help of a sensory room, favorite toys, wearing a weighted vest, moving to a classroom where it will be quiet and calm. All these measures should relieve tension and allow the student to be included in the process of acquiring knowledge in the future. It has been proven that the consequences of psychological trauma in children with ASD can be minimized provided that the problem is carefully studied and a timely response to the first manifestations of the "symptomatics" of meltdown. A clear, algorithmic procedure will allow such a student to feel safe, and the teacher to carry out a series of planned educational actions. Undoubtedly, the realities of war complicate the already difficult process of teaching such children, however, with the support of the team work of specialists and parents, it is possible to achieve the necessary and significant results.

Keywords

Learning foreign languages, sensory vulnerability, meltdown, children with special educational needs.



AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

Language Learning Strategy Training Models

Ulviyya Hajiyeva

Azerbaijan State Pedagogical University

Abstract

The purpose of the present article is to shed light on the issue of strategy training and its models. We have investigated the effect of metacognitive strategy training through the use of explicit strategy instruction on the development of lexical knowledge of EFL students. Two approaches in teaching learning strategy, direct and embedded were defined out. Direct training is “learning strategy instruction in which students are informed about the value and purpose of learning strategies”. Whereas, embedded training is “guidance in the use of learning strategies that is embedded in the task materials but not explicitly defined to the learner as strategy instruction”. It is also noted that embedded approach had little effect on learners. Chamot and Walley`s project called Cognitive Academic Language Learning Approach (CALLA) provided a useful framework for direct language learning strategies instruction. The sequence of instruction in CALLA approach is a five-phase recursive cycle for introducing, teaching, practicing, evaluating, and applying learning strategies. The cycle repeats as new strategies or new applications are added to students` strategic repertoires. R.L. Oxford summarized a successful and helpful learning strategy instruction into ten groups and it is also noted that these requirements must be met by the teachers.

Keywords

Learning strategy, strategy instruction, recursive cycle, learners` goals, learners` style, language performance, students` needs.



AMASYA UNIVERSITY
FACULTY OF EDUCATION
DEPARTMENT OF FOREIGN LANGUAGES EDUCATION
DIVISION OF ENGLISH LANGUAGE TEACHING

AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

Do the In-service Teacher Training Programs Enhance Professional Development and Motivation of Teachers?

Aydan Irgatođlu

Ankara Hacı Bayram Veli University, Türkiye

Abstract

This study examines the impact of in-service teacher training sessions on inspiring and improving professional abilities among English Language Teachers in Türkiye. The study has two primary goals. The study aimed to examine the impact of teacher training sessions on motivation and retention, as well as professional growth, confidence, and self-efficacy. The study used a survey research approach for data collection. A systematic questionnaire was utilized to collect data from 205 teachers working at public schools. Data from the questionnaire was examined statistically. The study found that training sessions do not effectively motivate in-service teachers or develop their professional abilities as intended. Teachers prioritize the social and personal benefits of training sessions when deciding to participate. The study found that these in-service training sessions lack key components for effective teacher training. The research suggests updating training programs to meet the demands of today's teachers, rather than relying on old ways.

Keywords

Professional development, in-service teacher training, motivation.



AMASYA UNIVERSITY
FACULTY OF EDUCATION
DEPARTMENT OF FOREIGN LANGUAGES EDUCATION
DIVISION OF ENGLISH LANGUAGE TEACHING

AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

Examining the Interplay of L2 Anxiety, L2MSS, and Intended Effort

Aydan Irgatoğlu

Ankara Hacı Bayram Veli University, Türkiye

Abstract

L2 Motivational Self System emphasizes the importance of learning experiences, the growth of motivation, and the influence of self-perception on motivated behavior. As a result, the current research uses the L2MSS to investigate the interplay between the L2 anxiety, L2MSS and L2 intended effort utilizing 250 students from a state university. Participants were asked to complete a motivation questionnaire. Multiple regression studies show that each aspect of the L2MSS has a strong direct predictive effect on the L2 intended effort. The ought-to L2 self and undesirable learning events were found to increase L2 anxiety, while the ideal L2 self and good learning experiences significantly reduced anxiety during the language acquisition process. The analysis shows that learning anxiety does not substantially modify the L2MSS. The L2MSS components were shown to significantly increase learners' intended effort. The study's findings have major significance for language pedagogy, potentially impacting future teaching practices and curriculum development.

Keywords

L2 anxiety, L2MSS, Intended effort.



AMASYA UNIVERSITY
FACULTY OF EDUCATION
DEPARTMENT OF FOREIGN LANGUAGES EDUCATION
DIVISION OF ENGLISH LANGUAGE TEACHING

AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

The Role of Non-Formal Learning Activities for Increasing Secondary School Students` Motivation

O.Z. Iriskulova

Khoja Akhmet Yassawi International Kazakh-Turkish University, Kazakhstan

Abstract

This study aimed to examine how non-formal learning activities contribute to increase motivation among secondary school students. Non-formal activities provide students with experiential learning opportunities beyond classroom environments and increasing their individual interests and preferences. The research assesses the impact of participating in non-formal activities on students' motivation levels and explores the factors that contribute to heightened engagement and learning. This research was conducted at Alisher Navoiy secondary school during the academic year of 2023-2024. The research subjects were 32 students of Class 10. These pupils were twelve male and twenty female ranging from 15 to 16 years old. The researcher used a mixed-method research design that combines quantitative and qualitative approaches. The questionnaire of Lai (2011) and a semi-structured interview were used as the instrument of the research article. Findings showed that each student perceived non-formal learning activities, thus supporting the use of non-formal learning activities as an effective way for enhancing secondary school students` motivation. The quality of student learning in the classroom was enhanced by non-formal learning activities; classroom dynamics, engagement, and motivation were shown to be most significantly impacted.

Keywords

Non-formal education, formal education, motivation, non-formal learning activities, informal learning.



AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

Linking Gender Equality and Language Learning: The Impact of SEL-Embedded SDGs Teaching on High School EFL Learners' Vocabulary

Hatice İğsen, Ece Zehir Topkaya

Batman Anatolian High School, Türkiye

Izmir Demokrasi University, Türkiye

Abstract

In pursuit of a better future together, the United Nations (UN) has identified 17 Sustainable Development Goals (SDGs) to be achieved by 2030, with gender equality (SDG-5) being a critical and urgent priority. To promote awareness and understanding of this goal, it is essential to incorporate gender-related issues into educational efforts. Accordingly, this study presents the Social and Emotional Learning (SEL) embedded SDG-5 Oriented Teaching Program and examines its impact on high school EFL students' vocabulary development, alongside the broader aim of expanding their worldviews. A vocabulary test, based on the Vocabulary Knowledge Scale (Wesche & Paribakht, 1996), was administered pre-implementation to identify common unknown vocabulary. Over three-week program, students engaged with real-world gender-related issues through various tasks, and created summary infographics at the end of each module. An analysis of 84 student infographics revealed a significant increase in the usage of SDG-related vocabulary across all program modules, reflecting the key themes of SDG-5. Thematic analysis indicated that students' vocabulary growth was linked to their engagement in real-world issues in diverse activities and a supportive learning environment, demonstrating the program's effectiveness in fostering both vocabulary development and critical awareness of gender issues through SEL and SDG-5 integration.

Keywords

Vocabulary development, global issues, EFL, SDGs, SEL.



AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

The usage of E-Twinning Projects as a 'sample' for the research papers in the papers presented at the Conference on Good Practices in Education for two years: 2022-2024

Ayşe Gökçen İzci

Amasya University, Türkiye

Abstract

In quantitative studies there is a need for a sample. If the sample is bigger, the study's data will be more comprehensive. For the 21st century, the researcher is lucky that s/he has an Internet connection and it provides to reach the bigger sample area. In recent years E-Twinning projects are widely used by the researchers to find a bigger sample area for the study. In this study I researched the usage of eTwinning projects to provide a larger sample area in Good Practices in Language Education Conferences. They have been organized by the Ministry of National Education, Board of Education and Discipline for the last 3 years. In 2023, only studies in the field of Turkish language teaching were accepted under the title of the Conference on Good Practices in Turkish Language Teaching. For this reason, in this study, proceedings books of the conferences held under the title of Good Practices in Language Education Action Research Conference in 2022 and Good Practices in Turkish and Language Education Conference in 2024 were evaluated. According to the research results, eTwinning projects prepared as the basis of application were used in 10 of 61 applications in 2022 and in 7 of 129 good applications in 2024. In this way, the participant portfolio of the relevant projects has been diversified and participants from different countries of the world have been included in the projects. The fact that the Ministry of National Education selected the relevant implementation projects under the title of "Good Example" shows that global projects are also appreciated by the Ministry.

Keywords

eTwinning, sample, projects.



AMASYA UNIVERSITY
FACULTY OF EDUCATION
DEPARTMENT OF FOREIGN LANGUAGES EDUCATION
DIVISION OF ENGLISH LANGUAGE TEACHING

AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

Tech Stress or Tech Bliss? Unraveling EFL Teachers' Well-being in the Digital Classroom

Kaveh Jalilzadeh

İstanbul University Cerrahpaşa, Türkiye

Abstract

As technology has entered today's world, researchers have been concerned about the effects of using educational technology in classes. Research findings regarding the benefits of technology on teacher well-being, which is vital in shaping the teaching profession and directly impacts students, their parents, and schools, are indecisive. Thus, the current researchers aimed to delve into the issue to shed some light on it. The present qualitative study explored Iranian English teachers' perceptions regarding using educational technology on their well-being. Twelve Iranian teachers (seven females and five males) from different high schools participated in this qualitative study based on convenience sampling. Data were collected through semi-structured interviews and a frame narrative and were analyzed using MAXQDA version 2022. Analysis of the collected data resulted in the identification of three main themes: technology and mental well-being, digital influence on physical well-being, and the social fabric in the digital era, from which 575 codes were extracted. The overall finding was that the participants believed educational technology had benefits and drawbacks. The benefits of the study can encourage teachers, educators, and policymakers to use and support technology in English classes, and the drawbacks can warn them to consider how to implement technology to enhance learning outcomes and teachers' benefits.

Keywords

Mental well-being, physical well-being, social well-being, teacher well-being, technology, teacher education.



AMASYA UNIVERSITY
FACULTY OF EDUCATION
DEPARTMENT OF FOREIGN LANGUAGES EDUCATION
DIVISION OF ENGLISH LANGUAGE TEACHING

AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

Demystifying Language Assessment Literacy of Iraqi EFL Teachers

Entethar Jenabi

Iraq

Abstract

The success of teaching, the quality of student learning, and the motivation of students to learn all depend on teachers' ability to effectively assess their students. However, studies have repeatedly shown that the levels of assessment literacy for instructors in general education and language teaching are inadequate. The purpose of this research is to gain an understanding of the current level of assessment literacy among Iraq EFL student-teachers as well as to determine the areas in which their assessment knowledge is lacking and where it excels. This investigation makes use of a descriptive quantitative methodology, which includes an assessment knowledge test produced by Farhady and Tavasouli (2018) as well as a teacher's perception assessment test. The outcomes of this research point to both strengths and shortcomings in EFL teacher assessment literacy, as well as matches and mismatches between student-teachers' self-perceived assessment literacy and the demonstrated assessment expertise of their students. Over half of all teachers of English to speakers of other languages believe they have sufficient language assessment competence. Nevertheless, the findings that were gleaned from the two tests suggested that almost two thirds of them lacked the necessary level of literacy in terms of assessment knowledge. According to these findings, it was discovered that there is a large discrepancy between students-teachers' beliefs of their assessment knowledge and the actual level of literacy that they possessed. The study may have some repercussions for EFL teacher preparation programs, teaching institutions, and other future research areas.

Keywords

Assessment literacy, student teacher & assessment perceptions.



AMASYA UNIVERSITY
FACULTY OF EDUCATION
DEPARTMENT OF FOREIGN LANGUAGES EDUCATION
DIVISION OF ENGLISH LANGUAGE TEACHING

AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

Examining Flow Experiences in Digital Escape Room Games: Insights into Engagement and Learning

Nebile Uslu Kaplan, Gamze Erdem Coşgun

Ministry of National Education, Türkiye

Amasya University, Türkiye

Abstract

Flow is described as a state of total immersion or engagement in a particular task, in which a person blocks out all unrelated feelings and thoughts. The flow experiences of pre-service EFL teachers in a digital escape room game setting are investigated in this cross-sectional survey study. For four weeks, a total of twenty-four pre-service EFL teachers, ages twenty to thirty-six, took part in the study. Data were gathered using an eGame flow scale that included seven sub-categories. At the end of the four-week game implementation, participants were given the flow scale to assess their flow experiences. Descriptive statistics and correlation analysis were used to analyze the data. The results showed that for almost all the items of the scale, the participants agreed that the digital escape room games were effective in providing concentration, goal clarity, feedback, challenge, autonomy, immersion, social interaction and knowledge improvement. The results of the correlation analysis of the sub-categories of the eGame flow scale also revealed that the strongest relationships were between knowledge and several other sub-categories, including concentration, feedback, challenge, and autonomy. Feedback, challenge, and autonomy appeared to be central in improving knowledge and engagement according to the results.

Keywords

Digital escape room games, gamification, game flow.



AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

AI-Assisted Foreign Language Exam (FLE) Preparation: Insights from Custom-GPT Models at AÜSEM

Mehmet Kara, Ali Duran

Amasya University, Türkiye

Abstract

This paper presents an innovative approach to supporting students in their preparation for the YDS and YÖKDİL foreign language exams through the development of specialized Custom-GPT models. These models, designed and implemented at the Amasya University Continuing Application and Research Center (AÜSEM), offer a tailored, student-centered learning experience. The research problem addressed in this study is how AI-driven tools like Custom-GPT can enhance grammar, vocabulary, and question-solving skills for proficiency exams. While these tools are helpful when used independently by students, we investigate the added value of integrating them into a structured, instructor-led environment. The context of the research focuses on the specific challenges faced by Turkish students preparing for English proficiency exams. In response, a variety of Custom-GPT models were created to target these difficulties. These include tools such as the AÜSEM Text Analyzer, Paragraph Completion GPT, Tense Trainer, and Exam Vocabulary Helper, which allow students to practice reading comprehension, grammar exercises, and vocabulary building. Currently, qualitative data is being gathered through individual interviews and focus group discussions with students to assess the perceived effectiveness of these models. Preliminary results suggest that students report increased confidence and engagement with the exam preparation process, especially when using the Custom-GPT tools for independent practice. However, the study also highlights that the optimal benefit is achieved when students use these tools under the guidance of an instructor proficient in such technologies. The findings underscore the growing role of AI in education and its capacity to transform language learning, suggesting avenues for further development and international application.

Keywords

Custom-GPT, language exam preparation, instructor-led learning, AI-driven language tools.



AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

A systematic review of the representation of cultural elements in English as a foreign language textbooks

Esra Karakuş

Niğde Ömer Halisdemir University, Türkiye

Abstract

Textbooks are complementary to language learning and teaching. Considering various foreign language teaching contexts, they also serve as one of the main tools to provide learners with cultural content. This mixed-methods systematic review aimed to identify predominant cultural elements in 22 studies published between 2005 and 2019, focusing on the analysis of foreign language textbooks. It also attempted to provide a review of the research designs to investigate the representation of cultural elements in language textbooks used in English as a foreign language (EFL) contexts. Concerning the prevalent cultural representations, five main themes emerged: (1) the dominance of target culture, (2) the lack of local culture, (3) the scarcity of cross-cultural comparisons, (4) the presence of surface culture, and (5) the imbalanced proportion of the world cultures. The findings also indicated that quantitative studies outnumbered qualitative and mixed-method research designs. The most frequently used research method to analyze the content of foreign language textbooks was content analysis.

Keywords

Textbooks, cultural elements, representation, EFL, foreign languages.



AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

Planned and Unplanned Spread of English in Türkiye

Harun Karaş, Elif Bozyiğit

Sakarya University, Türkiye

Abstract

English has spread at an unprecedented rate, becoming the most widely spoken language across the world. Although this rapid spread is often explained by factors such as politics, education, globalization, entertainment, technology, and media, the extent to which this spread is desirable and planned is a topic of debate, particularly in countries categorized within the expanding circle, like Türkiye. In this study, which aims to examine how the planned and unplanned proliferation of English is evaluated from a sociocultural perspective, semi-structured interviews will be conducted with academics working in Departments of Sociology, English Language Teaching, and Turkish Language Education of a university in Marmara Region. Adopting phenomenological approach in this qualitative study participants will be determined through purposive sampling. The results of thematic analysis will shed light on the domains and directions in which the effects of this spread are perceived. The findings of this research are expected to provide guidance for policymakers, educators, foreign language (English) users and researchers.

Keywords

Spread of English, Türkiye, sociocultural perspective, academics.



AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

Navigating Students' Voices: Perceptions of Transmedia Storytelling Approach to Strengthen Communication Skills of Bangladeshi University Students

Eshita Khanam Karu, Fariza Puteh-Behak, Hayati Ismail, Muhammad Azizul Hoque

Islamic University Chittagong, Bangladesh

Universiti Sains Islam Malaysia, Malaysia

Abstract

With the rapid advancement of technology and Artificial Intelligence (AI) new pedagogical approaches are emerging to meet the needs of 21st century learners. Transmedia storytelling is such a pedagogical approach that is now-a-days drawing attention in educational circle. This approach refers to using multiple platforms to express the segments of a narrative, and the segments from all the platforms make it a unified whole. Although this approach is gaining popularity, it has not yet been implemented in Bangladesh. Therefore, this study aims to apply this approach in an EFL classroom at a Bangladeshi university to explore students' perceptions regarding this approach to strengthen their communication skills. As a qualitative study, data for this study were collected through students' classroom performances and semi-structured interviews. Participants were selected through purposive sampling. The combination of thematic analysis and critical reflective analysis was used to analyze the data. It is anticipated that participants will express their positive remarks regarding this approach, as they will improve their communication skills by expanding the story world. They will find the approach more enjoyable as it enhances their communication skills in a fun way. This study may have implications for incorporating this approach in the Bangladeshi tertiary educational environment.

Keywords

Transmedia storytelling approach, communication skills, university students, Bangladesh.



AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

Adoption of Generative Artificial Intelligence in Foreign Language Education: The Role of Digital Competences

Osman Kayhan

Amasya University, Türkiye

Abstract

This study aims to determine the relationship between foreign language learners' digital competence levels and their acceptance levels of generative artificial intelligence (GAI). It explores how students' digital competencies influence their acceptance of GAI technologies. The research employs a relational survey model, a type of descriptive survey model, to investigate these relationships. The study's sample consists of 215 students who voluntarily participated and completed the data collection tools. Data were gathered using a "Personal Information Form," the "University Students Digital Competencies Scale," and the "Generative Artificial Intelligence Acceptance Scale." For data analysis, an independent t-test was applied to identify significant differences based on the gender variable, while ANOVA was used to determine variations according to class level and internet usage time. Correlation and multiple linear regression analyses were employed for a more in-depth examination of the relationships between the variables. The findings indicate a positive correlation between students' digital competence levels and their acceptance of GAI. Additionally, the study analyzed whether students' acceptance of GAI varied significantly by gender, class level, and internet usage time. The detailed results of these analyses are presented in the findings and conclusion sections. Overall, the research suggests that enhancing students' digital skills can foster a higher acceptance and use of generative artificial intelligence, providing valuable insights for educators and policymakers aiming to integrate GAI into language learning environments effectively.

Keywords

Digital competencies, AI acceptance, foreign language learners.



AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

Adaptation of Corpus-Based Vocabulary Materials to Enhance EFL Students' Proficiency in Speaking

Lazura Kazykhankyzy, Toymetova Umida

Khoja Akhmet Yassawi International Kazakh-Turkish University, Kazakhstan

Abstract

This article focuses on utilizing corpus-based vocabulary materials to enhance EFL students' proficiency in speaking. Corpus-based learning refers to an educational approach that uses linguistic corpora—large collections of authentic texts—to facilitate language learning and teaching. The quantitative method was employed to examine the effectiveness of corpus-based learning in the EFL classroom. The experiment was conducted with 7th-grade students at School-Lyzeum №28 in Turkistan City, Kazakhstan. The students were divided into two groups: an experimental group and a control group. Corpus-based materials were used with the experimental group, while the control group was taught using coursebooks designed according to their curriculum. Pre- and post-tests were administered to assess changes in the students' speaking skills. At the end of the experiment, a questionnaire was given to the experimental group to examine their attitudes towards corpus-based learning. The research results revealed that corpus-based vocabulary materials were more effective than traditional coursebooks in developing EFL students' speaking skills. Additionally, the questionnaire results indicated positive attitudes among the experimental group participants towards using corpus-based learning in the language classroom.

Keywords

Corpus-based learning, corpora, corpus-based materials, learners' attitude, experimental study.



AMASYA UNIVERSITY
FACULTY OF EDUCATION
DEPARTMENT OF FOREIGN LANGUAGES EDUCATION
DIVISION OF ENGLISH LANGUAGE TEACHING

AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

Implementation of Duolingo Application to Improve Elementary Learners Speaking Skills

L. Kazykhankyzy, Sh. K. Yertayeva

Khoja Akhmet Yassawi International Kazakh-Turkish University, Kazakhstan

Abstract

This study examines how sixth-grade students at S. Rakhimov Secondary School can enhance their speaking abilities over the course of four weeks by using the Duolingo app. Thirty students took part in an experiment that combined classroom-based speaking exercises with Duolingo's interactive language exercises in a blended learning approach. The purpose of the study was to evaluate Duolingo's efficacy as an additional resource for improving oral proficiency in elementary-level students. Assessments were done both before and after to gauge improvement in vocabulary usage, pronunciation, and fluency. The findings showed that students' speaking skills had significantly improved, and most of them showed increased confidence in impromptu interactions. This study emphasizes how accessible, self-paced practice and active language engagement may be fostered via mobile-assisted language learning (MALL) apps.

Keywords

Duolingo app, mixed methods, elementary learners, speaking skills.



AMASYA UNIVERSITY
FACULTY OF EDUCATION
DEPARTMENT OF FOREIGN LANGUAGES EDUCATION
DIVISION OF ENGLISH LANGUAGE TEACHING

AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

Unraveling Relationship Between Mindfulness and Engagement Among EFL Learners

Mojtaba Khatami

Abstract

This study explores the relationship between mindfulness and online student engagement among Bangladeshi EFL (English as a Foreign Language) learners. Utilizing the Langer Mindfulness Scale (LMS) and the Online Student Engagement Scale (OSSES), data were collected from 215 Bangladeshi university students. The study used a convergent mixed methods approach. The findings from descriptive and regression analyses indicated no significant correlation between mindfulness and online student engagement. Concerns were raised regarding the validity and reliability of the LMS for this demographic. Furthermore, a descriptive phenomenological analysis of qualitative data revealed a significant shift in the locus of control, resulting in feelings of helplessness and hopelessness among many students. These insights suggest that mindfulness practices did not effectively mediate the stress of moving from face-to-face to online/remote learning. The study underscores the need for policymakers to develop learning frameworks that enhance internet accessibility and reliability, foster active learning environments, and address the holistic well-being of students in online educational settings.

Keywords

Mindfulness, online engagement, EFL, pandemic education, digital learning barriers, student well-being.



AMASYA UNIVERSITY
FACULTY OF EDUCATION
DEPARTMENT OF FOREIGN LANGUAGES EDUCATION
DIVISION OF ENGLISH LANGUAGE TEACHING

AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

Margaret Atwood's *The Penelopiad*: Syncretism and Re-creation in Teaching Students Creative Writing Skills

Ayda Khodabakhshi, Haleh Zargarzadeh

Urmia University, Iran

Abstract

Students critique literary works through close reading and literary analysis and produce their own art in creative writing courses. Elements of tragedy in Aristotle's *Poetics* (335 BCE) remain a fundamental influence in the study of narrative and creative writing. His concept of mimesis (imitation) has formed the process of storytelling for centuries. We discuss how students can recreate classical stories or characters to form a particular context and pursue their own contemporary concerns. The concepts of syncretism and re-creation in Justine McConnell's book *Derek Walcott and the Creation of a Classical Caribbean* (2023) addresses our purpose. In "Descent: Negotiating with the Dead," Margaret Atwood reflects that "All writers learn from the dead. As long as you continue to write, you continue to explore the work of writers who have preceded you" (178). In this light, students can recreate classical stories or characters by blending and mixing diverse cultural elements (syncretism) and replicate and transform traditional elements into modern issues (re-creation). Atwood's *The Penelopiad* (2005) which is a re-creation of Penelope in Homer's *Odyssey* (8th century BC) demonstrates how Atwood questions gender roles by shifting the viewpoint of the narrative to the female characters and narrates their desire, complaint and concerns. By reworking familiar themes, plots and characters and engaging with the works of writers who have gone before them, students can compose their own creative narratives and transform them into new forms with new functions to construct meaning from such texts that make sense for us today.

Keywords

Teaching, creative writing, syncretism, re-creation, Margaret Atwood, *Penelopiad*.



AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

Examining the Effectiveness of Print vs. Online Dictionary Use in EFL Writing: A Comparative Error Analysis Study

Fatma Kimsesiz, Emrah Dolgunsöz

Kırşehir Ahi Evran University, Türkiye

Bayburt University, Türkiye

Abstract

Dictionary consultation is widespread among foreign language learners for a variety of reasons. Rapid technological developments predominated the use of online dictionaries over print dictionaries thanks to the manifold opportunities provided by online dictionaries. This study examines the effectiveness of print vs. online dictionary usage in writing sessions in EFL classes. A total of 38 students participated in the study. The data were collected through students' written essays. Throughout the study, the participants were asked to compose essays on assigned topics utilizing online dictionaries for assistance and print dictionaries in three others. Error Analysis was employed to analyze the essays. The participants (N=20) were also interviewed based on their notions and experiences using online vs. print dictionaries in writing sessions. Thematic analysis was used for the analysis of the interviews. The results indicated that most of the mistakes the learners made were predominantly analogical. Through the thematic analysis, three themes appeared, emphasizing that online dictionaries were more practical to carry than print dictionaries; students were exposed to new vocabulary items during word search; and misused their smartphones when they were expected to benefit from online dictionary usage. The results are discussed based on the results of error analysis and interviews.

Keywords

EFL writing, error analysis, online dictionary, print dictionary.



AMASYA UNIVERSITY
FACULTY OF EDUCATION
DEPARTMENT OF FOREIGN LANGUAGES EDUCATION
DIVISION OF ENGLISH LANGUAGE TEACHING

AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

Teaching English through Fables of Kalila and Dimna

M. Kizdarbekova, R. Matibaeva

Khoja Akhmet Yassawi International Kazakh-Turkish University, Kazakhstan

International Islamic Academy of Uzbekistan

Abstract

This academic paper investigates the potential of fables from Kalila and Dimna as an efficacious pedagogical instrument for teaching English as a second language (ESL). These fables, drawing on their rich cultural heritage, engaging narratives and moral lessons, provide an accessible and meaningful way to enhance students' language skills. This article discusses the key benefits of using these stories in ESL instruction, including vocabulary development, reading comprehension and critical thinking. It also outlines practical teaching strategies such as story retelling, role-playing and discussion. This approach fosters creativity and cultural awareness while reinforcing key linguistic concepts, making the learning experience both enjoyable and educational. In conclusion, using literature, particularly fables, to teach English is an engaging and effective approach, the timeless fables from Kalila and Dimna offer a unique way to enhance language learning, how teachers can use these fables to teach English and improve students' comprehension, vocabulary, speaking, and writing abilities.

Keywords

Teaching English, fables, Kalila and Dimna, engaging narratives, vocabulary development.



AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

Language Pedagogy through Cultural Conceptualizations: The Case of Hungarian Body Part Expressions

Judit Baranyiné Kóczy

University of Pannonia, Hungary

Abstract

A widely disputed field in foreign language education is how to teach figurative language and the cultural knowledge that underpins its meanings (Kramsch, 2013, 2015; Ungerer & Schmid, 2006). Previous research has shown that introducing figurative expressions to students systematically and providing their cultural-etymological background supports students' comprehension and performance regarding these expressions (Boers, 2001, 2004; Boers & Lindstromberg, 2006; Niemeier, 2017). This presentation argues that implementing cultural conceptualizations in foreign language education is a prosperous way to introduce figurative language and its underlying cultural motivation in an organized way. 'Cultural conceptualizations', the central notion of Cultural Linguistics (Sharifian, 2017), is a cover term for culturally and conceptually structured metaphors, schemas and categories, which encode different aspects of a cultural group's beliefs and ideas about the world. In the study, figurative language based on a specific group of Hungarian lexicon—body part terms—is analyzed from the perspective of Cultural Linguistic methodology. The analysis focuses on identifying culturally specific categorization issues that can be introduced to students, demonstrating how body part expressions encompassed by cultural schemas can be linked, and explaining how cultural metaphors provide meaning to a group of figurative expressions. It is shown that raising awareness of the cultural conceptualizations related to Hungarian body parts opens the door to systematically introducing packages of expressions to students while they also benefit from anchoring their newly acquired knowledge to the cultural worldview of the Hungarian language speakers' community. In this way, students gain a thorough understanding of specific figurative networks present in the foreign language they study.

Keywords

Body parts, cultural conceptualizations, Cultural Linguistics, figurative expressions.



AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

AI-Powered Language Partners

Santosh Behera Kumar, Azra Tajhizi

Kazi Nazrul University, India

Maragheh University, Iran

Abstract

The integration of AI-powered language partners into educational settings offers a transformative approach to conversational practice in language learning. These intelligent systems provide personalized interactions that adapt to individual learners' needs, enhancing engagement and linguistic proficiency. This paper delves into the ultimate benefits of utilizing AI in language classrooms, including increased speaking opportunities, immediate feedback, and the ability to practice diverse conversational scenarios. We explore various AI applications, from chatbots to virtual tutors, highlighting their effectiveness in fostering real-time communication skills and cultural competence. Additionally, we discuss the implications for teachers, emphasizing how these tools can supplement traditional methods and allow for differentiated instruction. The findings suggest that AI-powered language partners not only improve language acquisition outcomes but also promote learner autonomy and confidence. By reimagining conversational practice through innovative technology, educators can create dynamic learning environments that cater to the evolving demands of 21st-century language education.

Keywords

AI language partners, conversational practice, language learning, educational technology, personalized learning, learner autonomy, cultural competence, teaching methods.



AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

Evaluating English Exam Preparedness and Student Concerns: Insights from Students' Perspectives

Ali Ramazan Küçükbiyık, Mehmet Tunaz

MoNE, Aliya İzzet Begoviç Middle School

Nevşehir HBV University, Türkiye

Abstract

The relationship between student achievement and assessment procedures have been the concern of many research for quite long time. The compliance between the assessment methods and curricular practices have been regarded as an important factor affecting student achievement. While the match between theory and practice foster student success, the inconsistency between these two might result in the lack of expected student success. Therefore, the purpose of this descriptive research is to investigate the relationship between the secondary school students' perspectives on the current assessment practices at schools and High School Entrance Exam (HSEE) applied in Türkiye. The participants consisted of 25 secondary school students chosen according to convenience sampling. For the data collection, a structured interview including six open-ended questions was held by the researcher. The findings indicated that the HSEE was stated to be easier than the exams held at school in English lessons, and students are in favor of multiple choice exams at school. Supporting these findings, students also stated that English exams at schools are sufficient enough to be successful at HSEE. In contrast, half of the participants were found to suffer from exam anxiety. As a result, it was concluded that students' perspective and expectations of English exams at schools are affected from the HSEE. As the implication of this research, it can be suggested that language assessment in curricular process and HSEE should comply each other to prevent washback effect of the assessment methods.

Keywords

Assessment, high school entrance exam, English language.



AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

Prospective EFL Teachers' Perceptions on the Effectiveness of Using Artificial Intelligence (AI) Applications in their Future Classroom Settings

Hülya Küçüköğlü

Bozok University, Türkiye

Abstract

The objective of this study is to investigate the viewpoints of the Prospective EFL Teachers' Perceptions on the Effectiveness of Using Artificial Intelligence (AI) Applications in their Future Classroom Settings. AI apps has started to be used in a manner that is congruent with educational objectives and which enhances student learning. A quantitative methodology was employed to collect data, which was obtained through a survey administered to 145 Prospective EFL Teachers' of English as a Foreign Language (EFL). The findings of the survey will be the main objective of this current study. Studies done on the use of AI indicate that most of the instructors in this field heavily depended on artificial intelligence (AI) tools to streamline work, provide data-based insights to enhance teaching tactics, and personalize the learning experience for individual students. In addition, they expressed a favorable opinion of the advantages that AI apps offer in enhancing the educational process within their classrooms. By the data collected by this study, I am hoping to demonstrate a clear and significant understanding on prospective EFL instructors' perceptions regarding the advantages of using AI apps in EFL classes. The study also hopes to propose integrating AI applications into the process of teaching English as a Foreign Language (EFL) because of the possible advantageous effects on language learning.

Keywords

Artificial Intellegence (AI), language teaching, prospective teachers.



AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

Exploring the Linguistic Development of Kazakh through Social Network Borrowed Words

Nuraiym Kypshakbay

Korkyt Ata Kyzylorda University, Kazakhstan

Abstract

The present article investigates the impact of loanwords derived from social networks on the Kazakh language. A questionnaire was administered to 323 participants to elicit information regarding their utilization of social networks and the loanwords they frequently encounter. The results indicate that the prevalence of loanwords from social networks has escalated recently, particularly among younger generations. These loanwords have become a standard element of online communication and are exerting a profound influence on the evolution of the Kazakh language. Moreover, our investigation revealed that loanwords from social networks are frequently utilized as a means of expressing modern concepts and ideas that are not readily translatable into conventional Kazakh vocabulary. This study underscores the need for further research on the use of loanwords from social networks in Kazakh communication, especially given the escalating role of digital language in our daily lives. Grasping the impact of these loanwords on the language and culture of Kazakhstan will facilitate navigating the intricacies of linguistic evolution in the digital age.

Keywords

Loanwords, social network, linguistic evolution, digital age, online communication.



AMASYA UNIVERSITY
FACULTY OF EDUCATION
DEPARTMENT OF FOREIGN LANGUAGES EDUCATION
DIVISION OF ENGLISH LANGUAGE TEACHING

AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

Early English Education: An Empowerment of Children's Literature

Ananda Majumdar

North Central Theological Seminary Canada

Abstract

Early English education is not just a tool for nurturing child education through literacy but a crucial factor that significantly impacts child literacy development. Teaching in English helps children develop thinking skills, emergent literacy, and various methods of approach. According to Jose Mateo and Isabel Rodes, children's literature is read by children, heard by children, and enjoyed mainly by children, and it has yet to be written for them. Research in child education has mentioned the sharpness of children's mother tongue primarily through reading stories. Research in child education also discovered a second language approach for reading development as a natural exposure. Therefore, the English language has been represented as an instrument, not an objective. Research has focused on the acceptability of English as the instrument for reading tales and stories that children like. The article aims to discuss early education in English as a second language and its analysis. The methodology has been conducted through documentary analysis. The specific question we seek to address is: what is the evaluation of early childhood language development, and why is English the primary source for child literacy development?

Keywords

Child development, Early English Education, Cognitive Skill.



AMASYA UNIVERSITY
FACULTY OF EDUCATION
DEPARTMENT OF FOREIGN LANGUAGES EDUCATION
DIVISION OF ENGLISH LANGUAGE TEACHING

AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

The Effect of Dynamic Assessment on Improving Young EFL Learners' Writing Quality as Measured in Terms of CAF

Maryam Maleki, Parisa Abdolrezapour, Rahman Sahragard

Shiraz University, Iran

Abstract

In an era where learners' writing skills are crucial for academic success and performance in international English exams, educators must adopt innovative approaches to foster improvement. One such method is dynamic assessment (DA), which has gained considerable attention in both second and foreign language learning contexts for its potential to transform classroom practices. Applying a mixed-methods approach, this study investigated the effectiveness of incorporating DA in enhancing the writing skills of teenage students, as measured in terms of Complexity, Accuracy, and Fluency (CAF). Data were collected from 22 students, aged 12 to 14, across six writing tasks. The quantitative findings, based on CAF measures, revealed significant improvement in all three dimensions. These results indicated that DA not only supports the development of more complex and accurate writing but also promotes fluency, providing a balanced improvement in students' writing performance. The qualitative findings based on semi-structured interviews with five randomly selected students explored their perceptions of the dynamic assessment approach. All interviewees reported a reduction in stress compared to traditional feedback methods, noting that DA created a more relaxed and engaging environment. They also expressed that DA facilitated better learning outcomes, allowing them to understand their writing processes more deeply and improving their ability to revise drafts effectively. These findings underscore the value of incorporating dynamic assessment into English language curricula, particularly in secondary schools and language institutes. DA offers an interactive, personalized, and stress-free learning experience that not only engages students but also enhances their writing development. Curriculum developers, language testing specialists, and teacher trainers are encouraged to integrate DA into their programs to foster long-term language growth and learner success.

Keywords

Dynamic assessment, CAF, writing skills, stress-free learning, writing assessment.



AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

Assessment and Educational Materials: Is There Any Relationship?

Fatemeh Mirzapour

Islamic Azad University Sofiyan Branch

Abstract

Education is the only way individuals can acquire specialized skills and knowledge for their development. Teaching and learning are two prevailing activities in education, which require the formulation of learning experiences to be taught (materials), the development of strategies for delivering those learning experiences (instruction), and the degree of achieving instructional aims and suitability of materials to the learners (assessment). The relationship between materials and teaching is linear since every teaching process depends on the elements of materials, such as the goals of the material content, the nature of the subject matter (e.g., Physics, English Language), the psychology of learning, and teaching methods. A linear relationship can be found between materials and assessment. A well-developed material can be assessed to determine its suitability to learners, teachers, and society. The materials assessment results (educational goals, type, and organization of learning experiences) are given to material developers for modification and improvement. A relationship can be found between elements of teaching and assessment. The statements of instructional objectives, time required for teaching, and instructional methods and strategies are the elements of teaching that can be assessed. In the teaching process, assessment is needed to determine the suitability of the teaching topic to the learners' ability and age, determine the suitability of teaching goals and aims to the learners' ability and duration of teaching, and determine the relevance of learners' previous knowledge; determine the relevance of teaching methods and strategies to the topic and aims of teaching. Overall, assessment can provide the necessary information to improve teaching (formative) and go to a new topic (summative).

Keywords

Language teaching, material development, assessment.



AMASYA UNIVERSITY
FACULTY OF EDUCATION
DEPARTMENT OF FOREIGN LANGUAGES EDUCATION
DIVISION OF ENGLISH LANGUAGE TEACHING

AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

Improving the Emotional Reflection of Instructors in Online Learning Environments

Alireza Navid

İstanbul University Cerrahpaşa, Türkiye

Abstract

This study was carried out in response to the recent surge in interest in online remote emergency training, and the findings should contribute to our understanding of how people actually learn and teach online. The author conducted a self-study on online teaching to find out more about the educator's thoughts on the medium and the challenges he has faced. The goals of this study were to find out how educators felt about online learning, what tactics they utilized in the classroom, and how involved the students were. By thinking back on his own experiences as an online instructor, he was able to have a deeper understanding of the influence that his students' emotions had on the classroom. Furthermore, he found that getting feedback from students on their (non)participation and then reflecting on it allowed him to gain a deeper understanding of the experiences of the students. As a result, he was able to establish himself as an online instructor and his own worries about his capacity as a mentor and teacher diminished. The study's conclusions show that emotional experiences of both instructors and students can be utilized to promote pedagogical development through critical reflection, and that giving teachers the chance to work on emotions in a self-reflective manner can benefit them both personally and professionally.

Keywords

Online education, emotional reflection, interpersonal interaction, online instruction, independent study.



AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

A Tempest in English Classrooms: Fostering Cosmopolitan Vision through Global Play Adaptation

Fariba Nickfard, Haleh Zargarzadeh

Urmia University, Iran

Abstract

This study examines the constructive role of adaptations of renowned global theatrical works in English classrooms to acquaint students with diverse cultures and broaden their cosmopolitan sense. Cosmopolitanism advocates a worldwide outlook and interconnectedness among people and cultures. It highlights the value of cultural diversity, understanding, and mutual consideration. It further supports the notion that all human beings are part of a shared humanity and should strive for a more peaceful global community. According to Suzanne S. Choo, cosmopolitanism is characterized by five fundamental features including “antifundamentalist”, “dispositional”, “openness to difference”, “Other-centered”, and “dialogic” (8). Aime Cesaire's *A Tempest* (1969) presents a postcolonial reinterpretation of Shakespeare's *The Tempest*, with a focus on race, power, and imperialism. The play revolves around Caliban, an oppressed native inhabitant of the island, who confronts colonial subjugation and strives for freedom. Cesaire's version offers a critical examination of colonialism and delves into the intricacies of identity and defiance. When students engage with significant theatrical works from various cultures, they contemplate the circumstances of their own society alongside their individual issues. This comprehension deepens and fosters their cosmopolitan viewpoint. The article suggests that exposure to multicultural literary works in English classrooms can be used as an inspirational practice in language pedagogy that promotes cultural understanding, intercultural connectedness, and cosmopolitanism.

Keywords

Cosmopolitanism, English practice, English pedagogy, *A Tempest*.



AMASYA UNIVERSITY
FACULTY OF EDUCATION
DEPARTMENT OF FOREIGN LANGUAGES EDUCATION
DIVISION OF ENGLISH LANGUAGE TEACHING

AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

Employing ChatGPT to Improve High School Students' Writing Skills by Providing Feedback on Topic-Specific Writing Tasks

Oğuzhan Ozan, Serpil Azap

Tokat Gaziosmanpaşa University, Türkiye

Abstract

The integration of artificial intelligence in language teaching has emerged as a potential method to improve students' writing skills in today's digital age. This study aims to decide whether using ChatGPT, an artificial intelligence-integrated chatbot, is an effective method to improve high school students' writing skills or not. The study was carried out with 30 students in a state high school. The research employed a quasi-experimental approach, which included a pre-test, post-test, and a control group. The study utilized both quantitative and qualitative research methods. Participants were given 6 consecutive writing tasks and got feedback from their teacher and ChatGPT. Both the feedback they got and overall scores compared to reach the study's goal. After completing writing tasks, students who got their feedback from ChatGPT were given a questionnaire to evaluate their experience. In the qualitative part of the study, semi-structured interviews conducted with 8 participants from the experimental group. The data analysis involved the steps of "description, analysis, interpretation." The study's findings indicated that using ChatGPT for feedback to students' writing tasks can lead to more significant, consistent and sudden improvements in student writing performance compared to traditional feedback. Students in the interviews indicated that receiving feedback in a supportive, non-judgmental environment made them feel safe and less stressed. ChatGPT, by providing anonymous, instant feedback, can help reduce the stress and anxiety often associated with traditional classroom feedback. These results support the integration of AI-driven feedback systems in language education settings to complement existing teaching methods, offering scalable and personalized support to enhance student learning outcomes.

Keywords

Artificial intelligence (AI), EFL, writing skills, chatGPT, personalized feedback.



AMASYA UNIVERSITY
FACULTY OF EDUCATION
DEPARTMENT OF FOREIGN LANGUAGES EDUCATION
DIVISION OF ENGLISH LANGUAGE TEACHING

AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

Review on Quizlet in English Language Vocabulary Acquisition

Kübra Öcel, Ayfer Su Bergil

Amasya University, Türkiye

Abstract

The aim of this review article is to assess the use of “Quizlet” as a supplementary web 2.0 tool for vocabulary acquisition in English language settings. To the best of our knowledge, not much research has been conducted or fully examined on this topic. To this end, this paper demonstrates the results of a systematic review of the literature regarding vocabulary acquisition through Quizlet. In order to pinpoint their main issues and provide a current understanding of vocabulary acquisition, 25 pieces of research that were all published in scholarly publications over the last four years and found in the ERIC and Web of Science databases were examined. The scope of the review encompasses the study's topic, method, and main findings. The main findings demonstrate that Quizlet enhances vocabulary acquisition by fostering positive attitudes in both teachers and students, as well as by boosting students' enthusiasm and readiness to participate in the course. It also helps students retain newly taught vocabulary. Based on the primary findings, recommendations for more research are also provided, keeping in mind the boundaries of the reviewed studies.

Keywords

English language, vocabulary acquisition, web 2.0 tools, Quizlet.



AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

L2 Media Engagement and Motivation: Keys to Enhancing L2 Learners' Vocabulary Knowledge

Seren Özgür, Özlem Saka

Istanbul Aydın University, Türkiye

Akdeniz University, Türkiye

Abstract

Recent studies investigating the factors that might relate to the vocabulary knowledge of L2 learners have focused on learners' engagement with L2 outside of the classroom and motivational influences. Building on this body of research, the present study aims to investigate the potential relationship between L2 media engagement and motivational factors in regard to their L2 vocabulary knowledge. Using a quantitative approach, data were collected from 247 high school L2 learners through the Vocabulary Levels Test and a questionnaire investigating learners' L2 media engagement (e.g., gaming, films, and social media use) and their intrinsic and extrinsic motivations, as well as their L2 anxiety level. Factor analysis was conducted to categorize media engagement behaviors, while correlations and Kruskal-Wallis tests were employed to explore the relationships between vocabulary knowledge, motivation, and media use. Preliminary findings revealed that students with higher vocabulary knowledge are more engaged with authentic English media and display higher intrinsic motivation. However, a moderate negative correlation was found between vocabulary knowledge and English learning anxiety. These results suggest that media engagement and motivation are intertwined with vocabulary development, highlighting the importance of fostering both in L2 learning environments in the classroom. The study's findings have implications for designing instructional strategies that integrate media use and motivational support in language learning programs.

Keywords

L2 vocabulary knowledge, L2 motivation, informal L2 engagement.



AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

Open AI-based ELT Materials Development-Pros and Cons

Chandrasekharan Praveen

NIT Calicut, India

Abstract

One major issue that confronts English Course Book materials producers for English as a Second Language (ESL) learners, is the difficulty of finding appropriate and interesting authentic materials. Even if found, there will always be difficulty in matching the content with the experiential domain of the learner. This would necessitate re-writing of the content and events in the given text with ones familiar to the learner. Keeping these aspects in mind, the investigator, a teacher educator by profession who had been recently assigned a lead role in the development of a Course Book for state-run government schools, attempted to develop materials for English language learners at the secondary level, using ChatGPT. The study focussed on producing just one module on the theme, 'Natural disaster'. For this, the investigator reviewed the events both during and after the recent landslide tragedy that struck Kerala State, making use of news items available on Print and visual media. This was followed by developing of appropriate prompts for generating materials on prose (passages and short stories) poems and dialogues. The prime focus for this was on maintaining an element of interest and ensuring that the difficulty level matches the ability of an average level learner at the secondary level. The AI-generated materials were then critically reviewed and edited. Then hand-outs were prepared for testing the materials on students who have just completed their Higher Secondary education. A Questionnaire was also prepared for receiving feedback on the materials developed. Based on the feedback, the pros and cons of the AI-generated ELT materials were identified. The paper commences by providing the background to the study namely the possibilities thrown open for ELT materials production with the arrival of ChatGPT. Then it moves on to state the rationale for the study namely the necessity of producing local texts and the scarcity of authentic texts suitable for learners in lower classes. This is followed by a brief review of studies on the relevance of AI-based tools for ELT materials development. Next, a description of the procedure followed for developing the ELT materials and how it was tested on learners is given. Before concluding, the pros and cons of developing course book materials using AI will be listed. It is hoped that the presentation would throw light on the hidden pitfalls of using ChatGPT based materials and the precautions to be taken in employing ChatGPT for materials production. The study reveals the necessity of framing prompts with utmost care and the need for discreet revision and critiquing of AI-generated materials for course books for ESL learners.

Keywords

ChatGPT, Content, Discourses, ELT materials, English as a Second Language, Language exercises.



AMASYA UNIVERSITY
FACULTY OF EDUCATION
DEPARTMENT OF FOREIGN LANGUAGES EDUCATION
DIVISION OF ENGLISH LANGUAGE TEACHING

AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

Modeling the Interplay Between EFL Learners' L2 Motivational Self-System and Self-Regulation in ChatGPT-Assisted Language Learning: A Partial Least Squares Structural Equation Modeling (PLS-SEM) Approach

Amir Reza Rahimi, Mahshad Sheyhkholeslami, Ali Mahmoudi Pour

Universitat de València, Spain

Islamic Azad university of Torbat Heydariye, Iran

Bu-Ali Sina University, Hamedan, Iran

Abstract

In recent years, chatbots powered by artificial intelligence (AI) have attracted significant attention, particularly as they are incorporated into personalized learning environments for students. The emotional aspects of learning languages, especially their attitudes toward chatbots, were extensively examined in recent studies. In such an environment, little is known, however, about the factors that shape their cognitive behavior, particularly their self-regulation. The researchers filled the gap by collecting data from 139 Iranian EFL students who had personalized language learning through ChatGPT, along with their curriculum, and answered our questionnaire on their L2 motivational system and online self-regulation. The results of the Partial Least Square Modeling (PLS-SEM) showed that ChatGPT significantly responded to language learners' current L2-self and their ought to L2-self to pass their obligation, as well as metrics for achieving their goals. Researchers also found a sign of digital self-authenticity that indicated a higher level of motivation to learn a language with ChatGPT compared to their previous language learning environments, resulting in greater self-evaluation, goal-setting, and daily academic schedules to learn a language through ChatGPT. Based on these findings, the study developed a new conceptual framework for the computer-assisted language learning literature. Language teachers were advised not to regard ChatGPT as a cheating tool for learners; rather, it could serve as a tool for co-teachers outside of the classroom to assist students with meeting their learning needs, which may not be covered in the classroom due to the limited amount of time available, as well as shape their personal learning experience.

Keywords

L2 motivational self-system, self-regulation, chatGPT in language learning, chatGPT in education, AI in education, personalized language learning.



AMASYA UNIVERSITY
FACULTY OF EDUCATION
DEPARTMENT OF FOREIGN LANGUAGES EDUCATION
DIVISION OF ENGLISH LANGUAGE TEACHING

AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

The Role of 21st-century Digital Competence in Shaping Language Teachers' Attitudes Toward Artificial Intelligence Language Teaching

Amir Reza Rahimi, Ana Sevilla-Pavon

University of Valencia, Spain

Abstract

With the development of natural language processing and machine learning, Artificial Intelligence Assisted Language Teaching (AILT) has become possible. Consequently, recent studies have examined language teachers' attitudes toward AILT. It remains to be determined whether language teachers are proficient in using these tools, which could influence their intention to integrate them into their language classes. In order to accomplish this, the current study used the European Framework for Digital Competence Educators (DigCompEdu) to assess how 21st-century digital competence of English as a Foreign Language (EFL) teachers could affect attitudes toward AILT. As a result, the researchers adopted their questionnaire and collected data from language teachers who had AILT. The partial least squares (PLS-SEM) analysis of 223 responses revealed that the more proficient language instructors are in designing, planning, and coordinating their language teaching and in striking a balance between teacher-student center methods and personalized language instruction, the higher their attitudes towards it. based on this finding a new conceptual model for AILT was developed, and DigCompEdu was validated in an Asian country, so it can be seen as more digitally global than European. Also, teachers should update their professional competence and language teaching skills, because they may have had one in the past, but it's impossible to teach with one of them in AILL.

Keywords

Technology acceptance model; European Framework for the Digital Competence of Educators (DigCompEdu); 21st-century digital competence, Chatbots in education, Artificial Intelligence Assisted Language Teaching (AILT).



AMASYA UNIVERSITY
FACULTY OF EDUCATION
DEPARTMENT OF FOREIGN LANGUAGES EDUCATION
DIVISION OF ENGLISH LANGUAGE TEACHING

AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

Virtual Reality versus Augmented Reality and L2 Process-based Writing: A Comparative Study

Mojgan Rashtchi, Reza Porkar

Islamic Azad University, North Tehran Branch

Abstract

The study aims to investigate the effect of the integration of Augmented Reality (AR) and Virtual Reality (VR) on the writing skills of Iranian EFL students. The participants were 30 students at the A2 level studying English in an institute. Data was collected by writing papers and presented to the teacher at the end of each session. The data was then analyzed through t-tests and MANOVA. In eighteen sessions, the students were exposed to AR Ownar AR application and 360-degree VR videos through TSCO-TVR 568 virtual reality headsets in combination with writing instructional practices. The findings revealed that although both groups showed improvement, there was no significant difference between the groups. The study has implications for language educators and policymakers who would like to assist students to excel in L2 writing.

Keywords

Augmented reality, virtual reality, process-based writing, EFL learners.



AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

Writing Classes, Classroom Management, and The Challenges Iranian EFL Teachers Face

Mojgan Rashtchi, Reza Porkar

Islamic Azad University, North Tehran Branch

Abstract

Classroom management is one of the most significant yet challenging issues in EFL settings, mainly when the medium of instruction and the lesson content are the same. Furthermore, L2 writing, as a productive skill, might sound more demanding to teachers and learners. The present qualitative study examined the challenges faced by EFL teachers when teaching writing. To this end, 12 Iranian EFL teachers employed in a private institute were selected through purposive sampling. The data collected through semi-structured interviews were analyzed using the coding system introduced by Creswell (2008). Based on the findings of the theme analysis, the teachers encountered two types of challenges: (1) instructional and (2) behavioral/psychological. Instructional challenges embraced undone or late writing assignments, dealing with mixed-ability students, using L1 in peer interactions, learners' insistence on using Google Translate instead of a quality dictionary, difficulty paying due attention to high-need and low-motivated students, difficulty observing the decided time limit in writing pair/group work, lack or inappropriate grouping/seating arrangement. Behavioral challenges pertained to noisy students, uncooperative or passive students in each pair or group, and students' repetitive checking of cell phones or social networking sites.

Keywords

EFL teachers, classroom management challenges, writing skill.



AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

Multiple Intelligences as a Predictor of EFL Learners' Preference for Language Gloss in Vocabulary

Maryam Rastgari

Waterloo University, Canada

Abstract

This study was aimed at investigating the relationship between multiple intelligences (MI) and EFL students' preferences for using vocabulary glosses. A cohort of 82 students of English as a foreign language who were selected through convenience sampling participated in the study. They attended a briefing session to get familiar with the key concepts of the project. Then, they responded to McKenzie's (1999) MI questionnaire. Afterwards, they were given some reading texts which they had to read and comprehend. Four types of glossing techniques were provided for them and they were required to announce online which glossing techniques they preferred to use for dealing with the unknown words in the texts. They showed their preferences for glosses on a three-point scale ranging from 0 (no preference) to 1 (moderate preference) and 2 (high preference). Pearson's product-moment correlation coefficient was calculated to check the correlation between MI scores and gloss preference scores. To check the prediction of glossing techniques by MI components, Standard Multiple Regressions were run. The results showed that interpersonal intelligence and verbal intelligence were significantly correlated to textual gloss and multiple-choice gloss and visual intelligence was correlated to multi-media and multi-mode gloss. Interpersonal intelligence and verbal intelligence turned out to be the strongest predictors of textual gloss, logical intelligence predicted multiple-choice gloss, visual intelligence predicted multi-media gloss, and finally visual intelligence and logical intelligence highly predicted multi-mode gloss. The findings have been discussed.

Keywords

Multiple intelligences, language gloss, preference, prediction.



AMASYA UNIVERSITY
FACULTY OF EDUCATION
DEPARTMENT OF FOREIGN LANGUAGES EDUCATION
DIVISION OF ENGLISH LANGUAGE TEACHING

AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

Benefits of Gamification in Foreign Language Classroom

Gulnara Rizakhojayeva

Khoja Akhmet Yassawi International Kazakh-Turkish University, Kazakhstan

Abstract

Gamification in the foreign language classroom has emerged as an innovative and effective strategy to enhance student engagement, motivation, and language acquisition. By incorporating game mechanics such as points, badges, leaderboards, levels, and narratives, teachers can create a more dynamic and enjoyable learning environment. This approach not only fosters active participation but also allows students to immerse themselves in the language learning process in a more meaningful and interactive way. One of the key advantages of gamification is its ability to reduce anxiety, often associated with traditional language learning methods, by providing a low-pressure environment where students feel more comfortable making mistakes and practicing their skills. In a gamified classroom, students are more motivated to participate, as they are often driven by the intrinsic rewards of achievement and progress rather than external pressures like grades. This motivational boost can lead to increased classroom participation, more consistent language practice, and a deeper engagement with the subject matter. Additionally, gamification can be tailored to various learning styles and paces, offering personalized learning experiences that meet individual students' needs. Learners can progress through levels or complete challenges at their own pace, which fosters autonomy and self-directed learning—key components of 21st-century skills. Furthermore, gamification encourages collaboration and competition in balanced measures. Students can work in teams or individually, fostering both cooperative learning and a healthy sense of competition. This dynamic can improve communication skills as students interact with peers in the target language, whether through team-based challenges or role-playing scenarios. These activities often mirror real-world language use, allowing students to apply what they've learned in practical contexts. Another significant benefit of gamification is its potential to enhance memory retention. Through repetition and practice embedded in game mechanics, students are more likely to retain vocabulary and grammar structures. The use of rewards and feedback loops keeps students engaged and provides continuous opportunities for review, helping reinforce learning over time. This paper explores the benefits of gamification, examining its effects on language acquisition, learner motivation, and the development of 21st-century skills in the foreign language classroom.

Keywords

Gamification, foreign language learning, student engagement, motivation, interactive learning, language acquisition, personalized learning, educational technology, memory retention, communication skills, 21st-century skills.



AMASYA UNIVERSITY
FACULTY OF EDUCATION
DEPARTMENT OF FOREIGN LANGUAGES EDUCATION
DIVISION OF ENGLISH LANGUAGE TEACHING

AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

My Ideal English Teacher

Özlem Saka

Akdeniz University, Türkiye

Abstract

Being a teacher is not an easy business as it includes various qualities. They should know the subject matter, develop teaching skills and have some personal qualities. When it comes to foreign language teaching, language teachers have more responsibilities because they teach the language and they also make learners use the language for communication. It is a clear fact that learners pay more attention to the courses whose teachers they like. In this mixed method study as the qualitative data, students at different levels were asked to describe their ideal English teacher. In the quantitative part of the study, ELT students were given a questionnaire prepared by the researcher to learn their ideas about an ideal English teacher. The result indicates that teachers' personal qualities such as being full of fun, having a caring attitude toward students, having the ability to establish good relationships with them are highly important for language learning. In addition to these personal qualities, teaching skills such as creating an enjoyable environment, preparing engaging activities and effectively managing the classroom, as well as content knowledge such as a mastery of English and fluency in the language are also considered essential qualities for a good language teacher.

Keywords

English teaching, English teachers, an effective teacher, a good language teacher.



AMASYA UNIVERSITY
FACULTY OF EDUCATION
DEPARTMENT OF FOREIGN LANGUAGES EDUCATION
DIVISION OF ENGLISH LANGUAGE TEACHING

AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

The Enhancement of Writing Skills through the Integration of Project-Based Learning (PBL) Approaches within Foreign Language Education Contexts

Guldana Seidaliyeva, Aitolkyn Toksanbay

Abai Kazakh National Pedagogical University, Kazakhstan

Scientific Intellectual School-lyceum, Kazakhstan

Abstract

In a recent pedagogical experiment conducted by our team, we proposed a structured approach for project-based learning (PBL) and written work, along with comprehensive evaluation criteria to assess the effectiveness of PBL in language learning. Our focus was specifically on high school students in a foreign language class. The experiment involved practical research work based on existing PBL technology and incorporated a thorough analysis of its impact. We identified five key stages for project activities, beginning with problem identification, followed by research and planning, implementation, presentation, and concluding with reflection. Each stage was carefully designed to facilitate a comprehensive learning experience for the students. Furthermore, we established six distinct stages for the written work, encompassing topic selection, in-depth research, drafting, peer review, revision, and final submission. These stages aim to guide students through the process of producing high-quality written work in a foreign language. In addition to outlining the stages, we developed comprehensive evaluation criteria to assess the project activities and written work. For project activities, we established five criteria, including problem-solving skills, collaboration, critical thinking, creativity, and presentation skills. Similarly, we formulated four detailed criteria for evaluating the written work, encompassing content, organization, language proficiency, and adherence to guidelines. The results of our study, combined with invaluable feedback from teachers, unequivocally support the effectiveness of PBL technology in enhancing high school students' writing skills in a foreign language. The detailed evaluation criteria and structured approach to project-based learning and written work have proven to be instrumental in fostering a conducive learning environment for language acquisition and skill development among high school students.

Keywords

Project-based learning, written work, assess, language learning, problem-solving.



AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

The Impact of Co-Teaching on the Learning Outcomes of First-Year ELT Students: A Comparative Study Between Local Teaching and Co-Teaching with a Fulbright Teaching Assistant

Meruyert Seitova

Khoja Akhmet Yassawi International Kazakh-Turkish University, Kazakhstan

Abstract

This study aims to investigate the effects of co-teaching on the academic performance and engagement of first-year students in an English Language Teaching (ELT) department. Over a 10-week period, two groups of 18 students each were instructed using different teaching models. The first group received instruction solely from a local teacher, while the second group was taught through a co-teaching model involving both a local teacher and a Fulbright Teaching Assistant focuses on comparing the learning outcomes, language proficiency, and student engagement between the two groups. Data collection methods include pre- and post-tests to assess language proficiency, classroom observations, and student feedback through surveys and interviews. The findings will provide valuable insights into the effectiveness of co-teaching in ELT contexts and its potential benefits in enhancing student learning experiences. This study will contribute to the growing body of research on collaborative teaching practices in higher education, particularly in English language instruction.

Keywords

Co-teaching, ELT, Fulbright teaching assistant, English language instruction, collaborative teaching, language proficiency, student engagement, higher education.



AMASYA UNIVERSITY
FACULTY OF EDUCATION
DEPARTMENT OF FOREIGN LANGUAGES EDUCATION
DIVISION OF ENGLISH LANGUAGE TEACHING

AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

The Impact of Employing Flipped Learning on the Development of Critical Thinking Skills EFL Learner's and Engagement in the Learning Process

M. Seitova, S. Issayeva

Khoja Akhmet Yassawi International Kazakh-Turkish University, Kazakhstan

Abstract

This academic paper aims to explore the potential influents of integrating Flipped Learning on the enhance of critical thinking skills and engagement among students. Conducted during the 2023-2024 academic year (February) at King's School Educational center, the study involved 38 participants from grades 10 to 11. The participants were divided into an experimental group and a control group, each comprising 18 students. Both quantitative and qualitative data collection methods were employed over a 4-week instructional period facilitated by the researcher. Quantitative analysis was performed using SPSS version 23.0. The survey results indicated that the experimental group outperformed the control group, demonstrating significant enhancements in critical thinking. These findings were further supported by insights gleaned from the Flipped Classroom questionnaire. In conclusion, the study suggests that Flipped Learning serves as an effective approach for fostering critical thinking, as evidenced by improvements in students' critical thinking abilities, perceptions, and attitudes towards Flipped Learning integration.

Keywords

Flipped learning, critical thinking, integration, questionnaire, survey.



AMASYA UNIVERSITY
FACULTY OF EDUCATION
DEPARTMENT OF FOREIGN LANGUAGES EDUCATION
DIVISION OF ENGLISH LANGUAGE TEACHING

AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

The Effect of Mediational Strategies on Cognitive and Metacognitive Reading Strategies of the EFL Learners in Online versus In-Person Classes

Sanam Pour Shafiei, Nava Nourdad

University of Tabriz

Abstract

The sociocultural theory embraces the impression that knowledge to be attained must be mediated. Applying several strategies by the teacher and acting as a role model and mediator in the classes can encourage learners to use the most suitable and applicable strategies for their practices. Reading comprehension and the application of certain strategies to develop it is one of the main concerns of EFL teachers and learners, in both online and in-person classes. The current study aimed to examine the impact of mediational strategies on the cognitive and metacognitive reading strategies of EFL learners in online and in-person classes. Accordingly, 90 learners were selected randomly as the sample group after conducting the PET English proficiency test. Specifically, 30 learners were selected for online courses and 30 for in-person courses. Moreover, 30 of the learners were regarded as the participants of the control group. The instrument included a questionnaire developed by Phakiti (2006) that evaluated the use of cognitive and metacognitive strategies during reading. The main framework of the study was the one developed by Ableeva (2010) which included 10 mediational strategies used by the mediator during the interactions with the learners. The results of the MANCOVA test revealed that the mediational strategies improved the cognitive and metacognitive reading strategies of EFL learners in online and in-person classes. Moreover, the improvement was much more in in-person classes than in online classes. The findings have implications for EFL learners, teachers, and course designers.



AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

Development of Future Teachers` Qualifications in Nutrition for Preschool Education and Training

G.U. Shegebaeva, A.A. Alimbekova

Abai University, Kazakhstan

Abstract

The importance of preschool education is well –established, as it lays the groundwork for a child`s cognitive, emotional, and physical growth. One of the essential elements of early childhood education is cultivating healthy nutrition habits. This paper examines how to improve the qualifications of future preschool educators, particularly their ability to teach nutrition. Integrating nutrition education into preschool programs is vital encouraging healthy eating patterns, which can prevent various health problems like obesity and malnutrition. The article explores current practices, obstacles, and recommendations for enhancing the qualifications of future preschool teachers, emphasizing the necessity of a comprehensive approach that includes theoretical knowledge, practical experience, and ongoing professional development.

Keywords

Education, future teachers, nutrition, preschool, health, children.



AMASYA UNIVERSITY
FACULTY OF EDUCATION
DEPARTMENT OF FOREIGN LANGUAGES EDUCATION
DIVISION OF ENGLISH LANGUAGE TEACHING

AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

Formation of Students' Infomedia Competence at Higher Educational Institutions

I. E. Snikhovska

Zhytomyr Medical Institute of Zhytomyr Regional Council, Ukraine

Abstract

Media literacy as the ability to critically understand and interact with mass media is extremely relevant in modern society, enabling citizens of all ages, in particular students of higher education institutions, to navigate in the modern news environment and make informed decisions. Today, it is an indisputable fact that the key feature of the development of modern society is the informatization of all spheres of its life activity. The process of informatization of education is an integral component of informatization of society and all areas of educational activity. This poses new tasks for educators, changing the requirements for the competencies of modern pupils and students. As a result, taking into account the modern level of informatization, the paradigm of education is also changing, where learning is becoming more and more person-oriented, the emphasis is on the students' independent and individual work. The role of global telecommunications in this process is growing, and this leads to a new understanding by graduates of educational institutions of their professional activities in the modern information society. Therefore, cardinal transformations are taking place in the educational space, and the general trend of society informatization is the development of media competence. In particular, in the field of higher education, attention is focused on the formation and development of students' media competence as a key figure in media education. Thus, one of the key tasks of the teacher is the development of the student's media competence, which is necessary for future specialists of all fields. In this light, the goal of forming and developing students' media competence is to enhance their ability to critically interpret the content they receive through social media and through traditional mass media; raise their awareness of the veracity of online information, while promoting a more responsible use of the Internet.

Keywords

Media literacy, media competence, information competence, critical thinking.



AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

A Suggested Lesson Design for Pragmatics Teaching in EFL Context

Dilara Somuncu, Bilge Deniz Göçer

Gaziantep University, Türkiye

Abstract

Pragmatics research extends beyond the literal meanings to encompass an understanding in different social contexts. Hence, pragmatics is a critical part of language teaching to understand how language is utilized in different contexts. Considering this, educating teacher trainees regarding pragmatical aspects of the language and its integration into language teaching is of great importance. In order to guide the prospective language teachers with firm steps, teacher education programmes should provide contents regarding the implementation of pragmatics-oriented lessons. Thus, this study aims to put forward lesson plan stages and specific contents for pragmatics teaching to be used in EFL contexts. A document analysis of qualitative data was carried out to come up with a list of possible pragmatics-related lesson plan stages and contents. Data set consisted of national English language curriculum, a pragmatically-focused course book series, 67 samples of student-prepared lesson plans, and 5 syllabi implemented in pragmatics and language teaching courses in ELT departments. The findings revealed that a pragmatics-oriented lesson plan includes contents related to theoretical groundings of pragmatics like speech acts, implicatures, formulaic language and interaction. In addition, according to the results, main stages of a lesson plan were classified as awareness raising, metapragmatic explanation, receptive and productive practices, etc. Under receptive practices, tools were categorized as metapragmatic judgements and innovative multiple-choice tasks while productive practices included tools like discourse completion, role play, and elicited conversation. The study will significantly contribute to future designs of pragmatics-oriented syllabi and course books by providing implications for instructional implementations.

Keywords

Suggested lesson design, pragmatics teaching, EFL context, document analysis.



AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

Can Pre-Service English Teachers Differentiate Between AI-Generated and Student-Written Essays?

Sibel Söğüt, Ece Firuze Badak

Sinop University, Türkiye

Abstract

Detectability and assessment of AI-generated texts is a challenging issue that raises several questions and concerns among language educators. Identification of AI-generated texts can be easier for expert teachers due to their previous experiences and expertise. Nevertheless, pre-service teachers can experience misdetection and further difficulties identifying AI-generated texts among student-written texts. Addressing this problem, we examine pre-service teachers' level of recognition for AI-generated texts from student-written texts, and the specific linguistic and content-related for detecting AI-generated texts. This study is conducted with 50 pre-service English language teachers in a teacher training context. We randomly selected two argumentative essays written by L2 learners and used the same essay prompt to generate two texts of similar quality on ChatGPT. The participants are asked to classify AI and human-written texts, to explain their choices and sources of these choices based on the given guidelines including several components of an argumentative essay, and to rate their level of confidence in their evaluations. We initially revealed that they classify low-quality texts as student-written and they rely on overall language and word choice more than genre-specific conventions in their identification. Overall, pedagogical implications are presented for integrating certain strategies and techniques in initial teacher training programs.

Keywords

AI-generated essays, pre-service English language teachers, argumentative essays.



AMASYA UNIVERSITY
FACULTY OF EDUCATION
DEPARTMENT OF FOREIGN LANGUAGES EDUCATION
DIVISION OF ENGLISH LANGUAGE TEACHING

AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

An Implementation of Close Reading Instruction to Promote English Learner's Reading Comprehension

Aigul Spatay, Gulnur Nurmet

Khoja Akhmet Yassawi International Kazakh-Turkish University, Kazakhstan

Abstract

Learning the meanings of words in a language is helped by reading, which is a cognitive activity. In order to assimilate and interpret the material, the reader must use a variety of tactics linked to the collection, transfer and understanding of concepts and facts. Reading tactics often require intelligent and effective reading. It is recognized as a very important skill that broadens your horizons and equips you with the knowledge to observe the world from different perspectives. Reading instruction is very important in schools, as EFL learners need to read to complete assignments in all subjects. The purpose of the current research study was to analyze implementation of close reading instruction to promote English learners' reading skills. A mixed methods approach was used in the research design and samples were drawn from qualitative and quantitative sections. Overall 36 learners were selected from Khoja Akhmet Yassawi International Kazakh-Turkish University. 17 male and 19 female learners were selected from Philology Faculty, Foreign Languages Teaching department. The observation was conducted 4 weeks and descriptive analysis and Mann-Whitney U-test was used. The results presented that close reading instruction presented affirmative results; in addition, there was no significant differences between courses and genders.

Keywords

Reading skills, challenges, close reading instruction, English language learners.



AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

Integrating English for Specific Purposes (ESP) Courses into the English Preparatory Class Curriculum: A Critical Evaluation

Mustafa Kemal Şen, Ayhan Kahraman

Kütahya Dumlupınar University, Türkiye

Abstract

In today's globalized academic and professional landscapes, the need for specialized English language skills has become increasingly paramount. Therefore, the integration of English for Specific Purposes (ESP) courses into the English preparatory class (prep class) curriculum has been discussed since the beginning the 21st century. It has been often suggested that ESP courses enhance students' language proficiency in their specific fields of study, making them better prepared for academic and professional challenges. On the other hand, it has been asserted that ESP courses may narrow the scope of language learning, potentially limiting students' overall linguistic development. The specialized nature of ESP content could also place a strain on curriculum resources, requiring significant investment in materials and instructor training. In this context, the aim of this research is to reflect language instructors' opinions with regard to offering ESP courses in the English preparatory class with a critical perspective. For this purpose, the views of English language instructors who have been employed at a public university at least for 5 years were collected through semi-structured interviews. The findings indicate that there is no consensus on offering ESP courses in prep class. While some of the participants defend the integration of ESP courses into the curriculum, others stated that such courses could be more efficient when delivered by a faculty member in the relevant field, which ignites another discussion.

Keywords

English for Specific Purposes, English Preparatory Class, Curriculum Development.



AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

Student Perspectives on the Challenges and Opportunities of Implementing Multimodal Projects

Meliha R. Şimşek

Sakarya University, Türkiye

Abstract

The divide in L2 classrooms does not seem to be shrinking between Gen Z students and digital immigrant teachers, for an overview of recent research on their multimodality demonstrates that despite the former's virtually in-built capacity for utilizing a wider range of communicative modes in their outside lives, the latter party tends to prioritise traditional monomodal texts due to professional, curricular, evaluative and logistical constraints. Although multimodal approaches lend themselves well to the integration of all four language skills and culture as the fifth, the few existing studies focus on teachers' self-reported and/or observed co-use of linguistic and non-linguistic semiotic resources mostly to facilitate reading and writing instruction. With the purpose of investigating student reactions to the incorporation of multimodal assignments for output practice in oral communication classes, this study undertook cooperative script writing and dramatic performances by 38 freshmen from the FLE department of an urban public university in Turkey, rubric-based peer, teacher and self-assessment of collective outcomes, and retrospective evaluation with an exit survey. Descriptive analyses of overall achievement and task effectiveness revealed that peer and self-ratings varied only minimally between novice assessors, but considerably from teacher's except in the case of the three highest-achieving groups, whereas their feedback as to the value and interest of multimodal projects was very positive. Despite perceived challenges mainly concerning group dynamics and time pressure, multimodal text production gained a greater appreciation for promoting teamwork, creativity and fun/enjoyment in the ELT classroom.

Keywords

Learner feedback, multimodality, retrospective evaluation.



AMASYA UNIVERSITY
FACULTY OF EDUCATION
DEPARTMENT OF FOREIGN LANGUAGES EDUCATION
DIVISION OF ENGLISH LANGUAGE TEACHING

AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

Bridging the gap between AI potential and emotion power in the EFL writing outcomes

Azra Tajhizi, Markus Launer

Maragheh University, Iran

Abstract

This paper explores the integration of artificial intelligence (AI) in enhancing emotional expression within English as a Foreign Language (EFL) writing outcomes. As AI technologies increasingly permeate educational contexts, the challenge remains to bridge the gap between their analytical capabilities and the nuanced emotional dimensions of writing. This study investigates how AI tools, such as writing assistants and sentiment analysis software, can be leveraged to foster deeper emotional engagement in EFL learners' writing. Through qualitative and quantitative methods, including surveys and writing assessments, the research evaluates the effectiveness of AI interventions in promoting not only linguistic proficiency but also emotional resonance in written communication. Findings indicate that AI can facilitate personalized feedback, encourage self-reflection, and inspire creativity, thereby enhancing students' ability to convey emotions authentically. The implications of this study suggest a paradigm shift in EFL pedagogy, advocating for a harmonious blend of technological and emotional intelligence to optimize writing outcomes. By recognizing the importance of emotional expression in language learning, educators can better prepare students for real-world communication challenges.

Keywords

AI in education, emotional expression, EFL writing, writing outcomes, pedagogical strategies, technology-enhanced learning.



AMASYA UNIVERSITY
FACULTY OF EDUCATION
DEPARTMENT OF FOREIGN LANGUAGES EDUCATION
DIVISION OF ENGLISH LANGUAGE TEACHING

AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

Bridging Worlds: The Role of AI and Digital Applications in Revolutionizing EFL Education

Azra Tajhizi, Shailja Vasudeva

S.C.V.B. Government College Palampur

Maragheh University, Iran

Abstract

The integration of Artificial Intelligence (AI) and digital applications in English as a Foreign Language (EFL) education is transforming traditional pedagogical frameworks, offering innovative solutions to enhance language learning. This paper explores the multifaceted role of AI-driven tools and digital platforms in improving language acquisition, personalized learning experiences, and learner engagement. By analyzing recent developments in adaptive learning technologies, intelligent tutoring systems, and mobile applications, we demonstrate how these resources cater to diverse learner needs and preferences, fostering a more inclusive educational environment. The research highlights the efficacy of AI in providing instant feedback, facilitating real-time language practice, and promoting immersive learning experiences through virtual reality and gamification. Furthermore, the study discusses the implications of these technologies for teachers, emphasizing the potential for enhanced instructional strategies and streamlined assessment processes. Challenges such as digital equity and data privacy are also examined, proposing strategies for responsible AI integration in EFL contexts. Overall, this paper underscores the transformative potential of AI and digital applications in EFL education, paving the way for a more dynamic and effective learning landscape.

Keywords

Artificial Intelligence, EFL education, digital applications, personalized learning, adaptive learning technologies, immersive learning, language acquisition, digital equity.



AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

The Impact of Reflective Practice on EFL Teachers' Pedagogical Knowledge and Strategies

Khalil Tazik, Nezam Zarei Chamani

Ahvaz Jundishapur University of Medical Sciences, Iran

Razi University, Iran

Abstract

This study investigates the impact of reflective practice on EFL (English as a Foreign Language) teachers' pedagogical knowledge and strategies, addressing a critical gap in understanding how such practices influence their professional development. Conducted at a high school in Ahvaz, the research focuses on EFL teachers engaged in field experiences, exploring how reflective practices enhance their self-efficacy and classroom management skills. Utilizing a qualitative methodology, the research involved comparative analysis of weekly and end-of-semester reflections from EFL teachers participating in structured field experience classes. Data collection included open-ended prompts that encouraged participants to articulate their learning experiences and the effects of reflection on their teaching practices. The results indicated that EFL teachers who regularly engaged in reflective practices demonstrated improved self-efficacy and a deeper understanding of classroom dynamics. Key themes included enhanced relationships with students and more effective classroom management strategies, highlighting the role of reflection in fostering professional growth. In conclusion, the findings emphasize the importance of integrating reflective practice into teacher preparation programs, suggesting that such approaches not only enhance pedagogical knowledge but also empower EFL teachers to navigate the complexities of teaching effectively. This study contributes valuable insights into the role of reflection in developing competent educators who can adapt their strategies to meet diverse student needs.

Keywords

Reflective practice, EFL teachers, pedagogical knowledge, professional development, classroom management.



AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

Using Multimodal Texts in English Classrooms: Expanding Language Learning through Diverse Media

Z. R. Tolegenova

Khoja Akhmet Yassawi International Kazakh-Turkish University, Kazakhstan

Abstract

Nowadays, you don't just need a blackboard and chalk for English lessons. In the 21st century, where the internet and diverse media are well developed, the most important goal for lessons is to introduce e-literacy and multimodal texts. Multimodal text includes all the necessary systems for foreign language learning such as pictures, journals, video and audio platforms. This is another plus to improve the oral skill also the view and of pictures also explaining the meaning, skills of using new digital technology for students. The main purpose of this experiment is to improve English language learning and literacy by using multimodal text to improve the students' learning of English language and improve their literacy by proper foreign language learning methods. The experiment was conducted in the city of Turkestan, Republic of Kazakhstan among first year students in the international Kazakh-Turkish University named after Hodja Ahmet Yasawi. SPSS-2023 was used for statistical analysis.

Keywords

Multimodal texts, diverse media, e- literacy, digital technology, oral skills, learning platforms.



AMASYA UNIVERSITY
FACULTY OF EDUCATION
DEPARTMENT OF FOREIGN LANGUAGES EDUCATION
DIVISION OF ENGLISH LANGUAGE TEACHING

AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

Enhancing EFL Learning for Deaf Students through Intersemiotic Translation: A Year-Long Case Study in Spain

Elaheh Toosheh

Ph.D. Candidate, University of Valencia

Abstract

This study aims to examine the effectiveness of using intersemiotic translation in teaching English as a Foreign Language (EFL) to deaf students. The participants included twenty EFL deaf students (ten female and ten male) studying in an elementary public school in Spain. Adopting an action research design, we taught EFL to these students over the course of one year and tracked their development during this period. Utilizing the principles of intersemiotic translation, we employed a combination of pictures, animations, and body language to facilitate EFL learning. To evaluate the students' comprehension of the presented materials, they were asked to draw pictures and respond to matching questions. The findings indicated that the use of intersemiotic translation and visual aids is highly effective for teaching English to deaf learners, especially in contexts where few teachers are proficient in American Sign Language (ASL). This approach not only enhanced the students' vocabulary acquisition and grammatical understanding but also boosted their confidence and engagement in the learning process.

Keywords

Students with special needs, deaf students, intersemiotic translation, English language teaching, visual aids.



AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

The Influence of Using Authentic Videos with Subtitles on the Speaking Proficiency of English as a Foreign Language (EFL) Learners

Zhansaya Torekhan

Authors' Institution

Abstract

This research study explores the effectiveness of integrating authentic English-language films with subtitles as a tool for enhancing the speaking proficiency of English as a Foreign Language (EFL) learners. Given the widespread availability and appeal of English films globally, leveraging them in educational settings presents a promising approach to address common challenges faced by non-native speakers. The study involved 20 intermediate-level learners from 125 High School, who were assigned to the experimental group. By incorporating subtitled movies into the curriculum, the aim was to evaluate the impact of this approach on the speaking skills of EFL learners. The research employed a mixed-methods approach, utilizing both quantitative and qualitative data collection methods. The study aimed to assess the effectiveness of authentic videos with subtitles in enhancing EFL learners' speaking skills. Quantitative data was collected through pre- and post-tests to measure speaking proficiency, while qualitative data was obtained through interviews. The findings revealed a significant improvement in the speaking proficiency of EFL learners exposed to authentic videos with subtitles. The study contributes to the ongoing discourse on the integration of multimedia resources in language learning and provides valuable insights for educators and curriculum developers seeking to enhance EFL speaking proficiency through authentic video-based approaches.

Keywords

Subtitles, authentic videos, language learning, speaking skills, fluency, accuracy, EFL learners.



AMASYA UNIVERSITY
FACULTY OF EDUCATION
DEPARTMENT OF FOREIGN LANGUAGES EDUCATION
DIVISION OF ENGLISH LANGUAGE TEACHING

AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

Empowering Multilingual Learners: Transform Language Skills with WriteReader

Mariel Gómez de la Torre

Summit Virtual Academy for Rowan Salisbury School, USA

Abstract

In this session, teachers will explore how the WriteReader digital book creation platform empowers K-12 multilingual learners (MLs) to enhance their listening, reading, writing, and speaking skills. We will dive into the comprehensive ML WriteReader guidebook, highlighting the platform's versatile tools and features that support differentiation for students of all ages and language proficiency levels. Attendees will also have the opportunity to review real student work samples and see the platform's practical applications. WriteReader is a free, engaging resource that can be used not only in elementary but also in middle school classrooms. Excitingly, the platform is now available in Turkish, making it a fantastic tool for students learning to write in multiple languages. Don't miss out on this innovative way to inspire student creativity and language development!

Keywords

ESL, EFL, modern pedagogical technologies, foreign language communicative competence, writereader app, integration of skills.



AMASYA UNIVERSITY
FACULTY OF EDUCATION
DEPARTMENT OF FOREIGN LANGUAGES EDUCATION
DIVISION OF ENGLISH LANGUAGE TEACHING

AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

Igniting the Passion for Linguistic Development via Virtual Expeditions (V-RALEs)

Mariel Gómez de la Torre

Summit Virtual Academy for Rowan Salisbury School, USA

Abstract

This workshop invites you and your multilingual learners to embark on virtual journeys across the globe, aiming to enhance literacy and oracy skills (Honigsfeld, 2022; Wright, 2019). This innovative approach immerses learners from diverse linguistic and cultural backgrounds in what we call Virtual Real-Time Authentic Learning Experiences (V-RALEs), designed to boost language engagement during these “travels.” By incorporating V-RALEs into the curriculum, students see substantial improvements in speaking and writing skills, as reflected in their increased scores on the ACCESS assessments. In this session, you will get a firsthand experience of a V-RALE, providing a glimpse of how this model effectively engages students while enhancing their linguistic abilities. Over 45 magical minutes, you’ll witness how V-RALEs can transform ELD/ESL/ESOL education, making learning more interactive, meaningful, and authentic. These journeys expose learners to different cultures and geographic regions, broadening their perspectives, deepening cultural understanding, and ultimately boosting their academic performance. This session offers a unique opportunity to observe the positive impact V-RALEs have on language development and use. Prepare to be inspired as you explore and learn about the world alongside your students, unlocking their full linguistic potential. Join us for an unforgettable educational experience that promises to ignite a passion for literacy, oracy, and global exploration. You’ll leave with practical insights on how to integrate V-RALEs into your classroom, transforming the way your students learn and perceive the world.

Keywords

ESL, EFL, modern pedagogical technologies, foreign language communicative competence, integration of skills.



AMASYA UNIVERSITY
FACULTY OF EDUCATION
DEPARTMENT OF FOREIGN LANGUAGES EDUCATION
DIVISION OF ENGLISH LANGUAGE TEACHING

AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

The Use of Web 2.0 Tools in Task-Based Language Learning

İrfan Tosuncuoğlu

Karabük University, Türkiye

Abstract

For years, the situation of how language teaching should be has been a situation that educators who work on language teaching have focused on and examined. Various methods were used throughout the process, and when a problem occurred in one method, practices such as testing different methods or developing methods and etc., were implemented. Task-Based Learning is a different method in teaching foreign languages. Thanks to this method, students are exposed to different situations of real life and they have to communicate verbally to fulfill the tasks assigned to them. Task-Based Learning allows the student to use the language skills he/she has at his/her current level. In the web-based learning environment, with the task-based approach based on constructivism, it becomes important to design environments that highlight features such as problem solving, transferring what they have learned to the problem, and using time effectively by creating problem situations that students may encounter in real life. In task-based learning, mental learning is transformed into observable behavior. It is ensured that the learner does not memorize information, but rather reinforces his mental structures while practically performing the given task. In this study, the use of web 2.0 tools in task-based language learning was examined.

Keywords

Task based learning, web 2.0 tools, education, language, method.



AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

Integration of Artificial Intelligence into English Language Teaching as a Foreign Language

Yasemin Tören, Nalan Kızıltan

Ondokuz Mayıs University, Türkiye

Abstract

Artificial intelligence (AI) first introduced by John McCarthy in 1950 Dortmund Conference can be described as a technology allowing computers and machines to mimic human intelligence, think, learn and solve problems like humans. Ever since it was introduced, it has been used in numerous fields, such as medicine, automotive, finance, marketing, entertainment and education. In Türkiye, as English language teaching as a foreign language is undoubtedly at the forefront of areas that adopt innovations in education, integration of AI to this field seems as a necessity in life. While this makes language learning process more engaging and motivating, it also places a demand on teachers to upgrade their skills in language teaching. Integrating AI tools into English language teaching as a foreign language will significantly benefit the development of both receptive skills (listening and reading) and productive skills (speaking and writing). The purpose of this study is to introduce the functional use of AI in EFL classes. In order to integrate AI tools to English language teaching, in this study some preliminary activities developed by B1 course books have been presented. This study also underlines the inevitable importance of AI tools in foreign language teaching to raise English language teachers' awareness in the field.

Keywords

Artificial intelligence, EFL, AI tools, ELT.



AMASYA UNIVERSITY
FACULTY OF EDUCATION
DEPARTMENT OF FOREIGN LANGUAGES EDUCATION
DIVISION OF ENGLISH LANGUAGE TEACHING

AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

Reflective Practices in Action: Analyzing Pre-Service Teachers' Experiences with Action Research in Language Teaching

Banu Çiçek Başaran Uysal

Eskişehir Osmangazi University, Türkiye

Abstract

This study examines the experiences of 35 pre-service English Language Teaching (ELT) teachers conducting action research during their practicum. Participants face various classroom challenges during their teaching practice, such as classroom management, low student participation, developing effective materials and activities. The study aimed to promote reflective practice by engaging pre-service teachers in a cyclical process of recognizing issues, proposing solutions, implementing them, and assessing their efficacy. Data were gathered via field notes, detailed intervention plans, and reflective journals, wherein participants critically evaluated the effects of their actions. Each educator selected a specific problem relevant to their classroom setting and offered tailored solutions. Proposed solutions encompassed the integration of technology to improve engagement, the modification of materials, the utilization of interactive and student-centered activities to foster communication, and the implementation of group work and peer feedback to reduce learner anxiety. The thematic analysis of reflections indicated that the majority of participants acquired significant insights into classroom management, strategies for student involvement, and adaptive teaching methodologies. Numerous individuals indicated enhanced problem-solving abilities and increased confidence in managing diverse learning requirements. The research highlights the importance of action research in cultivating reflective and adaptable teaching practices among pre-service educators. By addressing actual classroom difficulties and evaluating their answers, participants enhanced their comprehension of how to customize instruction to effectively meet students' needs. The results demonstrate that integrating action research into the practicum experience significantly enhances professional growth, providing pre-service teachers with the skills necessary to become reflective, flexible, and innovative educators.

Keywords

Pre-service teachers, language teaching, action research.



AMASYA UNIVERSITY
FACULTY OF EDUCATION
DEPARTMENT OF FOREIGN LANGUAGES EDUCATION
DIVISION OF ENGLISH LANGUAGE TEACHING

AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

The Potentials of Mediated Learning in MSRT Test Candidates' Reading Comprehension Performance

Reza Vahedinia, Nava Nourdad

University of Tabriz

Abstract

This study examined the potential of mediated learning in enhancing reading comprehension performance among candidates preparing for the Ministry of Science, Research, and Technology (MSRT) test in Iran. Recognizing the challenges faced by Ph.D. candidates in the reading comprehension section of the MSRT, this research employed a mixed-methods approach to provide a comprehensive analysis. The study consisted of 50 participants, equally divided into an experimental group comprising 25 Ph.D. candidates from different universities in Iran, and a control group including 25 advanced-level students from an English language institute in Tabriz, Iran. The experimental group received mediation-based instruction over sixteen sessions in eight weeks, whereas the control group only used conventional reading test preparation techniques. The analysis of the quantitative data by ANCOVA, revealed a significant improvement in the experimental group's reading comprehension test performance, underscoring the effectiveness of the mediated learning approach. Additionally, qualitative data from interviews and observations provided deeper insights into the participants' experiences, highlighting how mediated learning helped them more effectively manage problems such as lexical ambiguity, grammatical errors, limited vocabulary, and background knowledge. These findings suggested that incorporating mediated learning strategies into MSRT test preparation can significantly enhance reading comprehension skills, offering valuable implications for educators and curriculum developers in English language education.



AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

Public Reactions to Crisis Communication: A Speech Act Analysis of YouTube Comments on the 06 February Kahramanmaraş Earthquake Announcement

İlyas Yakut

Kahramanmaraş İstiklal University, Türkiye

Abstract

On February 6, 2023, a devastating earthquake struck Turkey, with its epicenter located in Kahramanmaraş, prompting a public announcement from the then Interior Minister Süleyman Soylu. This official communication, disseminated through major media outlets such as CNN Turk and Haber Global, was subsequently shared on YouTube, where it generated significant public engagement and a range of comments. This study aims to analyze these comments by conducting a pragmatic examination of 143 YouTube comments—41 from CNN Turk and 102 from Haber Global—using John Searle's speech act theory as the primary analytical framework. The comments under investigation offer an opportunity to explore how individuals linguistically respond to government-led crisis communication, providing insights into the early stages of public discourse in the wake of a natural disaster and the ensuing turmoil. Through a detailed analysis of the cultural context, social functions, and pragmatic implications of the speech acts identified within these comments, this research seeks to illuminate the complex interplay between language, media, and public perception during emergencies. The study not only highlights the diverse ways in which speech acts are employed to express emotions, convey criticism, or support governmental narratives but also underscores their role in shaping digital discourse in response to crisis events. By addressing the relationship between language and public perception in digital spaces, this research contributes to the broader fields of crisis communication and digital discourse analysis, offering a comprehensive understanding of how public reactions to governmental announcements are articulated in times of crisis.

Keywords

Crisis communication, speech act theory, public reactions, digital discourse analysis, Kahramanmaraş earthquake.



AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

An Examination of EFL Teachers' Perceptions and Implementations of Vocabulary Teaching Strategies

Hüseyin Yancı, Hayriye Avara

Amasya University, Turkiye

Abstract

The aim of the study was to scrutinize secondary school EFL teachers' perceptions and implementations of vocabulary teaching strategies (VTS). The study was built on the description of secondary school EFL teachers' perceptions and implementations of VTS to figure out teaching and learning vocabulary in the class. This descriptive study was conducted in a quantitative research design. The quantitative data was collected through a questionnaire (Ölmez,2014) which is one of the most common quantitative data collection tools. The study sample consisted of secondary school EFL teachers who were in service at the time of the research. While convenience sampling was utilized, 119 teachers working in Sivas replied to the online questionnaire forms. The teacher questionnaires were submitted to the SPSS program for statistical analysis and descriptive statistics were illustrated. The findings showed that the teachers' choices were variable in terms of practice and attitudes towards VTS although all of them had a positive impression on using VTS. Besides it was revealed that there was a correlational relationship between the implementation of each of VTS and the importance attributed to each of VTS. Therefore, further studies are suggested to take advantage of the findings in this study with pedagogical implications.

Keywords

Vocabulary teaching strategies, EFL teachers' perceptions, EFL teachers' practices, lexical development.



AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

Learning English as a Foreign Language in a Different Country: Translanguaging Processes of International Students

Aylin Yardımcı, Arif Sarıçoban

Kahramanmaraş Sütçü İmam University, Türkiye

Konya Selçuk University, Türkiye

Abstract

Foreign language education is increasingly taking place in contexts consisting of multilingual and multicultural individuals in our country and around the world. Waves of mass migration around the world and individuals going to different countries for education increase the number of multilingual and multicultural individuals in foreign language education. In previous years, foreign language classes consisting of monolingual and generally national students are being replaced by atmospheres created by individuals from different countries, languages and cultures. Therefore, it is inevitable that there will be interaction among the different languages in the language repertoire of these individuals throughout their foreign language learning process. At the same time, the development and implementation of new methods for teaching languages to individuals from different countries, languages and cultures becomes inevitable in our language education context. The aim of this study is to investigate the interaction and translanguaging practices of individuals from different countries, languages and cultures among different languages in their language repertoires throughout their language learning process. Data for this research will be collected during one semester through classroom observations of translanguaging processes of international students of foreign language classes at a state university in Türkiye. It is thought that the study findings will contribute to the development and implementation of new methods for teaching languages to individuals from different countries, languages and cultures.

Keywords

Foreign language learning, multilingualism, multiculturalism, translanguaging, applied linguistics.



AMASYA UNIVERSITY
FACULTY OF EDUCATION
DEPARTMENT OF FOREIGN LANGUAGES EDUCATION
DIVISION OF ENGLISH LANGUAGE TEACHING

AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

Place Names Based on Livestock Animals of English and Kazakh Language

M.N. Yedilbayeva

Khoja Akhmet Yassawi International Kazakh-Turkish University, Kazakhstan

Abstract

This research aims to analyze and compare the toponymic conventions derived from livestock animals in English and Kazakh languages, with the objective of uncovering the cultural and historical significances embedded within these place names. Employing a combination of linguistic and etymological methodologies, the study meticulously catalogs and examines the origins, meanings, and cultural connotations of these toponyms. The methods include a thorough etymological analysis of the place names, phonetic comparisons, and semantic evaluations, supported by Geographic Information Systems (GIS) to map and analyze spatial distributions. The results indicate that while both English and Kazakh languages frequently utilize livestock-related terms in place names, the types of animals referenced and the linguistic structures of these names differ markedly, reflecting each culture's unique relationship with livestock. English place names predominantly reference sheep and cattle, employing compound word formations, whereas Kazakh place names more frequently mention horses, reflecting their nomadic heritage with agglutinative naming conventions. The study concludes that livestock-based place names are deeply indicative of socio-economic and cultural identities. The English names tend to emphasize historical agricultural practices, while Kazakh names are closely tied to aspects of the nomadic lifestyle. These findings underscore the significance of toponymy in understanding linguistic evolution and cultural history, suggesting that place names are an invaluable resource for linguistic and cultural studies.

Keywords

Place names, toponymy, livestock animals, English language, Kazakh language.



AMASYA UNIVERSITY
FACULTY OF EDUCATION
DEPARTMENT OF FOREIGN LANGUAGES EDUCATION
DIVISION OF ENGLISH LANGUAGE TEACHING

AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

The Role of Cultural Performance in Enhancing Language Assessment Outcomes: A Study on World Englishes and Cultures

Sabahattin Yeşilçınar

Muş Alparslan University, Türkiye

Abstract

This study examined the effects of integrating cultural performance elements into classroom presentations as part of a language assessment in the World Englishes and Cultures course. This 14-week research was conducted with 49 students. It adopted an experimental design. Both the experimental and control groups were tasked with selecting one of 14 World Englishes countries, focusing on the country's linguistic and historical background. After their presentations, class discussions were held to further explore the topics covered. However, the experimental group presented their material while incorporating either traditional clothing or the accents associated with the language of the selected country, adding a performance-based dimension to the task. The comparison between the two groups was based on midterm exams, final exams, and reflection papers. Results indicated that the experimental group significantly outperformed the control group, showcasing broader knowledge, deeper comprehension of linguistic nuances, and a stronger connection with the cultural aspects of the countries presented. The findings suggest that the inclusion of cultural performance in classroom settings can serve as an effective tool for enhancing language assessment, providing students with a more immersive and engaging learning experience. This research contributes to ongoing discussions about innovative methods in language education, and it offers evidence that culturally integrated presentations can enhance both linguistic and cultural competence.

Keywords

Language assessment, world Englishes, performance-based assessment.



AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

Assessing Claude's Optical Character Recognition Accuracy in Interpreting Handwritten Student Essays

Yusuf Emre Yeşilyurt

Burdur Mehmet Akif Ersoy University, Türkiye

Abstract

This study aims to assess the accuracy of Optical Character Recognition (OCR) technology integrated with Claude -a large language model chatbot by Anthropic in interpreting handwritten student essays. The research seeks to determine Claude's effectiveness in reading handwritten texts and identify common OCR errors that this chatbot makes. The study analyzes handwritten essays from 30 students from English language teaching department of a university in Türkiye by digitizing them using OCR technology integrated within Claude. Accuracy will be evaluated by comparing the digitized text to the original handwritten essays, focusing on the percentage of correctly recognized characters and words, as well as the types and frequency of errors. Initial findings suggest that OCR technology within Claude achieves a specific accuracy rate in interpreting handwritten texts. Common errors include misrecognition of certain characters and words, particularly with varied handwriting styles. The study provides insights into the reliability and feasibility of using OCR technology with Claude for educational assessments, which highlights potential challenges and limitations of current OCR technology and suggesting areas for improvement. The integration of OCR with advanced language models like Claude could significantly enhance educational assessment processes provided that text recognition accuracy can be consistently improved. This research contributes to understanding the potential of OCR technology in educational settings and its implications for future assessment methods. It also offers valuable insights into language assessment by potentially revolutionizing how written language skills are evaluated through the combination of handwriting analysis and AI-powered recognition technologies.

Keywords

Optical character recognition (OCR), Claude, handwritten essays, text recognition accuracy, educational assessment.



AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

Telecollaboration as a Catalyst for Intercultural Communicative Competence

Nuriye Karakaya Yıldırım

Ankara Social Sciences University, Türkiye

Abstract

This study investigates the impact of a telecollaboration project on enhancing Intercultural Communicative Competence (ICC) among tertiary-level EFL learners in Türkiye and Germany. Telecollaboration, defined by O'Dowd (2011) as the use of online communication tools to connect students from different cultural backgrounds, aims to foster both intercultural competence and language skills through collaborative projects. While existing research highlights the cultural aspects of language learning in telecollaborative settings (Lewis & O'Dowd, 2016), the primary focus has often been on language acquisition rather than the intercultural processes themselves (Çiftçi, 2016). Additionally, the role of videoconferencing in these contexts remains underexplored (Lewis & O'Dowd, 2016). This study addresses these gaps by employing synchronous communication methods to promote ICC. The study involved seven volunteer EFL learners from a university in Türkiye, who participated in a five-week telecollaboration initiative featuring weekly discussion tasks. Data were collected through semi-structured interviews and reflective essays, with Byram's model of ICC serving as the analytical framework. The findings indicate that attitudes and knowledge were the most prominent ICC dimensions in the students' exchanges, followed by interpreting and relating, skills of discovery and interaction, and critical cultural awareness. The results suggest that the telecollaboration project provided an effective platform for intercultural exchange and allowed students to engage deeply with cultural topics. These findings offer valuable insights for educators and students aiming to use telecollaboration as a tool to enhance ICC, demonstrating the potential of synchronous communication in fostering intercultural understanding.

Keywords

Telecollaboration, intercultural communication, virtual exchange.



AMASYA UNIVERSITY
FACULTY OF EDUCATION
DEPARTMENT OF FOREIGN LANGUAGES EDUCATION
DIVISION OF ENGLISH LANGUAGE TEACHING

AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

EFL Teachers' Perceptions About the Effectiveness of AI tools in Promoting Students' Engagement in Speaking

Ebru Vural Yıldız, Cemal Çakır

Gazi University, Türkiye

Abstract

In recent years, the rapid acceleration of Artificial Intelligence (AI) tools has further reshaped classroom practices, offering innovative capabilities that enhance both teaching and learning. Despite the growing integration of AI tools in education, there is a limited understanding of AI tools' effectiveness in promoting student engagement. Our study addresses the gap between EFL teachers' knowledge of AI tools and the effectiveness of AI tools in engaging students in speaking. It also compares teachers' articulated perceptions of AI tools' effectiveness to their observed performance pertaining to AI tools. Conducting a mixed-methods design, the study collected data from 103 private school EFL teachers through a behavioral intention survey administered online. The surveyed EFL teachers were invited to an interview to gather in-depth data; semi-structured interviews with five EFL teachers teaching at B1 level English in Ankara, Türkiye, were employed face to face on a voluntary basis. The gathered data were triangulated through the employment of classroom observations to increase the reliability. We conducted unstructured classroom observations with and without AI integration in two different B1 level EFL classrooms in two stages. The preliminary results of this MA study highlight that enhanced AI knowledge positively influences the perceived benefits of AI on student engagement in speaking and the observed performance pertaining to AI tools verifies teachers' articulated perceptions. It should also be reminded that the effectiveness of AI tools depends on their thoughtful integration and adequate teacher training.

Keywords

AI tools, student engagement in speaking, teacher perceptions, language learning.



AMASYA UNIVERSITY
FACULTY OF EDUCATION
DEPARTMENT OF FOREIGN LANGUAGES EDUCATION
DIVISION OF ENGLISH LANGUAGE TEACHING

AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

Analyzing the Role of Speaking Strategies in English Classroom

Sharapova Yulduz

Khoja Akhmet Yassawi International Kazakh-Turkish University, Kazakhstan

Abstract

In the contemporary modern decades, foreign language learners use their speaking abilities to interact with other cultures, understand and communicate instructions, make requests, ask questions and acquire new knowledge. While learning any foreign language learners can face with issues, however, teachers should find ways of solving challenges. One of the far-reaching methods of improving speaking skills is using speaking strategies. The research study aimed to analyze the role of speaking strategies while speaking in English classroom. The descriptive research design was used in the recent research study in order to analyze the role of speaking strategies. The quantitative research method was used, and, survey was conducted among participants. Overall, 35 learners participated from Khoja Akhmet Yasawi International Kazakh-Turkish University. Results were calculated using the Statistical Package for Social Sciences (SPSS) version 23 after all data were collected. In order to answer research question descriptive analysis and Mann-Whitney U-test was used. The calculated results showed that learners had positive attitudes towards use of speaking strategies and there was no found significant difference between courses and gender.

Keywords

Speaking skills, speaking challenges, advancing speaking skills, speaking strategies, usage of strategies.



AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

The ELT Pre-service Teachers' Foresights About the Potential of AI Use in Language Teaching

İlknur Yüksel

Eskişehir Osmangazi University, Türkiye

Abstract

The purpose of this study is to examine the perspectives of pre-service English Language Teaching (ELT) teachers regarding their potential application of Artificial Intelligence (AI) in their teaching. The research employs a mixed-methods approach, integrating quantitative and qualitative data to investigate the expectations, concerns, and predictions of pre-service teachers about AI in language teaching. A total of 87 pre-service teachers. A 25-item survey with Likert-scale and semi-structured interviews with a subset of 15 participants, were used as data collection instruments. The survey developed by the researchers examined participants' comprehension of AI, their perceptions of its advantages in automated assessments and personalized learning, and their concerns regarding its ethical implications. The interviews revealed a more profound understanding of the function of AI in lesson planning, teacher-student interaction, and future training requirements. The results reveal that, although a significant number of participants were somewhat familiar with AI, only a small number had actual experience utilizing AI tools in teaching. The majority of participants recognized the potential of AI to facilitate personalized learning; however, they expressed concerns regarding the potential decrease in meaningful teacher-student interaction and ethical concerns, including data privacy. Only a small percentage of pre-service teachers were entirely prepared to incorporate AI into their future teaching, despite accepting the advantages of AI. This underlines the necessity of more focused AI training in teacher education programs. The significance of integrating AI literacy into teacher training to equip future educators for the changing landscape of language education is underscored by the study.

Keywords

Pre-service teachers, language teaching, artificial intelligence.



AMASYA UNIVERSITY
FACULTY OF EDUCATION
DEPARTMENT OF FOREIGN LANGUAGES EDUCATION
DIVISION OF ENGLISH LANGUAGE TEACHING

AELTE 3rd INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

AMASYA, TÜRKİYE

Adult Learners and the Challenges of Lifelong Language Learning: Examining Limiting Factors in Second Language Acquisition

Senem Zaimođlu

Çađ University, Türkiye

Abstract

As global mobility and interactions between cultures continue to rise, proficiency in a second language has become an increasingly valuable skill for both personal and professional development. However, most adult learners often face significant obstacles that hinder their ability to acquire and retain new languages. In the light of this, this paper investigates the challenges that adult learners encounter in their pursuit of lifelong language learning, with a particular emphasis on identifying the several key factors contributing to these challenges in second language acquisition (SLA). Firstly, cognitive constraints, such as the decline in neuroplasticity with age, are highlighted as they directly affect the ability to process and store new linguistic information. Furthermore, socio-affective barriers—including anxiety, lack of confidence, and low motivation—are identified as critical elements that adversely impact the process of learning. Additionally, the study examines the role of prior language learning experience and the detrimental effects of limited exposure to immersive language environments. By thoroughly analyzing these challenges, this paper offers practical recommendations to educators, policy makers about the effective strategies and pedagogical methodologies they can use to increase the proficiency of second language acquisition of adult learners. These strategies and approaches signify the important role of personalizing language instruction, adaptive learning tools, and the comfortable learning places that are specially designed for learners with special needs in adult education. Furthermore, this research provides a new perspective on lifelong learning, advocating for more inclusive and accessible language education opportunities for adult learners.

Keywords

Lifelong learning, adult education, foreign language learning.

ISBN:

Amasya, Türkiye