

SAUREDELT 2026

11th Annual Undergraduate Students Conference

BOOK OF ABSTRACTS

22 May 2026

ABOUT SAUREDELT

This conference is organized by Sakarya University English Language Teacher Education Department. Starting from 2014, annually organized by the sophomore students, the conference provides the opportunity for undergraduate students to present their research projects, establish network with fellow students from different universities, and meet established keynote speakers. We are happy to host national and international participants this year at the 11th SAUREDELT.

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KEYNOTE SPEAKERS

Prof. Dr. Esim Gürsoy

Prof. Dr. Anıl Rakıcioğlu Söylemez

Asst. Prof. Dr. Rizwan Ul-Huq

Prof. Dr. Esim Gürsoy

Bio

Prof. Dr. Esim Gürsoy is a teacher trainer at the ELT Department of Bursa Uludağ University, Türkiye. She holds an M.A. in teacher education and a TESOL certificate from Ohio University, USA and a Ph.D in English Language Teaching from Anadolu University, Türkiye. Her research interests include, teaching English to young learners, social emotional learning, mindfulness practices in ELT, language teacher education, and integrating socially responsible teaching to ELT.

Prof. Dr. Esim Gürsoy

Title of the Session

Integrating Social-Emotional Learning into EFL Classrooms

Abstract

This presentation focuses on the integration of Social-Emotional Learning (SEL) into English as a Foreign Language (EFL) classrooms and discusses how social and emotional competencies support both academic and personal development. The presentation introduces the theoretical foundations of SEL and explains its five core competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. It further examines why SEL has gained importance in educational settings by highlighting its contribution to academic achievement, well-being, resilience, empathy, communication, and positive classroom relationships. In addition, the presentation provides practical classroom applications and activity examples such as emotion check-ins, gratitude lists, mindful breathing, journaling, class circles, growth circles, and reflective discussions that can be integrated into language teaching contexts. Emphasizing the role of emotions in learning, the presentation argues that emotionally supportive classroom environments can enhance student engagement, intercultural understanding, collaboration, and overall learning outcomes in EFL classrooms.

Prof. Dr. Anıl Rakıcioğlu Söylemez

Bio

Anıl Rakıcioğlu-Söylemez is a professor of English Language Teaching at Bolu Abant İzzet Baysal University in Türkiye. She holds a PhD in English Language Education from Middle East Technical University. She teaches courses on teacher education, language teaching methodology, second language acquisition, and the psychology of language learning and teaching at both undergraduate and graduate levels. Her research interests include pre-service teacher education and the psychological dimensions of language learning and teaching, including motivation, identity, beliefs, and emotions.

Prof. Dr. Anil Rakıcioğlu Söylemez

Title of the Session

Sustainable for Whom? Learning to Lead with Compassion in ELT

Abstract

ELT teacher education programs prepare pre-service teachers (PSTs) not only to teach effectively but also to enter the profession with agency, purpose, and commitment. In this sense, quality teacher education involves more than developing pedagogical competence; it also requires attention to the enthusiasm, ethical judgment, emotional awareness, and regulatory capacities that support PSTs' professional learning. These capacities matter because PSTs' emotional and professional sustainability shape not only their own learning but also the relational and pedagogical quality of the teaching practices. Although compassion is central to this preparation, ELT teacher education often frames it primarily as care for learners, giving far less explicit attention to the self-oriented compassion and self-regulatory capacities that protect PSTs' professional agency.

This session explores what happens when caring PSTs experience exhaustion during their initial professional preparation, not because they lack commitment, but because they have not been supported in understanding how care, agency, emotion regulation, and professional sustainability are connected. This issue is important because PSTs' early enthusiasm often takes the form of leadership before they hold any formal professional roles. They lead by responding to struggling learners, meeting cooperating teachers' expectations, managing the emotional demands of teaching in a second or foreign language, and making ethical decisions during practicum and initial professional learning. Without recognition and support, these leadership experiences may remain individual dispositions rather than develop into sustainable professional agency. This session, therefore, argues that enhancing and protecting PSTs' professional enthusiasm and well-being is a core responsibility of quality teacher education. Drawing on compassion theory (Dutton et al., 2014), language-education perspectives on compassion (Mercer, 2024), self-compassion research (Neff, 2011), emotion regulation frameworks (Gross, 2015), and non-positional teacher leadership (Frost et al., 2026), the session positions compassionate teacher leadership as integral to quality education and to strengthening PSTs' enthusiasm, agency, professional well-being, and sustainable practice in ELT.

Asst. Prof. Dr. Rizwan Ul-Huq

Bio

Rizwan-ul Huq is an Assistant Professor in the English Language Teaching (ELT) section at Sakarya University. He received his PhD in Educational Practice from Linköping University, Sweden, in 2021, where his research focused on English-medium schooling, language policy, and classroom interaction within EMI contexts. His research expertise lies in social interaction, multimodality, bilingual education, and English language teaching. His teaching interests encompass applied linguistics, general linguistics, and the adaptation of English literature for ELT purposes. He has contributed to international scholarly initiatives through conferences and panel organisations, including the British Association for Applied Linguistics (BAAL) and Sociolinguistics Symposium 24 in Ghent, Belgium, and has co-organised research events such as the Mid Sweden University Data Sessions for Social Interaction. His publications appear in international journals, addressing topics such as classroom interaction, translanguaging, and pedagogical practices in multilingual education. His current research explores multimodal pedagogy, gaming interaction, bilingual education, and social interaction in ELT contexts, alongside teaching interests in sociolinguistics, applied linguistics, general linguistics, and literature in ELT.

Asst. Prof. Dr. Rizwan Ul-Huq

Title of the Session

Evidence-Based Pedagogy: Bridging Theory and Classroom Practice in ELT

Abstract

The gap between research and classroom practice remains a primary challenge in English Language Teaching (ELT). Evidence-Based Pedagogy offers a critical bridge, connecting empirical findings from Applied Linguistics and second language acquisition (SLA) research with the practical realities of the classroom. By utilising evidence as a framework rather than a rigid set of prescriptions, practitioners can adapt insights regarding language processing, corrective feedback, and task design to meet specific learner needs. Applications within Task-Based Language Teaching (TBLT), for instance, illustrate how research informs flexible, context-sensitive instruction. This approach positions teachers as reflective designers who make pedagogical decisions that are transparent, evidence-grounded, and responsive to dynamic classroom environments. In turn, classroom experiences shape research agendas, transforming teaching sites into sources of theory refinement and contextually grounded knowledge.

Çağdaş Yıldız

Bio

Çağdaş is a teacher trainer and English teacher with over 9 years of experience in the field. He has a strong interest and background in educational technologies and has been a Google Certified Educator since 2023. Alongside his TESOL trainings, he continuously develops himself in the fields of AI integration and modern teaching methods. As a Wayground Certified Game Changer & AI Trainer, he actively promotes designing sessions that are dynamic, interactive, and learner-centered. He has delivered various workshops focusing on EdTech tools and contemporary ELT approaches, aiming to inspire teachers to embrace innovation in their classrooms. For him, every session is an opportunity to share his passion for teaching and learning.

Çağdaş Yıldız

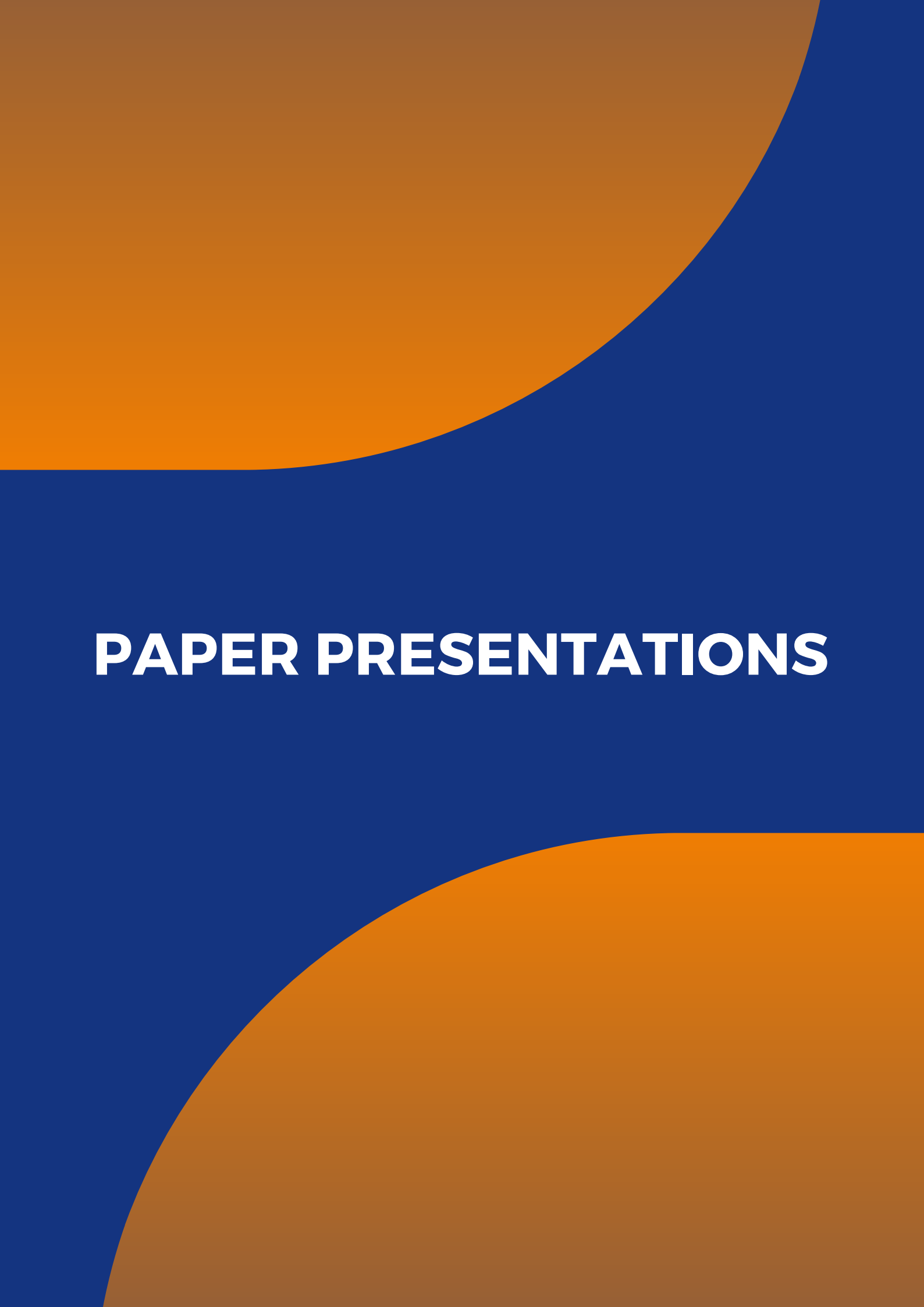
Title of the Session

Teach Forward: How AI Is Reshaping the Language Classroom and What We Can Do About It Today

Abstract

Artificial intelligence is no longer a future concern for language educators. It is already shaping the classrooms pre-service teachers (PSTs) are preparing to enter. As AI tools become increasingly embedded in educational contexts, PSTs need more than technical familiarity; they need the professional vision to engage with these tools critically, intentionally, and with pedagogical purpose. This session argues that AI literacy, understood as the capacity to understand, evaluate, and thoughtfully apply AI in language teaching, is a core component of building sustainable, innovative, and excellent teaching practice.

Grounded in the AI Literacy framework, this session examines what it means for PSTs to move beyond surface-level tool use and develop genuine competence in working with AI across different stages of lesson design, learner feedback, and classroom interaction. Rather than framing AI as a disruptive force, the session repositions it as a pedagogical partner that can support differentiated instruction, meaningful feedback, and learner-centred design. Innovation in ELT does not mean replacing teacher judgment with algorithmic convenience; excellence lies in PSTs entering the profession as reflective, digitally fluent practitioners who use technology responsibly and purposefully. Through interactive demonstrations and practical task design, participants will leave with concrete tools and a clear first step toward integrating AI into their own teaching practice.

The background features a solid blue field with two large, overlapping orange curved shapes. One shape is in the top-left corner, and the other is in the bottom-right corner, creating a dynamic, modern aesthetic.

PAPER PRESENTATIONS

The Impact of Levelled News-Based Authentic Materials on Students' Speaking Skills

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Speaking is commonly regarded as one of the most difficult skills for EFL students, owing to limited opportunities for authentic practice and high levels of speaking anxiety. To address this issue, this study examines how a speaking club model based on Breaking News English (BNE) <https://breakingnewsenglish.com/> materials affects learners' speaking skills, self-confidence, and willingness to communicate. The project, which is a qualitative research study, is being implemented as a pilot program in Erciyes University ELT Society Speaking Clubs, with undergraduate students from all faculties participating. The project's major purpose is to include authentic, news-based materials into speaking practice through structured discussion questions, and to investigate their impact on learners' speaking performance and emotional variables. Weekly courses revolve around BNE materials tailored to students' proficiency levels. To encourage meaningful conversational engagement, each session encompasses pre-discussion questions, guided group discussions, and post-discussion reflection assignments.

The study uses a qualitative research design. To evaluate changes in learners' speaking skills, self-confidence, and readiness to communicate, data are collected from undergraduate students from most faculties using pre- and post-discussion forms, reflective journals, and semi-structured interviews. The implementation proceeds throughout an eight-week speaking club program. Thematic analysis is used to examine the qualitative data that was gathered. Preliminary results from the pilot implementation indicate that students' speaking confidence, participation, and perceived fluency have all increased. Students say that discussing real-world news subjects encourages them to speak English and helps them to express themselves more freely.

This project is still in progress, but the pilot findings indicate that speaking clubs that are based on discussions and aided by BNE resources can be an effective alternative to regular classroom instruction for enhancing speaking abilities. This work advances the field of ELT by offering a different approach to incorporating real materials into communicative language teaching methods and speaking exercises.

Keywords: Language Skills

Revisiting ESL Education in Turkey: Classroom Practices, Teacher Development, and Curriculum Constraints

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This study critically examines key challenges in English as a Second Language (ESL) education in Turkey, focusing on primary, secondary, and high school contexts. Drawing on reflective practice as a form of practitioner research, and informed by the researcher's dual role as both a learner and an instructor, the study identifies recurring issues observed across classroom environments through thematic analysis. The analysis highlights five major problem areas derived from classroom learner materials and teacher reflective diaries on teaching experience: the lack of interactivity between teachers and learners, the insufficient implementation of student-centered approaches, the failure to effectively integrate the four core language skills alongside grammar, vocabulary, and pronunciation, the limited development of teaching philosophy and instructional techniques among educators, and structural limitations within the national ESL curriculum. By examining these interconnected challenges, the study argues that current practices often hinder meaningful language acquisition and negatively affect both learner engagement and teacher motivation. In response, the study proposes pedagogical considerations such as increasing interactive classroom practices, promoting student-centered lesson design, and encouraging teachers' professional development in teaching techniques and reflective awareness. These suggestions aim to support more effective and learner-oriented ESL instruction in Turkey.

Keywords: ESL Education, Student-Centered Learning, Curriculum Design, Language Teaching

EXPLORING THE ROLE OF SPEAKING CLUB COACHING IN THE DEVELOPMENT OF PRE-SERVICE ENGLISH TEACHERS' PROFESSIONAL IDENTITY

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With this qualitative research, the researchers aimed to fill the existing gap in literature and discover the subjective experiences of pre-service ELT coaches in speaking clubs with a focus on teacher identity development. Although teacher professional identity has received considerable scholarly attention across various contexts, including practicum experiences, coursework, and peer interaction, the specific contribution of speaking club coaching to this developmental process has remained underexplored. The present study sought to address this gap by examining how the informal, practice-based environment of speaking clubs shapes the emerging professional identities of pre-service English teachers who take on coaching roles.

The data was collected from both an online questionnaire completed by eleven third- and fourth-year ELT students and a semi-structured interview conducted with three voluntary participants, all of whom had prior experience as speaking club coaches. Participants were selected through purposive sampling to ensure the relevance and depth of the data gathered. A codebook was prepared out of the data to interpret the emerging themes from the participants' answers, following an inductive, latent-level thematic analysis approach. To strengthen the trustworthiness of the findings, the researchers employed triangulation and confirmability measures throughout the data collection and analysis process.

The analysis revealed three overarching themes: learner needs, teacher responsibility, and interactive activities. Under the theme of learner needs, three codes emerged: mentoring, awareness, and the timeless teacher; reflecting participants' growing capacity to recognize and respond to their students' varying needs, emotional states, and generational expectations. The theme of teacher responsibility highlighted the development of classroom management skills and language expertise, with participants reporting that the coaching experience provided them with early opportunities to establish authority, adapt their linguistic register, and transfer these competencies to their subsequent micro-teaching and internship practices. The final theme, interactive activities, captured how coaching shaped participants' pedagogical preferences, with games, role-plays, and question-and-answer exercises emerging as favored and effective tools for facilitating spoken interaction.

The researchers concluded that speaking clubs indeed play a role in developing the professional identity of pre-service English teachers by giving them the chance to realize their mentoring characteristic, improving their awareness, bringing a curiosity for next generations, enhancing classroom management skills, noticing the needed language expertise for teaching, and discovering unique teaching styles that prioritize interactive activities. These findings suggest that speaking club coaching functions as a meaningful complement to formal teacher education. Accordingly, universities are encouraged to formally recognize and support speaking club programs as a component of pre-service English teacher development.

Keywords: Teaching Identity, English Speaking Clubs, Coaching, Pre-service Teachers

ENGLISH TEACHERS LENSES TO THE CENTURY OF TÜRKİYE MAARİF EDUCATION MODEL ENGLISH COURSEBOOKS

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Türkiye has recently introduced a comprehensive educational reform known as the Century of Türkiye Maarif Education Model. In English language teaching, this model is grounded in skill-based learning, student-centered instruction, values education, and the development of communicative competence. Unlike traditional approaches that primarily focused on memorization and grammar-oriented instruction, the new model aims to promote more meaningful and integrated learning experiences through thematic content, language skills integration, and authentic classroom practices. Within this framework, coursebooks hold a central role as they function not only as instructional materials but also as practical guides that shape how the curriculum is implemented in classrooms. Therefore, investigating teachers' experiences and perceptions regarding these newly introduced English coursebooks is essential for understanding the effectiveness and practicality of the curriculum reform process.

Although recent studies on the Century of Türkiye Maarif Education Model have mainly focused on its theoretical foundations, limited research has explored how English teachers evaluate the implementation of the coursebooks in real classroom settings. There is still a need for research examining teachers' perspectives on content continuity, thematic consistency, language skill integration, and grade-level transitions within the new curriculum structure. To address this gap, the present study aims to explore English teachers' perceptions regarding the alignment of the coursebooks with the core principles of the model, particularly student-centeredness, skill-based instruction, communicative language use, and the virtue-value-action framework.

Adopting a case study research design, semi-structured interviews are being conducted with 15 English teachers selected through purposive sampling. The participants consist of state school English teachers currently working at the primary and secondary level in Türkiye. The group includes both novice teachers (1–5 years of experience) and experienced teachers (10 years and above) to ensure a diverse range of perspectives on curriculum implementation. The interviews focus on teachers' evaluations of the instructional content, classroom applicability of activities, skill integration, adaptation strategies, implementation challenges, student reactions, and the effectiveness of transitions between grade levels. After data collection is completed, thematic analysis will be conducted to identify themes, categories, and codes related to teachers' experiences with the new curriculum material.

The study is expected to provide a comprehensive understanding of the strengths and possible limitations of the newly introduced English coursebooks within the framework of the Century of Türkiye Maarif Education Model. By focusing on teachers' perspectives, the research aims to contribute to the growing literature on curriculum reform and English language teaching in Türkiye. The findings may also offer practical implications for curriculum developers, material designers, policymakers, and English language teachers regarding the improvement of instructional materials and the facilitation of smoother transitions between grade levels.

Keywords: Teaching

The Role of Gamification in Reducing Language Learning Anxiety in Primary EFL Classrooms

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Language learning anxiety is considered one of the major affective factors negatively influencing students' participation, confidence, and overall performance in English as a Foreign Language (EFL) classrooms. Young learners, particularly in primary school settings, may experience fear of making mistakes, hesitation during speaking activities, and stress related to classroom participation. In recent years, gamification has emerged as an increasingly popular pedagogical approach due to its potential to create more engaging, interactive, and supportive learning environments. By incorporating game elements such as points, rewards, collaborative tasks, and digital learning platforms into classroom instruction, gamification may help learners feel more comfortable, motivated, and willing to participate during the language learning process.

This ongoing study aims to investigate the role of gamification in reducing language learning anxiety in primary EFL classrooms. The study particularly focuses on how gamified classroom activities may influence students' willingness to participate, confidence levels, classroom engagement, and emotional comfort during language learning activities. The study is supported by a review of recent literature on gamification, motivation, engagement, and language learning anxiety in EFL contexts. Previous studies generally suggest that gamified learning environments may positively influence students' motivation, participation, interaction, and confidence while also helping reduce stress and fear of making mistakes during classroom activities. Furthermore, the increasing integration of educational technologies into language teaching has made gamification an important area of interest for both researchers and language educators.

In addition, semi-structured interviews are being conducted with pre-service EFL teachers who actively use gamified activities and digital tools such as Kahoot, Baamboozle, and other game-based learning applications during their teaching practices. The interviews aim to collect qualitative data regarding teachers' observations of student behavior, participation patterns, emotional responses, and classroom atmosphere during gamified lessons. Since the study is still in progress, data collection and analysis are currently ongoing. At this stage, the research primarily aims to explore the possible relationship between gamification and reduced language learning anxiety in primary EFL contexts.

Overall, this study seeks to contribute to the growing body of research on gamification in language education by examining its possible psychological and pedagogical benefits for young EFL learners. The study is also expected to provide insights into how interactive and game-based teaching practices may contribute to more motivating, supportive, and student-centered language learning environments in primary EFL classrooms.

Keywords: Gamification, Language Learning Anxiety, EFL, Primary EFL Classrooms, Student Engagement, Motivation

Pre-service EFL Teachers' Readiness to Integrate AI Tools into Language Teaching: A Pilot Study

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The rapid development of generative Artificial Intelligence (AI) tools has started to influence English language teaching in many ways. These tools can be used for preparing teaching materials, creating language practice activities, giving feedback, and supporting learners with different needs. They may also help teachers create reading texts, dialogues, vocabulary activities, quizzes, and materials suitable for different proficiency levels. However, using AI tools in language teaching is not only about knowing these tools. Pre-service teachers also need to understand how AI tools can be used for different language skills, how AI-generated materials can be adapted for classroom purposes, and what ethical issues may appear during this process.

This pilot study aims to explore pre-service EFL teachers' readiness to integrate AI tools into language teaching. The study focuses on two research questions: (1) What AI tools and language teaching purposes are pre-service EFL teachers familiar with? and (2) How ready do pre-service EFL teachers feel to pedagogically and ethically integrate AI tools into language teaching?

The study will use a pilot survey design. Data will be collected from approximately ten third- and fourth-year pre-service EFL teachers through a structured online questionnaire. The questionnaire includes questions about participants' familiarity with AI tools, their opinions about using AI tools for different language skills and teaching tasks, their perceived readiness to use AI-generated materials in lessons, and their awareness of ethical concerns such as misinformation, bias, plagiarism, and over-reliance on AI. The questionnaire also includes items related to prompting and guiding students in using AI tools responsibly. Since this is a pilot study, the data will be analyzed descriptively to identify initial patterns rather than to make broad generalizations.

Since the research and data collection process is still ongoing, this conference presentation will report the preliminary findings from the pilot study. The results are expected to provide initial insights into how pre-service EFL teachers view the use of AI tools in language teaching and what kind of support they may need in teacher education programs. The study may also help refine the questionnaire for a future larger-scale study after the necessary research procedures are completed.

Keywords: Artificial Intelligence, AI Tools, Pre-service EFL Teachers, Language Teaching, Pedagogical Integration, Pilot Study, AI Literacy, Educational Ethics

AI vs Emotional Intelligence: Primary School English Teachers' Perceptions of Artificial Intelligence in Young Learners' Emotional Development

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Artificial intelligence (AI) is increasingly becoming part of primary education through adaptive learning platforms, intelligent tutoring systems, conversational agents, educational robots, and AI-supported classroom tools. Existing research on AI in primary school settings has mostly examined its effects on academic achievement, personalized learning, motivation, engagement, digital literacy, computational thinking, and teacher support. Systematic reviews indicate that AI-based tools can enrich learning environments, provide immediate feedback, support differentiated instruction, and create more interactive learning experiences for young learners. However, the emotional consequences of AI use in primary education remain less clearly understood. While some studies suggest that AI may increase learner motivation, curiosity, autonomy, and confidence, others raise concerns about over-reliance on technology, reduced human interaction, anxiety, emotional dependency, privacy issues, and the possible weakening of children's ability to interpret and manage emotions.

This ongoing study focuses on the relationship between AI and emotional intelligence in primary school students, particularly through the perceptions of primary school English teachers. Emotional intelligence is approached through three key dimensions: empathy, self-awareness, and emotional regulation. In the context of English language learning, these dimensions are especially relevant, as language classrooms often require learners to express feelings, understand others' perspectives, respond to feedback, and manage emotional challenges such as hesitation, fear of making mistakes, or lack of confidence. Although AI tools may offer individualized practice, non-judgmental feedback, and engaging language-learning activities, it is still unclear whether these tools genuinely support children's emotional development or limit opportunities for authentic emotional growth.

The study is designed as a pilot survey with primary school English teachers. Its main purpose is to explore teachers' perceptions of whether AI supports or hinders the emotional intelligence of primary school students. The survey will investigate how teachers evaluate the potential role of AI in helping students recognize their own emotions, regulate emotional responses during learning, and develop empathy through classroom-based English activities. It will also examine teachers' concerns regarding excessive AI use, emotional detachment, reduced teacher-student interaction, and the limits of AI in providing emotionally responsive education.

By focusing specifically on English teachers' perspectives, this research aims to contribute to the emerging discussion on AI in primary education from an emotional rather than purely academic or technological standpoint. Since teachers remain central to children's emotional and educational development, their views are essential for understanding how AI should be integrated responsibly into young learners' classrooms. As an ongoing pilot study, this research is expected to provide preliminary insights for future, larger-scale investigations into the emotional implications of AI-supported learning in primary education.

Keywords: Artificial Intelligence, Emotional Intelligence, Primary School Students, Primary School English Teachers, Empathy, Self-Awareness, Emotional Regulation, AI in Education, Young Learners, Teacher Perceptions.

Assessing Peer Feedback Literacy Level of EFL Learners

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Despite the benefits of peer feedback, which has been examined in several studies, little research has been done on how students interpret and apply the feedback they receive from their peers. Adopting a descriptive design, this study investigates undergraduate EFL students' peer feedback literacy. Participants were ten students involved in the ELT program at a state university in Türkiye. Data were collected through a standardized 20-item scale called "Peer Feedback Literacy Scale" developed by Dong, Gao, and Schunn (2023). Limited findings showed that the students have at least average abilities and the required thinking process towards peer feedback. The study reveals insights into EFL freshmen's peer feedback literacy, influencing future research and pedagogical methods in EFL writing courses.

Keywords: Peer Feedback Literacy, EFL Writing, Feedback Utilization

The Impact of AI on Academic Writing and Research: A Systemic Review

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Generative artificial intelligence (AI) technologies have significantly impacted academic writing, publishing, and research. While AI has the opportunity to significantly support academic functions in certain areas, in many others, it causes ethical and moral concerns. Industry experts believe that AI has the ability to completely upend previous models of business and automate the research and peer-review process to an extreme degree. This potential automation has been opposed by some figures, as even with the latest advancements and improvements, AI continues to make mistakes and clearly falsifiable assertive claims. These challenges have brought forward a renewed initiative to detect the use of AI in research papers. Maintaining scholarly excellence has become a key goal of many educational institutions as they oversee their post-graduate student researchers. Institutions are being encouraged to adopt ethical frameworks, strong mentorship initiatives, and robust monitoring mechanisms to ensure that AI contributes positively to postgraduate education without compromising the values that underpin scholarly excellence. Alongside academic research, regular writing tasks at schools are also under scrutiny because of writing assistance tools. As the usage of grammar checkers, paraphrasing systems, and generative AI platforms gains popularity among students, more and more of them are relying on automated aids in writing academic texts. Overreliance on these tools results in a lack of critical involvement on the part of the students, which results in a decrease in originality. Just like the initiatives to detect AI in research papers, there is an arms race on the school front as well, with some researchers developing tools that teachers can use to create writing profiles on their students in order to better detect not only their AI usage but the unique pattern in which they use it.

This Systematic Literature review aims to organise all of these themes and trends with the ultimate goal of understanding the balanced role of Artificial Intelligence in Academic circles. The selected papers contain both valuable data and Interviews from leading Industry experts. The PRISMA approach was used to sort through the field of data in order to find the most relevant, suitable, and accessible information that pertained to the themes at hand. The conference presentation will focus on these reports and reinforce their conclusions to a wider audience, with the aim of presenting pre-service elt teachers' knowledge about the latest developments in their field.

Keywords: Methodology

Help or Cheating? Turkish Pre-Service EFL Teachers' AI Attitudes and Ethical Perceptions

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Recent developments in artificial intelligence (AI) have significantly influenced educational practices, particularly in foreign language teaching and learning. AI-powered tools such as ChatGPT, Grammarly, Gemini, Copilot, and Google Translate have become increasingly common in English as a Foreign Language (EFL) contexts. Although the pedagogical affordances and challenges of AI in language education, AI literacy and competency, overreliance concerns, and teacher–technology relationships have been examined, limited research has focused on PSTs' attitudes toward and ethical perceptions of AI-assisted English learning. Considering this gap, the present study aims to investigate PSTs' attitudes toward and ethical perceptions of AI-assisted English learning in Türkiye. Specifically, the study explores how PSTs evaluate AI-use scenarios, how they distinguish acceptable AI support from academic dishonesty, and what classroom rules they would apply as future English teachers.

To this end, the study adopts a descriptive mixed-methods survey design combining a validated attitude scale with scenario-based ethical inquiry. The participants are 82 PSTs enrolled in English Language Teaching program at a foundation university in İstanbul, Türkiye. The data collection instrument consists of three sections. The first section gathers demographic information and participants' AI usage habits. The second section employs the AI Attitude Scale developed by Aktay, Gök, and Yıldırım (2024) to examine participants' general attitudes toward AI. The third section includes realistic and pedagogically grounded AI-use scenarios informed by literature on AI in education and designed around a conceptual framework emphasizing human agency, transparency, critical evaluation, learning support, and academic integrity (Kasneci et al., 2023; UNESCO, 2023). Each scenario is followed by Likert-scale items evaluating ethical acceptability, academic integrity, pedagogical appropriateness, and perceived contribution to language learning, as well as an open-ended explanation question. Quantitative data are analyzed using descriptive statistics, including frequencies and means. Open-ended responses are examined through thematic analysis to identify recurring patterns in participants' ethical reasoning and pedagogical perspectives regarding AI use.

The overall findings show that PSTs hold positive attitudes toward AI-assisted English learning, while simultaneously expressing important ethical and pedagogical concerns regarding excessive or uncritical AI use. The results are expected to provide insights into PSTs' perceptions of responsible AI use, academic integrity and ethical classroom practices and help teacher educators and curriculum designers develop clearer guidelines for AI literacy, responsible AI integration, and the pedagogically appropriate use of AI tools in EFL classrooms.

Keywords: Artificial Intelligence in Language Teaching, AI Ethics in EFL

Turkish Freshman and Sophomore Pre-Service English Teachers' Speaking Anxiety: A Comparative Study by Undergraduate Students

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This study aims to investigate the differences in speaking anxiety levels in English Language Teaching (ELT) at Marmara University from two different aspects, namely grade level and gender. Speaking anxiety, more specifically, speaking anxiety in the classroom environment, has been a field of research for many decades at this point; however, few studies were conducted to understand pre-service teachers' perceived speaking anxiety levels, as well as the contexts in which they experience such emotional irregularities. With these being the facts, a total of 56 students were included in this study, with 27 (48.2%) participants being sophomores and 29 (51.8%) of the remaining being freshmen. 30 (53.6%) of these participants were women, with 12 of them being freshmen while the remaining 18 were sophomores, and 26 (46.4%) of them were men, with 17 being freshmen and 9 being sophomores.

The study carried out a quantitative methodology, using the speaking anxiety scale for prospective teachers developed in the Turkish language. The data were analyzed through SPSS and were contrasted with a pilot assessment done by Claude, a large language model (LLM), after the researchers assessed them themselves. The findings of the study showed that grade level was not an indicator of varying anxiety levels among students; at the same time, gender was not significantly impactful despite yielding variance between females' and males' speaking anxiety levels. When the distribution of the speaking anxiety levels among participants is observed more thoroughly in the scope of gender, it has been found that for males on a 20 to 100 metric, the mean score is stable at 52.42, while for females, the number goes up to 58.73, presenting a 6.31 mean score difference. As for the grade level, the freshmen have a mean score of 57.10, while the number goes down to 54.41 when compared to sophomores, indicating a 2.69 decrease in mean scores that also correlates with their respective anxiety levels. All being considered, this study points out the need for studies with a more consistent and abundant sample size to fully analyze the impact of various grade levels and differences created by gender on pre-service teachers' speaking anxiety levels.

Keywords: Speaking Anxiety, English Language Teaching

Pre-Service English Teachers' Practicum Challenges and Self-Regulation Strategies

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Teacher emotions play an important role in how pre-service teachers (PSTs) learn to teach. Emotions shape how they interpret classroom events, evaluate their own competence, and think about their future in the profession (Zembylas, 2003). However, English language teacher education often emphasizes teaching methods and subject knowledge more than the emotional challenges of teaching. This can be problematic because PSTs may enter the practicum without sufficient preparation to recognize and manage the emotions they experience in real classrooms (Day & Gu, 2010). Moreover, difficulties in managing these emotional demands can also affect teachers' well-being and their willingness to continue in the profession. Against this background, the present study examines how senior PSTs perceive the challenges they encounter during their practicum and the self-regulation strategies they use to cope with these challenges. The practicum is viewed as a crucial stage where pre-service teachers connect what they have learned at university with real classroom experience and begin to develop emotional preparedness.

Data will be collected through semi-structured interviews with six senior PSTs enrolled in an English Language Teaching program at a state university in the Western Black Sea region of Türkiye. All participants will be completing their practicum in state secondary schools at the time of data collection. The interviews will last approximately 35 to 45 minutes, will be conducted in the participants' preferred language, and will be audio-recorded with consent. The interview questions will focus on challenging practicum incidents, the emotions these incidents created, and the strategies participants used to manage their responses. The transcripts will be analyzed through reflexive thematic analysis.

Therefore, the study aims to identify the classroom situations that PSTs experience as emotionally challenging and to describe the self-regulation strategies they use in response. It will also consider which strategies appear helpful and which may be less effective. By focusing on the emotional side of practicum, the study may contribute to a better understanding of how English language teacher education can support PSTs' emotional preparation, well-being, and professional development. Consequently, this study may bring crucial insights into the long term sustainability of future educators entering the foreign language teacher profession.

Keywords: Teacher Emotions

The Limits of My Language: Wittgenstein and English Language Learning

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This presentation examines the relationship between language, and communication through the philosophy of Ludwig Wittgenstein and discusses its relevance to contemporary English Language Teaching (ELT). Wittgenstein's well-known statement, "The limits of my language mean the limits of my world," highlights the idea that language is not simply a neutral instrument used to describe reality, but rather a system that shapes human perception, social interaction, and cultural understanding. Drawing on this philosophical perspective, the presentation argues that learning English should be understood not only as the acquisition of grammatical competence and vocabulary, but also as an engagement with new cultural contexts and ways of thinking.

The presentation focuses particularly on Wittgenstein's concept of "language games," according to which meaning is created through social use and contextual interaction rather than through isolated words or fixed definitions. From this perspective, successful communication in English depends not only on linguistic accuracy but also on cultural awareness, pragmatic understanding, and sensitivity to interpersonal context. This approach is especially relevant in modern ELT classrooms, where English increasingly functions as an international language connecting speakers from diverse linguistic and cultural backgrounds.

Keywords: Teaching

How to improve the quality of English Language Teaching in Türkiye

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The topic I want to talk about today cannot fit into one specific category. The reason is that, as we can probably guess, a 21st-century human is not a specialist in any one category. A person builds themselves interdisciplinarily. A teacher becomes so many things; a counselor, thus an empath; a caregiver, thus a parent; an educator, thus well-versed in many areas. That's why a teacher should be both a search engine and a self-developer. If you think you are behind, that's the first step you can take to improve your skills for this profession. Currently, even with artificial intelligence and many other digital and ready-made opportunities, we still face the problem of sticking to the most basic traditional teaching approaches. But the most basic thing we need to understand is that the word "approach" means to approach something or someone specific. In contrast, today we are still trying to approach every student in the same way. This situation is ironic. If we want to change the current education we provide in ELT, we should first improve our teaching quality before blaming anyone. And as teachers, we can be competent in digital/AI skills. We can utilize AI to explore many ideas, activities, especially thought-provoking teaching approaches for our target students, and to generate games, scenarios, quizzes, and listening and reading activities, among many other uses. An unlimited imagination you can have...

As we improve our digital skills and consulting, we can find and create many more meaningful activities instead of giving lectures in classrooms. I think that, in this way, students will have more opportunities to participate and engage, and we will come to see that English is not a subject; it is a real language used for communication. I remember the thrill of being able to really talk and understand English, of really understanding someone from this world through this language. My world expanded beyond the borders of this country. I no longer had walls in my thoughts as I stepped out of my only language/mother tongue and mind. Now I want to ask, do you want to help them realize the new world? Like in The Truman Show, should they stick to only what they see inside those walls?

Let's focus on content creation, which is unlimited. You can prepare podcasts, voice recordings, AI-generated images, posters, videos, digital and non-digital games, and scenarios for specific roles, making learning more engaging through gamification. Personalize the learning process; for example, in the 'PLAIGROUND' E-twinning project, we used AI to develop gamified materials for our practicum students, creating audio for themes like "Life in the neighborhood/city" across different grades, including 6th, 3rd, and high school prep classes.

I will provide more specific and new easy-use platforms and will regard multiple intelligences in developing material design for specific students, such as kinesthetic, musical, and spatial intelligences. I can adjust my speech and content to the time available.

Keywords: Teaching

From Memes to TikTok: How the Internet Is Creating a New Language

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This abstract explores the profound influence of the internet on contemporary language and communication, drawing insights from the dynamic evolution of digital culture. The rapid proliferation of online platforms and social media has fundamentally reshaped linguistic norms, accelerating the emergence of new vocabulary, altering existing word meanings, and fostering novel communicative practices. This presentation will delve into how digital phenomena, particularly internet slang, memes, and platforms like TikTok, serve as primary drivers of these linguistic shifts.

Internet slang, characterized by its informality, abbreviations, simplifications, and pervasive use of humor and irony, represents a significant aspect of this linguistic evolution. Examples such as "LOL" and "BRB," illustrate the efficiency and playfulness embedded in online communication. The rapid spread of such terms highlights the internet's capacity to disseminate linguistic innovations globally and almost instantaneously.

Memes, defined as images combined with short texts, function as a powerful form of communication within digital culture. They are not merely humorous images but cultural units that convey emotions, opinions, and social commentary, often requiring cultural context for full comprehension. The popularity and rapid dissemination of memes can be attributed to their visual nature, ease of understanding, humor, emotional resonance, and shareability. Research indicates that visual information paired with concise text is more memorable, with the human brain processing images remarkably quickly. This cognitive efficiency contributes significantly to the viral spread of memes and their impact on communication patterns.

TikTok stands out as a pivotal platform in shaping contemporary language. Its characteristic short videos, algorithmic recommendations, and global reach facilitate the exceptionally rapid spread of new words and expressions. With over a billion active monthly users, TikTok acts as a global linguistic accelerator, introducing and normalizing new vocabulary at an unprecedented pace. The way individuals speak, influenced by these digital trends, increasingly reflects their social group affiliation, age, generation, interests, lifestyle, and connection to online communities.

Ultimately, this presentation argues that the internet is not a threat to language but rather its natural environment for development. The constant evolution of language, historically observed across different eras, is now primarily driven by the internet, memes, and social media. These digital phenomena accelerate linguistic changes, demonstrating how language continually adapts to reflect prevailing culture and technology. The workshop material underscores that the internet provides a dynamic space where new forms of communication emerge and flourish, profoundly influencing how we interact and express ourselves in the 21st century.

Keywords: Linguistics

Engaging Inclusivity in General Education: Understanding the Perceptions of Pre-Service English Language Teachers

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This study investigates the perceptions of pre-service English Language teachers about inclusion in education in Türkiye. Teachers both in mainstream schools and special education schools were dealing and challenging with the students with special educational needs (SEN). The literature was reviewed under the four main aspects: how their perceptions changed after they undertook teacher training courses about inclusive education, how their self-efficacy in inclusivity affects their teaching practices, how crucial the preparedness of prospective teachers is for teaching in inclusive settings, and how their attitudes differ after interaction with students with SEN.

In addition, the study contributes to the literature for examining the perceptions of pre-service English language teachers since it lacks the research regarding the pre-service English Language teachers and it will give rise to further research about designing a curricula for the students with various needs so that the future teachers could be qualified for all various students.

The results are divided into three sections: demographic info, results of the first scale, and the results of the second scale. The pre-service English language teachers are found to be positive about educating students with SEN in mainstream classrooms and indecisive about rights of the students with SEN and the workload of the teacher(s). Furthermore, they are self-efficacious when it comes to instruction skills, managing the students' behavior, and collaborating with other professionals or staff.

Keywords: Inclusivity, Integration, Inclusive Education, Teachers' Attitudes

Pragmatic Use of Hedges and Boosters in Spoken Discourse During Formal English Classroom Debates in Turkish EFL High School Contexts

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This qualitative case study examines the pragmatic use of hedges and boosters in spoken discourse during formal English debates in Turkish English as a Foreign Language (EFL) high school contexts, utilizing discourse analysis based on Toulmin's (2003) model of argumentation. Due to the reliance on secondary data, the study analyzed an edited, publicly available YouTube video, Debate Alanya İngilizce Münazara 2020, uploaded by Erkan Ergen, featuring six high school students debating the question, "Do humankind's best days lie ahead?" The video, limited to 15 minutes of edited content, was transcribed in exact words.

Analysis using Hyland's (1998) metadiscourse framework identified 12 hedges (e.g., "might," "I think," "perhaps," "it could seem") and 18 boosters (e.g., "really," "definitely," "very," "completely," "always") across Toulmin's components: claims, data, warrants, and rebuttals. Proponents (Group 1) employed boosters more frequently in claims (e.g., "Education is essential and will definitely shape the future"), totaling 12 instances to assert persuasiveness, while opponents (Group 2) used hedges predominantly in rebuttals (e.g., "It might be seen as a past achievement..."), with 5 instances to mitigate disagreement. Frequency analysis revealed that proponents used seven hedges and 12 boosters, while opponents used five hedges and six boosters. This indicates that the two groups used different approaches in their argumentation.

This research highlights the significance of pragmatic markers in organizing efficient argumentation in EFL formal discussions and points out the gap that needs to be addressed to improve the pragmatic competence of learners. However, certain limitations should be acknowledged. The edited form of the video restricts analysis to the available sections, as it lacks complete speech data and participant demographics. To increase generalizability, future studies should gather unedited raw data from several discussions. These findings would provide insights for instructional development by helping to comprehend argumentative speech in Turkish EFL formal discussions. These findings would provide insights for instructional development by helping to comprehend argumentative speech in Turkish EFL formal discussions.

Keywords: Hedges, Boosters, Discourse Analysis, Hyland's Meta-discourse Framework, Turkish EFL, Formal Debate, Pragmatic Competence, Argumentation

Fragmented Narratives in Sustainable Language Learning as an Educational Tool in ELT

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Fragmented narratives, characterized by ambiguity and nonlinear structure, have become significant literary forms that encourage readers to participate actively in the construction of meaning. Traditional language learning methods often focus on passive learning rather than active learner engagement. However, sustainable educational approaches increasingly emphasize creativity, critical thinking, adaptability and learner-centered participation in EFL classrooms. In particular, Virginia Woolf's *The Mark on the Wall* explores the educational potential of fragmented narratives in sustainable language learning by investigating a modernist text defined by ambiguity, stream of consciousness and nonlinear pattern as a study for upper-intermediate and advanced language learners in ELT contexts. Further examination demonstrates that Virginia Woolf presents the protagonist in an irregular timeline, which contributes to learners' interpretation through the complexity of the structure in the contemporary education system.

The story requires learners to imagine missing details, encouraging individual creativity. By analyzing the fragmented structure, learners develop critical thinking skills while questioning uncertainty and connecting fragmented ideas. Learners may benefit from the lack of fixed meaning with the aim of thinking actively in the target language. In this context, broken narrative structure may provide valuable educational opportunities by encouraging students to interact more actively with language learning processes. Furthermore, the stream of consciousness technique promotes discussion-based learning and active classroom participation through multiple interpretations and collaborative meaning construction.

This study therefore argues that by encouraging innovative thinking, cognitive analysis, flexible thinking and collaborative engagement, fragmented modernist texts such as *The Mark on the Wall* by Virginia Woolf can function as an effective educational tool in learner-centered ELT contexts.

Keywords: Critical thinking in EFL, Creativity in Language Learning, Learner-centered ELT, Interpretive Learning, Cognitive Flexibility

The Effect of Debating Societies and Debate Environment on Turkish EFL Learners

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The overarching aim of the study is to figure out the effects of debating societies and debate environment on Turkish EFL learners' L2 speaking anxiety, L2 speaking performance, and L2 writing performance alongside with their self confidence in situations that require them to use their L2.

The participants included 80 high school students with different english levels various from A1 to C1 exposed to a debate championship environment. The environment included 5 matches, a quarterfinal match, a semi final match and a final match determining the winner team of the championship. The format used in debates was the traditional debate format consisting 2 teams affirmative/ proposition and negative/ opposition. The motion pool to decide the motions of the debates was made by myself -the adjudicator of the championship- and 2 professionals one of them being the advisory teacher of the championship Elif Alkaya. The assessments of the debates in the championship were made by professionals being exposed to debate environment for several times before. The data of the study were collected by the feedbacks through the participants and their advisory teachers.

Findings revealed a positive correlation between the debate environment and students' speaking and writing skills. According to that students' L2 speaking anxiety decreased significantly after experiencing the debate environment and students' L2 speaking performance and L2 writing performance improved significantly after experiencing the debate environment. Their self confidence in the situations that require them to use their L2 is also found to be improved after being exposed to the championship environment.

Keywords: Language Skills

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