

# GELTUS 7

## SEEKING

## THE

## NOVELTY

**MAY 9TH, 2025**



**GELTUSCONFERENCE.GAZI.EDU.TR**



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# FOREWORD

## DEAR PARTICIPANTS,

We are delighted to have you join us for the 7th GELTUS Conference. Carrying forward the legacy of the English Language Teaching Department at Gazi University, we are honored to have colleagues from around the country join us. GELTUS, a student conference, has always provided an opportunity for pre-service teachers to collaborate and learn new skills as we advance in our professions. Our field's future will be broader as we expand our knowledge today and apply it to classrooms of the future. We hope that everyone who takes part in GELTUS this year has an unforgettable time as we get together once more to make contributions to our significant field. We express our gratitude to all those who helped to make the 7th GELTUS Conference possible. We extend our heartfelt gratitude to the Gazi Faculty of Education for sponsoring this year's GELTUS, the Gazi English Language Teaching Society (GELTS) team for organizing the event, and our outstanding presenters for their invaluable contributions to our area and conference.

We extend our gratitude to Asst. Prof. B   ra   elen for enabling us to embark on this adventure, and Prof. Dr. Pa  a Tevfik Cephe, Assoc. Prof. Dr. M  zeyyen Nazlı G  ng  r, Asst. Prof. Dr. Mustafa Akın G  NG  R for continually broadening our worldview by introducing new perspectives and concepts.

# CONFERENCE PROGRAM

|               |                                       |   |   |   |  |
|---------------|---------------------------------------|---|---|---|--|
| 08.45-09.45   | REGISTRATION<br>(C BLOCK<br>ENTRANCE) |   |   |   |  |
| 09.15-09.45   | F BLOCK<br>CONFERENCE HALL            | <b>Cello Concert</b><br>by Ali Buğra YILMAZ and İrfan Can KÜTÜ  |   |   |  |
| 11.00-11.40   | F BLOCK<br>CONFERENCE HALL            | <b>Opening Remarks</b>  |   |   |  |
| 10.00 - 10.50 | F BLOCK<br>CONFERENCE HALL            | <b>Plenary Talk</b> - "CHANGING PARADIGMS, CHANGING ENGLISHES:<br>TEACHING ENGLISH IN A CHANGING WORLD " by Yasemin Bayyurt                         |   |   |  |
| 11.00-11.40   | F BLOCK<br>CONFERENCE HALL            | <b>Fulbright Türkiye-Masters and PhD Grants</b> -<br>İrem Arıcan Yiğit  |   |   |  |
| 11.40-12.00   | BLOCK C                               | COFFEE BREAK  |    | COFFEE BREAK  |   |
|               |                                       | ROOM 1 (Z-08)   | ROOM 2 (Z-07)   | ROOM 3 (Z-06)   | ROOM 4 (Z-05)  |
| 12.00-12.20   |                                       | <b>Teaching Meets Testing: Applying<br/>Dynamic Assessment in ELT</b><br>Saadet Simge Yılmaz  | <b>METU FLE Teachers' Strategies During/After<br/>Online Teaching Period</b><br>Elif Karaçağa, Alara Özaslan & Bilge Kuşçu      | <b>Volunteering as a Path to Reflective<br/>Teaching: A Self-Study</b><br>Tuba Selin Telli  | <b>How Essential Is the Family Support?<br/>Gazi ELT Students' Insights on Family Support</b><br>Ece Erçoban & Rüya Kaya   |
| 12.25-12.45   |                                       | <b>Representation of Global Issues in<br/>Textbooks of Turkish High Schoolers</b><br>Cansu Bayraktar  | <b>How ChatGPT Supports Pre-Service<br/>English Teachers in Lesson Planning<br/>Process</b><br>Filiz Baykan & Rümeyza Özdemir   | <b>Social Media, Metadiscourse, and (Non-<br/>Native Speakerism): A Critical Look at English<br/>Teaching on Instagram</b><br>Ceren Lel   | <b>Integrating Climate Action into English<br/>Language Teaching through CLIL: A Lesson<br/>Plan on Marine Life for Young Learners</b><br>İlayda Çetinkaya, Elgin Altun & Elif Tümöklü |
| 12.45-13.45   |                                       | LUNCH BREAK   |    | LUNCH BREAK   |   |
|               |                                       | ROOM 1 (Z-08)   | ROOM 2 (Z-07)   | ROOM 3 (Z-06)   | ROOM 4 (Z-05)  |
| 13.45-14.05   |                                       | <b>Pre-Service Teachers' Journey in<br/>Practicum: Finding Their L2 Path</b><br>Ergün Sadıkoğlu   | <b>Teaching English To Young Learners<br/>Presentation</b><br>Hacer Senanur Özkaya  | <b>How Interactive Read-Aloud Effect<br/>Students' Foreign Language Reading<br/>Skills and Attitudes</b><br>Ceyda Çotur & Sudegöl Büyük   | <b>Revolutionizing ELT<br/>with Generative AI</b><br>Harun Beyaz   |
| 14.10-14.30   |                                       | <b>Orthographic Inconsistencies and<br/>Cognitive Load in Second Language<br/>Acquisition: A Case Study of Turkish<br/>Clitic</b><br>Alaadin Serdar | <b>Online Games' Impact on University<br/>Students' English Speaking Motivation</b><br>Nisa Nur Işık & İrem Nur Kadifekale      | <b>How English Teachers at Different<br/>Educational Levels in Turkey Perceive<br/>and Maintain Student Motivation in<br/>Language Learning</b><br>Sıraç Fazlı Yılmaz & Tanık Erkan Aydınlı | <b>Brief ICC Training Enhances ELT<br/>Students' Translation and Cultural<br/>Awareness</b><br>Emiliya İbrahimli   |
| 14.30-15.00   |                                       | COFFEE BREAK  |    | COFFEE BREAK  |   |
|               |                                       | ROOM 1 (Z-08)   | ROOM 2 (Z-07)   | ROOM 3 (Z-06)   | ROOM 4 (Z-05)  |
| 15.00-15.20   |                                       | <b>Teaching and Assessing through<br/>Formative Assessment</b><br>Melike Kayar  | <b>Can AI Replace English Teachers'<br/>Jobs? Pre-service English Teachers'<br/>Perspective</b><br>Merve Kaynaroğlu & Emre Ekşi | <b>How Middle Schoolers Use<br/>English: Informing Classroom<br/>Lesson Design</b><br>Cemre Koç & İrem Öktem  | <b>Pre-Service ELT Students'<br/>Attitudes Toward Bilingual<br/>Instruction</b><br>Mehmet Kehya  |
| 15.25-15.45   |                                       | <b>Personalizing English Learning:<br/>AI and Kolb's Experiential Model<br/>Combined</b><br>Emine Nur Arslan & Feride Han                           | <b>Enhancing Vocabulary Acquisition:<br/>Perspectives of EFL students in Turkey</b><br>İlayda Aktepe & Arzum Karadoğan          | <b>Perspectives of Pre-Service EFL<br/>Teachers on the Impacts of Methodology<br/>Courses on Their Teaching</b><br>Melis Par & Mert Can Şahin   | <b>Bridging Languages, Cultures, and<br/>Classrooms: Our Virtual Exchange<br/>Journey</b><br>Sibel Çelik & Reyhan Azra Alıcı   |
| 15.50-16.10   |                                       | <b>Empowering Future Educators:<br/>Integrating AI Tools into ELT Practice</b><br>Elzem Gülben Nebioğlu   | <b>Integrating Quizlet into the Language<br/>Classroom</b><br>Sena Kaya   | <b>Outside The Classroom, Inside The<br/>Language: Speaking Clubs</b><br>Zehra Bedia Yılmaz & Rabia Mermer  | <b>Engaging English Teaching<br/>for Young Learners: Song, Craft, Game</b><br>İrem Yücesan & Havva Nur Saltan  |
| 16.20-17.00   |                                       | CLOSING CEREMONY  |   | C-Z14 Hadiye Sayron Lecture Hall  |  |

# ABSTRACTS

**PROF. DR. YASEMİN BAYYURT**

## **CHANGING PARADIGMS, CHANGING ENGLISHES: TEACHING ENGLISH IN A CHANGING WORLD**

Language teachers are required to foster effective communication and intercultural understanding as societies become increasingly interconnected and linguistically diverse. In this increasingly globalized and multilingual world, where English plays a central role in the development of future global citizens, the landscape of teacher education is changing. Therefore, this change is important to study because it requires a careful look at how we teach, what we include in our courses, and how we prepare teachers, especially in light of new trends in English Language Teaching (ELT). In this respect, it is important to note that teachers should equip their learners with the necessary linguistic skills to address linguistic diversity while fostering English proficiency and recognizing its global significance. This presentation also emphasizes how ELF-aware English- language teacher education will contribute to enhancing teachers' roles in • developing cultural competence, • adapting instruction, and • engaging in continuous professional development. Emphasizing the value of interdisciplinary collaboration, it calls for partnerships between teacher educators, linguists, and sociologists to create inclusive and responsive strategies. Finally, the talk aims to highlight the urgency of redesigning teacher education from an ELF perspective to prepare English language teachers for multilingual, culturally rich classrooms and to support learners in navigating a globalized society.

# ABSTRACTS

## İREM ARICAN YİĞİT

### FULBRIGHT TÜRKİYE - MASTER'S AND PH.D. GRANTS

The Fulbright Master's and PhD Grants are a prestigious scholarship programs that offer citizens of Türkiye the opportunity to pursue graduate-level education or research in the United States. Established in 1949 through a bilateral agreement between Türkiye and the United States, the Turkish Fulbright Commission has supported nearly 6,000 Turkish and American students and researchers to date.

The Master's and Ph.D.grant covers tuition fees up to \$60,000, as well as living expenses, health insurance, books, settlement allowance, and round-trip airfare. To apply for the master's grant, a minimum GPA of 3.00 is required, while a minimum GPA of 3.50 is needed for the Ph.D. grant, along with a valid English proficiency certificate. Exams such as the GRE/GMAT or university admission are not mandatory at the application stage. For MBA applications, at least one year of work experience is required. The selection process includes steps such as online application, file review, interview, and orientation. Fulbright supports candidates who aim for academic excellence and societal contribution.

# ABSTRACTS

**HARUN BEYAZ**

GAZI UNIVERSITY

## **REVOLUTIONIZING ELT WITH GENERATIVE AI**

This presentation outlines a model for designing a well-structured and pedagogically grounded speaking activity, highlighting the essential features of communicative tasks such as the integration of both information-gap and opinion-gap elements within a single framework. Drawing on principles from Communicative Language Teaching (CLT), the project demonstrates how a branching, text-based role-playing game (RPG) can be used to structure student interaction in meaningful and engaging ways. Uniquely, this activity was designed, written, and coded by an ELT student in collaboration with ChatGPT, showcasing how generative AI can expand a teacher's capacity beyond traditional boundaries. In this case, AI served not only as a language assistant but also as a co-programmer. Through prompt engineering techniques, the entire game, complete with pre-written choices and a built-in narrative structure, functions as its own game master, allowing for natural follow-up tasks and ease of classroom use (Spasić et al., 2023). The presentation also addresses issues of accessibility. The final game was deployed as a public website using free tools such as GitHub, making the resource replicable and adaptable for other educators. The pedagogical implications align with current research showing that integrating technology meaningfully in language classrooms can significantly boost engagement and proficiency (Jamalova, 2024; Rintaningrum, 2023). Rather than relying on generic role-cards, this presentation encourages educators to push creative and technological boundaries. It provides a step-by-step look at how a teacher can design a custom, student-centered speaking experience using AI, storytelling, and a bit of imagination.

**Keywords:** Generative AI, ELT speaking activities, Text-based RPG, Prompt engineering

# ABSTRACTS

MELİS PAR  
MERT ŞAHİN

MIDDLE EAST TECHNICAL UNIVERSITY

## PERSPECTIVES OF PRE-SERVICE EFL TEACHERS ON THE IMPACTS OF METHODOLOGY COURSES ON THEIR TEACHING

As a crucial part of teacher training programs, microteaching has been studied and deemed effective by many studies (Benton-Kupper, 2001; Cebeci, 2016; Coşkun, 2016; Koşar, 2021). This study specifically investigates the perceived effects of methodology courses and microteaching practices on pre-service English as a Foreign Language teachers' teaching skills. Through a mixed research design, quantitative data from an online survey and qualitative data from semi-structured interviews with prospective teachers (N= 42) were collected to explore microteaching practices with regards to its several components. Descriptive statistics revealed that microteaching mostly contributed to the participants' teaching experience in many aspects, such as lesson planning, reflecting on one's performance, and using different teaching tools. On the other hand, the artificiality of the microteaching environment, being observed and graded, lack of gaining experience in classroom management were among the drawbacks and limitations of the microteaching practices. Thematic analysis showed that student teachers generally benefit from microteaching practices with regard to lesson planning, material preparation and adaptation, overcoming teaching anxiety and shyness, and gaining confidence and teaching style. Nevertheless, they expressed conducting microteaching practices in an artificial environment, planning and delivering lessons as a group, and the impact of being observed and graded on teaching anxiety as the drawbacks of the microteaching processes. The analysis also revealed pre-service teachers' thoughts on the ways to improve the microteaching practices to improve their future teaching performances, such as creating real-like classrooms for them, conducting them in real classrooms, and receiving and providing feedback publicly. Through consideration of such suggestions, the effectiveness of microteachings can be maximized in a way to prepare pre-service teachers for their future teachings.

**Keywords:** methodology courses, microteaching, pre-service teachers



# ABSTRACTS

**TUBA SELİN TELLİ**

ERCIYES UNIVERSITY

## **VOLUNTEERING AS A PATH TO REFLECTIVE TEACHING: A SELF-STUDY**

This self-study explores my personal development as a volunteer English teacher in diverse educational settings throughout my undergraduate years. I began teaching in my first year through a university-supported volunteer program but withdrew after two weeks due to tension and lack of confidence. However, during my third year, I returned to volunteering and taught at a social sciences high school for an entire academic year. This decision became a turning point that helped me embrace the desire to support young learners and reflect more deeply on my teaching identity. Another key experience took place during an eight-week volunteering program in a rural area of Romania, where I taught English in a multilingual kindergarten. The children spoke Romanian, Italian, and Romani. Despite the language barrier, I managed to engage them using visuals, gestures, and games.

This experience enhanced my empathy, cultural sensitivity, and adaptability as a teacher. By reflecting on these experiences through the lens of self-study methodology (Loughran, 2004; Schön, 1983), I examine how each setting contributed to the development of my teacher identity, communication strategies, and self-confidence. The results suggest that volunteering is not only an opportunity to practice teaching, but also a valuable means for pre-service teachers to grow emotionally and professionally. Ultimately, this study shows that teaching is more than transferring knowledge, it is about human connection and continuous self-improvement.

**Keywords:** self study, volunteering, reflective practice

# ABSTRACTS

**ELZEM GÜLBEN NEBİOĞLU**

HACETTEPE UNIVERSITY

## **EMPOWERING FUTURE EDUCATORS: INTEGRATING AI TOOLS INTO ELT PRACTICE**

As artificial intelligence (AI) continues to reshape the educational landscape, it is increasingly vital for English Language Teaching (ELT) professionals- students to be equipped with the knowledge and skills to meaningfully incorporate technology into their future classrooms. This presentation of several AI tools, presented as part of the GELTUS Conference at Gazi University, aims to introduce future ELT teachers and current ELT students to a curated set of AI-powered tools that support innovative, inclusive, and engaging language instruction and teaching.

The session will explore five free and user-friendly AI tools with direct pedagogical applications and clear examples:

- Magic School a multi teaching tool creating various activities, tools, and materials for teachers.
- Twee for generating ELT-specific grammar explanations, vocabulary exercises, and activity ideas especially for young learners.
- Edpuzzle for designing interactive video-based comprehension tasks.
- Suno AI for creating custom audio and songs to enhance listening, speaking, and pronunciation activities.
- Napkin AI for summarizing given texts along with creating visuals and graphics to organize teaching ideas.

Through brief introduction and clear examples of teacher implementations of AI tools, participants will critically engage with AI, considering both their practical classroom use and broader implications for language learning. By the end of this presentation, participants will gain a foundational understanding of AI's role in ELT, along with a digital toolkit to support their evolving teaching practices. Also, it encourages future ELT teachers to become confident, creative, and adaptable educators in an increasingly technology-enhanced learning environment. I'm thrilled to share my suggestions on AI tools empowering future language educators of next generations, thank you.

**Keywords:** Artificial Intelligence (AI), innovative learning, technology integration into teaching, teacher training

# ABSTRACTS

**HACER SENANUR ÖZKAYA**

GAZI UNIVERSITY

## **TEACHING ENGLISH TO YOUNG LEARNERS PRESENTATION**

The presentation is a unit designed for young learners consisting of 25 pages. It is a unit designed for 6th graders, unit 2. The theme is breakfast. The level is pre-intermediate. The age of the students is 12. The needs and characteristics of the learners/students were taken into consideration when designing the unit such as colors, backgrounds etc. The unit starts with an appropriate warm-up and given the age of the learners, a tongue twister was used in the presentation as a conclusion to be used at the end of the lesson. The main objective/purpose of the presentation is for students to be able to understand and identify different types of food and drinks and use them in their daily lives. The unit design is not specifically based on a methodology but the teaching of the English program of the Ministry of National Education was taken into account during the designing process. Each skill has its own distinct, sub-objective as well. The presentation is contextualized throughout the unit (around two kids named Adam & Lily). All four skills are integrated into the lesson plan and presentation itself. (Warm-up, listening, speaking, writing, reading, vocabulary, and grammar). Different techniques such as coloring and labeling were used in the unit to make the learning process more fun for learners in writing. Multiple intelligence types are also integrated into the presentation. The presentation promotes individual, group, and pair work. The grammar activities are included throughout the unit rather than given at once. The unit includes different technological apps for education and skills, for instance, an online vocabulary-matching game played as a pair. As for the results and conclusions, this unit can provide crucial insights into teaching English to young learners and be beneficial to use in the classroom.

**Keywords:** Teaching English to young learners, Teaching English

# ABSTRACTS

**CANSU BAYRAKTAR**

GAZI UNIVERSITY

## **REPRESENTATION OF GLOBAL ISSUES IN TEXTBOOKS OF TURKISH HIGH SCHOOLERS**

As the global world grows increasingly interconnected, students are expected to be responsible individuals for the issues in their environment other than being just successful in the schools. In order to meet students' demands for being world citizens, integrating global issues into curriculum can pave the way for developing students' creative, critical and communication skills which are required to solve global problems. As a result, the main tool to provide these skills is through textbooks. In this study, it is aimed to analyse how global issues are represented in the textbooks of high schoolers in Turkey. The study aims to analyse the contents of 9th, 10th, 11th, 12th grade English textbooks according to the categorizations made by several researchers. These are: "1. Human Rights (gender issues, disabled people) 2. The Environment (endangered animals, recycling) 3. Peace Education (refugees, the United Nations) 4. Communicating with Different Cultures 5. Area Studies (world regions such as Antarctica)" (Yoshimura, 1993, p.11). In addition, the categorizations made by Yılmaz & Adamhasan (2022), Koç (2021), Gulya & Fehérvári (2023), Bowen & Hopper (2023), Barışkan (2010) are integrated. It was revealed that some hot topic global issues such as wars, immigration and poverty are underrepresented while the different cultures are included well enough through various activities and visuals. In conclusion, "textbooks remain a central classroom tool in most countries worldwide" (Jimenez et al., 2017, p.13), the contents of the textbooks should include global issues if the curriculum seeks to improve students' knowledge of morality, ethics, and cultural, national, and universal values and ethics in addition to their proficiency in oral and written communication (the Board of Education and Discipline, 2018). Therefore, analysing the contents of the textbooks can help curricula developers to advance high quality education.

# ABSTRACTS

İLAYDA ÇETİNKAYA  
ELİF TÜMÜKLÜ  
ELGİN ALTUN

GAZI UNIVERSITY

## INTEGRATING CLIMATE ACTION INTO ENGLISH LANGUAGE TEACHING THROUGH CLIL: A LESSON PLAN ON MARINE LIFE FOR YOUNG LEARNERS

Environmental education is crucial for young learners, as it fosters early awareness and responsibility toward climate action. This study aims to integrate climate action into education using the Sustainable Development Goals, specifically Goal 14: Life Below Water. It presents an engaging lesson plan designed for 4th-grade students (A1 level) to learn about the effects of climate change on marine life. The lesson incorporates storytelling, arts and crafts, and interactive activities to enhance understanding. Using the animated character Nemo as a central figure, students explore key environmental concepts through kinesthetic and visual learning techniques.

The lesson begins with a warm-up discussion to activate background knowledge, followed by a craft activity where students create fish models inside plastic bottles to represent ocean pollution. A gamified activity simulates ocean cleanup to reinforce the concept and develop problem-solving skills. A song-based task supports both language acquisition and emotional engagement with Total Physical Response (TPR). Grounded in Piaget's discovery learning theory and the Total Physical Response (TPR) approach, the lesson effectively integrates environmental awareness into English language teaching. Findings suggest that storytelling and interactive tasks enhance comprehension and inspire eco-friendly behaviors. This work contributes to Content and Language Integrated Learning (CLIL) by showcasing how English lessons can promote climate education.

**Keywords:** Environmental Education, CLIL, Marine Life, Storytelling, Young Learners

# ABSTRACTS

**SAADET SİMGE YILMAZ**

GAZI UNIVERSITY

## **TEACHING MEETS TESTING: APPLYING DYNAMIC ASSESSMENT IN ELT**

This presentation focuses on the application of Dynamic Assessment (DA) in the English language teaching classroom, offering a fresh perspective on how assessment can be used not only to measure learning but also to actively promote it. Drawing from Vygotsky's concept of the Zone of Proximal Development, DA emphasizes the importance of teacher mediation in uncovering students' learning potential rather than merely evaluating their current levels. It highlights how assessment and instruction can be meaningfully integrated to support learners' development over time, moving beyond traditional static testing methods. The study was conducted with a group of 10 ninth-grade students at Çankaya Borsa İstanbul Tourism Vocational and Technical Anatolian High School as a case study.

Implementing the interventionist model of DA, a four-step process was followed over the course of three weeks: (1) introducing the grammar item "be going to", (2) administering a pre- test and feedback, (3) applying intervention process, and (4) administering a post-test. The goal was to improve students' ability to write emails using future plans accurately. The results of this application suggest a positive impact on students' writing performance, including a significant reduction in grammatical errors, greater motivation and engagement, and deeper understanding of the target structure. This experience demonstrates how DA, when applied thoughtfully, can support learners' individual needs and foster greater autonomy. In conclusion, this presentation aims to highlight the benefits of integrating dynamic, student-centered assessment approaches into regular classroom practice. It encourages pre-service and in-service teachers to reconsider traditional assessment models and embrace more inclusive, developmental, and interactive methods that promote not just evaluation but also meaningful, sustainable learning itself.

# ABSTRACTS

CEYDA ÇOTUR  
SUDEGÜL BÖYÜK

DUZCE UNIVERSITY

## HOW INTERACTIVE READ-ALoud EFFECT STUDENTS' FOREIGN LANGUAGE READING SKILLS AND ATTITUDES

This study aims to examine the effects of interactive read-aloud method on primary school students' foreign language reading skills and reading attitudes.

Interactive read-aloud has the potential to have positive effects on students' reading habits by increasing their active participation. The study employs a mixed methods approach combining quantitative and qualitative data to

comprehensively understand the effects of interactive reading. The qualitative part of the design is the reflective observation notes, jotted down every week. The

quantitative design of the research is a pretest-posttest one-group quasi-experimental design on a single group. Before starting interactive reading, a scale was administered to measure students' attitudes towards reading to 30 students.

This initial assessment is to measure students' attitudes before the intervention.

We have been conducting an interactive reading program which will last 12 weeks in total, consisting of 3 different books. Before and after each book, the students are given the same vocabulary test to compare their vocabulary knowledge. At the

end of the third book, they will be given the same scale to compare the possible

changes in their attitudes. Right now, two books have been completed. Students actively participate in interactive reading sessions in which techniques such as group discussions, prediction activities and questioning have been used. Although

we have not yet reached the end of the study, as a result of the tests and

observations we conducted during the study, we expect that the success rate in the vocabulary tests given in each new book will increase, the active participation of the students will increase, and the results of the attitude scale given at the end

of the process will follow a positive course. Students who receive interactive reading training are expected to demonstrate significant improvement in terms of reading comprehension and vocabulary retention.

**Keywords:** Interactive reading, reading skills, reading skills, reading attitude, reading motivation



# ABSTRACTS

**FİLİZ BAYKAN**  
**RÜMEYSA ÖZDEMİR**  
DUZCE UNIVERSITY

## HOW CHATGPT SUPPORTS PRE-SERVICE ENGLISH TEACHERS IN LESSON PLANNING PROCESS

In recent years, artificial intelligence (AI) has been increasingly integrated into educational practices, transforming teacher education and professional development processes. AI-powered language models such as ChatGPT offer significant opportunities for pre-service English teachers in the context of teacher education. This study proposes a participatory action research (PAR) project aimed at examining the impact of ChatGPT usage on the lesson planning development of English teacher candidates enrolled in a teaching practicum in Turkey. The research seeks to evaluate ChatGPT's contributions to pre-service teachers' lesson planning processes by analyzing the lesson plans they create and the reflections they write based on the feedback they receive. The analysis of data collected from 11 Turkish pre-service teachers highlights ChatGPT's positive impact on multiple aspects of lesson planning. This research revealed six key areas of improvement. First, ChatGPT helped teachers structure their lesson plans more effectively, ensuring logical sequencing and time management. Second, it encouraged interactive learning by suggesting engaging activities such as role-plays and student-led discussions. Third, AI-assisted time management strategies allowed for smoother transitions and well-paced lessons. Fourth, instructional clarity improved as ChatGPT guided teachers in scaffolding activities and refining explanations. Fifth, reflective teaching practices were strengthened, with ChatGPT prompting deeper self-analysis and lesson adjustments. Finally, ChatGPT's adaptability across diverse teaching contexts made it a useful tool for tailoring lesson plans to various student needs. Overall, the findings suggest that ChatGPT serves as a valuable supplementary tool in teacher education, particularly in the absence of immediate mentor feedback. By enhancing lesson structuring, engagement, efficiency, clarity, reflection, and adaptability, it contributes to the professional development of pre-service teachers and offers meaningful support in their practicum experiences.

**Keywords:** ChatGPT, Pre-service teacher development, Lesson Planning



# ABSTRACTS

**SİBEL ÇELİK  
AZRA ALICI**

**GAZI UNIVERSITY**

## **BRIDGING LANGUAGES, CULTURES, AND CLASSROOMS: OUR VIRTUAL EXCHANGE JOURNEY**

This study reports on a virtual exchange initiative conducted under the Global Graduates through Virtual Exchange: A Model for Language Teachers and Internationalization in UK-Türkiye Higher Education (GlobVELT) project, funded by the Connect4Innovation: UK-Türkiye Higher Education Partnerships Fund of British Council Türkiye. The purpose of the project was to design and implement a collaborative model to develop global graduates by fostering intercultural competence and enhancing digital literacy among pre-service English language teachers. Methodologically, participants from Türkiye and the United Kingdom engaged in collaborative material development, virtual discussions, and reflective tasks to align their skills with contemporary needs in teacher education. As part of this collaboration, participants designed teaching materials titled We Live in a World of Many Languages, which included speaking, listening, reading, writing, and grammar activities centered on the theme of multilingualism. The results demonstrated that participants enhanced their intercultural communication skills, developed a stronger awareness of multilingual and multicultural perspectives, and produced adaptable teaching materials suitable for diverse English language classrooms. Additionally, the project strengthened institutional internationalization efforts by promoting virtual exchange practices and fostering transnational partnerships between higher education institutions in Türkiye and the United Kingdom. The findings suggest that virtual exchange initiatives like GlobVELT can significantly contribute to the preparation of globally competent, digitally proficient, and culturally responsive English language teachers. This project offers a sustainable model for integrating global competence development into teacher education programs, addressing the evolving demands of internationalized and multicultural educational contexts.

**Keywords:** virtual exchange, multilingualism, global competence, English language teaching, teacher education, internationalization

# ABSTRACTS

**İREM YÜCESAN**  
**HAVVA NUR SALTAN**  
GAZI UNIVERSITY

## **ENGAGING ENGLISH TEACHING FOR YOUNG LEARNERS: SONG, CRAFT, GAME**

Engaging young learners requires creative, interactive approaches that foster both language development and motivation. Among the most effective strategies are the integration of songs, crafts, and games into English language teaching.

This study explores the pedagogical benefits of these tools in early language education. Drawing on relevant literature, we will first examine how each tool—musical activities, hands-on crafts, and playful interactions—supports young learners' linguistic, cognitive, emotional, and social growth. Research highlights that songs help improve pronunciation and memory, crafts stimulate creativity and fine motor skills, and games foster communication, collaboration, and spontaneous language use. A demo lesson was conducted with university students who acted as young learners, simulating a real classroom environment. During the session, a variety of song-based, craft-based, and game-based activities were implemented to observe how participants engaged with the materials and tasks. Observations focused on students' engagement levels, interaction patterns, and use of target language structures. A qualitative research approach was adopted to explore the practical applications of these methods. The observational data were analysed through thematic analysis to identify recurring patterns and meaningful themes such as increased motivation, active participation, and enhanced language output. Although the participants were university students, the simulated setting allowed valuable insights into how these methods could potentially affect real young learners. The findings suggest that incorporating songs, crafts, and games can significantly enrich the learning experience, making language acquisition more natural, enjoyable, and sustainable. In conclusion, this study combines theoretical insights with practical classroom examples, offering future educators adaptable, research-backed strategies for creating dynamic, engaging, and learner-centered environments for young learners.

**Keywords:** English Language Teaching, Young Learners, Songs in Language Learning, Craft Activities, Games in Education

# ABSTRACTS

**ERGÜN SADIKOĞLU**

AMASYA UNIVERSITY

## **PRE-SERVICE TEACHERS' JOURNEY IN PRACTICUM: FINDING THEIR L2 PATH**

In order to teach English as a foreign language by exposing and scaffolding, the teachers make transitions between L1 and L2 and use extra sources. However, the integration of L2 into classrooms by pre-service teachers (PSTs) has not received sufficient attention. To fill this gap, the study seeks to identify the challenges PSTs encounter in practicum schools and the strategies they develop to integrate L2 into the classroom during their internship. 11 ELT PSTs from different schools were selected through convenience sampling, and their teaching reflections and responses to open-ended questions were collected through semi-structured interviews and analyzed using thematic analysis. In addition, 2 PSTs were observed while teaching in real classrooms, and field notes were collected and stored by the researcher. These observational data were later analyzed through participant observation methods. Overall, the findings show that most of the participants face a lack of readiness on the side of learners, largely caused by previously insufficient learning environments. As a result, participants were employed for different strategies to increase students' language proficiency. Moreover, beyond linguistic challenges, they also faced individual factors such as a lack of functional communication between teacher and learner, and low learner motivation. To address these challenges, PSTs sought guidance from their mentors and applied various supportive strategies to promote effective teaching, such as supplementing L2 with different resources, utilizing L1, or combining both. This study serves as an invitation to enhance the English teaching system in Türkiye by revealing the challenges pre-service teachers face during their internships in MoNE schools.

**Keywords:** Pre-service teachers, practicum schools, integration of L2

# ABSTRACTS

**MERVE KAYNAROĞLU**

ON DOKUZ MAYIS UNIVERSITY

**EMRE EKŞİ**

TOBB UNIVERSITY

## **CAN AI REPLACE ENGLISH TEACHERS' JOBS? PRE-SERVICE ENGLISH TEACHERS' PERSPECTIVES**

The increasing integration of artificial intelligence (AI) in English language teaching (ELT) through applications like Praktika, ChatGPT, and Elsa Speak has led to discussions on whether AI can replace human teachers. Although these tools offer new opportunities for practice and interaction, their ability to address pedagogical and emotional needs remains questionable. This qualitative study investigates pre-service English teachers' perceptions regarding the possibility of AI tools replacing human teachers in English language teaching. Rather than focusing on the integration of AI into educational practices, the study aims to understand participants' views on whether AI-based tools could eventually assume the roles traditionally held by language teachers. Data were collected through open-ended interviews conducted with approximately fifteen pre-service teachers as part of a pilot study. Preliminary findings indicate that while participants recognize certain strengths of AI tools, including accessibility, instant feedback, and grammar or pronunciation support, they emphasize that human teachers provide irreplaceable contributions such as classroom management, adaptability, cultural awareness, and emotional engagement. As Felix (2020) states, "AI will not, should not, and, indeed, cannot replace the teacher, because of what is (for now at least) unique to the teacher: namely, her humanity" (p. Additionally, concerns were raised regarding AI's inability to adapt to diverse learner styles, manage classroom dynamics, and understand students' emotional or cultural backgrounds. Participants also highlighted the risk of overreliance on AI, which may hinder learner autonomy and reduce critical thinking. In the next stage of the study, participants will be asked to actively use selected AI-powered applications. A second round of interviews will then be conducted to examine whether their perceptions have changed after experiencing these tools firsthand. The study aims to compare pre- and post-experience insights to better understand evolving attitudes toward AI in language teaching.

**Keywords:** Artificial Intelligence, English Language Teaching, Language Learning Apps

# ABSTRACTS

## ALAADDİN SERDAR

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### ORTHOGRAPHIC INCONSISTENCIES AND COGNITIVE LOAD IN SECOND LANGUAGE ACQUISITION: A CASE STUDY OF TURKISH CLITICS

Orthographic conventions play a crucial role in second language acquisition, influencing learners' comprehension, production, and metalinguistic awareness.

However, inconsistencies in linguistic rules—especially those that contradict natural language processing tendencies—can create unnecessary cognitive load for learners and complicate language instruction. This paper critically examines the Turkish orthographic rule that mandates the separate writing of the question particle *mi/mi/mu/mü* and the conjunction *da/de*, arguing that these morphemes exhibit phonological, morphological, and syntactic characteristics aligning more closely with clitics, which are typically written as affixes. Despite Turkish Language Association (TDK) regulations, native speakers frequently deviate from these rules in informal writing, highlighting the tension between prescriptive norms and natural language use. By drawing parallels to English orthographic challenges—such as the confusion between contracted and full forms (*it's* vs. *its*, *they're* vs. *their*)—this study explores how such inconsistencies impact both native and non-native learners of Turkish, particularly those in ELT contexts where linguistic accuracy is emphasized. The challenges posed by arbitrary orthographic rules are particularly relevant in language classrooms, where students often struggle to reconcile prescriptive norms with spoken language realities. Furthermore, inconsistencies in Turkish orthography may present additional difficulties for learners whose first language (L1) follows different morphological and phonological patterns, further complicating second language acquisition. The findings suggest that rigid adherence to outdated orthographic prescriptions may hinder language learners' ability to internalize natural language structures and create unnecessary barriers to fluency. The paper concludes with pedagogical recommendations for ELT practitioners, advocating for a descriptivist approach that prioritizes communicative competence and linguistic reality over arbitrary rules. Additionally, it suggests potential revisions to teaching materials and assessment methods to better align with learners' cognitive processes and natural language use.

**Keywords:** Orthography, Second Language Acquisition, Turkish Morphosyntax, Pedagogical Linguistics

# ABSTRACTS

**SENA KAYA**

**GAZI UNIVERSITY**

## **INTEGRATING QUIZLET INTO THE LANGUAGE CLASSROOM**

In the rapidly evolving digital era, the integration of technology into educational settings has become prominent. Especially in language learning, technological tools are essential components of an effective classroom. One notable example of technology integration in language learning is Quizlet, an application designed to facilitate vocabulary acquisition and language practice through learner-centered activities. It provides an interactive learning environment through flashcards and games, while also promoting learner autonomy by allowing students to progress independently. The aim of this study is to explore the effectiveness of the Quizlet application in language teaching and to present a practical example of its classroom implementation. To this end, the study involves a review of existing literature, an analysis of feedback collected from Quizlet Unconference (2024), which offers insights from both students and teachers about their experiences using the application in the classroom, and a detailed examination of the game modes like "checkpoint, live, blast, flashcards, match". Finally, the study will provide a practical demonstration of how Quizlet can be used in the classroom, focusing on a vocabulary-teaching activity. The findings suggest that Quizlet provides an engaging and supportive learning environment that enhances students' motivation (Çaparlar & Yüncül, 2024). It is found as a supportive tool for developing vocabulary learning and retention through gamified vocabulary instruction, systematic repetition, and interactive exercises (Özdemir & Seçkin, 2024). Teachers report that the application effectively enhances classroom interaction and offers diverse learning inputs, while students find it beneficial for promoting independent study (Quizlet, 2024). In conclusion, Quizlet can serve as a valuable complementary tool for increasing engagement and providing varied input. The crucial factors are teacher guidance, alignment with student needs, and the purposeful integration to promote language outcomes.

**Keywords:** Quizlet, Technology Integration, Vocabulary Learning

# ABSTRACTS

**SIRAÇ FAZLI YILMAZ**

**TARIK AYDINLI**

**GAZI UNIVERSITY**

## **HOW ENGLISH TEACHERS AT DIFFERENT EDUCATIONAL LEVELS IN TURKEY PERCEIVE AND MAINTAIN STUDENT MOTIVATION IN LANGUAGE LEARNING**

It is apparent to everyone that motivation plays a vital role in language learning. Motivation helps learners' participation in their lessons and assists them in their language learning. The purpose of the study is to see how motivation is perceived and maintained by English Language Teachers in Turkey. The study also aims to understand how English teachers utilize strategies to sustain student motivation, and how their attitudes and practices influence students' motivation within the classroom. A qualitative method was used to collect the data, and it was collected through interviews with 11 English in-service ELT teachers from elementary schools, secondary schools, and universities. The interviewees were asked about their opinions about the role of motivation in language learning, their views about how their methods and attitude influence their students' behaviours, and the kind of strategies that they utilize to maintain motivation. The results indicate that teachers are highly aware of the impact of motivation and employ various strategies suited to their students' developmental stages, their interests, and their classroom contexts.

**Keywords:** motivation, teacher attitude, teacher implications



# ABSTRACTS

MEHMET KEHYA

AMASYA UNIVERSITY

## PRE-SERVICE ELT STUDENTS' ATTITUDES TOWARD BILINGUAL INSTRUCTION

Although the number of universities in Türkiye officially implementing English as a Medium of Instruction (EMI) is limited, a noteworthy instructional practice has emerged within non-EMI institutions—particularly in faculties of education. In these faculties, many departmental courses (e.g., Linguistics, English Literature) are delivered in English, while pedagogical courses (e.g., Sınıf Yönetimi, Öğretim İlke ve Yöntemleri) are taught in Turkish. This partial EMI model raises important questions about how prospective English language teachers experience this bilingual academic environment. This paper aims to address a gap in the literature by exploring how this dual-language model influences various dimensions of teacher education, which has not been widely examined in the context of Türkiye.

This study explores the perceptions and experiences of pre-service English teachers enrolled in a non-EMI faculty of education in Türkiye. It investigates the impact of this partial EMI practice on students' academic engagement, content comprehension, and professional identity development. Additionally, it examines whether students perceive this bilingual model as supportive or limiting in terms of their future teaching careers. Semi-structured interviews were conducted with six pre-service teachers, selected through convenience sampling, considering their exposure to both English- and Turkish-medium instruction. The data were analyzed using thematic analysis. Findings indicate that while students find English-medium departmental courses beneficial for language development and career preparation, they also face challenges understanding complex content without adequate support. Conversely, using Turkish in pedagogical courses facilitates comprehension of abstract theoretical concepts. These findings highlight that a partial EMI model may offer a balanced approach in English language teacher education. However, its effectiveness depends on sufficient academic and linguistic support for students. Further studies might explore teacher educators' views on this model or conduct comparative analyses across universities to build broader insights.

**Keywords:** Partial EMI (English as a Medium of Instruction), Pre-service English Teachers, Bilingual Education, Teacher Education in Türkiye



# ABSTRACTS

**ZEHRİ BEDİA ARDIÇ YILMAZ**

ERCIYES UNIVERSITY

**RABİA MERMER**

MIDDLE EAST TECHNICAL UNIVERSITY

## **OUTSIDE THE CLASSROOM, INSIDE THE LANGUAGE: SPEAKING CLUBS**

In a world where English continues to serve as the lingua franca, strengthening English communication skills is the initial step towards acquiring further 21st-century skills (Luka & Seniut, 2019). However, in English as a Foreign Language (EFL) contexts, learners from countries such as Türkiye within Kachru's Expanding Circle (Crystal, 2003) suffer from limited exposure to the target language outside of the classroom. A lack of authentic communication opportunities in daily life can interfere with the development of these learners. Therefore, the need for opportunities that allow learners to practise speaking outside the classroom, particularly in a supportive and interactive environment, is evident (Sebastian & Abrori, 2025). To address this need, this study examines the conversational activities implemented in a university speaking club, explores the participants' experiences during the sessions, and analyses the facilitator's reflections. Using a qualitative case study approach, semi-structured interviews were conducted with ten tertiary-level learners whose English proficiency levels ranged from B1 to C1 according to the CEFR, and the data were analysed through content analysis. The findings underlined that out-of-class activities positively impact learners' confidence, fluency, and motivation in speaking English in EFL contexts. In particular, speaking clubs can complement language classrooms by allowing learners more chances to speak without severe criticism and receive support from peers who share similar goals. Speaking clubs function not only as a language space but also as a support group. In conclusion, out-of-class group activities can help increase learners' confidence, reduce negative feelings, and provide both language improvement and peer support in a natural setting.

**Key Words:** Speaking Club, Confidence, Fluency

# ABSTRACTS

MELİKE KAYAR

GAZI UNIVERSITY

## TEACHING AND ASSESSING THROUGH FORMATIVE ASSESSMENT

This presentation aims to give information about formative assessment and how to implement it in EFL classrooms. First of all, the process of continuously using data about students' knowledge, comprehension, and abilities to inform instruction and meet their learning needs is known as formative assessment. Teachers and students can receive feedback throughout the teaching and learning process through formative assessment, which provides proof of progress to guide subsequent learning activities. Furthermore, the learners are not held much responsible for their grades in formative assessment. The learners enhance their motivation, self-regulation, rigor, and critical thinking skills. After realizing all these benefits of formative assessment, I aimed to implement it in EFL classrooms. To this end, Şehit Erhan Dural Anatolian High School was selected as the implementation center. The learners were in 9th grade, and they were A2 level. The topic was "World Heritage" from the 7th theme from the coursebook and the grammar topic was Simple Past Tense. I realized that the students had difficulty with the past forms of the irregular verbs. They also had some difficulty with making sentences with Simple Past Tense. That's why I decided to create a lesson plan and integrate some formative assessment strategies about these topics. These strategies were Think-Write-Pair-Share and Bingo Game. Instead of just giving them a pen-and-paper exam with fill-in-the-blank activities in Simple Past Tense, this way is more enjoyable and effective for assessing the knowledge of the students. I chose the "Tickled Pink and Green for Go" for formative feedback. Thanks to the feedback given, they can evaluate themselves better and use this feedback to develop their skills. As a result of this implementation, I learned that the students perform better when formative assessment strategies are applied. They can express themselves better in the activities.

**Keywords:** Formative assessment, feedback, assessing

# ABSTRACTS

**CEREN LEL**

AMASYA UNIVERSITY

## **SOCIAL MEDIA, METADISCOURSE, AND (NON-)NATIVE SPEAKERISM: A CRITICAL LOOK AT ENGLISH TEACHING ON INSTAGRAM**

Since social media entered our lives, platforms like Instagram have become widely used for language learning. However these accounts may seem to focus only on teaching, they can subtly reflect ideologies like (non-)native speakerist ideologies through their language use and audience engagement, raising questions about whether such content is truly neutral. These pages often use engagement markers (Hyland, 2005) to establish a sense of closeness with their audience, which in turn exposes learners to (non-)native speakerist ideologies. Therefore, it is important to do a critical metadiscourse analysis to understand how engagement markers contribute to the imposing of such ideologies in language learning environments. This study adopts a critical discourse analysis (CDA) approach to examine how Social Media Influencers (SMIs) convey (non-)native speakerist ideologies through metadiscourse on Instagram-based English teaching pages and by focusing on engagement markers, the analysis explores how these ideologies are being promoted. Data were drawn from six Instagram accounts—two from each of Kachru's (1985) Three Circles of World Englishes—selected based on popularity, engagement, and clear focus on language learning. Findings show that SMIs particularly from the Inner Circle, often reinforce native speakerism through authoritative discourse and strategic use of engagement markers. These markers foster intimacy and interactivity, which normalizes such ideologies. In contrast, SMIs from the Outer and Expanding Circles adopt a more collaborative tone. As a result, learners may come to believe that true language proficiency can only be achieved through native teachers, overlooking the capabilities of non-native teachers. This highlights the need to critically analyze social media language content to understand hidden ideologies behind them. Future studies could expand this study by analyzing a broader range of social media platforms and investigating how different types of metadiscourse other than engagement markers contribute to the spread of (non-)native speakerist ideologies.

**Keywords:** Engagement markers, Metadiscourse, Instagram language teaching, Social media language influencers

# ABSTRACTS

CEMRE KOÇ  
İREM ÖKTEM

GAZI UNIVERSITY

## HOW MIDDLE SCHOOLERS USE ENGLISH: INFORMING CLASSROOM LESSON DESIGN

As English increasingly becomes part of students' everyday lives through digital media and online interactions, it is essential to understand how middle school students use the language outside of academic settings. This study explores the real-life contexts in which middle school students engage with English and how this usage can inform the design of more relevant and meaningful classroom instruction. The purpose of this research is to investigate the everyday domains where students encounter English and to examine how these findings can be used to adapt lesson content to better reflect students' linguistic experiences. The study was conducted with two middle school classrooms, involving a total of 40 students. Data were collected through verbal interviews in a semi-structured format, allowing students to freely express their experiences and perspectives. The central question asked was: "Where do you use English in your daily life?" Results showed that students most frequently engage with English through online games, music, social media, and reading activities. These contexts provide authentic exposure to the language, often in informal and interest-driven ways. However, students expressed that classroom materials do not typically reflect these real-world uses of English, making lessons feel disconnected from their actual experiences. The study concludes that adapting English lessons to incorporate content from games, music, and social media can enhance and real-life language use, teachers can create a more engaging and relevant learning environment for middle school learners. This research highlights the need for student-centered lesson planning that acknowledges and builds upon learners' existing exposure to English outside the classroom.

**Keywords:** Language learning, Lesson adaptation, Middle school students

# ABSTRACTS

EMİLYA İBRAHİMLİ

GAZI UNIVERSITY

## BRIEF ICC TRAINING ENHANCES ELT STUDENTS' TRANSLATION AND CULTURAL AWARENESS

In contemporary ELT contexts, students are expected to develop advanced mediation and intercultural communication competencies essential for effective language and cultural mediation. Specifically, translation exercises involving authentic texts often reveal cultural mismatches that instructors must address pedagogically. Despite increasing recognition of ICC importance in language pedagogy, empirical research on targeted interventions remains limited, particularly for pre-service teachers. This study will examine whether a concise intercultural communication competence (ICC) training module can significantly improve lexical accuracy and cultural appropriateness in students' translation performance. The research will involve 15 undergraduate ELT students from Gazi University who will participate in translation exercises before and after completing this instructional intervention. The methodological approach, drawing on Byram's intercultural competence framework, includes a 45-minute online module delivered via Zoom, incorporating interactive polls and breakout discussions to provide fundamental cultural concepts and mediation strategies directly applicable to translation tasks. The module will specifically address *savoir être* (attitudes), *savoirs* (knowledge), and *savoir faire* (skills) components, emphasizing critical cultural awareness necessary for accurate translation. Each participant will initially translate a 200-word cultural description (pre-test), followed by translating a comparable text after completing the training (post-test). Two independent evaluators (one native Turkish speaker and one native English language instructor) will assess the translations using a standardized 0–5 rubric focusing on lexical accuracy and cultural appropriateness. It is anticipated that post-training translations will demonstrate approximately 15%–20% improvement in accuracy and cultural appropriateness scores. Statistical analysis will employ paired t-tests to determine significance levels of pre-post differences. Assuming statistical significance is achieved, these projected findings would suggest that even brief, targeted ICC instruction can substantially enhance students' interpretation capabilities through heightened cultural awareness. The pedagogical implications will highlight the necessity of integrating structured ICC components into ELT curricula to prepare future educators for culturally responsive teaching practices.

**Keywords:** intercultural communication competence, ELT curriculum, translation assessment

# ABSTRACTS

**NİSA NUR IŞIK**  
**İREM NUR KADİFEKALE**  
ERCIYES UNIVERSITY

## **ONLINE GAMES' IMPACT ON UNIVERSITY STUDENTS' ENGLISH SPEAKING MOTIVATION**

This study explores the impact of online games on university students' English speaking motivation. As online platforms have become a significant part of English learning, online games have also been viewed as potential contributors to foreign language development. Despite many quantitative studies exploring how online games affect language acquisition, it can be stated that student experiences and motivations appear understudied. Hence, the purpose of this study is to put forward university students' perceptions on how online games contribute to the development of their English speaking skills and motivation on this topic. Narrative inquiry was followed, and the participants were chosen from volunteer undergraduate students aged 18 to 30 by using snowball sampling, each of them already playing online games and using voice chat in these games for different periods of time. Semi-structured interviews were conducted with the participants, and the interviews were transcribed. Repetitive themes and patterns were discovered through thematic analysis. Findings indicate that online games allow university students who communicate in English during gaming sessions to improve their pronunciation, fluency, vocabulary knowledge, and grammatical awareness in general. Students also reported that the anonymity of online games reduces their English-speaking anxiety. They also specified that multiplayer games create more interaction than solo games, leading to more language usage. Most students stated that they overcame problems like unintelligible accents and being hesitant to start conversation in English by being exposed to the language constantly and getting support from their teammates. In conclusion, the study suggests that online games have benefits in terms of developing students' speaking motive and linguistic competence when used interactively, consciously, and consistently. Further studies may explore how different types of games affect students' English language acquisition and how online games can be integrated into the classroom setting.

**Keywords:** English speaking motivation, online games, university students

# ABSTRACTS

**İLAYDA AKTEPE  
ARZUM KARADOĞAN**

**GAZI UNIVERSITY**

## **ENHANCING VOCABULARY ACQUISITION: PERSPECTIVES OF EFL STUDENTS IN TURKEY**

This research investigates the perspectives of Turkish learners of English as a Foreign Language (EFL) on vocabulary acquisition and the strategies they find most effective. While vocabulary is a core aspect of language proficiency, limited research has focused on learners' own perceptions and the practical challenges they face. Drawing data from 203 participants aged 17–22 through online questionnaires, the study reveals that the most common obstacles include lack of motivation, insufficient practice, and difficulty in identifying suitable learning methods. Interestingly, although 70.6% of respondents preferred technological approaches, such as mobile applications, traditional methods like flashcards remained widely used. Writing was identified as the most frequently employed skill in vocabulary learning, with reading being the least. Furthermore, learners overwhelmingly associated vocabulary development with enhanced communication, confidence, and academic success. These findings highlight the need for learner-centered, flexible vocabulary instruction that integrates both technological and traditional tools. The study contributes to the ongoing discussion on optimizing vocabulary instruction in EFL contexts, emphasizing the importance of adaptability, learner awareness, and motivation in achieving effective language acquisition.

**Keywords:** TESOL, Vocabulary, Acquisition



# ABSTRACTS

**ELİF KARAÇAĞA  
ALARA ÖZASLAN  
BİLGE KUŞCU**

**MIDDLE EAST TECHNICAL UNIVERSITY**

## **METU FLE TEACHERS' STRATEGIES DURING/AFTER ONLINE TEACHING PERIOD**

The COVID-19 pandemic significantly affected the global education system, resulting in a remarkable shift from face-to-face learning to instructing in an online environment. This study investigates the effects of this remarkable shift on teachers' motivation in the Foreign Language Education (FLE) department at Middle East Technical University (METU) during and after the online teaching period. The primary aim is to explore the METU-FLE teachers' strategies to enhance students' motivation during and after the online teaching period. The study highlights the teachers' perspectives towards online education and provides their experiences in that period. The study also brings out the essential role of teachers' adaptation to digital tools and their use of teaching methods while addressing the challenges that arise with online education. Furthermore, the study brings attention to the psychological and motivational predicaments faced by the students such as adapting to the new technology, social isolation during online education, and difficulty with self-regulation. To examine these aspects of the shift to online education, a semi-structured interview was conducted with five teachers from the METU-FLE department. After analyzing the findings, it was observed that department teachers observed a significant decrease in motivation amongst most students, particularly during the early days of the shift to online education period. To mitigate this decline, teachers implemented various tools and techniques, including interactive activities, and tasks and opted for learning materials modified for online education. However, in the post-pandemic period, the transition to face-to-face education increased students' overall motivation towards education. Consequently, the experiences of METU FLE teachers emphasize the importance of adapting strategies during periods of educational transition. Therefore, the findings of this research may offer valuable insights into the effects of online education on students and effective motivational strategies of teachers contributing to eliminating the drawbacks of the motivational decrease.

**Keywords:** Online Education, Student Motivation, Teacher Strategies



# ABSTRACTS

ECE ERÇOBAN  
RÜYA KAYA

GAZI UNIVERSITY

## HOW ESSENTIAL IS THE FAMILY SUPPORT? GAZI ELT STUDENTS' INSIGHTS ON FAMILY SUPPORT

In foreign language instruction, the motivational and emotional support from family members is often underestimated, yet it plays a vital role in influencing learners' performance. This study examines how pre-service English Language Teaching (ELT) students at Gazi University perceive the role and significance of family support in their language acquisition processes. Despite the increasing focus on emotional and contextual factors in language learning, there is still a lack of empirical research concerning learners' personal experiences with family engagement. To address this gap, 24 undergraduate ELT students completed a standardized 7-item questionnaire to collect quantitative data. The study investigates both direct and indirect forms of family support, which include providing encouragement and emotional stability, as well as assistance with language learning tasks. It draws on results from sociocultural and motivational frameworks. Descriptive statistical analysis indicates that a significant number of students report receiving emotional and motivational support from their families. However, most of them credit formal education as the primary source of their English language skills. Moreover, more active forms of support are often limited due to family members' inadequate language proficiency. The study highlights the importance of incorporating family-oriented practices into teacher preparation programs and language education policy from a pedagogical standpoint.

**Keywords:** family support, ELT students, language learning, motivation, teacher-parent collaboration

# ABSTRACTS

EMİNE NUR ARSLAN

FERİDE HAN

ERCIYES UNIVERSITY

## PERSONALIZING ENGLISH LEARNING: AI AND KOLB'S EXPERIENTIAL MODEL COMBINED

Language learning resistance persists when traditional instruction overlooks learner diversity, emotional support, and individualized learning style alignment. Neuroscientific studies indicate that emotional factors such as anxiety and low self-confidence inhibit the activation of the brain's language centers, particularly Broca's and Wernicke's areas, thereby slowing down language acquisition. This study explores how Kolb's Experiential Learning Theory can explain individual differences in language learning resistance and how Artificial Intelligence (AI)-supported personalized strategies can address these challenges. A Google Forms survey, adapted from Kolb's model, was distributed to 76 university students to investigate their learning styles and language learning barriers. Participants completed the survey anonymously to ensure honest and unbiased responses. The 11-item questionnaire included situational and behaviour-based questions and was analyzed using descriptive statistics, providing an authentic understanding of student profiles—Diverging, Assimilating, Converging, or Accommodating. Results showed that 94.7% had experience with AI-based language tools. Visual (65.8%) and auditory (63.2%) learning styles were dominant, while speaking anxiety (68.4%) and fear of mistakes (71.1%) were common obstacles. This preference highlights the importance of multimodal input in designing effective language learning interventions. Students preferred AI tools for vocabulary learning (51.3%) but relied on traditional methods for more complex skills. To address the identified barriers, it is recommended to develop AI-driven self-regulated learning environments where learners can engage in personalized practice without external judgment. Emotion-aware AI systems could detect learners' frustration or anxiety and adjust feedback style or task difficulty to maintain motivation. Adaptive AI platforms could also tailor content delivery based on learners' dominant cognitive styles, offering a fully customized language learning journey. By integrating AI technology with experiential learning principles, this learner-centered, emotionally responsive approach is expected to foster greater learner autonomy and promote more personalized, adaptive and holistic pathways toward foreign language mastery.

**Keywords:** Kolb learning styles, AI-supported learning, Language learning resistance



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