Book of Abstracts

International LET-IN 2025 Conference

Mersin, Türkiye
TARSUS University

Zerodale
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May 2–3, 2025

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Editors:

Prof. Dr. Meltem Huri Baturay

Dr. Nermin Punar Özçelik

Dr. Ferdi Çelik

TARSUS ÜNİVERSİTESİ

Conference Overview

The International LET-IN 2025 Conference, hosted by Tarsus University, Mersin, Türkiye, on May 2–3, 2025, focuses on **Learning and Teaching Innovations**. It meets YÖK Academic Incentive Regulation and associate professorship criteria, with official documentation provided upon request post-presentation.

Important Dates

- **Conference Dates**: May 2–3, 2025
- **Abstract Submission Opens**: October 14, 2024
- **Abstract Submission Deadline**: April 13, 2025
- **Early Bird Registration**: March 28, 2025
- **Notification of Acceptance**: Within 2 weeks of submission
- **Registration Deadline**: April 27, 2025

Main Theme

Learning & Teaching Innovations

Selected Sub-Themes

- Innovative Technologies in Education
- Educational Metaverse
- Artificial Intelligence and ChatGPT
- Gamification and Game-based Learning
- Mobile Learning and BYOD
- Learning Analytics
- Open Educational Resources and MOOCs
- Sustainable Development Goals
- Diversity, Early, Peace, and Distance Education
- Teacher Training and Well-being
- Instructional Technology
- Foreign Language, Math, Special, and Science Education
- Social Sciences, Physical, Fine Arts, and Religious Education
- Quality Assurance in Education

The content and originality of the papers included in this proceedings book are within the responsibility of the authors of the papers.

2025 Learning & Teaching Innovations R&D© Group
Visit www.letinrd.org for more information.

Conference Leadership and Committees

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Prof. Dr. Meltem Huri Baturay
Founding Leader & President of LET-IN R&D, Türkiye

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Translator

- Duru Tuna Baturay
  Languages: French, English, Spanish

Over 100 papers were submitted to our conference from 19 different countries, and the event was successfully held with more than 100 participants. Countries represented by both paper presenters and attendees include Iran, Argentina, Pakistan, India, Morocco, China, Ireland, Turkey, Syria, Canada, Algeria, the United States, Poland, Indonesia, Uzbekistan, Tajikistan, Bangladesh, Nepal, and Tunisia. This diverse international participation has strengthened the scientific variety and global interaction of our conference.

The conference qualifies as international, with more than 55% foreign participation, meeting the requirements for academic incentives and associate professorship.

FOREWORD

Greetings to all participants,

It is a great pleasure for me to organize the International LET-IN 2025 Conference, in collaboration with Tarsus University, Mersin, Türkiye.

In an era of rapid educational transformation, the demand for innovative approaches to teaching and learning has never been more urgent. The International LET-IN 2025 Conference on Learning and Teaching Innovations, served as a dynamic platform for educators, researchers, and practitioners to share insights, experiences, and groundbreaking ideas aimed at shaping the future of education.

Organized by the LET-IN R&D Group, the conference aimed to bridge the gap between theory and practice by fostering dialogue on the practical application of educational research and innovations. It provided a high-quality academic forum where participants explored a wide array of topics, including innovative technologies in education, the educational metaverse, artificial intelligence and ChatGPT in learning environments, gamification and game-based learning, mobile learning and BYOD, learning analytics, open educational resources and MOOCs, the integration of sustainable development goals, diversity in education, teacher training and well-being, instructional technology, and subject-specific innovations.

The conference welcomed over 100 participants and featured more than 100 paper submissions from 19 countries—including Iran, Argentina, Pakistan, India, Morocco, China, Ireland, Türkiye, Syria, Canada, Algeria, the United States, Poland, Indonesia, Uzbekistan, Tajikistan, Bangladesh, Nepal, and Tunisia. This remarkable international participation created a rich mosaic of perspectives, fostering global collaboration and cross-cultural exchange.

The event not only facilitated scholarly discussions but also laid the groundwork for future partnerships and innovative projects. It is our hope that the conversations initiated and the connections formed during the conference will continue to drive meaningful progress in the educational landscape. By cultivating a collaborative, forward-thinking environment, LET-IN 2025 has taken a concrete step toward reimagining education for a rapidly changing world.

With very best wishes,

Prof. Dr. Meltem Huri BATURAY

President of International LET-IN 2025 Conference

Blurb

Uncover the future of education with the *International LET-IN 2025 Conference on Learning and Teaching Innovations*. Hosted at Tarsus University in Mersin, Türkiye, on May 2–3, 2025, this landmark event united over 100 participants from 19 countries, showcasing more than 100 paper submissions. Contributors from nations including Iran, Argentina, Pakistan, India, Morocco, China, Ireland, Türkiye, Syria, Canada, Algeria, the United States, Poland, Indonesia, Uzbekistan, Tajikistan, Bangladesh, Nepal, and Tunisia fueled a dynamic exchange of ideas.

Delve into transformative topics such as innovative technologies in education, the educational metaverse, AI and ChatGPT, gamification, mobile learning, learning analytics, OER and MOOCs, sustainable development goals, diversity in education, teacher training, instructional technology, and beyond. This book of pabstracts is essential reading for anyone committed to driving educational innovation forward.

Plenary Speakers

Blockchain for Web3 and the Metaverse

Dr. Jane THOMASON

International Partner Representing Australia in the World Business Angels Investment Forum (WBAF)
Co-founder of the Global Women in Deep Tech Consortium and Impact Fund

Dr. Jane Thomason is the co-founder of the Global Women in Deep Tech Consortium and Impact Fund. She is a globally recognized, highly accomplished investor, entrepreneur, and executive, with a passion for empowering women in technology and finance, and a proven track record of driving innovation in deep tech. Her extensive experience spans both founding and investing in high-growth ventures, making her a leading voice in deep tech investments. She led a major multi-country program on "Investing in Women," is part of a community VC platform, advising, investing and mentoring founders in DeepTech and MedTech and Chair of a listed digital assets investment company in London.

Ethical Approaches to Effective AI Use in Academic Writing

Dr. Karen BARTO

Writing Specialist, Writing Skills Improvement Program (WSIP), University of Arizona

Dr. Karen Barto is a writing specialist at the Writing Skills Improvement Program (WSIP) at the University of Arizona (UA) and an English Language Specialist with the U.S. Department of State. At WSIP, Dr. Barto supports student and faculty writers through consultation, coaching, and professional editing, as well as undertaking outreach, materials design, and service to the larger UA community, including co-leading the Ethics in Education working group of the UA's AI^2 initiatives. In her role as English Language Specialist to the U.S. State Department, Karen designs and offers professional development in English medium instruction to professors at institutions around the world. Dr. Barto also co-leads the TESOL Career Path Development Professional Learning Network and moderates their Facebook and LinkedIn groups. An interdisciplinary scholar and practitioner, Dr. Barto presents and publishes in disciplines relevant to applied linguistics, increasingly developing in the areas of neurodivergence, AI, multilingualism, and collaborative, non-hierarchical leadership.

AI Reconsidering the Role of English as Lingua Franca

Prof. Dr. Gonca YANGIN EKŞİ

Editor of the ELT Research Journal

Foreign Language Education Department, Gazi University

Dr. Gonca Yangın Ekşi is a Professor in English Language Teaching (ELT) in the Department of Foreign Language Education, Gazi University where she teaches several undergraduate and graduate courses and supervises MA and PhD dissertations. She received her MA in ELT in Hacettepe University, Department of ELT and she holds her PhD in ELT in Gazi University. She has worked on a number of projects including the national project for the development of the national English curriculum for Primary and Secondary schools. She managed an Erasmus KA2 Project with distinguished universities in Turkey and abroad. She has published various research articles nationally and internationally focusing on teaching and learning English as a foreign language. Her research interests include computer-assisted language learning, pre- and inservice teacher education, curriculum and materials development, teaching skills and language components, young learners, use of corpus in language teaching.

What is the Blueprint for an ESP Course Success?

Assoc. Prof. Dr. Ouafa OUARNIKI

ESP Expert

Ziane Achour University of Djelfa, Algeria

Dr. Ouafa Ouarniki is a prominent lecturer at Ziane Achour University of Djelfa, Algeria, specializing in English for Specific Purposes (ESP). With a strong presence in the academic community, Dr. Ouarniki regularly presents at conferences on topics such as teaching ESP, designing ESP courses, professional development of language teachers, and Integrating Content and Language in Higher Education (ICLHE). Her expertise and dedication have led her to preside over numerous national and international conferences and workshops focused on ESP, where she has shared her knowledge and innovative approaches with educators and researchers. Ouarniki's experience, coupled with her ongoing contributions to academic research and professional development initiatives, positions her as a key figure in the field of ESP, dedicated to advancing educational practices and supporting language teachers in their professional journeys.

Conference Programme

	DAY 1 – May 2, 2025 Friday				
10.00 – 10.30	**Opening Speeches - (Conference Hall)** https://zoom.us/j/99155271347?pwd=MwECH2GnzWabsRHeViOQGYlznZaQRo.1				
10.30 – 11.10	**Plenary 1 - (Conference Hall)** **Dr. Jane THOMASON** Blockchain for Web3 and the Metaverse https://zoom.us/j/99155271347?pwd=MwECH2GnzWabsRHeViOQGYlznZaQRo.1 Moderator: Dr. Nermin Punar Özçelik				
11.10 – 11.30	**Coffee/Tea Break**				
11.30 – 12.45	**Room A (B302)** https://zoom.us/j/95158464148?pwd=09wvnv97js8ilPTYgXetazj7qLD7Re.1	**Room B (B303)** https://zoom.us/j/91917798842?pwd=qm5ap6ftkbQX0PVbBEzYsmi0vlkrz1.1	**Room C (B304)** https://zoom.us/j/95200332426?pwd=dF3D9KjiAqzka1dG1ElAhsN8d3TsYE.1	**Room D (B305)** https://zoom.us/j/95638408411?pwd=zRtMQKfRO2QjNnPu6WjKEZC2PTRMeG.1	**Main Room (Conference Hall)** https://zoom.us/j/99155271347?pwd=MwECH2GnzWabsRHeViOQGYlznZaQRo.1
	Moderator: Esra Erden	Moderator: Dr. Musa Özçelik *This session will be held in Turkish	Moderator: Ecem Eker Uka	Moderator: Ezgi Güngör	Moderator: Ş. Nart Koç
	Tuğçenur Erdal Integrating Digital Platforms into an English for Occupational Purposes Course: The Case of Nearpod in ENG302 **(F2F)**	**İbrahim Yılmaz & Ferhan Bozoğlu & Seher Yumugan** Descriptive Analysis of Measurement and Evaluation Approaches in Preschool Education Programs: 2013 and 2024 Comparison **(F2F)**	**Özge Kutlu Demir** A Research on Willingness to Communicate Among English Language Teacher Candidates	**Citra Dewi Harmia & Nermin Punar Özçelik** Innovating Language Teaching with Politeness Theory: A Theoretical Framework	**Omaya Grati** Rethinking ESP Pedagogy: Harnessing Problem-Based Learning to Bridge Disciplinary Communication and Professional Competence (WORKSHOP)
	Melek Kondak Can & Kemal Sinan Özmen A Meta-Synthesis of Doctoral Dissertations on Language Teacher Identity in Türkiye **(F2F)**	**Nadiye Barış Eren & Bahar Çiftçi** Innovative Approaches in Medical Education: The Impact of Puzzles on Learning and Motivation **(F2F)**	**Hacer Kaçar** Reassessing Teacher Presence: The Ongoing Effect of Teacher Coaching on English as a Foreign Language Learners' Academic Achievement	**Buket Güllü-Özkaya** Developing the Intercultural Competence of Foreign Language Learners Through Awareness-Raising Classroom Activities	**Susmita Roy Chowdhury** Applying Artificial Intelligence in Education: An Empirical Exploration of New Pedagogical and Systemic Trends
	Zeynep Ece Bilgiç Integrating TPR and MIT in Teaching English to Students with ADHD: Importance and Sample Procedures **(F2F)**	**Nadiye Barış Eren & Zehra Eskimez** Peer Education Model in Nursing Education **(F2F)**	**Ayşe Dilay Balan** The AI-Mediated Pragmatic Competence Development (AI-MPCD) Model	**Fatemeh Ahmadi Livani & Hamed Barjesteh & Mojtaba Rajabi** Enhancing Pragmatic Competence: The Role of Instructional Material in Teaching Implicature and Presupposition to EFL Learners	**Morteza Khodaei** The Role of Artificial Intelligence in Education: Benefits for Educators and Students
	İbrahim Cem BAYKAL I-See-Bytes: A Simplified C++ Library for Concurrent Programming Education **(F2F)**	**Musa Özçelik** Constructivist-Based Accounting Education: A Sample Application of ChatGPT **(F2F)**	**Seda Güler** Enhancing Reading Skills Through Tailored Materials: Insights of University Preparatory Learners	**Elmostafa Omarakly** Fostering Personal Growth: The Role of Portfolio Assessment in Shaping Students' Self-Concept	
	Dönercan Dönük A Research on Classroom-based Evaluation from the Teachers' Perspective	**Ali Kamil Şalcı & Hasan Kılıç & Abdulhak Haluk Ergün** Teacher Perceptions of 2024 Education Model: Values and Reflections of Digitalization **(F2F)**	**Inamul Azad** From Passive to Interactive: Revolutionizing Global Classrooms with AI-Driven Multilingual Collaboration	**Erem Kaplan** Teachers' Perception on the Role of Applying Gamification in Young Learners' EFL Classes	
12.45 – 13.40	**Lunch Break**				

13.40 - 14.30	**Plenary 2 – (Conference Hall)** **Assoc. Prof. Dr. Ouafa Ouarniki** What is the Blueprint for an ESP Course Success? https://zoom.us/j/99155271347?pwd=MwECH2GnzWabsRHeViOQGYlznZaQRo.1 Moderator: Dr. Nermin Punar Özçelik				
14.30-15.00	**Coffee/Tea Break**				
15.00 –16.15	**Room A (B302)** https://zoom.us/j/95158464148?pwd=09wvnv97js8ilPTYgXetazj7qLD7Re.1	**Room B (B303)** https://zoom.us/j/91917798842?pwd=qm5ap6ftkbQX0PVbBEzYsmi0vlkrz1.1	**Room C (B304)** https://zoom.us/j/95200332426?pwd=dF3D9KjiAqzka1dG1ElAhsN8d3TsYE.1	**Room D (B305)** https://zoom.us/j/95638408411?pwd=zRtMQKfRO2QjNnPu6WjKEZC2PTRMeG.1	**Main Room (Conference Hall)** https://zoom.us/j/99155271347?pwd=MwECH2GnzWabsRHeViOQGYlznZaQRo.1
	Moderator: Ecem Eker Uka	Moderator: Sena Cevizci	Moderator: Esra Erden	Moderator: Ezgi Güngör	Moderator: Ş. Nart Koç
	Maryam Karimi Bridging the Gap: How AI-Driven Writing Feedback Supports Language Learners Within Vygotsky's Zone of Proximal Development	**Abdelhamid Nourani** Translation as a Pedagogical Tool in Teaching English to French Language Learners	**Houda Boumediene & Mustapha Bouakkaz** AI as a Cultural Bridge: Enhancing Intercultural Communication Competence in Higher Education	**Iffat Jahan Suchona** In-service Teacher Education Programs for Diversity and Inclusion — Are We Heading in the Right Direction?	**Weiwei (Vivien) Zhang** Strategic Competence, Task Complexity, and Learner Performance in Computer-assisted Integrated Speaking Test Tasks: A Study of English-as-a-Foreign-Language (EFL) Learners in China (WORKSHOP)
	Zohaib Hassan Sain Evaluating the Impact of the Single National Curriculum on Educational Equality and Teacher Preparedness in Pakistan	**Brian Hibbs** Investigating the Development of Pre-Service ESOL Teachers' Emotional Intelligence	**Anna Szczepaniak-Kozak** Pragmatic Accent and Pragmatic Teddy Bears in Multilingual Speakers	**Bhola Kumar K.C.** Designing Context-Based Service-Learning Projects in the ELT Classrooms	**NEHA ZAIDI, Agha Asim Husain, Mritunjay Rai, Faizan Ahmad, Zeeshan Ahmed** Understanding Learner Intentions in Metaverse Education: An Extended TAM Approach
	Azra Tajhizi & Dr Shailija Vasudeva Learning Beyond Reality: AI as the Partner or Teacher Replacement in Education	**Brian Hibbs** Exploring the Advancement of Pre-Service ESOL Teachers' Social Intelligence	**Aysegul Liman Kaban & Zeynep Ersoy** Teachers Wanted More Than Magic: So We Built MIXAP Together	**Leila Djouima & Zohra Labed** Bridging the Gap Between Theory and Practice Through the Practicum in EFL Teacher Training Voices of Algerian Trainees and Trainers	**Mritunjay Rai, Agha Asim Husain, Faizan Ahmad, Zeeshan Ahmed** Educational Transformation through IoT and Smart Device Integration
	Mehdi Manoochehrzadeh L2 Learners' Engagement in Collaborative Problem-Solving Activities: The Application of the Puzzling Method on the Overall Speaking Performance	**Jannatkhon Sheraliyevna Kenjaeva** Effective English Teaching Methods: Integrating Scaffolding for Student Success	**Hadrian Lankiewicz** Teacher as a Transformative Intellectual in Preschool Education: Targeting for Social Justice via Language Teaching Practices	**Ibtissam Bentaleb** Islamic Schooling in American Education: Public Perceptions and Institutional Challenges	
	Magdalena Aleksandrzak Pre-service and Novice Teachers in the Process of Action Research - The Stage of Planning	**Nasiba Mirpochoeva and Lisa Mann** Trainers as Agents of Change: Sustainable Teacher Training in Tajikistan	**Alissa Nostas & Asri Nurul Qodri** Developing Students' AI Literacy: Encouraging Ethical AI Use	**Ayşenur Avcı Üzüm** A Small-scale Study: Analyzing Reflective Teaching Attitudes of Turkish EFL Teachers	

	DAY 2 – May 3, 2025 Saturday				
10.00 – 10.45	**Plenary 3 – (Conference Hall)** **Dr. Karen BARTO** Ethical Approaches to Effective AI Use in Academic Writing https://zoom.us/j/99155271347?pwd=MwECH2GnzWabsRHeViOQGYlznZaQRo.1 Moderator: Dr. Nermin Punar Özçelik				
10.45–11.15	**Coffee/Tea Break**				
11.15 – 12.30	**Room A (B302)** https://zoom.us/j/94728576047?pwd=dZ30jt95ukKTW9CblDYHfWyaIolqW3.1	**Room B (B303)** https://zoom.us/j/92313837184?pwd=OFj59ogTpDXwUzmZGPAgKHCtSGLu9R.1	**Room C (B304)** https://zoom.us/j/99959716213?pwd=RjufwySAZsEM1RzirfAxHJV3Eqr88T.1	**Room D (B305)** https://zoom.us/j/96394736749?pwd=h9PZ8avRzNuD8R0vbvahrumCTvf5Sg.1	**Main Room (Conference Hall)** https://zoom.us/j/99155271347?pwd=MwECH2GnzWabsRHeViOQGYlznZaQRo.1
	Moderator: Assoc. Prof. Dr. M. Pınar Babanoğlu / Ecem Eker Uka	Moderator: Sena Cevizci	Moderator: Esra Erden	Moderator: Ezgi Güngör / Ş. Nart Koç	Moderator: Assoc. Prof. Dr. Ouafa Ouarniki
	M. Pınar Babanoğlu Authentic Self or Best Self in Language Teaching? A Dilemma for EFL Teacher Identity **(F2F)**	**Berke Oğuz Yılmaz & Cem Balçıkanlı** The Effects of Virtual Reality Exposure Therapy on Foreign Language and Public Speaking Anxiety in Tertiary-Level Learners	**Melani Konca** Teachers' Beliefs and Practices of Vocabulary Teaching in EFL Classrooms	**Ferdi Çelik & Ceylan Yangın Ersanlı** Exploring EFL Teachers' Technology Acceptance of the Spatial Metaverse Platform: A Quantitative Study	**Barkat Turqui** The Medium and Message Oriented Communication in an EMI Tertiary Level Context: The Case of Agricultural Sciences at Mohamed Khider University of Biskra, Algeria (WORK5HOP)
	Mehmet Deniz Demircioğlu The Techniques which Stimulates Broca and Wernicke Areas in the Brain with the Aim of Making Listening and Speaking Abilities Active in English Learning **(F2F)**	**Seyit Ahmet Çapan** An Analysis of Pre-Service FL Teachers' Perceptions of AI Competence Self-Efficacy	**Fatiha Kaid & Yasmina Djafri Kaid** Integrating AI in Literature Education: Advancing Pragmatic Literary Competence Through AI-Generated Visuals.	**Ceylan Yangın Ersanlı & Ferdi Çelik** Assessing 21st-Century Technology Literacy Skills Among Turkish High School EFL Teachers	**Nika Saheb Alfosool** The Impact of AI-Based ESL Instruction on the Development of Cognitive and Emotional Intelligence in Children: A Cross-Cultural Study of Iranian and Canadian Learners
	Ecem Eker Uka Innovative Learning Approaches in English Preparatory Programs: A Case Study of Tarsus University **(F2F)**	**Zafer Susoy & Muhammed Abdullah** Novice English Teachers' Perceptions on the Benefits and Challenges of AI Tools in Foreign Language Learning	**Esmanur Çeliker** Beyond the Classroom: Factors Influencing EFL Teacher Wellbeing and Job Satisfaction	**Naci Serhat Başkan & Pınar Başkan** MOOCs as a Catalyst for Teacher Education: Insights from Pre-Service Teachers	**Sheida Abhari** The impact of a Gamified EFL learning platform on Iranian primary school students' speaking development
	Dilay Ülker & Gonca Yangın Ekşi Virtual Reality in Language Learning: A Pedagogical and Technological Review of Mondly VR **(F2F)**	**Nadia Idri** Bridging Linguistic and Technological Divides in Algerian Healthcare: A Needs-Based Framework for English-Medium Medical Education and AI Integration	**Huzeyfe Ahmet Demir & Müzeyyen Nazlı Güngör** Enhancing EFL Learners' Motivation and Spoken Skills Through Assessment for Learning: An Action Research Study	**Hamideh Karoon & Pınar Başkan** Foreign Language Teachers' Job Satisfaction in Face-to-Face versus Online Settings	**Rabia Korkmaz TAN, Oğuzhan ÖZYİĞİT, Buğra ZENGİN, Oya MERT COŞKUN** Common Features of Brand Names of Artificial Intelligence Models
	Hasan Bedir & Aleyna Gürsoy AI in Practicum: A Comparative Study of AI-Generated vs. Teacher-Made Lesson Plans in Real EFL Classroom Settings **(F2F)**	**Amina BOUALI** Beyond Western-Centric Narratives: Emancipating Peace Education to Foster Soft Skills and Critical Cultural Dynamics in Higher Education	**Elif Günay** Empowering EFL Learners Through Corpora and Data-Driven Language Learning	**Messaoud Guendouz** EMI in STEM Education: Pedagogical Challenges and Implications for Foreign Language Teaching in Multilingual Contexts	
12.30–13.30	**Lunch Break**				

13.30–14.15	**Plenary 4 - (Conference Hall)** **Prof. Dr. Gonca Yangın Ekşi** AI Reconsidering the Role of English as Lingua Franca https://zoom.us/j/99155271347?pwd=MwECH2GnzWabsRHeViOQGYlznZaQRo.1 Moderator: Dr. Nermin Punar Özçelik				
14.15–14.45	**Coffee/Tea Break**				
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	Moderator: Ecem Eker Uka	Moderator: Sena Cevizci	Moderator: Esra Erden	Moderator: Ezgi Güngör	Moderator: Ş. Nart Koç
	Akça Okan Yüksel (TR) Trend Analysis of Large Language Models Studies in Educational Sciences	**Sıla Nalbant & Selma Deneme Gençoğlu** Exploring 8th-Grade Students' Perceptions of Listening Skills and Engagement in Flipped Instruction: A Case Study	**Zahida Batool** Innovating for Impact: Transforming Early Years Learning Through Play, Technology, and Inclusive Pedagogy	**Alireza Navidmoghaddam** Redesigning Lesson Planning by Employing AI Tools for Disruptive English Language Teaching	**Muhammad Mohsin Abbas** A Tri-Stacked LSTM for Fake News Detection
	Rıdvan Bal & Habibe Güneş & Hatice Köse (TR) EmoPlay: A Study on Autism Spectrum Disorder and a Mobile Game for Teaching Emotions	**Tolga Sarıca & Selma Deneme Gençoğlu** EFL Students' Perceptions of AI-Assisted Writing Tools: A Systematic Narrative Hybrid Review of Challenges, Benefits, and Pedagogical Implications	**Fatiha Sahli** Smart Learning: Innovative Strategies for Foreign Language Teaching in University 4.0	**Alireza Navidmoghaddam** Teacher Insights into the Educational Impact of Generative AI in High School Settings	**Muhammad Mohsin Abbas & Muhammad Sarmad Maqsood** Enhanced Melanoma Detection Using Modified CNN Architectures with Adaptive Feature Fusion and Transfer Learning
	Bekir Balaban & Neşet Mutlu Investigation of Research on Cyberbullying via Systematic Review Study	**Zahra Tabandeh Hashemi & Hamed Barjesteh & Amir Marzban** Learning with Grit and Enjoyment in a Virtual Classroom: Toward Testing a Model Among Iranian Language Learners	**Hamidi Badra** Multimedia in the EFL Classroom: Enhancing Language Acquisition Through Digital Engagement	**Ambreen Salman** AI as an Ally: Transforming ELT Classrooms with ChatGPT	**Soraya MEZHOUD** Peer-Assessment Platforms: Impact on Student Metacognition and Motivation
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Meryem Akçayoğlu, Azra Tajhizi

Mardin Artuklu University, Maragheh University

Türkiye, Iran

Pushing Boundaries or Bridging Gaps in Academic Research: AI Content Creation as a Catalyst in Higher Education

Higher education academic research is changing as a result of artificial intelligence's (AI) growing role in content development. This study explores how AI improves academic research and tackles persistent problems with methodology, access, and collaboration. Researchers may enhance data analysis, speed up the production of research results, and encourage multidisciplinary collaboration across a range of academic subjects by leveraging AI-driven solutions. The study also looks at how AI democratizes involvement in scholarly conversations by removing conventional research hurdles including time constraints, resource accessibility, and knowledge gaps. But even if AI has a profound of room for innovation, it also brings up serious ethical and epistemological issues, such as algorithmic prejudice, data privacy, and the dangers of relying too much on machine-generated material. With an emphasis on the consequences for research quality, equity, and integrity, this paper critically assesses the opportunities and difficulties presented by AI in academic research. The results show that AI serves as a potent catalyst, allowing scholars to broaden their perspectives and fill in knowledge gaps in the increasingly complex field of higher education.

Ferdi Çelik, Ceylan Yangın Ersanlı

Ondokuz Mayıs University

Türkiye

Exploring EFL Teachers' Technology Acceptance of the Spatial Metaverse Platform: A Quantitative Study

This quantitative study aims to investigate the technology acceptance of English as a Foreign Language (EFL) teachers regarding the Spatial metaverse platform. The study involves 18 Turkish EFL teachers. The primary goal is to evaluate teachers' perceptions of the platform in terms of its usefulness, ease of use, and other factors influencing their willingness to adopt it in their teaching practices. The research employs the Technology Acceptance Measure for Teachers (T-TAM), developed by Ursavaş et al. (2014), as the key instrument for data collection. This scale includes multiple dimensions, such as perceived usefulness, perceived ease of use, attitude towards use, subjective norms, self-efficacy, facilitating conditions, technological complexity, anxiety, perceived enjoyment, compatibility, and behavioral intention. These factors will be used to assess the teachers' overall acceptance of the metaverse platform. Data is collected through T-TAM, and the responses are analyzed quantitatively using SPSS 27, employing descriptive statistics to provide an overview of the participants' views and experiences. The findings of this study are expected to contribute valuable insights into the factors relating to the technology acceptance among EFL teachers in the context of metaverse, which can shape future educational practices and technological integration in language teaching.

Ceylan Yangın Ersanlı, Ferdi Çelik

Ondokuz Mayıs University

Türkiye

Assessing 21st-Century Technology Literacy Skills Among Turkish High School EFL Teachers

This study investigates the 21st-century technology literacy skills of 13 EFL (English as a Foreign Language) teachers. The research aims to evaluate the participants' ability to comprehend, utilize, and maintain focus while interacting with technology in educational contexts. A quantitative research design is used, incorporating scales that measure three essential dimensions of technology literacy: understanding technology, effectively using technology, and sustaining attention during technological interactions. Participants complete a structured questionnaire to assess their proficiency and attitudes toward integrating technology into teaching practices. The data collected is analyzed using SPSS 27, employing descriptive statistics to summarize the findings and inferential analyses to explore relationships between variables, such as teaching experience and technology skills. The results aim to shed light on the readiness of EFL teachers to adapt to the demands of technology-driven education in the 21st century. The study identifies strengths and areas requiring further development in technology literacy, offering practical suggestions for enhancing teacher training programs. By addressing these competencies, the research contributes to improving the integration of technology in language education, fostering innovative and engaging teaching strategies that meet the needs of learners in an increasingly digital world.

Naci Serhat Başkan, Pınar Başkan

Marmara University

Türkiye

MOOCs as a Catalyst for Teacher Education: Insights from Pre-Service Teachers

Massive Open Online Courses (MOOCs) have been regarded as a significant educational digital tool, offering equity in terms of educational opportunities, temporal and spatial efficiency, and adaptable learning environments through distance education. The utilization of MOOCs, particularly within teacher training programs, is regarded as a catalyst for the professional development of pre-service teachers, facilitating pedagogical diversification and enhancement. The present study aims to examine the perceptions of pre-service English and French teachers toward MOOCs. More specifically, the study aims at exploring how pre-service teachers evaluate these platforms in the context of teacher education, what they think about the contribution of these platforms to effective learning processes, and how they experience these platforms as lifelong learning tools. The study will follow a qualitative tradition. Data will be collected via an open-ended questionnaire. Then, the collected data will be analyzed by content analysis using the MAXQDA 2024 qualitative data analysis program. The analysis is expected to reveal the perceptions, experiences, and tendencies of pre-service teachers in using MOOCs. The findings may serve as a guide to have an understanding on how MOOCs can be utilized in the context of teacher education. Furthermore, the findings may pave the way to the development of pre-service teachers' digital literacies and digital pedagogical competencies.

Keywords: Massive Open Online Courses (MOOCs), Pre-service teachers, User experience, Educational technologies

Marcela Villán

Argentina

Empowering Education: Introducing the Solutionary Framework

This session introduces educators to the Institute for Humane Education (IHE) framework, a powerful approach that fosters critical thinking, ethical decision-making, and solutionary skills in students. Participants will explore how humane education connects human rights, environmental sustainability, and animal protection to create meaningful learning experiences. Through practical strategies and real-world examples, this webinar will equip teachers with tools to inspire students to take informed action for a more just, compassionate, and sustainable world. Join us to discover how you can transform your classroom into a space for impactful and purpose-driven education.

Hamideh Karoon, Pınar Başkan

Bahcesehir University, Marmara University

Türkiye

Foreign Language Teachers' Job Satisfaction in Face-to-Face versus Online Settings

In order to foster a supportive workplace and retain outstanding teachers, it is of vital significance to understand the elements that affect teachers' contentment with their job, i.e., their job satisfaction. It has a direct impact on the teachers' efficacy and personal, mental, and physical well-being, which is among the key foci of research in the field. The present study aimed to find out the job satisfaction of foreign language teachers. Likewise, the study explored teachers' suggestions to increase their job satisfaction. Fifty-eight teachers of English, French, German, and Spanish languages participated in the study. Quantitative data were collected via a questionnaire modeled after Minnesota Job Satisfaction Questionnaire both for online and face-to-face classes, and analyzed by descriptive statistics. Qualitative data were collected via semi-structured interviews to undertake a comprehensive examination of the suggestions about job satisfaction and analyzed by thematic analysis. Results showed that, for online job satisfaction, the factors that appear at the top of the list were salary, online working conditions, and the online teaching platforms for the majority of the teachers. For face-to-face job satisfaction, the most important factors were the salary, variety of methods and activities, working conditions, and the opportunity to use one's abilities. Work-life balance, teaching environment, and the appreciation by the students were the major themes emerged in the qualitative data. Results will be discussed in detail in the presentation.

Keywords: Job satisfaction, Online education, Face-to-face education, foreign language teachers

Hasan Bedir, Aleyna Gürsoy

Çukurova University, Siirt University

Türkiye

AI in Practicum: A Comparative Study of AI-Generated vs. Teacher-Made Lesson Plans in Real EFL Classroom Settings

Many facets of teaching and learning, especially lesson planning, have changed as a result of the introduction of artificial intelligence (AI) into the classroom. Despite the convenience and flexibility of AI-generated lesson plans, questions remain about their pedagogical efficacy compared to conventional teacher-made plans. Therefore, this study investigates the application of AI-generated and teacher-designed lesson plans in real classroom settings, focusing on pre-service English language teachers during their practicum. The ultimate purpose of this study is to evaluate how AI-assisted lesson planning affects overall learning outcomes, student engagement, and instructional quality. Using a mixed-methods approach, the study compares lesson plans created by pre-service teachers and AI-generated plans, gathering data through teacher interviews, student surveys, and classroom observations. Key evaluation factors include lesson coherence, flexibility, student comprehension, and engagement. In addition, the study explores teachers' perceptions of AI's involvement in lesson planning and examines potential professional and ethical concerns, such as AI's impact on instructor autonomy and the introduction of biases in content. The results will shed light on the advantages and disadvantages of AI-generated lesson plans for teaching English. The study, specifically, intends to determine whether AI enhances traditional teaching methods or remains a supplemental tool requiring human oversight. Furthermore, it contributes to the ongoing discussion about AI's role in curriculum development and teacher preparation, offering recommendations for integrating AI tools into teacher preparation programs without compromising pedagogical integrity.

Keywords: pre-service teacher training, teacher professional development, artificial intelligence (AI), lesson planning

Zohaib Hassan Sain

Superior University

Pakistan

Evaluating The Impact of the Single National Curriculum on Educational Equality and Teacher Preparedness in Pakistan

Education in Pakistan faces disparities across public, private, and madrasa institutions, particularly in quality and resources. The Single National Curriculum (SNC) aims to address these gaps but faces significant implementation challenges, especially in Punjab. This study evaluates the impact of SNCs on reducing educational inequalities and identifies key barriers. Using a mixed-methods approach, data from 100 teachers, 20 school administrators, and 10 policymakers were analyzed. Results highlight an urban-rural divide, with urban schools scoring higher (4.1 vs. 3.5). Key obstacles include inadequate teacher training and resource allocation. Targeted reforms are needed to enhance SNC's effectiveness and ensure equitable education.

Keywords: Educational inequality; Education policy; Resource allocation; Single National Curriculum; Teacher training.

Melek Kondak Can, Kemal Sinan Özmen

Gazi University

Türkiye

A Meta-Synthesis of Doctoral Dissertations on Language Teacher Identity in Türkiye

Language Teacher Identity (LTI) has become a critical research area in English Language Teaching (ELT) due to its impact on pedagogy, professional development, and teacher agency. Despite the growing body of doctoral dissertations on LTI in Türkiye over the past fifteen years, a gap remains in synthesizing these studies, particularly in their theoretical perspectives and interpretative frameworks. This study aims to address this gap through a qualitative meta-synthesis of LTI dissertations from 2010 to 2024. Using content analysis, it will systematically examine their theoretical underpinnings, dominant frameworks, and recurring themes. The study anticipates providing a clearer overview of the research landscape, offering insights for future research, teacher educators, curriculum developers, and policymakers. By identifying key patterns and gaps, it aims to contribute to a more cohesive and theoretically robust understanding of LTI in the Turkish ELT context.

Azra Tajhizi, Shailija Vasudeva

Maragheh University, Shaheed Captain Vikram Batra Government College

Iran, India

Learning Beyond Reality: AI As the Partner or Teacher Replacement in Education

Learning beyond reality:AI as the partner or teacher replacement in education Abstract In the era of artificial intelligence (AI), education is undergoing a profound transformation. AI-powered tools are revolutionizing how students learn, offering personalized learning experiences, real-time feedback, and intelligent tutoring systems. This shift raises a critical question: Is AI a partner that enhances human teaching, or is it a potential replacement for educators? This paper explores the evolving role of AI in education, examining its capabilities in adaptive learning, automated assessment, and virtual teaching assistants. While AI excels in efficiency, accessibility, and data-driven insights, human educators provide emotional intelligence, creativity, and mentorship—qualities that AI struggles to replicate. The study critically analyzes the balance between AI-driven automation and human-led pedagogy, emphasizing the need for a hybrid approach where AI supports, rather than replaces, teachers. Ethical concerns, digital equity, and the impact on traditional teaching methods are also discussed. Ultimately, AI is not a threat but a transformative collaborator tool that, when integrated thoughtfully, can reshape education beyond conventional boundaries, enhancing learning experiences in ways previously unimaginable.

Keywords: Artificial Intelligence, Smart Learning, Virtual Teaching, Adaptive Learning, Teacher-AI Collaboration, AI Ethics, Digital Transformation, Human-AI Interaction

Tuğçenur Erdal

Atılım University

Türkiye

Integrating Digital Platforms into an English for Occupational Purposes Course: The Case of Nearpod in ENG302

In today's digital age, technology plays a crucial role in language education, including English for Occupational Purposes (EOP) courses. This study examines how Nearpod, an interactive learning platform, is used in ENG302, a course designed to help students develop workplace communication skills. The research explores how Nearpod enhances student engagement and supports the development of reading, writing, listening, and speaking skills in professional contexts. By analyzing course activities and student feedback, the study evaluates the effectiveness of digital tools in EOP instruction. Findings suggest that Nearpod creates a more interactive learning experience, making business communication practice more engaging and practical. The study also offers insights into the benefits and challenges of using digital platforms in EOP courses and provides recommendations for improving technology-based learning.

Keywords: English for Occupational Purposes, Digital Learning, Nearpod, Workplace Communication, Interactive Education

Santosh Behera Kumar, Azra Tajhizi

Kazi Nazrul University

India and Iran

Beyond One-Size-Fits-All: The Future of Adaptive Learning with AI-Driven Smart Tutors

Traditional education systems have predominantly followed a one-size-fits-all approach, often overlooking the varying learning needs, speeds, and styles of individual students. The advent of AI-driven smart tutors has significantly transformed adaptive learning by delivering personalized, data-driven, and real-time feedback tailored to each learner. This paper examines the profound impact of artificial intelligence in adaptive learning, focusing on how machine learning algorithms, natural language processing, and cognitive computing facilitate dynamic modifications in instructional content, assessment techniques, and student engagement strategies. From an interdisciplinary perspective, this study explores the educational benefits and challenges associated with AI-powered adaptive learning environments in higher education classrooms. Core areas of discussion include the role of predictive analytics in assessing learner performance, ethical concerns related to data privacy and algorithmic bias, and the long-term implications of AI-driven tutors in self-directed and lifelong learning. Additionally, the study highlights the importance of human-AI collaboration in ensuring that technology serves as a complement to, rather than a replacement for, educators. By drawing from contemporary research, technological advancements, and pedagogical frameworks, this presentation investigates the transformative potential of AI-driven smart tutors in education. It underscores their ability to foster inclusive, equitable, and highly personalized learning environments, ultimately shaping the future of education.

Keywords: AI-driven smart tutors, adaptive learning, personalized education, machine learning in education, predictive analytics, human-AI collaboration, data privacy, algorithmic bias

Inamul Azad

Central University of Karnataka

India

From Passive to Interactive: Revolutionizing Global Classrooms with AI-Driven Multilingual Collaboration

The rapid development of Artificial Intelligence (AI) technologies is reshaping education by facilitating the creation of truly global classrooms that enable seamless multilingual collaboration. This paper investigates the transition from traditional, passive learning environments to dynamic, interactive educational settings supported by AI-powered tools. Focusing on multilingualism, the study examines how AI-driven platforms can eliminate language barriers, support real-time communication, and encourage cross-cultural collaboration among students worldwide. By utilizing machine learning, natural language processing, and real-time translation technologies, AI fosters a collaborative environment where students from different linguistic backgrounds can engage in meaningful interactions, enhancing their learning outcomes. The paper also explores key challenges, such as cultural differences and contextual comprehension, and how AI addresses these issues to promote more inclusive and tailored learning pathways. Additionally, it highlights AI's potential in facilitating global problem-solving, joint research, and the development of global competencies. Through this exploration, we propose a framework for incorporating AI-driven multilingual collaboration into the classroom, aiming to revolutionize education delivery in an increasingly interconnected world.

Keywords: AI-powered collaboration, multilingual learning, global classrooms, interactive education, language barriers, cross-cultural communication, natural language processing, personalized education, global competencies.

Elmostafa Omarakly

Ibn Zohr University

Morocco

Fostering Personal Growth: The Role of Portfolio Assessment in Shaping Students' Self-Concept

Since the birth of humanistic approaches in language teaching and learning, researchers directed special attention to various psychological factors that interfere with students' learning. This study aims to investigate the role of portfolio-based assessment practices in enhancing students' writing self-concept. The study further explores the students' perceptions of portfolio assessment in relation to their writing self-concept. To achieve these objectives, the study relied on a mixed-method research design with a sample of two independent groups of high school students. One group followed portfolio-based writing assessment activities with various reflection techniques, while the other group stuck to the regular summative-based writing tests. This presentation will share the major findings of this investigation, its key pedagogical implications and applications along with some recommendations for further research.

Weiwei (Vivien) Zhang

Quzhou University

China

Strategic Competence, Task Complexity, and Learner Performance in Computer-assisted Integrated Speaking Test Tasks: A Study of English-as-a-Foreign-Language (EFL) Learners in China

Understanding the relationships among test-takers' strategic competence, test tasks, and test performance remains a key issue in language assessment. Despite extensive research, little is known about these relationships in integrated speaking tests, widely used in high-stakes exams like the TOEFL. This monograph addresses this gap in a Chinese EFL context. Guided by Bachman and Palmer's (2010) framework of non-reciprocal language use, the monograph employed a convergent mixed-methods design involving 616 Chinese EFL students and five teachers. It examined whether speaking performance was influenced by strategic competence (i.e., metacognitive strategy use) and task complexity, and whether their interaction affected performance. Students completed a questionnaire on metacognitive strategies after four TOEFL-based integrated speaking tasks and rated task complexity. Eight students were interviewed for deeper insights. Quantitative analyses included MANOVA, SEM, ANOVA, hierarchical linear modelling, and multiple regression, while qualitative data were content-analyzed. Findings showed that among metacognitive strategies (planning, problem-solving, monitoring, evaluating), only problem-solving varied significantly across tasks. However, interactive metacognitive strategies and speaking performance were notably influenced by task complexity. Monitoring moderated task complexity's effect on speaking performance, while prior knowledge moderated its relationship with planning time, task steps, and task type. Unexpectedly, motivation and anxiety mediated the interaction between metacognitive strategies and task complexity. These findings support Bachman and Palmer's (2010) Strategic Competence Model, Robinson's (2015) Triadic Componential Framework, and Kormos' (2011) Bilingual Speech Production Model. They provide insights into metacognitive scaffolding, syllabus design, and task development for EFL speaking instruction. Furthermore, they contribute to test validity discussions, highlighting the importance of task complexity in designing speaking assessments that accurately measure language ability.

Seyit Ahmet Çapan

Harran University

Türkiye

An Analysis of Pre-Service FL Teachers' Perceptions of AI Competence Self-Efficacy

Artificial intelligence (AI) has a revolutionary impact on foreign language (FL) education. It facilitates decision-making on critical components of FL teaching (e.g.: planning, materials selection/design and assessment etc.). Serving a wide range of functions such as a tutor, a collaborator and an empowering tool, AI helps to better tailor teaching/learning practices in a way to yield maximum benefit in a flexible environment. Considering the overwhelmingly positive arguments about the effectiveness of AI, it is of crucial importance to probe into FL teachers' perceptions about their own knowledge and skills to make effective use of AI applications in FL classrooms. To this end, the present study investigated pre-service FL teachers' AI competence self-efficacy perceptions. Using a mixed-methods design, the study employed a Likert-type scale and semi-structured interviews for data collection. The results revealed that though they were all digital natives, pre-service FL teachers expressed interesting perceptions about their AI competence self-efficacy. The study implied that AI integration should be designed in the light of insider views as a top-down imposition based on hearsay might prove counterproductive.

Keywords: artificial intelligence; self-efficacy; pre-service; perceptions; foreign language

Hacer Kaçar

Çukurova University

Türkiye

Reassessing Teacher Presence: The Ongoing Effect of Teacher Coaching on English as a Foreign Language Learners' Academic Achievement

The efficiency of the communication procedures during instruction and interaction determines how well students learn and develop their skills. Therefore, it is essential that teachers not only teach the language well but also have the skills to mentor and inspire their students to achieve the intended learning outcomes in the technologically surrounded learning settings. This study examined how teacher intervention and support impacted EFL preparatory students' academic performance in classrooms where technology was pervasively used. Throughout half an academic year, data were collected with 24 students through three rounds of reflective practices, tailored material activities, and focus group discussions targeting motivation enhancement. In order to investigate student perceptions, content analysis was used in this study, which was conducted using a purely qualitative and descriptive approach. The findings suggested that while technological tools used in teaching facilitate learning, continuous teacher feedback, tailored materials, and interventions play a crucial role in fostering student performance. In this respect, the increasing importance of guidance and teacher presence in raising student motivation and academic achievement has been highlighted by indicating how critical it is that curriculum designers, administrators, and educational professionals give teacher involvement top priority. In brief, beyond teaching facilitated by technological devices, structured feedback mechanisms and personalised instructional support need to be at the heart of language learning programmes, enabling teachers to remain at the centre of student achievement and motivation.

Keywords: Teacher feedback, EFL students, motivation, academic achievement

Seda Güler

Çukurova University

Türkiye

Enhancing Reading Skills through Tailored Materials: Insights of University Preparatory Learners

Traditional reading studies in EFL classrooms are based on standardized textbooks and materials that mostly ignore the learners' diversity. This one-size-fits-all approach does not consider different learning styles, interests, and proficiency levels. This study explores the implementation of adaptive learning strategies and rethinking EFL instruction through personalized reading materials and finds out their impact on learners' engagement and comprehension. For this reason, forty preparatory-level English learners participated in this exploratory study over one academic term. Each week, the instructor sent tailored reading packs to the learners aligned with their CEFR levels, preferences, and needs. Data were collected through learners' reflections researcher reflections and focus group discussions. Discussion sessions were facilitated to deepen comprehension, provide reflection, and suggest adaptations for the following week's reading packs. Learners' reflections were also significant for examining the effectiveness of the tailored materials. The findings revealed that continuous material improvement in the light of learners' feedback and proficiency level facilitates higher engagement, motivation, and reading comprehension. Furthermore, learners highlighted that during this process their confidence in their reading abilities was increased and they took more ownership of their learning process. This study underscores the necessity of integrating personalized materials into EFL curricula to enhance learner autonomy and engagement.

Keywords: reading comprehension, tailored materials, engagement, motivation

Ali Kamil Şalcı, Hasan Kılıç, Abdulhak Haluk Ergün

Ministry of National Education

Türkiye

Teacher Perceptions of 2024 Education Model: Values and Reflections of Digitalization

The aim of this study is to determine how teachers evaluate the 2024 Turkish Century Education Model curriculum and to identify its strengths and weaknesses. This study reveals teachers' views on the 2024 curriculum and evaluates the innovations that this curriculum brings to our education system. The research was conducted using qualitative study method. A semi-structured interview form was used as a data collection tool. A total of 25 teachers from different branches participated in the study. Teachers' views on the new curriculum were collected under themes and categories and analyzed with frequency distributions. In addition, teachers' competencies in technology and digital tools were evaluated according to their professional experience. According to the findings of the study, 84% of the teachers thought that their opinions were sufficiently included in the process of developing the new curriculum. In terms of values and moral education, teachers stated that the curriculum was comprehensive and effective, but lack of materials and overcrowded classrooms created difficulties in implementation. In terms of technology and digital tools, 82% of the teachers stated that they had sufficient knowledge and skills, while 18% felt that they felt inadequate, especially among experienced teachers. It is important to involve teachers more in the program development process and receive their feedback on a regular basis. These suggestions will increase the effectiveness and sustainability of the program.

Keywords: 2024 Education Model, Values Education, Technology Integration, Teacher Perceptions

Ferhan Bozoğlu, İbrahim Yılmaz, Seher Yumugan

Ministry of National Education, Marmara University

Türkiye

Descriptive Analysis of Measurement and Evaluation Approaches in Preschool Education Programs: 2013 and 2024 Comparison

In this study, the Preschool Education Program, which came into force in 2013, and the Preschool Education Program prepared within the scope of the Turkish Century Education Model, which was put into practice in 2024, were analyzed comparatively in terms of measurement and evaluation dimensions. The problem of the study is to reveal how measurement and evaluation understandings differ in terms of children, teachers and programs in the education programs of two different periods. The aim of the study is to systematically examine the measurement and evaluation approaches in these two programs, to explain the process of transition to skill-based and contemporary evaluation understanding, to reveal the strengths and weaknesses, and to offer guiding suggestions to educational practitioners. The research was conducted with descriptive analysis method; the relevant sections of both programs were evaluated through content and text analysis. The findings showed that the 2013 curriculum adopted a process-based and teacher-initiative-based assessment approach that focuses more on areas of development. The 2024 curriculum, on the other hand, with its skills-based structure, approaches assessment and evaluation as a multidimensional and structured system based on children's learning outcomes, teachers' professional development and the effectiveness of the program. As a result, the 2024 curriculum offers a more systematic, individualized and feedback-oriented structure based on standardized tools. As a recommendation, it is important to support teachers with in-service trainings related to this new system, to use assessment results more effectively in professional development and program development processes, assessment processes.

Tolga Sarıca, Selma Deneme Gençoğlu

Trakya University

Türkiye

EFL Students' Perceptions of AI-Assisted Writing Tools: A Systematic Narrative Hybrid Review of Challenges, Benefits, and Pedagogical Implications

This study explores EFL students' perceptions of AI-assisted writing tools through a systematic narrative hybrid review of 19 open-access studies published between 2020 and 2025. As AI tools like ChatGPT, Grammarly, and Turnitin become more prevalent, understanding their impact on students' writing skills, self-directed learning, and academic integrity is essential. Data were collected from ERIC, ResearchGate, Google Scholar, and ULAKBİM using a multi-stage search. Using SWOT and descriptive content analysis, the study examines AI tools' benefits, challenges, and pedagogical implications in EFL writing. Findings suggest that AI improves efficiency, accuracy, idea generation, and personalized learning, yet concerns include over-reliance, plagiarism risks, and ethical issues. By addressing these factors, the study suggests the need for best practices in AI integration into ELT curricula. It emphasizes the need for teacher training, AI literacy programs, and ethical guidelines to ensure responsible AI use while maximizing its benefits.

Keywords: EFL students’ perceptions, AI-assisted writing tools, SWOT and descriptive content analysis, academic integrity, AI literacy.

Akça Okan Yüksel

Middle East Technical University

Türkiye

Trend Analysis of Large Language Models Studies in Educational Sciences

Based on a trend analysis of post-2020 academic studies, this article aims to compile and critically evaluate the existing body of knowledge on the role of these models in higher education. In light of the background presented in this introductory section, the remainder of the paper will systematically examine recent global research on the use of LLMs in education and discuss the findings. Thus, the results of the study will provide a holistic and inclusive perspective to the existing studies, and the results of the study will guide future studies in this field and help to provide a starting point for new studies. The aim of this study is to trend analyze the studies on LLMS in educational sciences. Since the study aims to investigate research trends related to LLM in the field of educational sciences, the unit of analysis was a single article focusing on LLM. To search for targeted articles, the Web of Science database, a widely used and reliable data source for literature searches, was chosen. The search criteria were restricted to articles with title and keywords. For this purpose, the Web of Science database was searched with the keywords “large language models” and “LLMs”. The findings show that in the post-2020 period, LLMs, especially models such as ChatGPT, have spread rapidly and attracted increasing attention in educational sciences. It is understood that LLMs are used extensively in areas such as personalized learning, programming education, feedback processes and assessment, especially in the higher education context. It has also been found that AI and LLM-based tools offer innovative solutions in areas such as instructional design, peer assessment and professional development. The opportunities offered by LLMs in education can increase the quality and interaction in teaching processes; however, these technologies should be used consciously and in a balanced manner.

Rıdvan Bal, Habibe Güneş, Hatice Köse

Istanbul Technical University

Türkiye

EmoPlay: A Study on Autism Spectrum Disorder and a Mobile Game for Teaching Emotions

Emotions form the basis of communication between people. It is very important to understand the feelings of the other person during communication and to express own feelings. Individuals with Autism Spectrum Disorder (ASD) experience difficulties in recognizing facial expressions and expressing their emotions. While traditional therapy methods are widely used, digital games have proven to be a more effective and motivating tool in the therapy process. In this study, a mobile game based on specific game mechanics and dynamics was developed to support emotion recognition skills in children with ASD. A design-based research methodology was adopted, incorporating expert feedback at various stages, and the game was refined through iterative design cycles. In the pilot study, data were collected from students individually at each stage of the game for analysis. As a result of the observations and analysis of the collected data, it was revealed that the levels in the game, the user-friendly interface and feedback mechanisms increased the attention and motivation of the children. Additionally, game mechanics such as selecting facial expressions, providing feedback, and story-based interactions were found to contribute to the learning process. To support individualized learning, the game allows unlimited replayability. This study explores relevant literature, the theoretical framework behind the game, its development process, and potential future directions.

Erem Kaplan

İstanbul Kültür University

Türkiye

Teachers' Perception on the role of Applying Gamification in Young Learners' EFL Classes

Gamification is transforming education through increasing student engagement and interaction. This study investigates the insights of English as a Foreign Language (EFL) teachers' perceptions on the role of applying gamification in their classrooms. Using a quantitative research approach, 40 EFL teachers were given a 14-question survey that was adapted from Pham and Pham's (2022) study. The aim was to evaluate how educators perceive gamification's support in improving learning, the difficulties they encounter, and the effects it has on the students. The study covered a wide range of subjects, including the effect of gamification on student engagement, and whether it impacts students' proficiency in language development. Teachers were questioned on possible drawbacks such as applying gamification in an English as a Foreign Language context and whether it takes excessive amounts of class time or distracts learners, and how simple it is to find games that cover any aspect of teaching grammar. According to the findings, gamification is accepted by the majority of teachers as an effective tool for enhancing student engagement while lowering anxiety levels. However, the findings highlight challenges, such as the time limitations or complexity of games to cover certain grammar objectives. The study offers useful insights for educators wishing to innovate in EFL teaching by demonstrating how gamification turns traditional classrooms into dynamic, student-focused environments.

Aysegul Liman-Kaban, Zeynep Ersoy

Mary Immaculate College, University of Limerick, Bahçeşehir University

Ireland, Turkiye

Teachers Wanted More Than Magic: So We Built MIXAP Together

The MIXAP-EU project (2024–2027), funded by Erasmus+, aims to support in-service teachers in creating and implementing their own Mixed Reality (MR) learning experiences through a co-designed, open-source authoring tool. This presentation reports on the development phase of the project, particularly the first round of co-design workshops conducted in France, Denmark, and Turkey with 30 teachers across multiple disciplines. Using a Pragmatic Implementation of Design-Based Research (PI-DBR) approach, the project team collected user stories, technical needs, and integration challenges directly from teachers working in real classroom settings. Data were gathered through workshop recordings, design artefacts, and post-session feedback forms. Preliminary findings reveal strong demand for customizable MR activity templates, offline usability, easy LMS integration, and inclusive features to support diverse learners (e.g., allophone students and those with attention challenges). Teachers emphasized the need for low-barrier tools that adapt to existing curricula, rather than tech-first solutions. This session will present how these findings are shaping the next version of MIXAP, and discuss the potential of teacher-led MR design as a sustainable path for scaling immersive learning in European schools.

Zafer Susoy, Muhammed Abdullah

Tokat Gaziosmanpaşa University

Turkiye & Syria

Novice English Teachers' perceptions on the Benefits and Challenges of AI Tools in Foreign Language Learning

This study investigates novice English language teachers' perceptions of the benefits and challenges of integrating Artificial Intelligence (AI) tools into English as a Foreign Language (EFL) classrooms. AI technologies, including intelligent tutoring systems, chatbots, and adaptive learning platforms, offer innovative approaches to improving grammar, vocabulary, reading, and speaking skills. Despite these advantages, concerns such as over-reliance on technology, ethical dilemmas, and data privacy issues remain significant challenges. While existing research primarily focuses on experienced teachers, the perspectives of novice teachers—who are still developing their professional identities—are underexplored. This mixed-methods study addresses this gap by collecting data from 50 novice teachers via questionnaires and 10 participants through semi-structured interviews. Quantitative data were analyzed using descriptive statistics, while qualitative data were thematically analyzed following Braun and Clarke's (2006) six-step approach. Findings indicate that novice teachers perceive AI tools as beneficial for enhancing academic performance (M=3.98), problem-solving skills (M=3.92), and independent learning. Key benefits include improving education quality (M=4.06) and facilitating accurate feedback (M=3.94). However, challenges such as insufficient training (M=4.50), ethical concerns (M=4.14), and fears of over-reliance on AI (M=4.04) were also identified. Participants emphasized the need for professional training, clear ethical guidelines, and maintaining human interaction in teaching. These findings highlight the importance of balanced AI integration, offering valuable insights for teacher training programs and institutional policies to ensure effective and responsible use of AI in EFL classrooms.

Keywords: Novice English language teachers, artificial intelligence tools, EFL education, AI benefits and challenges

Amina Bouali

Oran 2 University

Algeria

Beyond Western-Centric Narratives: Emancipating Peace Education to Foster Soft Skills and Critical Cultural Dynamics in Higher Education

Aligned with the movement toward cross-cultural literacy, this paper explores innovative approaches to integrating conflict resolution theory into higher education. Its primary goal is to cultivate students' soft skills—especially emotional intelligence and cross-cultural communication—within academic settings. Peace education is positioned as a transformative learning model in language and literary studies, encouraging scholars to move beyond Western-centric narratives and uplift underrepresented voices from Eastern and Oriental traditions. This shift is vital in the 21st century to promote inclusivity, empathy, and intercultural understanding. Through qualitative research, the study proposes advanced teaching strategies—such as active learning, interdisciplinary practices, and culturally responsive pedagogies—to increase student engagement in peacebuilding processes. The incorporation of narratives from marginalised communities encourages learners to examine structural inequalities and reflect on their positions within global dynamics. These strategies support a broader understanding of peace, encompassing diverse conceptions of harmony, justice, and dialogue. Ultimately, the paper underscores the transformative potential of peace education in shaping ethically aware and globally competent individuals. By fostering intercultural dialogue and enhancing conflict resolution capacities, it envisions a holistic framework that equips students to engage meaningfully in creating a more equitable and harmonious world.

Keywords: Cross-Cultural Communication, Decolonisation, Higher Education, Peace Education, Soft Skills

Mehdi Manoochehrzadeh

Zerodale Inc., Centre for Research in Entrepreneurship Education and Development

Canada

L2 Learners' Engagement in Collaborative Problem-Solving Activities: The application of the Puzzling Method on the Overall Speaking Performance

Given the pivotal role of second language (L2) engagement in academic achievement, identifying the factors that predict this construct is of significant importance. However, the variables influencing learners' engagement within L2 contexts remain insufficiently understood. To address this gap, the present study examined the impact of integrating critical thinking principles and a loving pedagogy into speaking classroom to enhance learners' overall speaking performance in particular, this study encourages students to engage in collaborative problem-solving activities that challenge their cognitive abilities and emotional awareness, utilizing seven learning strategies within naturalistic educational programs to stimulate the mind, motivate learners, and transform learning into real-life situations. Grounded in the principles of compassion-based and critical thinking pedagogy, a novel framework—referred to as Puzzle-Based Instruction (PBI)—was developed, encompassing seven targeted learning strategies. From an initial pool of 180 intermediate language learners, 90 were randomly selected and assigned to three instructional groups: one exposed to a biased task-based method, another to a critical thinking-oriented approach, and the third to the PBI model. Data collection followed a three-phase design (pretest, intervention, and posttest), and statistical analysis was conducted using SPSS. Findings indicated that participants in the PBI group significantly outperformed their peers in L2 speaking tasks. To further explore learners' perspectives, qualitative interviews were conducted with participants across all groups, revealing perceived benefits of the PBI approach in real classroom settings. This framework offers a promising avenue for language educators to enrich learners' experiences by transcending traditional pedagogical models and fostering a more holistic, learner-centered environment. Additionally, the study provides actionable insights for integrating critical thinking and compassionate pedagogy into language instruction.

Ecem Eker Uka

Tarsus University

Türkiye

Innovative Learning Approaches in English Preparatory Programs: A Case Study of Tarsus University

This study investigates the implementation and outcomes of innovative learning approaches in the English preparatory program at Tarsus University during the 2023–2024 academic year. Utilizing institutional data from internal assessment reports and student feedback, the research evaluates the effectiveness of student-centered pedagogical strategies—particularly collaborative learning, individualized instruction, and technology integration—on student engagement and language proficiency. The analysis centers on three primary skill-based courses: Main Course, Reading & Writing, and Listening & Speaking. Results indicate high levels of student satisfaction and observable skill development across all components. This paper concludes that the integration of innovative methods significantly enhances the teaching and learning experience in English preparatory education and provides concrete recommendations for further development.

Mehmet Deniz Demircioğlu

Bursa Uludağ University

Türkiye

The techniques which stimulate Broca and Wernicke areas in the brain with the aim of making listening and speaking abilities more active in English learning

This abstract states that Broca and Wernicke areas that are located in the frontal temporal lobs of the left hemisphere of the brain are significant in learning four skills, such as listening, speaking, reading and writing. Every individual can learn every skill up to pre-intermediate and intermediate levels. However, majority of the individuals at both state and private schools may not attain to the level of upper intermediate and advanced levels. I would like to hypothesize on the use of Broca and Wernicke areas that are responsible for the functions of producing listening, speaking, reading and writing skills in the brain. Nobody can see the unimportant function of arcuate fasciculus which connects Broca and Wernicke areas by means of nerve fibers of the speech center in the brain. In order to heal and improve the capacity of the Broca aphasia which narrows the comfort levels of listening and speaking functions produced by Broca area, digtoglos and Cornell note taking techniques consist of three steps which can enhance the listening ability by putting selective listening and active listening into practice.

Key words: Broca , Wernicke, brain, digtoglos, Cornell notes.

Bekir Balaban, Neşet Mutlu

Erciyes University

Türkiye

Investigation Of Research On Cyberbullying Via Systematic Review Study

The aim of this study is to determine the prevalence of bullying in digital environments in different countries, cyber victimization and cyber bullying awareness, as well as to examine the causes of electronic bullying, people's thoughts about cyber bullying and published articles on the subject. The study is a descriptive research and scanning method will be used. Journals that publish articles in English will be used to collect data in the research. For this purpose, articles published in the field of cyberbullying in the last 10 years [2015-2024] will be examined. The population of the research will consist of four journals that published articles on cyberbullying between 2015-2024. As a result of this study, publications from the last 10 years that determine to what extent people are aware of the threats and dangers posed by digital media will be examined. The findings obtained from the articles examined in terms of the systematic compilation method will be presented in tables.

Melani Konca

İstanbul Bilgi University

Türkiye

Teachers' Beliefs and Practices of Vocabulary Teaching in EFL Classrooms

Teacher cognition is defined as the unobservable cognitive dimension of teaching – what teachers know, believe, and think (Borg, 2003). The importance of vocabulary teaching practices in EFL classrooms has been stressed in numerous studies on language teacher cognition (e.g. Borg, 2003; Schmitt, 2008; Li, 2020). Yet, the research on teacher cognition still primarily focuses on grammar teaching and lacks studies combining teacher cognition and vocabulary teaching practices in Turkey. Vocabulary, another important linguistic form, should also be studied. Therefore, this research aims to explore teachers' beliefs and practices regarding their vocabulary pedagogy by shedding light on the relationship between these two terms. The participants were six English language teachers from the researcher's internship school which is a public high school in Istanbul. Data were collected through classroom observation, interviews with participants, materials, and exams given to students. Thematic analysis was conducted to interpret the data and the concurrent beliefs and behaviors of the participants were divided into themes. The findings of this qualitative case study indicated that teachers' beliefs influence their classroom practices during vocabulary teaching. Also, it has been found that teachers' interest in learning new vocabulary has a positive impact on their vocabulary teaching practices. However, some constraints such as time hindered teachers' classroom practices. Thus, it is unrealistic to expect teachers' beliefs and practices to be in line with each other all the time. Besides, due to the constraints, teachers cannot immediately put their beliefs into practice and they advise students to also study vocabulary at home. No matter how qualified the coursebooks are, the most important factor in vocabulary teaching is teachers' beliefs. One little change in their beliefs directly affects their classroom practices. Therefore, teachers need to stay up-to-date regarding teaching approaches to implement the best practices in the classroom while teaching vocabulary.

Sıla Nalbant, Selma Deneme Gençoğlu

Trakya University

Türkiye

Exploring 8th-Grade Students' Perceptions of Listening Skills and Engagement in Flipped Instruction: A Case Study

Flipped learning is an approach that aims to extend learning beyond the classroom and maximize the in-class learning time. This relatively new approach is used to improve the language skills and engagement of English as a Foreign Language (EFL) learners in English Language Teaching (ELT). The current study explored the impact of flipped instruction on 8th-grade students' perceptions of listening skills and engagement in the context of a private course in Edirne, Türkiye. It employed a case study research design to examine the unique perspectives of the participants in depth. The sample consisted of two male 8th-grade students who were exposed to flipped instruction for two weeks. The data were collected via classroom observations and semi-structured interviews and then thematically analyzed. The findings revealed that flipped learning had a mixed, positive effect on the perceived listening skills and a varied impact on the engagement of the participants. Potential reasons for the results are discussed. The study provides recommendations for researchers who would like to replicate the study. Future studies can benefit from a larger sample size and a longer-term study. Additionally, they are recommended to look for immediate solutions for any technological issues that may arise in the data collection process.

Keywords: flipped learning, listening skills, student engagement, case study

Sinem Başara

National Defense University

Türkiye

Gamified Vocabulary Acquisition in Virtual Reality: A CALICO Evaluation of NounTownVR

This study evaluates NounTownVR, an immersive virtual reality (VR) language learning platform designed to support beginner and lower-intermediate learners in building foundational vocabulary. Available on Meta Quest and SteamVR, NounTownVR employs interactive gameplay and speech recognition to engage learners in a visually dynamic environment. As users identify and pronounce target vocabulary, the grayscale virtual world regains color, providing immediate visual feedback and motivation. Grounded in behaviorist principles and drawing from audiolingual methods, the platform reinforces learning through repetition, direct word-object association, and spaced repetition techniques. While lacking in explicit grammar instruction or communicative interaction, NounTownVR serves as a valuable supplementary tool for vocabulary acquisition, particularly when paired with communicative tasks and reflective activities. This evaluation highlights the platform's pedagogical strengths, limitations, and potential applications in both individual and institutional language learning contexts.

Keywords: virtual reality language learning, vocabulary acquisition, gamification

Zahra Tabandeh Hashemi, Hamed Barjesteh, Amir Marzban

Islamic Azad University

Iran

Learning with Grit and Enjoyment in a virtual classroom: Toward testing a model among Iranian language learners

In recent years, integrating positive psychology components into language education has attracted interest, mostly within virtual learning contexts. This research investigates the relationship between Foreign Language Enjoyment (FLE) and grit in online language learning among Iranian EFL (English as a Foreign Language) students. Drawing theories related to learner self-regulation, and psychology, the study attends and examines a model that looks at how grit—characterized as the determination and passion for achieving long-term objectives—and enjoyment, regarded as a pivotal positive emotion, impact language learning results in online conditions. Data were collected from a sample of Iranian language learners via validated questionnaires and analyzed using structural equation modeling (SEM). The findings show significant predictive connections between grit, enjoyment, and students' perceptions of language success, highlighting the mediating effects of engagement and the moderating role of the online learning climate. The implications of these results are valuable for educators and curriculum developers aiming to cultivate resilient and motivated learners in digital language training. This research adds to the expanding literature on emotional factors in second language acquisition, underlining the importance of nurturing both emotional and cognitive assets in online teaching practices.

Keywords: Online Language Teaching, L2 Grit, Foreign Language Enjoyment (FLE), Learners, Virtual Classrooms

Manel Mizab, Karima Achouri, Youcef Attia

Echahid Cheikh Larbi Tebessi University

Algeria

Uncovering Digital Generations' Perceived Ease of Use, Perceived Usefulness, Satisfaction, and Acceptance Intention of the MOODLE Platform in Algeria

The COVID-19 pandemic played a considerable role in advancing distance education in Algeria, increasing the use of online educational resources. The most commonly used platform in Algeria is MOODLE, an open-source learning management system that facilitates student-teacher interaction through a variety of advanced academic features. However, Algerian students across different universities prefer familiar methods, including emails and Google Classroom. Thus, this study investigates the perceived ease of use, perceived usefulness, satisfaction, and acceptance intention of MOODLE in Algerian universities, accentuating intergenerational disparities. To this end, drawing on the item scale developed by Han and Sa (2022), an online survey is posted on Facebook pages of different Algerian universities. Survey findings reveal that the sample consists of Generation Y and Generation Z whose attitudes differ considerably. The majority of Gen Y find MOODLE easy to use, yet they do not plan to use it because it is ineffective and does not appeal to their satisfaction. Gen Z, on the other hand, probe MOODLE to be practical and easy to use, but they are dissatisfied, denoting no acceptance intention. Accordingly, increasing students' knowledge and awareness of MOODLE is imperative, and it is highly recommended to improve the platform's implementation in Algerian universities.

Alireza Navidmoghaddam

Istanbul University, Cerrahpasa

Türkiye

Redesigning Lesson Planning by Employing AI Tools for Disruptive English Language Teaching

The influence of Artificial Intelligence (AI) in education, and English Language Teaching (ELT) in particular, is potentially profound. This study examines the capacity of two AI tools—MagicSchool.ai and ChatGPT—to generate lesson plans for an English Language Teaching (ELT) setting, and offers recommendations to enhance the effectiveness of these tools. The researcher used a rubric derived from pedagogical frameworks, learning design, and lesson planning to rate the lesson plans produced in response to a teaching scenario prompt. The AI technologies can be helpful to teachers in terms of class preparation, suggesting activities, supporting goal setting, and providing resources. However, teachers must proceed with caution when using AI technologies due to their limitations, including paid subscriptions for advanced features, potential distractions from follow-up questions and conversations, biases or errors, and privacy concerns. These limitations underscore the particular need for teacher training and the need for more research on the changing educational possibilities of AI.

Dönercan Dönük

Mersin University

Türkiye

A Research on Classroom-based Evaluation from the Teachers' Perspective

The fact that each classroom setting is unique deserves a more focused lens on the instructional procedure, for it is not solely comprised of teaching and evaluation processes. It is generally acknowledged that these two interconnected components need to be interpreted within the context of education involving students, teachers, the purpose of being in the classroom, the mood of the parties and the climate, the time of the instruction and the atmosphere. Although classroom-based assessment (CBA) is known to be essential for language learning, current instructional practices lack the three essential components of evaluation: information, interpretation and decision making (Genesee and Upshur, 1996). In most cases, professional practice is mostly limited to the numerical assessment, the real purpose of which is often overlooked. When asked, most teachers fail to mention the methods of evaluation practice without tests, for they do not utilize these tools available except the traditional ones. The aim of this case study is to unveil the real-life EFL classroom settings, in which teaching and learning experiences go hand- in -hand. Therefore, the study is centered upon collecting data about the nature of instructions, ways of collecting and interpreting relevant information and decision making processes based on the evaluation conducted by the teachers. The study has been conducted with fifty EFL teachers, who have been appointed in line with convenient sampling method (Dörnyei, 2007), with experiences ranging from five to twenty years. Semi-structured interview questions designed by the researcher have been used as qualitative data collection instruments. The responses of the participants have been processed through thematic content analysis to analyse key themes and patterns in the data by focusing, recognizing and interpreting themes (Neuendorf, 2017). The research findings have pinpointed important implications as to the teaching practices and evaluation systems used in the classroom.

Özge Kutlu Demir

Mersin University

Türkiye

A Research on Willingness to Communicate among English Language Teacher Candidates

Nowadays, in the heyday of changes in education, language teachers need to be equipped with 21st century skills along with language skills. In today's rapidly evolving educational landscape, language teachers are expected to go beyond traditional teaching methods and embrace a broad set of 21st-century skills. These skills include critical thinking, creativity, collaboration, communication, digital literacy, and intercultural competence, which are essential for preparing students to thrive in a globalized and technology-driven world (Binkley et al., 2012; Trilling & Fadel, 2009). As educational systems around the world shift towards more learner-centered and competency-based models, the role of language educators must also adapt to integrate these skills into their teaching practices (Voogt & Roblin, 2012). Equipping teachers with these competencies not only enhances the effectiveness of language instruction but also empowers students to become more autonomous, engaged, and globally competent learners. Therefore, professional development programs and teacher education curricula must prioritize the integration of 21st-century skills alongside language proficiency to meet the demands of contemporary education. On the other hand, most of the English teacher candidates, who are expected to improve and teach communication skill, feel anxious about this skill. Therefore, the present study seeked for an understanding related to willingness to communicate (WTC) levels of English teacher candidates. The participants of the study are 60 English language teacher candidates taking Oral Communication Skills course in a state university of Türkiye. The present study utilized Khatib and Nourzadeh's (2015) questionnaire related to WTC. After signing consent forms, the students were asked the questions in the abovementioned questionnaire. The results of the research on WTC have been analyzed via content analysis, and the main emerging themes have been revealed as anxiety, social phobia, and hesitation among others. The results of the present study might shed light on the possible changes in the curricula to increase WTC levels and to be successful in communication skills as a 21st century skill.

M. Pınar Babanoğlu

Mersin University

Türkiye

Authentic Self or Best Self in Language Teaching? A Dilemma for EFL Teacher Identity

Teacher identity is a dynamic amalgam of beliefs, attitudes, pedagogical perspectives, and professional philosophies shaped through both formal training and classroom experience. In the EFL context, the classroom often becomes a stage, with the teacher performing multiple roles—such as instructor, facilitator, controller, and mentor—while also serving as the sole live model of the target language. While acting is indeed an essential element of teaching, this performative dimension can risk alienating the teacher from their authentic self, especially when the expectation to constantly present a "best self" conflicts with inner values, emotions, or beliefs. This tension raises a crucial dilemma: Should language teachers prioritize authenticity or performance in their professional identities? When teachers feel compelled to adopt personas that conflict with their true selves, they may experience emotional exhaustion, identity dissonance, or even burnout. However, cultivating awareness of one's authentic self in teaching—by aligning what we say with what we do—can be a pathway to professional well-being and pedagogical integrity. This study explores how EFL teachers navigate this authenticity-performance dilemma in their professional identities and what strategies they adopt to integrate authenticity into their daily classroom practices.

Alissa Nostas, Asri Nurul Qodri

Arizona State University Global Launch

United States

Developing Students' AI Literacy: Encouraging Ethical AI Use

Generative artificial intelligence (AI) tools like ChatGPT are increasingly accessible to students, offering opportunities for customized and interactive language learning (Shalevska, 2023). However, their use raises concerns about academic integrity, as students may submit AI-generated work due to low proficiency, time pressure, or lack of awareness (Sweeney, 2023; Cotton et al., 2024). To address these challenges, this study explores how AI literacy, defined as the ability to critically evaluate, collaborate with, and ethically use AI technologies (Long & Magerko, 2020), can support ethical decision-making in academic contexts. The researcher designed and piloted a series of classroom activities aimed at raising students' awareness of their AI use and the implications of their choices. These activities were implemented in an intensive English program and examined using qualitative methods, including student reflections and instructor observations. Findings suggest students developed a more nuanced understanding of AI and its ethical use in academic work. The study concludes that AI literacy should be integrated into language instruction to promote responsible use. It is recommended that educators explicitly teach students how to critically engage with AI tools while reinforcing academic integrity.

Ayşe Dilay Balan

Tarsus University & Cukurova University

Türkiye

The AI-Mediated Pragmatic Competence Development (AI-MPCD) Model

In the evolving landscape of global business communication, the demand for advanced pragmatic skills within the context of Business English has significantly increased. Traditional teaching methodologies often fall short in adequately equipping engineering students with the nuanced capabilities required for effective professional interactions. This paper introduces the AI-Mediated Pragmatic Competence Development (AI-MPCD) Model, a pioneering approach designed to bridge this gap by integrating artificial intelligence in the pragmatic training of Turkish engineering students. Leveraging AI technologies such as ChatGPT, the model provides scaffolded, adaptive feedback and interaction scenarios that mimic real-world business communications. The AI-MPCD Model is structured around core components of input, interaction, feedback, reflection, and transfer, ensuring a comprehensive developmental process of pragmatic skills. Preliminary findings from a pilot study indicate a notable enhancement in the students' ability to perform culturally and contextually appropriate speech acts, suggesting that AI-mediated environments can significantly contribute to pragmatic competence. This study not only reaffirms the potential of AI in language education but also extends its application to pragmatic skill development, proposing a scalable and effective model for integrating 21st-century skills in engineering education.

Hadrian Lankiewicz

University of Gdańsk

Poland

Teacher as a transformative intellectual in preschool education: Targeting for social justice via language teaching practices

Drawing on critical pedagogy, Kumaravadivelu (2012) delineates a vision of language teachers as transformative intellectuals. This pertains to the fact that in the era of social mobility well-ingrained language ideologies, i.e. conceptualizations about languages and their speech communities may by disruptive to social cohesion. In recent years, Polish homogenous communities have been flooded with migrants whose inflow intensified with the break-out of the full scale war in Ukraine. The educational system in Poland had to adapt to new circumstances, incorporating foreign children into the mainstream education in national language. Polish suddenly became an L2 for many learners and subject teachers had to become language teachers at all levels of education. As it turned out, teachers agency and creativity helped very much to overcome initial communication problems. At the same times teachers of English, most popular foreign language in Polish schools, faced additional challenges related to teaching it to multilingual students. This entailed different cultural and linguistic references and activated communication phenomena typical of multilingual communities such as translanguaging. The aim of this proposal is to present teachers' ideologies regarding teaching Polish as an L2 and English as a foreign language to pupils of preschool education with the aim to identify good practices manifesting teacher critical language awareness and promoting tolerance among children on the level of language use and language attitudes. Research data has been gathered via semi-structured and narrative interviews pertaining to teachers' beliefs, opinions and declarative practices.

Citra Dewi Harmia, Nermin Punar Özçelik

Budi Mulia Dua International High School, Tarsus University

Indonesia, Türkiye

Innovating Language Teaching with Politeness Theory: A Theoretical Framework

The complexity of English as a Foreign Language (EFL) teaching is significantly influenced by sociocultural barriers and learner characteristics, which necessitate not only effective pedagogical approaches but also strategic communication throughout the instructional process. Politeness strategies, often regarded as purely theoretical constructs within communication studies, hold considerable practical value in enhancing communicative competence in language classrooms. This study explores the integration of Politeness Theory into English language teaching, grounding its application on established theoretical frameworks. It critically examines key politeness models and addresses the cultural nuances and challenges commonly encountered in EFL settings. By evaluating both the opportunities and limitations of applying politeness strategies in practice, the paper offers insights into how these theories can inform more culturally responsive and pragmatically effective teaching methodologies. The findings underscore the essential role of politeness strategies in fostering more meaningful, context-aware language use, ultimately contributing to improved learner performance and classroom interaction in EFL environments.

Keywords: politeness, language teaching, communication

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Pre-Service And Novice Teachers in the Process of Action Research - The Stage of Planning

The presentation concentrates on a specific type of research methodology, action research (AR), and its potential role as a tool in language teacher education. It is assumed that both pre-service and novice teachers may benefit from employing AR in their educational practice. As a result, they can get a better insight into the real problems of everyday teaching and realise that they need to develop the ability to deal with these problems by modifying their teaching repertoires and adapting them to the realities of a particular educational institution, the requirements of a given group or other aspects of the teaching context. This presentation focuses on the stage of planning which often determines the character of the entire research process. In the empirical part, the problems related to planning AR in a group of trainee teachers are examined (in particular, the students' perceptions of AR and the problems involved in planning the whole procedure as well as the students' choices regarding the main focus of their individual projects). The research techniques employed in this qualitative study were focus group, semi-structured interviews and documents (Burns 1999). The study revealed that planning an individual AR project may cause some difficulties to pre-service and novice teachers, especially in regard to narrowing down the research focus and developing research questions.

Keywords: action research, planning, pre-service teachers, research question.

Huzeyfe Ahmet Demir, Müzeyyen Nazlı Güngör

Gazi University

Türkiye

Enhancing EFL Learners' Motivation and Spoken Skills Through Assessment for Learning: An Action Research Study

The recent assessment policy in the Ministry of National Education has made it compulsory for EFL teachers to design and enact four language skill-based language exams in classrooms. While this has been regarded as a significant step, it has not been discovered exactly yet how EFL teachers assess their students, what effect this assessment has on their language development and motivation. Therefore, the study investigates the role of Assessment for Learning (AfL) strategies in enhancing English as a Foreign Language (EFL) learners' motivation and spoken skills within the Turkish context through action research. To ensure sustainability in assessment processes, the study adopts the cyclical framework of action research, allowing assessment materials to be reused across different stages. Having a qualitative research design, the study employs four data collection tools to enhance validity, triangulation, and reliability: researchers' journals, formative assessment practices for in-class use, which signifies the importance of process in assessing students (Taras, 2008), focus group interviews with students, and lesson plans integrating AfL strategies to improve spoken skills. The data collection process is guided by the exploratory action research cycle, emphasizing opportunities for learners to reflect on their language learning and teaching processes, and emotions. Content analysis is utilized to analyze the data and identify codes, themes, and categories. Preliminary findings suggest that AfL strategies significantly enhance students' spoken skills and motivation to engage in speaking activities. Future studies should continue to explore the integration of AfL strategies within the MoNE framework to support the assessment of language skills.

Keywords: Assessment for Learning (AfL), EFL learners, Motivation, Spoken skills.

Soraya Mezhoud

Ecole Normale Supérieure El Katiba Assia Djebar Constantine

Algeria

Peer-Assessment Platforms: Impact on Student Metacognition and Motivation

Peer-assessment platforms, which enable students to evaluate and provide feedback on their peers' work, have gained significant traction in contemporary education. These platforms not only engage students in the assessment process but also present an opportunity to enhance metacognition and intrinsic motivation. This study examines the impact of peer-assessment platforms on student metacognition and on their motivation, particularly intrinsic motivation, in higher education settings. The research adopts a mixed-methods design, integrating quantitative measures of metacognitive awareness (via pre- and post-assessment surveys) with qualitative insights derived from student interviews and reflective journals. Using the framework of Self-Determination Theory, the study investigates how peer-assessment practices influence students' sense of autonomy, competence, and relatedness in learning. A comparative analysis will be conducted between courses that use peer-assessment platforms and those that employ traditional instructor-based assessments. The study hypothesizes that peer-assessment platforms foster greater metacognitive awareness by encouraging students to critically engage with both their own work and that of their peers. Additionally, it is expected that these platforms will enhance intrinsic motivation by providing students with a more active role in the learning process and promoting a sense of ownership and accountability. Preliminary data suggest that students in peer-assessment environments report higher levels of engagement and more accurate self-reflection on their learning strategies. The findings from this research aim to contribute to the growing body of knowledge on peer-assessment and offer practical implications for educators looking to foster deeper learning, enhanced self-regulation, and increased motivation in diverse academic contexts.

Soraya Mezhoud

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Algeria

Evaluating the Effectiveness of Gamification in Online Higher Education

As online learning continues to grow in higher education, educators are exploring innovative strategies to boost student engagement and improve learning outcomes. One such strategy is gamification, which involves incorporating game-like elements such as points, badges, and leaderboards into the learning process. This study explores the effectiveness of gamification in fully online university courses, focusing on its impact on student motivation, participation, and academic performance. The research will use a simple comparative approach, analyzing online courses that integrate gamified elements versus those that follow traditional teaching methods. Data on student motivation, engagement, and academic performance will be collected through surveys and course analytics, including completion rates, time spent on tasks, and student feedback. Preliminary findings suggest that gamified elements like achievement systems and progress tracking can encourage students to stay engaged and improve their interaction with course content. This study aims to provide practical insights for educators looking to incorporate gamification into their online courses, offering evidence on how specific game mechanics can align with teaching goals and enhance the overall learning experience. By evaluating the benefits and challenges of gamification, the study will help inform the design of more engaging and effective online learning environments.

Buket Güllü-Özkaya

Nigde Omer Halisdemir University

Turkiye

Developing the Intercultural Competence of Foreign Language Learners Through Awareness-Raising Classroom Activities

The need for interculturally competent individuals to overcome prejudices and intangible barriers in people's minds is steadily increasing in modern society. Formal education plays a key role in developing individuals' intercultural competence (IC). In this regard, foreign language classrooms provide a suitable environment for achieving this goal, as language learning is inherently connected to culture teaching. The present study aims to explore how participating learners perceive intercultural competence and their views regarding its importance. Additionally, it seeks to investigate whether IC can be enhanced through awareness-raising activities that promote multiple perspectives and critical thinking in the foreign language classroom. The study employs a mixed-methods research design, with data collected through a survey questionnaire featuring three open-ended questions and a checklist administered as pre- and post-tests. Furthermore, field notes and classroom observations were utilised as complementary data collection tools. The findings indicate that learners' perceptions of IC and its significance improved following the implementation of awareness-raising activities. The study also concludes that learners' levels of IC were significantly enhanced as a result of these activities.

Muhammad Mohsin Abbas, Muhammad Sarmad Maqsood, Hafiz Raja Muhammad Ali, Faizan Ali, Abida Nawaz, Muhammad Ayyaz Sharif

The Islamia University of Bahawalpur

Pakistan

A Tri-Stacked LSTM for Fake News Detection

A major problem is that the widespread dissemination of misinformation on digital platforms presents a critical challenge. In this work, we propose a novel deep learning framework, Tri-Stacked Long Short-Term Memory (LSTM), with the aim of improving the accuracy and robustness for fake news detection. Its tri-stacked LSTM layers allow it to capture complex linguistic, contextual, and temporal patterns. It incorporates text and metadata features to meet the multimodal nature of modern misinformation. Evaluation: We use the AUTHORL-Fake dataset to evaluate fake and real news articles. Preprocessing such as TF-IDF vectorization, tokenization, and data splitting. The use of 10-fold cross-validation shows the effectiveness of the model. The accuracy of Tri-Stacked LSTM is 93.45%, and macro-average precision, recall, and F1-score can also reach 93%, which can outperform ANN (53%), RNN (75%), LSTM (90%), and Stacked LSTM (91.37%) based on traditional classification algorithms. The framework works with high recall, such that we reduce false negatives important for practical implementation. This work provides a scalable, multimodal method for misinformation detection and delivers key findings with implications for researchers, social media platforms and policymakers.

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Enhanced Melanoma Detection Using Modified CNN Architectures with Adaptive Feature Fusion and Transfer Learning

This study proposes an underlying feature that explores a new CNN architecture for melanoma detection with enhanced accuracy, sensitivity, and specificity. The study improves on current systems by incorporating dermatology-specific transfer learning, attention techniques, adaptive feature fusion, and ensemble modeling techniques. We employ HAM-10000 as the training and validation datasets. Image preprocessing such as black hat filtering, grayscale conversion, binary thresholding, and the inpaint Telea method aids the reduction of noise and improvement of quality. Generalization is improved through data augmentation. We used two models MobileNet V2 and a Custom CNN (MNIST-64). MobileNet adopts depthwise separable convolution to achieve lightweight feature extraction and MNIST-64 adds some convolution and pooling layers for projection purpose in classifying. MobileNet had 86.37% accuracy, MNIST-64 had 98.53%, and seems to be overfitting as shown by 100% training accuracy. VGG16 got 94.21% accuracy but better resource demanding, AlexNet achieved 89.67% acc but poor feature extraction. MNIST-64 and VGG16 will give you greater accuracy, but are of course more costly in terms of computation. Conclusion: This study highlights the potential of AI in melanoma diagnosis and presents directions for future work for the model in interpretability, broader validation, and clinical adoption.

Dilay Ülker, Gonca Yangın Ekşi

Gazi University

Türkiye

Virtual Reality in Language Learning: A Pedagogical and Technological Review of Mondly VR

Recent technological developments have led to an increasing interest in the use of Virtual Reality (VR) for language (L2) learning. As an immersive VR-based L2 learning application, Mondly VR enables learners to engage in conversations in virtual environments that simulate real-life scenarios. While its effectiveness in L2 learning has been investigated in several empirical studies, limited research has focused on evaluating its pedagogical and technological affordances. This review aims to explore how Mondly VR supports immersive L2 learning, drawing on its in-app features, official website, and user reviews. With regard to its technological features, the evaluation considers accessibility, interface design, user feedback, and use of technology such as chatbot and speech recognition. Pedagogically, it explores how Mondly VR supports speaking and listening skills, vocabulary, pronunciation, and grammar through different types of activities. Furthermore, it examines the theoretical underpinnings of these activities along with the related methodological approaches, and their adaptability to different proficiency levels, age groups, and needs. Findings indicate that Mondly VR fosters learners' L2 skills, motivation, and engagement through interactive learning experiences. The review concludes that Mondly VR can be used as a supplementary tool that complements structured lessons in L2 classrooms.

Keywords: Virtual reality, Mondly VR, language learning, immersion, engagement

Ahlem Salhi

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Algeria

Always Online: The Effects of Screen Time and Digital Demands on University Teachers' Mental Health

The rapid digitalization of higher education, especially accelerated by the global shift to remote and blended learning, has significantly transformed teaching practices. While technology has enabled more flexible and accessible instruction, it has also introduced new challenges, particularly in relation to educators' mental health. This study examines the effects of increased screen time and digital workload on the psychological well-being of university faculty, focusing specifically on 60 teachers from the Department of English Language and Literature at Biskra University. The research is motivated by growing concerns about the invisible toll that constant connectivity, online teaching platforms, digital assessments, and administrative tasks are taking on academic staff. Teachers are now required to adapt to new digital tools, manage student engagement online, and respond to communications outside traditional working hours all of which may contribute to mental fatigue, stress, and burnout.A quantitative research design was adopted, utilizing a structured questionnaire composed of 30 items divided into four main sections: (1) demographic and professional background, (2) extent and type of screen use, (3) perceived digital workload and institutional support, and (4) indicators of mental health such as stress, anxiety, and job satisfaction. The questionnaire was designed to measure both objective factors (e.g., hours spent on screens) and subjective perceptions (e.g., feelings of overwhelm or isolation). Preliminary analysis reveals a significant relationship between excessive screen time and negative mental health outcomes. The study contributes to the growing field of teacher well-being in the digital age and underscores the importance of developing balanced strategies that support educators' mental health. The findings are expected to guide decision-makers at similar institutions in crafting policies that limit digital overload, promote professional development, and create healthier work environments.

KEYWORDS: Digitalization of Higher Education, university teachers, mental health, digital workload, Biskra university.

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Türkiye

School Administrator's Perceptions of Digital Well-Being: Constant Connectivity, Burnout, and the Pursuit of Digital Balance

The integration of digital technologies into educational environments has led to fundamental changes in the working practices of school administrators, while the transfer of managerial responsibilities to digital platforms has brought the concept of "digital well-being" to the forefront. In this context, the aim of this study is to examine school administrators' perceptions of digital well-being in increasingly digitalized educational settings; and to analyze in depth their experiences related to constant connectivity, digital burnout, and efforts to establish digital balance, thereby identifying the key dynamics affecting managerial well-being in the digital age. The study was designed using the phenomenological approach, one of the qualitative research methods, and semi-structured interviews were conducted with 14 school administrators working at different educational levels. The data obtained from the interviews were analyzed using content analysis. The findings reveal that school administrators conceptualize digital well-being as a multidimensional phenomenon. Participants stated that being constantly online made time management more difficult, disrupted their work-life balance, and at times increased feelings of managerial burnout. The necessity of remaining constantly connected was found to restrict both personal and professional boundaries, increase mental fatigue, and negatively affect decision-making processes. In particular, the frequent use of instant messaging applications and digital communication channels was shown to create a perceived pressure on administrators to remain perpetually accessible. Nevertheless, some participants reported developing personal strategies to maintain digital balance, such as setting boundaries, restructuring time management, and taking digital breaks. In conclusion, school administrators view the state of constant connectivity brought about by the digital age not merely as a technical requirement, but as a critical issue that directly impacts managerial well-being. The sustainability of digital well-being depends not only on individual awareness and self-regulation but also on the presence of institutional support systems and inclusive leadership practices. These findings highlight the need to address digital well-being in educational leadership both at the individual and structural levels and point to the necessity of developing comprehensive policy recommendations in this area.

Musa Özçelik

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Constructivist-Based Accounting Education: A Sample Application of ChatGPT

Digital transformation and global developments bring about changes in learning and teaching processes. Today's educators are faced with a new generation of learners who have high digital literacy, but place technology at the center of their lives, rely on digital resources without thinking critically, and consume information quickly. In accounting education, it is predicted that the accounting profession will also be affected by artificial intelligence (AI) technologies and that people who can use this technology effectively in their work will come to the fore in business life. In this context, one of the basic roles of educators is to develop methods suitable for digital age pedagogy and provide an effective and innovative approach in acquiring 21st century skills. In this study, a teaching technique based on the constructivist approach aimed at developing students' critical thinking and assessment skills in AI-supported learning environments is examined with a sample application, in which students are asked a question about the topic covered in the accounting course. Then, they ask ChatGPT to make a journal entry regarding this question. Then students are expected to assess and justify the journal entry provided by the ChatGPT in terms of right/wrong. While developing students' critical thinking skills, ensuring permanent learning, increasing AI literacy which contributes to 21st century skills, providing instant feedback, and strengthening the guidance role of the instructor may be the advantages of this technique, there may also be some disadvantages. Students directly accepting ChatGPT's answers and neglecting their own thinking processes, experiencing problems with access to technology, in addition to the problem of misinformation and reduced instructor-student interaction can be counted among these disadvantages. It is advisable that with technological support and pedagogical guidance, these processes can be enhanced.

Keywords: accounting education, innovative teaching, artificial intelligence, generative AI, 21st century skills

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Integrating TPR and MIT in Teaching English to Students with ADHD: Importance and Sample Procedures

Integrating TPR and MIT in Teaching English to Students with ADHD: Importance and Sample Procedures In the present century, in most countries, English is taught as a foreign language, involving various elements. One key element is recognizing that students are unique, each with a different perceptual style. The focus here is on students with ADHD, who may be present in our classes. The goal is to prepare a procedure that appeals to both students with ADHD and other students. At this point, TPR (Total Physical Response) and MIT (Multiple Intelligences Theory) become important. As stated by Schirduan (2000), this perspective helps teachers understand that students learn differently and that teaching should address these differences.To demonstrate the effectiveness of these methods, two sample procedures were designed—describing the weather and talking about daily routines. Body movements are supported with materials like cartoons and songs to address different perceptual types. The combined use of TPR and MIT may be beneficial for students with ADHD. TPR helps to meet their need for movement and focus, while MIT caters to diverse learning styles. Together, these methods address the varied needs of the entire class.

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I-See-Bytes: A Simplified C++ Library for Concurrent Programming Education

Multithreaded programming is one of the most difficult subjects to teach at the undergraduate level. Different algorithms that run parallel to each other, that access the same resources asynchronously and communicate with each other to synchronize their behavior is difficult to grasp. Concurrent programming techniques are mostly used in server applications which are written in C++. Unfortunately, since C++ is difficult to teach compared to other languages, most universities focus on teaching in Python, which is easy, or Java, which is popular. That makes teaching concurrent programming in C++ even more difficult. In this study, a graphics library and course applications called I-See-Bytes, which offers the conveniences offered by Python for variables in C++ and makes game programming and debugging easier, are mentioned.

Keywords: Programming skills; C++ language, computer programming course, gamification, concurrent programming, visualization, Flow.

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Translation as a Pedagogical Tool in Teaching English to French language Learner

This intervention re-evaluates the role of translation in teaching English to French language learners in the university of Djelfa, arguing for its strategic integration within communicative and task-based approaches. While traditional language pedagogy often marginalizes L1 (French) use, controlled translation activities can mitigate interference errors, clarify structural contrasts (e.g., verb tenses, articles, phrasal verbs), and amplify metalinguistic awareness. The intervention proposes targeted methods such as: - Contrastive analysis, Bidirectional translation tasks; and Pragmatic translation authentic materials. The practical study targeted a sample composed of a conventional group of L1 students of the French department. The results showed the possibility of successful use of translation tools and techniques to help students learn English through French.

Keywords: Translation-based learning, English language teaching, francophone learners.

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Investigating the Development of Pre-Service ESOL Teachers' Emotional Intelligence

Emotional intelligence (EI) is "one's ability to understand oneself and others in order to think, behave, and navigate one's surroundings in ways that are contextually appropriate" (Sidorowicz and Yang, 2021, p. 272). EI involves an awareness of one's own emotional nature and that of others and an appreciation for the effects of one's psychological state on oneself and on others. The research question that guided the investigation is the following: What is the relevancy of a course unit on social-emotional learning to the development of ESOL pre-service teachers' emotional intelligence? Participants in the study included fourteen undergraduate elementary-education teacher candidates enrolled in a TESOL methodology course in the fall semester of 2024 offered at a four-year postsecondary institution located in the southeastern United States for which the author was the instructor. A multimodule unit on social-emotional learning was integrated into the course. Data for the study were collected via a pre-unit and post-unit questionnaire consisting of the Trait Meta Mood Scale (Salovey et al., 1995); participants' responses were subsequently analyzed using descriptive statistics. Preliminary findings indicate that the course unit was effective in supporting participants' awareness of their own emotional intelligence but that teacher candidates would like to have seen additional examples of ways to strategically integrate EI activities into their own instruction.

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Exploring the Advancement of Pre-Service ESOL Teachers' Social Intelligence

Social intelligence (SI) involves "the ability to recognize, understand and use emotional information about others that leads to or causes effective or superior performance" (Emmerling & Boyatzis, 2012, p. 8). SI involves not only an awareness of one's own emotional nature and that of others but also an appreciation for the pivotal role that this knowledge plays in interpersonal encounters. The research question that guided the investigation is the following: What is the relevancy of a course unit on social-emotional learning to the evolution of ESOL pre-service teachers' social intelligence? Participants in the study included fourteen undergraduate elementary-education teacher candidates enrolled in a TESOL methodology course in the fall semester of 2024 offered at a four-year postsecondary institution located in the southeastern United States for which the author was the instructor. A multimodule unit on social-emotional learning was integrated into the course. Data for the study were collected via a pre-unit and post-unit questionnaire including statements taken from the Tromsø Social Intelligence Scale (Silvera et al., 2001); participants' responses were subsequently analyzed using descriptive statistics. Preliminary findings indicate that the course unit was effective in supporting participants' awareness of their own social intelligence.

Ambreen Salman

Evolution

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AI as an Ally: Transforming ELT Classrooms with ChatGPT

Problem Status: Students increasingly rely on AI for quick academic solutions, posing challenges for teachers striving to maintain authentic learning. Purpose: To explore how AI tools, especially ChatGPT, can be used responsibly and ethically in ELT to enhance teaching and student engagement. Method: An interactive writing activity was implemented in an ELT classroom where students were initially asked to complete writing assignments without any AI assistance, fostering independent thinking and creativity. In the second phase, students used AI tools like ChatGPT to revise, improve, and finally convert their written work and audio files into multimedia formats such as narrated videos or animated stories. This combination of traditional writing and technological enhancement allowed students to engage with content in multilayered ways, building digital literacy alongside language skills. Findings: Students showed increased engagement, creativity, and understanding when combining traditional learning with AI-supported tools. Conclusion: AI tools, when purposefully integrated into the curriculum, can significantly enhance the learning experience without undermining the teacher's authority or pedagogical role. Instead of replacing teachers, AI serves as an extension of their instructional toolkit, encouraging more personalized and engaging learning. It helps bridge the gap between technology and traditional education, preparing students for the future learning trends. Recommendations: Teachers should guide students in ethical AI use, embracing technology as a partner in learning rather than a threat.

Keywords: AI, ChatGPT, ELT, student engagement, educational technology

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Effective English Teaching Methods: Integrating Scaffolding for Student Success

Scaffolding strategy: Check students' prior knowledge and build their language skills. It breaks down complicated academic tasks into small, simple, incremental steps, offering widespread opportunities for practice and feedback as students learn and practice. This structure allows students to build language by scaffolding their skills over time, becoming more adept and confident speakers as verbosity gradually increases. This abstract is intended for educators who want to design a teaching-learning process based on a student-centered pedagogy, where scaffolding is their primary teaching strategy. Scaffolding is defined as independent learning that supports students' ability to learn at each stage. What does this guide do: It walks educators through the steps to adapt materials, create tasks to be done, and/or provide supplemental materials to students to achieve learning objectives by gradually working to lessen the initial barriers to success. Scaffolding facilitates critical thinking and problem-solving. The manual will be scaffolded—each task will increase slowly in complexity and difficulty—so that learners will learn skills bit by bit. In this abstract I will describe how to engage students' attention with the methods which will be scaffolded during the lessons. I will point out the importance of a learner profile, enhancing original tasks in the curriculum with new adaptations, adapting and supplementing materials: a new approach and developing new materials and integrating it with scaffolding in the lessons.

Bora Demir

Çanakkale Onsekiz Mart University

Türkiye

Empowering Academics: A Video-Based Curriculum for AI Enhanced Research

This project presents the design, implementation, and evaluation of an eight-module video-based course series aimed at empowering academics and postgraduate students to integrate AI tools effectively into their research workflows. Grounded in principles of instructional technology, the curriculum begins by establishing foundational AI concepts and ethical frameworks, then advances through practical skills such as prompt engineering, AI-assisted writing and editing, citation management, data analysis and visualization, and collaborative research. Each module combines concise video lectures, real-world case studies, and hands-on exercises to foster technological literacy, enhance research productivity, and cultivate positive attitudes toward AI adoption. Ethical considerations, including bias mitigation and transparency in AI-generated content, are woven throughout the course to ensure responsible use. This presentation will detail course development processes, sample video segments, and evaluation results, offering a replicable model for institutions seeking to integrate AI literacy into graduate research training. By doing so, the project aims at bridging AI and scholarship by developing a video series for effective research workflows.

Anna Szczepaniak-Kozak

Adam Mickiewicz University

Poland

Pragmatic Accent and Pragmatic Teddy Bears in Multilingual Speakers

In this presentation, it is postulated that foreign and second language users develop a pragmatic accent, which refers to the systematic occurrence of selected pragmatic features in their performance of communication functions in the target language. In the specification of this term, I refer to two related conceptualizations, one by Scarcella (1992) and the other by Yule (1996). In detail, I apply the expression coined by Yule to refer to a phenomenon which is parallel to Scarcella's discourse accent. In order to substantiate this concept, first a summary of the interlanguage pragmatic competence research which I conducted is presented. This empirical endeavour showed that even advanced Polish EFL speakers do not fully approximate the native speaker model and instead retain in their pragmatic output a set of pragmatic features which enables their easy identification as non-native users – pragmatic 'teddy bears'. In Polish speakers of English, these are safe, all-purpose pragmatic features, which they use regardless of context, and which give them away as foreigners. This will be further exemplified by means of evidence coming from research reports offered by research on other second language speakers.

Keywords: pragmatic accent, pragmatic overgeneralization and transfer, social distance

Neha Zaidi, Agha Asim Husain, Mritunjay Rai, Faizan Ahmad, Zeeshan Ahmed

India

Understanding Learner Intentions in Metaverse Education: An Extended TAM Approach

International universities are investigating the potential of the Metaverse to provide innovative educational experiences because of its ability of being transformative platform for immersive learning. Nevertheless, comprehending the factors that motivate potential learners to adopt Metaverse-based education continues to be a significant challenge. This study proposes a conceptual model that is based on the Technology Acceptance Model (TAM) and has been extended with constructs that are pertinent to learners' psychology and immersive virtual environments. The model incorporates Technological Self-Efficacy, Expected Complexity, Expected Immersion, and Social Influence as key antecedents, in addition to Perceived Usefulness, Perceived Ease of Use, and Attitude Toward Use. The outcome variables consist of the expected learning benefit and behavioural intention to use. The model is designed to identify the expectations, perceived challenges, and motivational factors of potential users who are contemplating enrolment in international university courses delivered via the Metaverse but have not yet experienced Metaverse-based learning. The proposed framework provides educational institutions with strategic insights and a foundation for empirical validation, enabling them to design effective, engaging, and accessible Metaverse-based learning environments for global learners.

Mritunjay Rai, Agha Asim Husain, Faizan Ahmad, Zeeshan Ahmed

Shri Ramswaroop Memorial University, I.T.S Engineering College, Cardiff Metropolitan University, Chinese Academy of Sciences

India, Britain (UK), China

Educational Transformation through IoT and Smart Device Integration

Technology is changing the way we teach and learn, and tools like the Internet of Things (IoT) and smart devices are playing a big role in that transformation. These tools can make classrooms more interactive, support personalized learning, and help teachers track student progress in real-time. However, many schools still face challenges, such as poor internet access, a lack of training for teachers, and concerns about how student data is handled. This study looks at how IoT and smart devices are being used in schools and what kind of impact they're having. The research included surveys with teachers and students, classroom observations, and a review of student performance in schools that use smart technology. The results showed that using tools like smart boards, wearable attendance trackers, and interactive apps improved student engagement and made it easier for teachers to adjust lessons based on student needs. At the same time, the study found that not all schools are equally prepared to use this technology. Many need better infrastructure and training to get the most out of it. In conclusion, IoT and smart devices have the potential to greatly improve education, but only if schools are supported with the right resources, training, and clear rules for using technology responsibly.

Zahida Batool

USWA-FEMT

Pakistan

Innovating for Impact: Transforming Early Years Learning through Play, Technology, and Inclusive Pedagogy

This presentation explores emerging innovations in early years education that are reshaping how young children learn, engage, and develop. Grounded in current research and classroom practice, it highlights creative approaches that integrate play-based learning, digital tools, and inclusive pedagogic to foster holistic development in children aged 0–8. By examining case studies from diverse early years settings, the session demonstrates how educators are imagining teaching strategies to enhance curiosity, resilience, and collaboration. It also addresses the professional development needs of educators and the role of reflective practice in sustaining innovation. Attendees will gain insights into practical frameworks and evidence-informed strategies that support equitable and meaningful learning experiences in the early years.

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Türkiye

Learning Without Borders: Decolonizing the Curriculum and Embracing Neurodiversity through AI for Inclusive Education

As education systems evolve amid digital transformation and increasing global interconnectivity, a demand for approaches prioritizing inclusion and equity grows. This paper presents a visionary model that brings together three essential elements: the decolonization of curricula, the recognition of neurodiversity, and the strategic use of Artificial Intelligence (AI) to create more inclusive learning environments. Through an interdisciplinary lens, supported by real-world examples, the paper demonstrates how AI technologies—when developed and applied responsibly—can challenge conventional, exclusionary educational structures by addressing learners' varied cultural, linguistic, and cognitive needs. Decolonizing the curriculum requires critical reflection on whose voices and perspectives are represented and valued in education. Encouraging neurodiversity involves adopting teaching methods that accommodate diverse learning styles and cognitive processing. AI tools, such as intelligent tutoring systems and language processing applications, offer powerful opportunities to tailor instruction and foster inclusive, adaptive, and culturally responsive learning experiences. The paper highlights innovative educational practices from multiple contexts to showcase how AI can serve as a bridge to more equitable education. It advocates for a collaborative, ethical, and critically aware approach to integrating technology in the classroom, ensuring that digital tools contribute meaningfully to dismantling educational barriers rather than reinforcing them.

Keywords: Artificial Intelligence in Education, Curriculum Decolonization, Educational Transformation, Equity and Access, Inclusive Education, Intercultural Pedagogy, Neurodivergent Learners, Personalized Learning

Nasiba Mirpochoeva, Lisa Mann

NGO/Public Organization "Durakhshi Marifat"

Tajikistan

Teacher Training in Tajikistan

In 2021 an NGO was established in Tajikistan with the goal of providing training, sharing resources and creating opportunities for English language teachers to connect and grow professionally across the country, much of which is rural and lacks internet connectivity. A training curriculum in the form of ‘content blocks’ was developed as a means of ensuring consistency of training content and quality and generating meaningful evidence of impact.

Content blocks are similar to learning objects in that they are self-contained, reusable, searchable and combinable (Beck, 2009), but differ in that they are longer in duration to support the needs of teacher professional development. The approach adopted in the content blocks is based on key actions for effective teacher professional development (Sims, Fletcher-Wood, et al., 2021) and the principles of adult learning theory (Knowles, 1980). Each block has a different training objective and includes a training guide, trainer and participant materials and extension material to allow trainers to adapt the content to their training schedules.

This presentation describes a training of trainers program designed to address these setbacks. Participants will hear about the development and training of trainers process, and gain insight into how a project like this might be implemented in other contexts.

Fatemeh Ahmadi livani, Hamed Barjesteh, Mojtaba Rajabi

Islamic Azad University

Iran

Enhancing Pragmatic competence: The Role of Instructional Material in Teaching Implicature and Presupposition to EFL Learners

Developing pragmatic competence is crucial for EFL learners to engage in meaningful and contextually appropriate communication. Among the most challenging aspects of pragmatics are implicature—where meaning is implied rather than explicitly stated—and presupposition—where certain assumptions must be understood for communication to be effective. While recent research highlights the importance of explicit instruction in enhancing pragmatic awareness, there remains a lack of empirical studies investigating the direct impact of structured instructional materials on the comprehension of implicature and presupposition in Iranian EFL learners. This study adopts a quasi-experimental pre-test/post-test design to assess the effect of explicit instruction on Iranian advanced EFL learners' comprehension of implicature and presupposition. A total of 60 participants (advanced EFL learners in Iran) were selected based on standardized proficiency criteria. Participants completed a pre-test measuring their baseline understanding of implicature and presupposition in various discourse contexts. They then received explicit instruction over 11 weeks, incorporating authentic materials (film dialogues, written discourse), metapragmatic discussions, interactive exercises, and comprehension tasks designed to enhance their ability to infer unstated meanings. Following the intervention, participants took a post-test, and their scores were statistically analyzed using paired t-tests/ANOVA to measure learning gains. The results indicate that explicit instruction significantly improves learners' ability to interpret implicature and presupposition, particularly in conversational implicatures (e.g., indirect requests, irony, and relevance implicatures) and lexical presuppositions. However, certain aspects, such as culturally bound implicatures and pragmatic presuppositions, remained challenging, highlighting the role of cultural background knowledge in pragmatic competence. These findings align with recent research advocating for integrated pragmatics instruction in EFL curricula, emphasizing the need for explicit explanations, real-world discourse exposure, and interactive learning approaches to enhance pragmatic awareness.

Iffat Jahan Suchona

University of Asia Pacific

Bangladesh

In-service teacher education programs for diversity and inclusion — are we heading in the right direction?

This study involved 23 in-service English teachers from 10 countries who joined a four-week training program. During a workshop on diversity and inclusion, researchers collected insights through observations, surveys, and group discussions. Findings showed that while teachers value diversity training, many still feel unprepared and unsupported. Teachers also noted that strategies for handling diversity vary by country and suggested making training more practical and relevant to their local contexts. This leads to the rethinking of the existing teacher education programs for in-service language educators.

Bhola Kumar K.C.

Shree Triyuga Secondary School, Gaighat

Nepal

Designing Context-Based Service-Learning Projects in the ELT Classrooms

The paper explores effective strategies to design context-based service-learning projects in English Language Teaching (ELT) classrooms. The paper explains how Service-Learning is different from Community Service in terms of goals, structure, and educational value. The paper discusses the dual purposes of the Service- Learning Project- enhancing students' learning and addressing community issues. It offers practical guidance to novice educators on how to develop Service- Learning Project initiatives that align with both academic goals and local community needs. The paper also talks about how Service- Learning projects connect academic objectives with community engagement. Likewise, the paper discusses practical experience from Nepal- the student-led Service-Learning Project conducted under the Access Microscholarship Programme, and provides concrete examples of how ELT students can engage with local issues through the use of language. It highlights brainstorming, identifying local issues, and following the democratic process to select an issue for the project, assigning roles to the students, and engaging in guided reflection as essential steps in the implementation of the effective Service-Learning Project. The paper further illustrates how the Service-Learning Project improves students' communicative competence, nurturing empathy, teamwork, critical thinking, and sense of civic responsibility. It argues that by designing Service-Learning Projects on locally relevant issues, educators can create language skills with authentic contexts. It concludes that Context-Based Service Learning enhances students' motivation, deepens language acquisition, and empowers learners to become active contributors to their community.

Fatiha Sahli

University Constantine 1 Frères Mentouri

Algeria

Smart Learning: Innovative Strategies for Foreign Language Teaching in University

As higher education advances into the era of University 4.0 distinct by digital innovation, learner-centered methodologies, and global interconnectedness, foreign language teaching must adapt to meet the evolving needs of modern learners. This study investigates cutting-edge strategies that integrate emerging technologies and inventive pedagogical approaches to enrich language learning in University 4.0 environments. Through the application of AI-powered chatbots, gamification, digital storytelling, and project-based learning, the researcher attempts to demonstrate how such tools can promote communicative competence, intercultural awareness, and learner autonomy. Drawing on real-world classroom implementations, the session offers practical insights into redesigning foreign language instruction to resonate with today's digitally native students. Participants will leave equipped with concrete, actionable strategies to modernize their teaching practices and align them with the transformative demands of contemporary higher education.

Turqui Barkat

University Mohamed Kheider of Biskra

Algeria

The Medium and Message Oriented Communication in an EMI Tertiary Level Context: The Case of Agricultural Sciences at Mohamed Khider University of Biskra, Algeria

There is a widespread consensus that EMI is successful to the extent that message- oriented communication takes place in the classroom. The good EMI teacher succeeds in keeping necessary preparatory medium-oriented aspects as short and effective as possible, so as to leave enough space and time for content communication. Any effective methodology must in fact ensure that every content item learned can be used for learning something additional to the English language in the shortest possible time. The present contribution attempts to put some insights into the nature of education that occurs in an EMI tertiary context when the instructor is equally proficient in both his/her specialism and the English language. Indeed, the research case study concerned some teachers of Agricultural Sciences at Mohamed Kheider University of Biskra, Algeria, and who are simultaneously master students in English Studies. The researcher has adopted a qualitative research methodology and, in consequence the research tools that have been utilized were respectively classroom observation and teachers interview. The preliminary outcomes indicated that a careful balance between a medium-message EMI instruction resulted with a multi-faced and high level success of the teaching operation. The researcher is conscious that the analysis has scrutinized an exceptional or ideal situation which represents in itself a limiting factor, nevertheless, the investigation displays at least multiple and promising perspectives for future research projects.

Fatiha Kaïd, Yasmina Djafri

Oran Higher Teachers Training College (ENS Oran), Mostaganem University

Algeria

Integrating AI in Literature Education: Advancing Pragmatic Literary Competence through AI-Generated Visuals

As artificial intelligence becomes increasingly integrated into educational settings, its application in literature instruction presents novel opportunities for enhancing learners' interpretive and pragmatic competencies. This presentation examines the use of AI-generated visuals—particularly those created through ChatGPT's image generation tools—as a means to support the development of pragmatic knowledge among undergraduate literature learners. Framed within the Meaning-Oriented Model through its technological dimension, the study explores how translating literary plots into visual representations can deepen students' understanding of characters' intentions, social contexts, and implied meanings. By visualizing narrative elements, students engage with texts beyond their surface meaning, cultivating critical skills such as inference, perspective-taking, and contextual interpretation. Drawing on a classroom-based study conducted with third-year LMD students at ENS Oran, this presentation showcases strategies devised and applied by the learners themselves to integrate AI tools into their literature learning processes. Their experiences reveal promising outcomes in terms of engagement, interpretive depth, and pragmatic awareness. The session offers both theoretical insights and practical guidance for educators and researchers interested in leveraging AI creatively within the literature classroom—particularly through the lens of the technological dimension—to bridge literary analysis and pragmatic competence.

Nadia Idri

LESMS Laboratory, University of Bejaia

Algeria

Bridging Linguistic and Technological Divides in Algerian Healthcare: A Needs- Based Framework for English-Medium Medical Education and AI Integration

Algeria is witnessing a remarkable development of higher education, specifically through English as a Medium of Instruction (EMI) for non-technical sciences like medicine. This is in alignment with the country's Vision 2030, where there is a focus on integrating up-to-date technologies, including Artificial Intelligence (AI), across all fields of education. Our research, undertaken under the aegis of the ministerial PRFU project funded nationally within the Faculty of Medicine, University of Bejaia, employed a mixed-methods approach—utilizing needs' analysis questinnaires, proficiency tests through the IDRI Services portal, and continuous action research embarked on from 2021—to identify essential gaps in English language training and knowledge of AI among healthcare professionals within Algeria. The findings highlight the need for English for Medical Purpose EMP programs that recognize the country's Francophone heritage, the 'multilinguality' of doctor-to-patient communication, and the vision for collaborative research on a global level. To strengthen the implementation of such a project, institutional collaborations with foreign institutions are being developed for the building of an AI-driven application and portal within course modules, focusing on developing AI literacy, engaging interactive learning, and promoting international cooperation. Merging AI literacy with the learning of foreign languages would strengthen communication within medicine, but it places Algeria as a world leader in educational innovation as well as international integration.

Badra Hamidi

University Center of Aflou

Algeria

Multimedia in the EFL Classroom: Enhancing Language Acquisition through Digital Engagement

The integration of multimedia tools in English as a Foreign Language (EFL) instruction is gaining relevance in Algerian higher education, particularly as institutions seek innovative methods to enhance language learning outcomes. This study investigates the use and perception of multimedia resources—such as educational videos, subtitled films, podcasts, and gamified applications—in EFL classrooms at the University Center of Aflou, Algeria. Grounded in cognitive and sociocultural theories, including Dual Coding Theory and Second Language Acquisition (SLA) principles, the research examines how multimedia contributes to vocabulary acquisition, listening comprehension, and learner motivation within a localized context. Adopting a qualitative methodology, the study collected data through structured questionnaires administered to 80 undergraduate EFL learners and semi-structured interviews with 10 EFL instructors at the University Center of Aflou. The objective was to explore learner attitudes toward multimedia-based instruction and to capture teachers' perspectives on classroom implementation, pedagogical practices, and observed student engagement. The learner responses revealed a strong preference for multimedia materials, particularly those that feature authentic language input and visual support. Students reported enhanced listening skills, better vocabulary retention, and increased motivation when engaging with digital resources. Teachers likewise observed improved classroom participation and linguistic confidence but also highlighted constraints related to infrastructure, digital literacy, and resource accessibility. The study concludes that the purposeful integration of multimedia can significantly enhance the quality of EFL instruction at Aflou University Center, especially when combined with teacher training and curriculum alignment. It emphasizes the need for institutional support in fostering a multimodal teaching environment tailored to the specific needs and technological realities of the Algerian context.

Leila Djouima, Zohra Labed

Ecole Normale Supérieure Assia Djebar, Constantine

Algeria

Bridging the Gap Between Theory and Practice through the Practicum in EFL Teacher Training

The Practicum is a cornerstone in the training of teachers. It culminates the pre-service teacher education cycle by placing trainees into real classroom contexts and offers them an opportunity to observe, and experience the classroom a short period before they graduate. The training period is expected to bridge the gap between a theoretical instruction where trainees develop mastery of the subject matter they will teach, the teaching theories, methods, and techniques and a practical mentoring in the classroom context where the acquired theoretical knowledge is implemented. However, the pre-service teachers are generally confronted to two contradictory worlds: a world of ideals, and a world of reals. The training experience in most cases results in different reactions; sometimes it fosters the trainees' enthusiasm and motivation; and some other times it confuses them and leads them to disappointment and despair. This study aims at exploring the trainers' and the trainees' voices on the practical training phase. The purpose is to investigate the compatibility of theory and practice in the Algerian teacher training approach. A questionnaire is administered to 30 training teachers and 60 trainees from two teacher training institutions in Constantine and Oran (Eastern and Western regions in Algeria) in order to collect perceptions and insights about the practicum, its strengths, weaknesses, and the possible ways of making of it a real bridge towards quality teacher training and foreign language teaching in Algeria. The study provides insightful reactions from both parties and generates a range of ideas and recommendations for improvement of the training protocole.

Ibtissam Bentaleb

University of Hassba Benbouali

Algeria

Islamic Schooling in American Education: Public Perceptions and Institutional Challenges

Despite a long-standing presence in the United States, the Muslim minority has constantly faced significant levels of bigotry, discrimination, and social marginalization. These challenges have impacted their life in different ways, creating substantial barriers across various sectors, including education. Within this context, Islamic schooling—a significant component of cultural and religious identity for many Muslim families—has encountered both public skepticism and institutional challenges. The present paper highlights the complex realities surrounding Islamic education in the U.S., focusing on conflicting public perceptions as well as the systemic challenges that Muslim communities encounter when attempting to establish or integrate Islamic schooling within the broader American educational framework. By examining these issues, the paper aims to contribute to a more nuanced understanding of the intersection between religious identity and conflict, educational equity, and social inclusion in contemporary American society.

Houda Boumediene, Mustapha Bouakkaz

Amar Telidji University of Laghouat

Algeria

AI as a Cultural Bridge: Enhancing Intercultural Communication Competence in Higher Education

In the face of accelerating globalization, higher education faces an urgent imperative: how to effectively prepare students for culturally diverse, multilingual, and technologically mediated environments. Despite the recognized value of Intercultural Communication Competence (ICC) as a core 21st-century skill, traditional pedagogical models often fall short in providing learners with the dynamic, real-time, and context-sensitive exposure needed to develop these competencies. This study addresses the core problem of bridging the gap between intercultural theory and practice in university settings by integrating Artificial Intelligence (AI) into ICC instruction. Adopting a qualitative case-study methodology, the research examines how AI-driven tools—such as culturally sensitive chatbots, AI-assisted virtual exchanges, and adaptive language learning apps—are being used to simulate authentic intercultural scenarios, provide personalized feedback, and foster critical reflection. Data is drawn from real-life educational contexts and platforms including Duolingo, Soliya, TalkAbroad, and AI-based role-play simulations. Findings indicate that AI integration significantly enhances ICC acquisition by increasing learner engagement, breaking geographical and linguistic barriers, and supporting personalized, culture-rich learning paths. However, the research also reveals persistent challenges: unequal access to AI resources, cultural stereotyping, data bias, and a pressing need for educator training. Ultimately, this research advocates a shift in the educator's role—from content transmitter to intercultural mentor—and proposes a model where human expertise and AI co-create inclusive, ethical, and globally relevant learning environments.

Maroua Rogti

Ecole Normale Supérieure de LAghouat

Algeria

Augmented Reality and Virtual Reality in Second/Foreign Language Education: Implementation, Challenges, and Future Perspectives

Augmented Reality and Virtual Reality amalgamation refers to as Mixed Reality. It encompasses a spectrum of location-based and information technologies that facilitate the enhancement of reality through digital resources (AR) or the fabrication of wholly digital environments (VR), wherein users engage with information and one another. AR offers novel alternatives for learners seeking to acquire new languages. It establishes platforms that strengthen writing, speaking, and reading language skills while augmenting learners' linguistic and cultural comprehension. While VR can facilitate profound engagement with the subject matter for learners. VR video footage can assist students in establishing links between the subjects they are studying and their real- world implications. This study examines a set of empirical studies on the application of AR and VR in SL/FL language education, emphasizing their potential to generate authentic learning settings, enhance student engagement, and promote language proficiency and communicative competence. Despite significant interest in VR technology, research on its applicability in language learning environments remains restricted. This study seeks to address this gap by consolidating existing research, examining the advantages and obstacles of AR and VR in language instruction, and suggesting avenues for future investigation. The results indicate that AR and VR can substantially enhance the efficacy and engagement of language acquisition, however challenges like elevated production expenses and technological obstacles must be resolved.

Messaoud Guendouz

Amar Telidji University of Laghouat

Algeria

EMI in STEM Education: Pedagogical Challenges and Implications for Foreign Language Teaching in Multilingual Contexts

As English as a Medium of Instruction (EMI) becomes increasingly mainstreamed in STEM studies globally, non-Anglophone institutions are faced with the challenge of delivering subject matter contents on the one hand, and language learning on the other. This presentation explores the pedagogic issues and real-world implications of EMI in multilingual contexts. Based on Content and Language Integrated Learning (CLIL) and English for Specific Purposes (ESP), theoretical perspectives, the session is centered on the double pressures on teachers and learners in higher education institutions. The main challenges to EMI are the limited English proficiency among students, lack of teacher training in EMI, and a lack of curriculums designed to integrate both language and content. From this point of view, this presentation offers practical recommendations to enhance EMI practices, such as fostering collaborative efforts between content lecturers and English-for- Academic-Purposes (EAP) experts, offering bridging programs for underprepared students, and developing of appropriate assessment strategies that balance language skills and content evaluation. It also emphasizes the necessity of institutional support and curriculum alignment in ensuring good EMI practices. Lastly, this presentation argues that EMI is not only a means of delivering subject content but also a rich environment for language learning, provided teachers have the tools and support needed to deal with the challenges it presents.

Ayşenur Avcı Üzüm

Eskişehir Technical University

Türkiye

A Small-Scale Study: Analyzing Reflective Teaching Attitudes of Turkish EFL Teachers

This study aims to identify the attitudes of teachers of English towards reflective teaching according to their demographic features in Turkish EFL context. To collect quantitative data, Reflective Teaching Attitude Scale, which was developed by Akbari, Bahzaadpoor and Dadvand (2010) was utilized to find out the participants' tendency regarding reflective teaching. The data were collected from 65 Turkish EFL teachers and the data were analyzed according to English teachers' genders, institution type, years of experience and last degree they have completed. The results of the study establish that there is no statistically significant difference among gender, institution, experience and degree and reflective teaching for English teachers. These findings may help us to understand that Turkish EFL teachers have a potentiality in showing high level of reflective teaching practices. Their gender, years of experience and having graduate or undergraduate diploma do not significantly influence English teachers' reflective teaching practices.

Keywords: Reflective Teaching, EFL Teachers, Teacher Attitudes

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Tekirdağ Namık Kemal University

Türkiye

Common features of brand names of Artificial intelligence models

This study suggests that the brand naming of the artificial intelligence models currently used worldwide overlaps significantly with a pattern of co-construction of knowledge through an interactive language process between the human learner(s) and the algorithm, reflecting the guiding teaching source or a more capable peer. Evaluated with a human-plus machine approach rather than a human-only or machine-only one, the brands of the top AI models are seen to simulate engaging, facilitative, interactive, collaborative, context-rich, and student-centered processes in informal settings which do not confuse informality with sloppiness but on the contrary exhibit depth of personal, meaningful interaction. Aiming to reflect the role of artificial intelligence products in the collaborative peer learning process, the applied linguists create brand names that demonstrate this mediation or facilitation through metaphors with the objective of persuading the learner evoking emotions to initiate and maintain an engagement with the product, service, or brand. As for methodology, first, a list of brand names of the top AI models was selected. The brand names were searched for their literal meanings, the denotative meanings that can easily be looked up in dictionaries. Then these names were explored for metaphorical meanings to find out an interface of relevance. The literal-metaphorical interface has been investigated whether it demonstrates a pattern. The model of OpenAI ChatGPT associates being open to dialogue or informal chat, the meaning of the word Gemini (twins in Latin) involves collaboration. Besides Gemini zodiac sign is associated with adaptability, connection, and multiple perspectives. Grok evokes a sense of deep insight. Claude has a resemblance to a cloud. Cloud systems allow real-time collaboration, helping teams to work together on projects. Clouds make the world habitable, either cooling or warming the planet, functioning as the key regulator of the planet's average temperature. DeepSeek also brings depth to the search. Co-pilots assist the captain and have key roles in communication, foreground teamwork, and collaboration with the captain.

Keywords: applied linguistics, brand naming, Artificial Intelligence models

Elif Günay

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Türkiye

Empowering EFL Learners Through Corpora and Data-Driven Language Learning

This study explores the integration of corpora and Data-Driven Learning (DDL) in EFL contexts, emphasizing how authentic language data can enhance learner autonomy, critical thinking, and linguistic competence. Corpora, as large structured collections of real-world texts, provide learners with exposure to authentic language use across genres and registers. Through tools like concordancers, frequency lists, and collocation analysis, DDL encourages inductive learning, where students identify patterns and rules independently. The study outlines practical applications of corpora in vocabulary development, grammar instruction, and writing improvement. It also addresses challenges such as technical skill requirements, time constraints, and limited access, offering solutions for practical classroom implementation. Drawing on recent research and case studies, the study highlights how data-driven learning fosters learner autonomy with deeper engagement and supports the development of accurate, fluent, and context-aware language use in EFL learners.

Pınar Ayyıldız

Lokman Hekim University

Türkiye

Escape from the 'Blackhole'? Mental Fatigue of School Principals and Some Solutions

This study explores mental fatigue amongst school principals, metaphorically conceptualized as a “blackhole” drawing in their emotional, cognitive, and everyday professional energy. Amidst the boosting demands, school principals are facing unprecedented levels of stress and burnout. Thusly the research intends to investigate their lived experiences pertaining to chronic mental fatigue, the causes, and potential strategies for mitigation and support. Drawing on in-depth semi-structured interviews with 10 school principals across diverse educational contexts, the present study adopts a phenomenological approach. Data were analyzed using thematic analysis. The participants frequently portrayed their roles as isolating and emotionally draining, with many expressing feelings of entrapment and powerlessness where emerges the metaphor of the “blackhole.” Despite these, they highlighted several strategies for resilience, including peer support, delegation of responsibilities that pave the way for distributed leadership practices, and systemic policy interventions. The findings underscore the urgent need for a reconfiguration of expectations and novel systems within educational institutions. Via giving voice to the often-overlooked emotional toll of school administration- if not leadership, this study contributes to the discourse on educational well-being and leadership sustainability, calling for immediate and longer-term responses to address the mental health crisis among school principals.

Esmanur Çeliker

İstanbul Kültür University

Türkiye

Beyond the Classroom: Factors Influencing EFL Teacher Wellbeing and Job Satisfaction

This mixed-method study examines the relationship between teacher wellbeing and job satisfaction and the factors affecting them at tertiary-level EFL settings. The sample (n=31) is chosen using convenience sampling. The participants are the EFL instructors working at the preparatory school of a foundation university in Istanbul, Türkiye. They had various years of experience and levels of education, showing the diversity of the group. An online survey, consisting of Likert-scale items for quantitative data and one optional open-ended question for qualitative data, was sent to the participants individually. The results show that half of the participants' overall wellbeing is affected positively by the relationship they have with their students and colleagues as well as by meeting their students' goals, their satisfaction with their current workplace, and the health of their families and friends. Regarding job satisfaction, the majority of the participants (n=20) stated that their good rapport with their students was important for their job satisfaction. In addition, they mentioned that teaching gives them the opportunity to be creative and use various skills, provides them with professional improvement opportunities, and makes them feel responsible for their teaching. According to the survey results, salary and benefits, time management issues, and physical surroundings of the school were factors negatively affecting job satisfaction. For higher job satisfaction and teacher wellbeing, teacher recognition and equitable compensation should be prioritized as well as professional development opportunities and support.

Keywords: teacher wellbeing, job satisfaction, English language teaching, tertiary-level

Alireza Navidmoghaddam

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Türkiye

Teacher Insights into the Educational Impact of Generative AI in High School Settings

Artificial intelligence has been impacting many different occupational fields, including education, with human task replication that can improve productivity and efficiencies. Generative AI is a subset of artificial intelligence that uses deep learning to generate text, images, music, and other formats of content based on much larger data sets from the Internet. With the release of ChatGPT in 2022, generative AI became very accessible for educators to incorporate into instructional planning and resource purposes, while it became more common practice for students to utilize it for academic purposes, such as studying, content generation, and proofreading. With the rise of AI use, concerns about correctness, bias, academic integrity, and privacy have rightfully surfaced. This phenomenological study sought to explore secondary teachers' perceptions of generative AI as a tool for teaching and learning. The ten core subject secondary teachers (grades 9–12) were interviewed using semi-structured interviews to gather perceptions about use and benefits of generative AI, along with their concerns, institutional support, and perceived student impact. Findings demonstrated that teachers utilized generative AI for instructional content generation and communication, but they also expressed concerns about AI use with academic integrity and pedagogy. Teachers articulated the need for structured professional development opportunities, followed by policies and school administration to help use generative AI efficiently in education, while also not compromising the value of student learning through authentic practices.

Zübeyde Yaraş, Seda Gündüzalp, Deniz Civelek

Hatay Mustafa Kemal University, Munzur University

Türkiye

Digital School Culture from the Perspective of School Administrators: Transformation, Resistance, and Strategic Approaches

Digitalization in educational environments is not merely a process of technological integration; it also represents a multidimensional transformation that influences pedagogical approaches, management practices, and organizational values. The diversification of learning environments, the changing profiles of learners, and the transition of educational processes to digital platforms have necessitated the strategic development of digital competencies among teachers, students, and educational administrators. In this context, digital school culture pertains not only to the ability of institutions to utilize technology, but also to how, for what purpose, and in accordance with which values technology is employed. School administrators play a critical role in the success of the digital transformation process. They are positioned as strategic decision-makers, implementers, and leaders who integrate digital values into institutional culture and facilitate the internalization of digital culture within schools. As in any transformation process, it is inevitable to encounter various forms of resistance at both individual and organizational levels during digitalization. Managing these resistance factors is essential for the effective adoption and sustainability of digital culture. Accordingly, this study aims to explore school administrators' perceptions of digital school culture, the individual and organizational resistance factors encountered during the digital transformation process, and the strategic approaches they adopt to overcome these challenges. The study was designed using the phenomenological pattern, one of the qualitative research methods. The study group consisted of 12 school administrators selected through maximum variation sampling. The data were collected using a semi-structured interview form and analyzed through content analysis. The findings revealed that school administrators attributed individual resistance primarily to a lack of digital literacy and anxiety toward change, while organizational resistance was linked to insufficient institutional support and a lack of motivation. As a result, it was concluded that school administrators play an active role in not only managing technological integration but also embedding digital culture as an integral part of the school environment.

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Innovative Approaches in Medical Education: The Impact of Puzzles on Learning and Motivation

Objective: This study aimed to examine the effects of puzzles on students' academic achievement and motivation in medical education. Method: A randomized controlled trial was conducted with 70 first-year students at Atatürk University. Both experimental and control groups received interactive instruction on the Roper, Logan, and Tierney Life Model. The experimental group also completed puzzle-based learning, while the control group did not receive additional instruction. Data were collected via achievement tests and a motivation scale. Findings: The experimental group's knowledge scores significantly increased, while the control group's scores decreased. Motivation levels slightly changed in both groups but were not statistically significant. Conclusion: Puzzle-based learning is an effective educational method in nursing education, enhancing comprehension and clinical application. It is recommended to use interactive techniques like puzzles more widely in medical training.

Keywords: Medical education, puzzle, academic achievement, motivation.

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Peer Education Model in Nursing Education

Peer education is a student-centered and cost-effective teaching method that supports the cognitive, affective, and psychomotor development of nursing students. It encourages students to ask questions in situations they do not understand or hesitate due to patient privacy, increases their willingness to participate in practice, and boosts their self-confidence. It also contributes to the development of personal skills such as interpersonal communication and time management, helping students take responsibility for their own learning. Research shows that peer education enhances knowledge, skills, and attitudes, reduces learning anxiety, and improves success in clinical practice. Considering the increasing number of students and the shortage of educators, peer education is a feasible and effective method in nursing education.

Keywords: Nursing education, peer education, student-centered learning.

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Rethinking ESP Pedagogy: Harnessing Problem-Based Learning to Bridge Disciplinary Communication and Professional Competence

In today's fast-evolving, interdisciplinary professional landscapes, English for Specific Purposes (ESP) instruction must move beyond grammar and vocabulary drills to cultivate adaptive, collaborative, and creative problem-solvers. This interactive workshop explores how Problem-Based Learning (PBL) can redefine ESP pedagogy by fostering not only effective communication but also the critical thinking and real-world problem-solving skills essential for success in specialized domains. The session begins with a participatory community-building exercise that models inclusive, reflective learning and sets the stage for an immersive PBL experience. Grounded in the foundational research of Barrows and Tamblyn (1980), Schmidt (1983), and Beckett & Slater (2005), participants will explore how PBL aligns with the "Four Cs" of 21st-century education: communication, collaboration, critical thinking, and creativity (Trilling & Fadel, 2009; Greenstein, 2012). Through scaffolded experiential activities—such as a Seven-Step sequencing task and a collaborative Jigsaw simulation, attendees will engage with adaptable strategies for integrating PBL into ESP curricula to support contextualized language use, learner autonomy, and discipline-specific application. Classroom-based research from Tunisian ESP contexts will be shared to demonstrate measurable improvements in learner motivation, speaking confidence, and applied problem-solving skills (Hmelo-Silver, 2004; Dolmans et al., 2016; Savin-Baden & Major, 2004). This workshop offers TESOL professionals a research-informed, practically adaptable framework for embedding PBL into ESP instruction. Participants will leave with concrete lesson models, assessment tools, and strategies for contextualizing instruction to meet both academic and workplace demands. By reimagining ESP through the lens of problem solving and critical engagement, this session contributes to the evolution of learner centered, skills-driven, and future-ready ESP education.

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Examining the Relation between Teaching Motivation and Job Satisfaction: The Moderating Role of Income

Recently, the association between teaching motivation and job satisfaction has been addressed by the professional in ELT; however, the moderating role of income in the relation between teaching motivation and job satisfaction has not been touched by researchers in the Iranian context for high school EFL teachers. The present study mainly aimed to: 1) investigate the interactional effect of income on the relationship between intrinsic motivation and job satisfaction, 2) investigate the interactional effect of income on the relationship between extrinsic motivation and job satisfaction, and 3) investigate the interactional effect of income on the relationship between altruistic motivation and job satisfaction. In so doing, a total number of 239 high school teachers from Khorasan Razavi Province participated in this study based on criterion-based selection method. To gather the relevant data, the questionnaires of teaching motivation and job satisfaction were utilized and the teachers were categorized into six groups based on their income. The results obtained from One-way MANOVA confirmed a significant relation between intrinsic motivation and job satisfaction, between extrinsic motivation and job satisfaction, and between altruistic motivation and job satisfaction with respect to the moderating role of income. The findings emphasized that the effect size of income is large in increasing teaching motivation components, including intrinsic motivation, extrinsic motivation and altruistic motivation as well as enhancing job satisfaction for English high school teachers in the context of Iran. The study offers practical implications for language teachers and language learners.

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Applying Artificial Intelligence in Education: An Empirical Exploration of New Pedagogical and Systemic Trends

Artificial Intelligence (AI) is transforming the education sector at a very fast pace, making learning individualized, more efficient management, and filling gaps of accessibility and inclusion. The abstract discusses the revolutionary potential of AI in education, highlighting ongoing innovations like intelligent tutoring systems, AI-powered assessment tools, predictive analytics, and adaptive learning systems. Based on global case studies and empirical evidence, the article demonstrates how AI facilitates differentiated instruction, instant feedback, and data-driven instruction for teachers. The article further critically examines ethical issues, data protection, and the digital divide and recommends measures for responsible and equitable AI adoption in schools. Looking at the future landscape of learning, the research requires teacher capacity development, stakeholder collaboration, and policy frameworks to unlock the potential of AI. Artificial Intelligence (AI) is no longer an education vision for the future—it's here, and it's transforming deep pedagogy and system changes. This article offers evidence-based analysis of the emerging role of AI in education on three main themes: pedagogy with intelligence, data-driven decision-making, and innovation within institutions. Drawing from a meta-analysis of recent empirical studies and pilot adoption across various learning environments, the article is about dominant trends in AI integration, ranging from adaptive learning algorithms to NLP-enabled feedback loops, AI-supported formative assessment, and predictive analytics for anticipating student success. The research critically analyses whether AI improves cognitive engagement, addresses learning gaps, and enhances differentiated instruction at scale. The research also probes the interspace between artificial and human agency within blend learning spaces, giving the highest importance to teacher-AI co-design models. Research methodologies involve longitudinal analysis of data, classroom case studies with the help of AI, and comparative evaluations of AI interventions in low-resourced and high-tech learning environments. Ethical considerations—via algorithmic justice to safeguarding student data— to guide policy-level conversation. The proposals nudge strategic investment in the AI literacy of teachers, strong assessment processes, and equity-focused AI design. This paper will help create an internationally applicable map for AI-fortified education systems that are adaptive, inclusive, and ethically informed. While AI can detect patterns faster, false positives or negatives could mislead our young generation. "Technology is only a tool. When it comes to making the kids excited about collaborating with each other and assisting one another, the instructor is the greatest." – Bill Gates. So, AI has to be used in conjunction with human beings, not instead of them. Human judgment is required to direct, improve, and correct AI processes in order to achieve ethical, equitable, and safe results.

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The Effects of Virtual Reality Exposure Therapy on Foreign Language and Public Speaking Anxiety in Tertiary-Level Learners

Foreign Language Speaking Anxiety (FLSA) and Public Speaking Anxiety (PSA) are persistent challenges for EFL learners, often hindering their communicative competence and academic success. In response to the growing demand for innovative solutions, this study investigated the use of Virtual Reality Exposure Therapy (VRET) as a tool to reduce anxiety. Conducted over six weeks, the study examined the impact of VRET on 21 tertiary-level students, comparing results between experimental and control groups. Utilizing the FLSA and PRPSA scales, along with reflective journals and interviews, the research found that while both groups experienced anxiety reduction, the experimental group showed significantly greater improvement in PSA. Qualitative data revealed enhanced learner confidence, receptivity to VR-based learning, and perspectives on the integration of AI within VR-supported language education. This presentation will outline the research methodology, highlight key findings, and discuss the broader implications of implementing immersive technologies in language learning. Attendees will gain insights into VRET's potential to alleviate anxiety and foster communicative confidence in real-world scenarios.

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The Impact of a Gamified EFL Learning Platform on Iranian Primary School Students' Speaking Development

This research examined how a gamified English language learning system improved the speaking capacity of Iranian children. We tracked 80 students, with 40 in two groups. One group practiced through our system over six weeks and earned points and badges for speech practice, whereas the other underwent traditional teaching methods. We evaluated all kids for speaking abilities through questionnaires pre- and post-experiment. Results showed that the ones who used the gaming platform improved considerably in confidence and fluency. Pronunciation also improved but not as significantly. We were most impressed by how the game facilitates greater learning engagement. Kids were less anxious to speak English when they were being rewarded and saw leaderboard progress. Competitive elements must, however, be kept in check to be sure learning is being kept as the foremost concern. The results suggest that engaging motivational learning games can allow language educators to assist timid young kids in overcoming shyness to speak English. The study offers teachers recommendations on how to promote child language learning and enjoyment.

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The Impact of AI-Based ESL Instruction on the Development of Cognitive and Emotional Intelligence in Children: A Cross-Cultural Study of Iranian and Canadian Learners

This study investigates the effect of artificial intelligence (ESL)-based English language education on the cognitive development and emotional intelligence (EI) of children in Iran and Canada. It compares two groups of children aged 6 to 12 from both countries who are exposed to AI-based ESL platforms. Findings show that artificial intelligence-based ESL training not only increases cognitive skills such as memory, attention and problem solving, but also positively affects emotional intelligence including self-regulation and empathy. Furthermore, during the study, it was found that Canadian children who have wider access to AI-based learning tools outperform Iranian children not only in English but also in learning other languages. This data and information are taken from the author's thesis, which is currently being prepared for defense, and which took approximately eight months of research and revision. Additionally, this study shows how AI-based learning can save time and provide universal access to basic resources for all children.

Keywords: Artificial Intelligence, ESL, Cognitive Skills, Emotional Intelligence, Cross-Cultural Study, Children, Iran, Canada.

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The Role of Artificial Intelligence in Education: Benefits for Educators and Students

Artificial Intelligence (AI) is transforming education by enhancing teaching, learning, and administrative processes. Rather than replacing educators, AI serves as a supportive tool, improving efficiency and personalization in education. Key benefits include reducing teachers' administrative burdens through automated grading and scheduling, enabling customized learning experiences tailored to individual student needs, and providing real-time feedback to identify and address learning gaps. Additionally, AI aids school leaders by analyzing data to inform decision-making and resource allocation. However, challenges such as data privacy, algorithmic fairness, and equitable access to AI tools must be addressed to ensure responsible implementation. Ultimately, AI complements teachers by automating routine tasks, allowing them to focus on fostering critical thinking, creativity, and meaningful student engagement—areas where human educators remain indispensable.

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Bridging the Gap: How AI-Driven Writing Feedback Supports Language Learners Within Vygotsky's Zone of Proximal Development

Within the proliferation of AI-assisted language learning and teaching, a steady stream of research has been conducted and the scholars have worked towards the investigating of AI-provided aid in language learning, particularly AI- generated feedback on writing, which is the main focus of this presentation. The essence of AI-driven feedback on writing and its prevalent use by second language learners has drawn researchers' attention to take the relevant pedagogical theories, AI technical advancements, and their ethical implications into in-depth consideration. As far as the pedagogical realm is concerned, Vygotsky's sociocultural theory is bound to incorporate scaffolded feedback generated by AI as a mediator and in the absence of a teacher, in a sense that this scaffolded feedback has great potential to bridge the gaps in learners' knowledge that relates to Vygotsky' Zone of Proximal Development. Technically, advancements in AI tools, including Grammarly for the sake of grammar correction, QuillBot in the interest of vocabulary enhancement, and ChatGPT as an enabler of interactive writing practice, are of paramount importance to point out. On par with these foci, the ethical implications of AI application in the writing territory have alarmingly made researchers pay close heed to plagiarism, hindrance of creativity and critical thinking, bias-laden feedback, and privacy and data exploitation issues. Digital literacy, balanced AI- generated feedback with human instruction, and ongoing refinement are suggestive of a resolution to address these challenges.