ABSTRACT
SUBMISSION
DEADLINE
15 SEPTEMBER

İNÖED SECOND INTERNATIONAL CONFERENCE

13-14 OCTOBER 2023

"DIGITAL ERA IN FOREIGN LANGUAGE EDUCATION"

ANKARA, TURKEY

**Prof.Dr.
İSMAİL HAKKI MİRİCİ**
Hacettepe University

**Prof.Dr.
CHRISTOPHER CAIRNEY,**
*Middle Georgia State
University*

JOHN R. SILVER,
U.S. Embassy

SENECA RYAN,
Teacher Trainer, USA

BOOK OF ABSTRACTS

AELTE 2023
Digital Era in Foreign Language Education

CONFERENCE PROGRAM
AND BOOK OF ABSTRACTS

From the President of the Conference,

Greetings to all participants,

It is a great pleasure for me to welcome you to the AELTE 2023 Conference, organized for the first in collaboration with Ankara Hacı Bayram Veli University and U.S. Embassy.

With this conference AELTE Türkiye aims to provide a platform that will bring together theory and practice in diverse fields of foreign language study. AELTE 2023 Conference is organized to provide a high-quality academic platform for the communities of EFL, ESL, ELT, linguistics, literature, and translation and the related fields to promote connections between theory and practice, and explore different perspectives on the implementation of research findings into different settings.

We hope that this conference will create a friendly occasion for all to share perspectives and research findings from a wide variety of educational contexts. We also dearly value possible friendships and partnerships made and insights gained at the conference and hope they will go beyond your participation in the conference, leading to better understanding and appreciation of our profession from an international stance.

On behalf of the Organization Committee, I wish you an enjoyable stay in Ankara, Türkiye.

With very best wishes,

Prof. Dr. Arif SARIÇOBAN
President of AELTE 2023

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AELTE 2023 CONFERENCE PROGRAM – ONSITE				AELTE 2023 CONFERENCE PROGRAM – ONLINE			
Day 1 – 13 Oct 2023 Friday	Event	Person	Title	Day 1 – 13 Oct 2023 Friday	Event	Person	Title
09:00 - 09:50	Registration			09:00 - 09:50	Registration		
09:50 - 10:10	Welcoming Speech	**Prof. Dr. Arif SARIÇOBAN**	President and Chair of AELTE 2023 Conference	09:50 - 10:10	Welcoming Speech	**Prof. Dr. Arif SARIÇOBAN**	President and Chair of AELTE 2023 Conference
10:10 – 10:30	Welcoming Speech	**Assoc. Prof. Dr. Aydan IRGATOĞLU**	Director of School of Foreign Languages, Ankara Hacı Bayram Veli University	10:10 – 10:30	Welcoming Speech	**Assoc. Prof. Dr. Aydan IRGATOĞLU**	Director of School of Foreign Languages, Ankara Hacı Bayram Veli University
10:30 - 10:50	Opening Speech	**Prof. Dr. Mehmet Naci BOSTANCI**	Rector of Ankara Hacı Bayram Veli University	10:30 - 10:50	Opening Speech	**Prof. Dr. Mehmet Naci BOSTANCI**	Rector of Ankara Hacı Bayram Veli University
10:50 - 11:50	Keynote Speaker	**John R. SILVER** U.S. Embassy, RELO *Why English for Media Literacy Matters* BLUE HALL Zoom link: https://hbv-edu-tr.zoom.us/meeting/register/tJ0ldOCgpzgjEtKKJNYSi6MFqPYA2mN_YMyY Password: 12345						
12:00 – 12:50	LUNCH						

DAY 1 Session 1 – onsite Hall 1: Z-01 Moderator: Gizem KAPTAN	Mohammad Haseen Ahmed	Forging Ahead with Technology-enhanced Language Learning With Some Requisite Guardrails	13:00-14:00	DAY 1 Session 1 – online Hall 3: Z-03 Moderator: Merve DEVECİ DEMİR Zoom link: https://hbv-edu-tr.zoom.us/j/94739105085 ?pwd=cVVNQnhUcTAzakJ UVUROQ1JwU1BjUT09 Passcode: 12345	Azra Tajzhizi, Santosh Kumar Behera	The future of AI and digital feedback in enhancing the digital revolution
	Entidhar Neamah Aboalshoon Janabi	Investigating Iraqi EFL Student Teachers' Assessment literacy: Matches and Mismatches between their Perceptions and Knowledge			Irina-Ana Drobot	The Influence of the European Union Language Policies on Teaching Foreign Languages
	Mahmoud Sultan Nafa	Effective Classroom Management Strategies			Joko Slamet, Yazid Basthomi, Francisca Maria Ivone, Evi Eliyanah	Developing A Gamification-based MOOC to Promote Autonomous Learning: An SDL Approach
	Sevim Emecen, Arif Sarıçoban	An investigation to assess the satisfaction levels of students taking online English courses across a range of state universities in Türkiye			A. B. Kalkayeva, and A. A. Golovchun	The use of ICTs by technical university students in the process of English language acquisition
DAY 1 Session 1 – onsite Hall 2: Z-02 Moderator: Hasret Derya ERTEN KARAGÜL	Yusuf Kasımi, Ömer Gökhan Ulum	Unveiling the Dynamic Fusion: Exploring How Future ELT Teachers Embrace Digitalization in EFL Settings	13:00-14:00	DAY 1 Session 1 – online Hall 4: Z-04 Moderator: Zafer SARI Zoom link: https://hbv-edu-tr.zoom.us/j/96938743131 ?pwd=NUF2RU43eHQ1NU k0UldGRGRyTnNrdz09 Passcode: 12345	H. Can Boysan & Nalan Kızıltan	A semiotic landscape analysis of the film posters: Parasite, Mother and Whiplash
	Mustafa Kemal Şen, Ayhan Kahraman	Pre-Service Efl Teachers' Sense of Efficacy and Foreign Language Teaching Anxiety: A Case of Ell Graduates			B. M. Mukasheva, A. A. Golovchun, M. Daulet	Problem-based learning as one of the areas of modern learning technologies
	Sultan Uluad, Elif Tokdemir Demirel	A comparative analysis of humor on subtitle translations of the comedy animations by Turkish fansub groups			Hiwa Weisi, Maryam Zandi, Babak Daneshvar Ghorbani	The Verbal Engagement Strategies Used by EFL Teachers on Instagram
	Fatma Melike Eşdur	The Process of Giving Feedback: What Were You Thinking?			Amir Reza Rahimi	The role of EFL teachers' 21st-century digital competence in shaping their 21st-century digital skills: An exploratory study
14:00-14:15	Coffee Break					

DAY 1 Session 2 – onsite Hall 1: Z-01 Moderator: Bilge METİN TEKİN	Ayhan Kahraman, Mustafa Kemal Şen	The Unwillingness to Communicate of Ell University Students	14:15 - 15:15	DAY 1 Session 2 – **ONSITE** Hall 4: Z-04 Moderator: Yakup UZUN	Bora Demir	Cultivating teacher well-being (workshop)
	Saman Hashemipour, İrem Soylu	A Comparative Study of Evolution in Translation Theories				
	Osman Coşkun	Considerations on the Translation in CEFR Companion Volume				
	Bengü Aksu Ataç	Automated Writing Evaluation Tools in Foreign Language Teaching: A Comprehensive Review				
DAY 1 Session 2 – onsite Hall 2: Z-02 Moderator: Yeliz BAŞAR	Kardelen Yaman, Semin Kazazoğlu	Effectiveness of Virtual Reality Tools on Turkish Young Learner's Vocabulary Acquisition and Their Perception of Using Virtual Reality Tools in Classroom	14:15-15:15	DAY 1 Session 2 – online Hall 5: Z-05 Moderator: Nurdan YURDUSEV Zoom link: https://hbv-edu-tr.zoom.us/j/94577689268?pwd=T1MzOURZZXpmV043VHc2dXduRFdZdz09 Passcode: 12345	Mariel Gómez de la Torre-Cerfontaine	Moving Mountains to Boost your MLs language skills with WriteReader (workshop)
	Şerife Fidan, Ali Erarslan	Chat-GPT in Language Education: A Bibliometric Analysis				
	Ayşe Karataş	Enhancing Social Intsruction in Online EFL Lessons: Teacher Struggles and Strategies				
	Kudyarov Baburbek	Features of learning English through Coursera online courses				
DAY 1 Session 2 – onsite Hall 3: Z-03 Moderator: Fatma Yasemin BAYINDIR ÖZKAN	Ahmet Selçuk Akdemir	A Review of EMI Research Trends in Turkey	14:15-15:15	DAY 1 Session 2 – online Hall 6: Derslik 2 Moderator: Fatma SEZGİN Zoom link: https://hbv-edu-tr.zoom.us/j/98859484046?pwd=OGV5L284NGJId2JxUnBudTZxUXM3QT09 Passcode: 12345	Kaveh Jalilzadeh, Christine Coombe, Fatemeh Mirzapour	Challenges of Online Assessment in the Iranian Context
	Tuğba Çıtlak, Ertürk Akyüz	L2 Motivational Self-System of English Preparatory Class Students Studying in Aero-nautical-Related Departments			ff. Sagdulleva	The approaches of teaching English and the role of Communicative language teaching method among them
	Ahmet Selçuk Akdemir	Demotivation or Amotivation? A Literature Review on Clarifying the Concepts in L2			Zhambylkyzy Marina, Laila Karakulova	The Cognitive Model As A Challenge In Foreign Language Teaching
	Zhambylkyzy Marina	Actual Problems Of The Development Of Students' Communicative Competence In Kazakhstan			Karen Meza	UDL in ELT
15:30-16:30	Keynote Speaker	**Prof. Dr. İsmail Hakkı Mirici** Hacettepe University *How Much Digital for an Effective EFL/ESL Implementation?* BLUE HALL Zoom link: https://hbv-edu-tr.zoom.us/j/97072298087?pwd=dnBxWEILMCtvdnBEcTRlQ3R4K2dXQT09 Password: 12345				
18:00		**GALA DINNER** To be announced				

				AELTE 2023 CONFERENCE PROGRAM			

AELTE 2023 CONFERENCE PROGRAM – ONSITE			Day 2 – 14 Oct 2023 Saturday	AELTE 2023 CONFERENCE PROGRAM – ONLINE			
DAY 2 Session 1 – onsite Hall 1: Z-01 Moderator: Cihan YAZGI	Murat Özcan, Gürkan Dağbaşı	Teaching Arabic Culture Images with Web.2 Tools	09:00 - 10:00	DAY 2 Session 1 – online Hall 3: Z-03 Moderator: Fatma SEZGİN Zoom link: https://hbv-edu-tr.zoom.us/j/99093610046?pwd=a1NhMTErQkVXdXFSSEpFWk9 Passcode: 12345	Coşkun Parisa	Unleashing the Power of Dogme ELT (Teaching Unplugged) in Online Language Education
	Ökkeş Hengil, Gürkan Dağbaşı	Teaching Arabic Imperative Verb Conjugations Through Literature: The Example of Khalil Gibran			Coşkun Parisa, Arif Sarıçoban	Breaking Language Barriers: The Power of Translanguaging in Policy and Planning
	Cihan Yazgı	Leveraging ChatGPT to Empower Learner Autonomy and Support Instructors in ELT Writing Classes			Zeynep Arkan	Translation Activities and Translators in Sicily During the Hohenstaufen Dynasty
	Cihan Yazgı, Kübra Yazgı	Revolutionizing ELT Speaking Classes: The Integration of AI for Enhanced Learning			Mukasheva B.M., Aydan Irgatoğlu, Golovchun A.A., Daulet M.	«One day-one problem» approach in problem-based learning as one of the tools of modern learning technologies
DAY 2 Session 1 – onsite Hall 2: Z-02 Moderator: Mariya SUNAR	Mariya SUNAR, Maiya MYRZABEKOVA	The development of linguocultural competence of students in teaching Russian as a foreign language	09:00 - 10:00	DAY 2 Session 1 – online Hall 4: Z-04 Moderator: Yakup UZUN Zoom link: https://hbv-edu-tr.zoom.us/meeting/register/tJMtdeyoqDMsG9L1suuboGg5bXcVz Passcode: 12345	D.D. Bismildina and M.Zh.Myrzabekova	Ecolinguistics And The Language Of Official Electronic Mass Media In Kazakh-Turkish Languages
	Aydan Irgatoğlu	The Use Of Digital Tools at Preparatory Schools of Universities			Gulnara RIZAKHOJAYEVA	Cognitive Competence – The Challenges In Foreign Language Classroom
	Mohammad Musaab Wazzan	Dialogic Teaching with a Microblogging Tool			D. D. Bismildina	Actual Problems Of Translation And Ecology Of The Language Of Official Electronic Mass Media In Kazakh-Turkish Languages
	Aydan IRGATOĞLU, Gülsev Pakkan	The Perceptions of Pre-Service Teachers on the Use of Mobile Assisted Language Learning in Efl Classes			M.K. Ganeshan	Human Learning and Educational Technology in the Digital Era
10:00 - 11:00	Keynote Speaker	Seneca Ryan Teacher Trainer, USA *Belonging in American Education: Approaches to Promoting Diversity, Equity and Inclusion* BLUE HALL Zoom link: https://hbv-edu-tr.zoom.us/j/94253876335?pwd=aHBnS3N5L1JRRG8wRGNFT25Ic2hGUT09 Password: 12345					

11:00-11:10	Coffee Break					

FOYER Moderator: Yeşim PİRPİR AVAN 11:00-11:10	**Poster Presentations** **Haidai, I.O., Kovalchuk I.S., Syvak O.B** The use of pedagogical technologies for the formation of communicative competence of future specialists in accounting and taxation during ESP classes **Irena Snikhovska** Media competence as a relevant educational category of the XXI century					

DAY 2 Session 2 – onsite Hall 1: Z-01 Moderator: Ayşe Gül ÖZAY DEMİRCİOĞLU	**Seneca Ryan**	The Tolerant Classroom: Teaching Tolerance Using Social Justice Standards **(workshop)**	11:10-12:10	DAY 2 Session 2 – online Hall 4: Z-04 Moderator: Berna UYANIK Zoom link: https://hbv-edu-tr.zoom.us/j/98183191114?pwd=RExvaWtqUFRYZjk4dnZJWUpvUmU5QT09 Passcode: 12345	**Hanane Sarnou**	EFL Students' Perceptions towards Digitization in Education
					Behroozizad, S., Aryaee Pazhouh,Y. , Tahbaznia, M.	The Usefulness of ChatGPT in Teaching Fixed Expressions and Conversational Strategies
					Shokirova Shakhnoza Shokirovna	The Place Of Speech Acts Of A Please In The General System Of Classification Of Speech Acts
					G. Romero, V. Prades, and M. Lara	Reinventing teacher education during the pandemic

DAY 2 Session 2 – onsite Hall 2: Z-02 Moderator: Hatice DELİBAŞ	İhsan Ünaldı	Flipped vocabulary instruction: Old issues, new paradigms	11:10-12:10	DAY 2 Session 2 – online Hall 5: Z-05 Moderator: Merve GÜVERCİN Zoom link: https://hbv-edu-tr.zoom.us/j/98866938647?pwd=czZIQmVKQzdxRHBadkwrQnBPUDJKZz09 Passcode: 12345	Allami, H., Mollaesmaeili, Maryam	The Characteristics of L2 Role Models in an Imagined Community
	Samet Taşçı	Barriers to Foreign Language Learning: Learner Related Foreign Language Learning Problems			Ganeshan, M.K., Vethirajan, C. & Arumugam, U	Human Learning and Educational Technology in the Digital Era
	Mehmet Tunaz	Teaching Anxiety among Novice English Language Teachers with Less than 5 Years of Teaching Experience			Roya Aliakbari	The Relationship between Organizational Culture and Management Organizational Innovation of English Institutes in Iran in Light of English as Business Communication
	Mehmet Bardakçı, Fatma Turhan	An Investigation on the Effect of Teacher-Student Rapport on 4th Grade Students' Attitudes Towards English Course and Achievement in Classroom			Inamul Azad	Investigating Successful AI Feedback Personalization for Teachers
DAY 2 Session 2 – onsite Hall 3: Z-03 Moderator: Zafer SARI	Gamze Öztürk	Utilizing English Pop Songs with The Karaoke Site "Lyrics Training" to Enhance Young Efl Learners' Pronunciation	11:10-12:10	DAY 2 Session 2 – online Hall 6: Derslik 2 Moderator: Gizem KAPTAN Zoom link: https://hbv-edu-tr.zoom.us/j/99845212896?pwd=cy9Db0YyOTZzdGFWSXF1YkpyMDkydz09 Passcode: 12345	Chandrasekharan Praveen	Tapping ChatGPT responses for nurturing writing ability-A minor study
	İrem Aydın, Devrim Höl	Artificial Intelligence and Academic Writing: Discourse Analysis on Twitter Among Non-Native English Writers			Amanbayeva A.M., Beskempirova A.U., Kojahmet B.B.	Enhancing 9th Grade Students' Proficiency In Employing Reading Comprehension Strategies With English Texts
	İbrahim Halil Topal	A State-of-the-art App in the Spotlight: BoldVoice			Süleyman Gün and Şevki Kömür	Global Issues in English Language Teaching: Insights and Perspectives
	Selma Kasımay	Adapting Education for the Future: The Need for a Dynamic Curriculum			Ziyoda Khalmatova	The benefits of retelling strategy in enhancing EFL learners' speaking skills
12:10-12:30	Coffee Break					

DAY 2 Session 3 – onsite Hall 1: Z-01 Moderator: Fatma SEZGİN	Seneca Ryan	Value-Oriented Questioning and Practitioner Research for Cultivating More Inclusive Learning Environments (workshop)	12:30-13:30	DAY 2 Session 3 – online Hall 5: Z-05 Moderator: Arzu OTLU Zoom link: https://hbv-edu-tr.zoom.us/j/99178869350?pwd=VytKTTVOUVF0bENGZEdEYlcvQ2txUT09 Passcode: 12345	Kübranur Yılmaz, Semin Kazazoğlu	Exploring the Relationship between Intercultural Communicative Competence and Willingness to Communicate in Diverse Cultural Contexts
					Feyza Nur Ekizer, Beyza Akıncı	Overcoming Obstacles and Making the Most of the Potential of Technology-Assisted Language Learning Environments
					Maha Arianmanesh, H Allami,	Iranian EFL Teachers' Religious Commitment and Job Performance
					Meruyert Seitova	English Teachers' Perceptions towards using Artificial Intelligence tools in the Classroom
DAY 2 Session 3 – onsite Hall 2: Z-02 Moderator: Nurdan YURDUSEV	Halil İbrahim Karabulut, Faruk Samet Aguş	Evaluating the Usability of AI Language Models for Grading Essays in an EFL Context	12:30-13:30	DAY 2 Session 3 – online Hall 6: Derslik 2 Moderator: Hatice DELİBAŞ Zoom link: https://hbv-edu-tr.zoom.us/j/8068271474?pwd=M3EwWTFLaUVaUmVmUktnUTlSY2hwUT09 Passcode: 12345	Sadia Belkhir	Teaching metaphor via online tools in higher education
	Ömür Erdoğdu Doğan, Sevim Emecen	The Impact of the Use of Padlet on High School Students' Writing Skills			Semra Taydaş Osman	Teaching and Digital Evaluation of Turkish as a Foreign Language: Germany-RWTH Aachen University Case
	Guldana Seidaliyeva	The Effectiveness Of Using Interactive Methods In The Development Of Speech Skills In English Lessons			Muhammed Emin Baytekin, Hayriye Avara	Motivational Aspect of Gamification: Students' Views
	Önay Demir Duyar, Eda Duruk	A Systematic Literature Review on Scaffolding Techniques: Focus on Online Educational Settings in Second Language Acquisition			M. R. Ramirez-Ávila	Artificial Intelligence in the English as a Foreign Language Teaching: Advantages and Limitations

DAY 2 Session 3 – onsite Hall 3: Z-03 Moderator: Merve GÜVERCİN	**Güven Mengü**	Three Dimensional Frequency Analysis in Teaching English Phonology	12:30-13:30	DAY 2 Session 3 – online Hall 7: Derslik 3 Moderator: Fatma Yasemin BAYINDIR ÖZKAN Zoom link: https://hbv-edu-tr.zoom.us/j/94810436105?pwd=b3VjcXdubmJCVGtycmlNeU1IdGxnUT09 Passcode: 12345	**Sevda Çelenk, Gülay Er**	An Examination of Cultural Elements in English Language Coursebooks for Primary School Learners
	Zeynep Sema Erduran Akkaya	Comparative Analysis of Idioms and Proverbs in Elif Shafak's Love According to Interpretative Translation Theory			**Elaheh Toosheh**	The Representation of Women in The American Qur'an: A Visual Grammar Analysis
	Özkan Kırmızı	Pre-service EFL teachers' conceptualizations of relational teacher autonomy in terms to trust: A critical incidence perspective			**Azra Tajzhizi, Faisal Fayyaz**	Fostering Creativity and Problem-Solving Skills via AI in Digital Era
	Özkan Kırmızı, İrfan Tosuncuoğlu	A survey-based exploration of tertiary level L2 writers' integrated writing self-efficacy perceptions			**Amanbayeva A.M., Beskempirova A.U., Kojahmet B.B.**	Effective Ai-Driven Language Teaching
DAY 2 Session 3 – **ONLINE** Hall 4: Z-04 Moderator: Merve DEVECİ DEMİR Zoom link: https://hbv-edu-tr.zoom.us/j/94727798300?pwd=REJSd1lyT2tnZ2hRRGFFSlpCQmU1UT09 Passcode: 12345	**Maryam Mohseni**	Electronic Portfolios: A review and Evaluation of an Alternative Method of Assessment	12:30-13:30	DAY 2 Session 3 – online Hall 8: Derslik 4 Moderator: Hasret Derya ERTEN KARAGÜL Zoom link: https://hbv-edu-tr.zoom.us/j/96714371683?pwd=SUxDOTFSZFNSTUFuMCtIN2VQOXdIUT09 Passcode: 12345	**Muhammad Azizul Hoque and Eshita Khanam Karu**	User Experience of ChatGPT: Insights from the Students of English Language and Literature in Bangladesh
	Bozorgian, Hossein., Qaravol, Marzieh., Taghizadeh, Motahare	Note-taking Instruction in Audio or Video Listening Comprehension: A Mixed-Method Approach			**Ananda Majumdar**	Promotion of Digital Literacy in 21st Century
	Samira Hamzevand and S. Behroozizad	Enhancing Vocabulary Learning and Retention Using Mobile-Facilitated Concept-Mapping			**Lazura Kazykhankyzy**	English Pre-Service Teachers' Perceptions of Using Drama Techniques in the Language Classrooms.
	Amir Reza Rahimi	From language teaching to problem-solving: What factors are contributing?			**S. Behroozizad and S. Bakhtyarzadeh**	Investigating the effectiveness of ChatGPT in Iranian intermediate learners' oral communication skills using Technology Acceptance Model

13:30-14:30	**Keynote Speaker**	**Prof. Dr. Christopher Cairney** Middle Georgia State University *Strengthening Marginal Languages through Digital Language Education* BLUE HALL Zoom link: https://hbv-edu-tr.zoom.us/j/93362998773?pwd=VU54eGhUYjN0Vjc4VFJwa1hnN0p0QT09 Password: 12345
14:30-15:00		**Closing Remarks**

ABSTRACTS

KEYNOTE
PRESENTATIONS

How Much Digital for an Effective EFL/ESL Implementation?

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Covid 19 pandemic separated us from each other in person but connected virtually in distance. It was an experience of life in a completely digital world. We agreed on the fact that it was economic, time saving, energy conserving, limits extra expenses of daily life out of home, etc. However, we missed the essence of our social network in person, our face-to-face classes and the life in the heart of social life. Majority of students and teachers complained about the artificiality of the system distant to their schools. Parents, likewise, complained about their kids' change of character and their negative behaviours isolated in their rooms. Hiwever, education is a social phenomenon, and school is the most natural social environment of students. Language education is the biggest opportunity to develop general competences, which are more important than linguistic competences for a life. Moreover, how come we may assume, if we do, communicative and intercultural competences can be developed via solely digitalized education system! Definion of language says "it is a vehicle for people to communicate". Then it is essential to reconsider the amount of digitalization in language education. The aim of this speech is to discuss the role and weight of digitalization, and how to balance human and digital oriented education in the process of teaching English as an additional language.

Key words: Digitalization; distance education; face to face education; EFL, ESL

Strengthening Marginal Languages Through Digital Language Education

*Christopher Cairney

*Middle Georgia State University

One of the ancillary benefits of the digital language education revolution is the ease and efficacy of teaching marginalized languages and dialects. While arguably not a core reason behind the development of these new digital methodologies and practices, the need to teach learners of marginal languages does exist. Linguistics does not differentiate between popular languages and languages in decline, and so movements to bolster and even keep alive non-mainstream languages have learned to benefit from and employ forms of digital instruction. Irish, for example, has sought to immerse itself more vibrantly into Ireland's digital culture as a way of staying relevant or becoming relevant once again after a period of sometime as a declining language. For Irish, a European language, an EU language, such activity has set the stage for the employment of surprisingly effective methods of digital instruction and for the identification of best practices for digital language education for Irish in its particular situation --- and therefore by extension for any language.

Why English for Media Literacy Matters

*John Silver

*U.S. Embassy, RELO

This presentation outlines case studies for countries deeply impacted by disinformation, Kazakhstan, and Ukraine. The presenter will describe hybrid English for Media Literacy projects designed for each location and the impact of these programs on students, teachers, and universities. The implementation of possible media literacy projects in Türkiye will also be discussed.

(Plenary) *Belonging* in American Education: Approaches To Promoting Diversity, Equity, And Inclusion

*Seneca Ryan
*Teacher Trainer, USA

Much attention is paid to cultivating inclusive spaces in education such that *all* individuals feel welcomed, respected and valued. However, various factors continue to prevent equitable environments from being fully realized. To understand and tackle this topic in education, we must adopt a growth mindset and disrupt the paradigms undermining fairness and justice. Being intentional about how we address inclusion can help us mitigate many barriers and create environments that value diversity over sameness. In this talk we take a multidimensional approach to fostering those inclusive spaces, focusing on four target areas for enhancing equitability at various levels within the field of education including: exploring a valuable road-map for educational bodies to take the initial meaningful steps toward becoming more inclusive; prioritizing best hiring practices that result in more diversity among teachers and leaders who bring more diverse perspectives and backgrounds; increasing high-quality professional development opportunities that equip teachers with skills to enact positive change in their classrooms and communities; and amplifying student voice and engagement. These targeted approaches to diversity, equity and inclusion have widespread implications across the United States and are contributing to meaningful progress. Whether you are an educator, administrator, or in a leadership role, this talk offers valuable insights for anyone who aims to create a culture of belonging in education.

ONLINE PRESENTATIONS

The use of ICTs by technical university students in the process of English language acquisition

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The incipience and evolvement of various information and communication technologies (ICTs) have triggered the birth of a new era – the era of digitalization. Digitalization has speedily penetrated to all the industries and activities of the humankind, and the field of education is not an exemption. Nowadays many researchers are studying the various effects that the new technologies make on different educational processes, as the influence can be both positive and negative. This article aims at exhibiting the findings of a research which has investigated some particular aspects of ICT application in English language acquisition (ELA) by technical university students. The method of both descriptive and exploratory surveying has been applied in a form of an online questionnaire for identifying the learners' feedback and perspectives on the use of ICT in the process of ELA. Overall, 60 students of different engineering majors have been surveyed at Satbayev University, which is recognized as the best national technical university in the Republic of Kazakhstan. The sample was formed based on the English language proficiency level of B1-C1 (Upper-Intermediate and Advanced). The Google form questionnaire involved both multiple choice and open-ended questions, as well as Linkert-scale evaluation. The data collected from the respondents was then thoroughly analyzed and practical recommendations for ICT application in ELT have been formulated. These findings might further contribute to the research in this subfield of FLT.

Key words: ICT, ELT, new technologies in ELA, social media in language learning.

The Characteristics of L2 Role Models in an Imagined Community

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English language learners may desire to imitate particular role models to inspire their learning and characterize them in an imagined community differently. The current qualitative study set out to both explore whether EFL learners emulate role models for their English learning process and expound on the tempting features of role models in an imagined community and the reasons for which they seek membership in that community. Twelve Hollywood superstars from seven hit movies were randomly considered to be imagined English role models. Some dialogs of the superstars were selected and burned on DVDs for the participants to watch and identify their inspiring characteristics. Twenty Iranian male and female advanced and upper-intermediate language learners were selected through purposive sampling, and semi-structured interviews were carried out for data collection. The inductive thematic analysis revealed that 40% of the participants had already a role model who influenced their L2 goals, self-confidence, and motivation. The findings also showed several characteristics of the superstars as role models: self-confidence, pronunciation, fluency, language register, words/grammatical structures, and non-verbal features. Overall, there was positive evidence for the role of superstars in motivating language learners to invest more in English learning trajectories and enter into proficient English language users' communities of practice.

Key words: imagined community, imagined identity, L2 investment, L2 role models, EFL learners

Enhancing 9th Grade Students' Proficiency in Employing Reading Comprehension Strategies with English Texts

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Reading comprehension is a fundamental skill in education, serving as the gateway to all other language abilities. This study focuses on improving the reading comprehension skills of 9th-grade students in Nazarbayev Intellectual School (NIS) in Turkistan, Kazakhstan. With concerns over declining reading habits among Kazakhstani youth and below-average performance in international assessments, this research explores the effectiveness of specific reading comprehension strategies. The study involves 43 9th-grade students from NIS, divided into an experimental and a control group. Employing a quantitative research approach, the study utilizes pre-tests and post-tests, in which participants write short assignments. The experimental group receives explicit instruction in reading comprehension strategies, while the control group follows a planned method for improving their reading skills. The results indicate that both groups were initially equally active in terms of reading comprehension results. However, the post-test results reveal that the experimental group outperforms the control group, suggesting the positive impact of enhanced instruction. Factors influencing progress include age, reading experience, language proficiency, and cultural background.This research contributes to the understanding of reading comprehension strategies' effectiveness in a Kazakhstani context and highlights the importance of explicit instruction in improving reading skills. It underscores the need for interventions to counteract the influence of non-reading leisure activities and bridge the performance gap identified in international assessments. Further exploration of these strategies is essential to strengthen reading comprehension skills among Kazakhstani students, ultimately promoting academic success and equipping them for future challenges in an increasingly globalized world.

Keywords: secondary education, reading comprehension, strategies, English language.

Effective AI-Driven Language Teachıng

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The evolving field of education has seen an impact of Artificial Intelligence (AI) in teaching foreign languages. In this article, we explore how AI-driven language education methods can potentially transform how learners and educators approach language learning. We examine how AI technologies are revolutionizing language education by examining research and real-world examples. We discuss tutoring systems that adapt to learner needs and AI-powered tools for assessing language skills. Our discussion highlights the benefits and challenges of integrating AI into language classrooms. We also consider the role of AI in improving language proficiency increasing engagement among learners and expanding access to language education on a scale. Additionally, we address privacy and ethics concerns while emphasizing the importance of collaboration between humans and AI in language teaching. This article aims to provide educators, researchers, and policymakers with insights into the possibilities and considerations associated with AI-driven foreign language education. It offers a glimpse into a future where AI enhances the world of language learning.

The role of EFL teachers' 21st-century digital competence in shaping their 21st-century digital skills: An exploratory study

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In view of the rapid advancement of information and communication technologies (ICTs), language teachers must possess competencies and skills that go beyond basic literacy and technical competence in online language teaching, namely 21st-century digital competence and 21st-century digital skills. Through the use of the Digital Global Competence (DIGIGLO) theory as a theoretical framework, this study sought to evaluate the factorial structures of in-service English as a Foreign Language (EFL) teachers' 21st-century digital competencies and 21st-century digital skills. Consequently, 374 Iranian EFL in-service teachers participated in the study. As part of the first phase of the PLS measurement model, the eight areas of the DIGIGLO framework were validated in the Iranian EFL context. Moreover, the structural model showed that there were only four areas of DIGIGLO incorporating professional engagement, empowering learners, learning and teaching, and digital environment shaped EFL teachers' 21st-century digital skills to identify suitable computer-assisted language learning (CALL) tools to create, revise, and present language teaching materials based on students' needs, and solve their problems in this manner. Furthermore, these four aspects contributed to the development of critical-thinking digital skills for in-service EFL teachers, which enabled them to collect learners' input and tailor their use of ICTs to meet learners' needs. It is therefore recommended that language teachers develop competencies that are aligned with 21st-century requirements for teaching languages. It is also recommended that those who are responsible for hiring instructors and facilitating teacher training programs should take into account DIGIGLO when hiring instructors and designing workshops for in-service teachers to develop their 21st-century digital competencies.

Key words: 21st century skills, English language, education, middle east, curriculum.

From language teaching to problem-solving: What factors are contributing?

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With the development of information and communication technologies (ICTs), and artificial intelligence (AL), the shape of language teaching has recently changed from its traditional mode to problem-solving aspects. However, there are contextual and individual factors that play a part in teaching English with artificial intelligence in a problem-solving manner. For this reason, this quantitative explored language teachers' problem-solving skills through multidimensional factors. For this sake, 127 Iranian language teachers answered the study instrument that collected data about their contextual factors, individual factors, and professional skills in problem-solving language teaching with AL. The composite-based modeling analysis presented that individual factors, such as teachers' attitudes and technological and pedagogical knowledge, and contextual factors, such as accessibility to ICTs, having a professional identity, and connection in a language class and school, can lead them to have problem-solving language teaching. The study results will have pedagogical and practical implications for English language teaching and Computer Assisted Language Learning (CALL). In this line, the researcher suggested the implementation of teacher training programs for language teachers and the provision of infrastructure for greater connection among them, which ultimately results in their forming of identities and attitudes to have problem-solving language teaching with ICT and AL.

Keywords: English language teaching, teacher training, Computer-Assisted Language Learning (CALL), Artificial intelligence, Problem-solving

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"Literacy for a human-centered recovery: Narrowing the digital divide" (Deltor,2021). It is a theme for International Literacy Day. The COVID-19 pandemic impacted learning opportunities worldwide, such as inequalities regarding access to meaningful literacy opportunities. There is, therefore, a solid need to promote and develop literacy training in digital literacy training and development for all societal members. Citizens need to be literate digitally for the flourishing of modern days and the world. Digital literacy is a set of skills, knowledge, and attitudes required for creating, accessing, and evaluating digital information ethnically, effectively, and efficiently. People can understand, organize, locate, and complete information using digital technology. Digital literacy should be handled by having the skills to operate and utilize techniques and technology such as computers, smartphones, and smartboards and to access, evaluate and create digital information. Digital literacy can be used as a human skill that leads to positive health outcomes, access to important online information, better access to public services, innovations, and improved workforce skills. Digital literacy in the Canadian context is lacking due to digital literacy training in K-12 and post-secondary education. It is also absent in on-the-job training and skill development. The objective and aim of the article are to discuss the importance and promotion of digital literacy in training and educational development. The methodology has been conducted through documentary analysis. The feature question is: What sources can develop digital literacy for training and development, and how can it be more in a Canadian context?

Key words: Digital Literacy, Information Technology, Pedagogy, Technical Skills, Literacy Development

Iranian EFL Teachers' Religious Commitment and Job Performance

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The impact of religious commitment on job performance has been a topic of interest for researchers. Studies have shown that individuals who hold strong religious beliefs tend to exhibit greater levels of job satisfaction, motivation, and productivity compared to those who do not (Mathew et al., 2018; Moon et al., 2018; Onyemah et al., 2018). However, no empirical study has yet explored the specific relationship between religious commitment and job performance among EFL teachers. To address this gap, Janbozorgi's (2009) religious commitment questionnaire and Moafian and Pishghadam's (2009) job performance questionnaire were adapted and distributed to a sample of 150 EFL teachers from public, private, and English language institutes in Tehran and Ilam Provinces in Iran. Correlation analysis through the Pearson-Product Correlation Coefficient was conducted, and 20 teachers were also interviewed about their beliefs on the role of religious commitment in job performance. The findings suggest that, despite the perceived importance of religiosity in individuals' lives, religious commitment does not significantly impact the higher levels of job performance of EFL teachers. Future research is required to fully comprehend the relationship and possible impacts of other variables on teachers' job performance.

The Future of AI And Digital Feedback in Enhancing the Digital Revolution

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This article discusses the future of artificial intelligence (AI) and digital feedback in enhancing the ongoing digital revolution. The digital revolution has transformed various aspects of society, including communication, education, and teaching. AI has played a significant role in this revolution by enabling automation, data analysis, and personalized experiences. However, as technology advances, there is a growing need to enhance AI capabilities and incorporate digital feedback mechanisms to ensure continued progress. The future of AI lies in its ability to become more intelligent and adaptable. Machine learning algorithms are being developed to enable AI systems to learn from vast amounts of data and improve their performance over time. This will allow AI to better understand human behavior, preferences, and needs. By leveraging this knowledge, AI can provide more accurate predictions, recommendations, and personalized experiences. Digital feedback mechanisms are crucial for enhancing the effectiveness of AI systems. Feedback loops enable users to provide input on their experiences with AI applications, allowing developers to refine algorithms and improve performance based on real-world usage data. This iterative process ensures that AI systems continuously evolve and adapt to changing user needs. In the future, AI will play a pivotal role in various domains such as education, interaction,and teaching. For example, in communication, AI can analyze records and data to provide personalized treatment plans or predict reactions. In teaching and education, AI-powered algorithms can optimize the strategies based on the different contexts and their needs. However, there are challenges that need to be addressed for the successful integration of AI and digital feedback into the digital revolution. These include privacy concerns related to data collection and usage, ethical considerations surrounding algorithmic decision-making processes, and ensuring inclusivity by avoiding biases in AI systems. Overall by leveraging advanced machine learning techniques and incorporating user feedback mechanisms into the development process, the future of AI and digital feedback holds immense potential for enhancing the ongoing digital revolution.

Fostering Creativity and Problem-Solving Skills via AI in Digital Era

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In the field of English Language Teaching (ELT), preparing learners for the challenges of the digital era requires fostering creativity and problem-solving skills. This article explores the potential of Artificial Intelligence (AI) to enhance these cognitive abilities in ELT classes. AI can offer personalized learning experiences by analyzing learners' language proficiency, interests, and learning styles. This enables AI algorithms to tailor instructional materials, stimulating creative thinking and problem-solving. Collaborative learning experiences can be facilitated through AI-powered online platforms, connecting learners with shared interests and goals. By engaging in discussions, debates, and problem-solving activities with peers from diverse backgrounds, learners enhance their critical thinking and creativity. Furthermore, AI can generate creative ideas by analyzing vast amounts of language data. AI algorithms identify patterns and correlations that may not be apparent to human teachers, inspiring learners to think innovatively. Real-time feedback and assessment provided by AI systems enable learners to reflect on their language learning processes and improve problem-solving skills. This feedback loop promotes metacognition and deepens learners' understanding of language learning strategies. The integration of AI in ELT classes offers exciting possibilities for nurturing creativity and problem-solving skills. However, ethical considerations regarding bias and privacy must be addressed to maximize the potential benefits of AI in ELT. This investigation highlights the methods through which AI can be utilized to foster creativity and problem-solving skills in ELT, emphasizing the importance of responsible implementation.

Keywords: AI, creativity, problem solving skills

Actual Problems Of Translation And Ecology Of The Language Of Official Electronic Mass Media In Kazakh-Turkish Languages

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Today, when electronic mass media have such a huge impact on the life of society, on the consciousness and ideas of people, as well as on national languages and cultures, fashion trends in the use of certain words and expressions are emerging and forming in the media space, when so much depends on the promptness of information transmission, the problem of translating media texts is becoming more urgent than ever. In light of the problem of translating the language of official TV shows, very often the reason for lexical (and other) errors in translation lies precisely in misunderstanding (or incorrect/incomplete understanding) of the source material. To avoid such mistakes, a TV journalist should delve into the semantic content, structure and communicative task of the text; determine and take into account the style /register of speech, the target audience (TV viewers). Unfortunately, the language of mass media does not always correspond to the norms of the Kazakh literary language. There fore, in recent years, the issue of the ecology of language has become increasingly relevant in Kazakh linguistics. Because in our time, official television broadcasting reflects not just an event-based news series, but also forms a mass speech culture of TV viewers, appealing to the national consciousness of a certain culture. Ideally, a qualified TV journalist should use pure, correct, literary oral speech in his materials, observing the norms of orthoepy, vocabulary, morphology, syntax, and stylistics. Competent literary speech of TV journalists often simplifies the perception of information and also contributes to the preservation of national culture and the status of the Kazakh language.

Purpose of the study: This work touches upon the issues of translation and environmental friendliness of the use of language in electronic media that are relevant for modern linguistics. The purpose of this work is to analyze the linguistic component of the media texts of official TV shows that have a certain impact on viewers.

Research objectives:

- to analyze scientific works aimed at studying topical issues of translation of media texts of official TV shows in Kazakh-Turkish languages;

- to identify the causes of the ecology of the language of official electronic mass media in the Kazakh-Turkish languages;

- to make a comprehensive linguistic analysis of the language tools used in the translation of media texts in electronic official media in Kazakh-Turkish languages.

The object of the study is language material taken from official television programs: news materials, interviews, reports.

Research methods: comparative analysis of language phrases and expressions of modern linguistic theory and speech practice, principles of environmental friendliness of language use in official electronic media in Kazakh-Turkish languages; sociological research methods made it possible to determine the public opinion of citizens of Turkey and Kazakhstan.

Results: The aspects under consideration contribute to the development of interdisciplinary study of the material of official TV programs in Kazakh-Turkish languages, concepts and terms can be used as key concepts in the field of journalism and media linguistics.

Key words: Ecology of the language, norms of the literary Kazakh language, the language of electronic mass media, translation in the mass media, official television broadcasting, media text, media space.

Ecolinguistics And The Language Of Official Electronic Mass Media In Kazakh-Turkish Languages

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During the period of unhindered development of information technologies and expansion of the information space, the media, being a powerful mechanism of influence on various processes of social life, acquire new aspects of development and distribution. In conditions of active influence and interference of the media in the life of society, the language of the media has turned into a weapon that can radically change the vector of modern human society. Language is a key means of information exchange and communication in the media and currently the language of the media is being integrated and adapted to the requirements of information and communication technologies. Consequently, the study of the ecology of the language of the media acquires special significance, being a new and very relevant scientific direction in the scientific community, studied at the intersection of journalism and linguistics. Scientific work on the study of the ecology of the language of television programs in Kazakh linguistics is limited to articles by journalists published in the press, reports of scientists at scientific, theoretical and practical conferences. The difficulty of mastering the language of television and less research work in this area compared to other types of media may depend on various factors relating to the specificity and complexity of the structure of electronic media, including television and its language. This indicates that official television texts still consist of a number of under-researched research topics.

Key words: Ecolinguistics, language of electronic media, official television broadcasting, language traditions and innovations, translation in the media, accelerated language learning.

Motivational Aspect of Gamification: Students' Views

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As of 2022, people started to regard playing games as an everyday pastime. High school students have more alternatives than only PC and smartphone games now that educational games started to ingratiate themselves into many facets of life. Games have an impact on people's social lives as well as their educational lives. Therefore, in a setting where people are continuously surrounded by games, educators cannot help but incorporate the gamification strategy into their classroom activities. The study's goal is to determine how EFL students perceive the impacts of gamification on language acquisition. Participants in the study were given a 29-item questionnaire where they were asked to submit their thoughts on the gamification method. High school students with at least a year of gamification experience were the study's target group. The data for this study was gathered using Google Docs. All data were analyzed using the SPSS program, and the results, along with a conclusion and recommendations, were presented in the sections that follow. The data gathered in this study highlighted the emotional, personal, and educational perceptions of high school learners toward the gamification method.

Keywords: Gamification method, educational games, Language learning, EFL

«One Day-One Problem» Approach in Problem-Based Learning as One Of The Tools Of Modern Learning Technologies

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Currently, as part of the digitalization of various fields of activity, including education, the introduction of innovative Technology integration into the educational process is actively being done. The use of modern technologies, including the technology of problem-based learning in the classroom enhances student learning activities, aids in the teaching of foreign languages, and helps students reach their full potential as future specialists who speak multiple languages fluently. The use of problem-based learning technology in the process of teaching foreign languages is one of the most pertinent approaches to organize effective learning, according to domestic and international scientists. The research is devoted to the process of problem-based learning and especially to the three phases of problem-based learning: initial discussion of the problem, self-learning and drawing conclusions. The article also reports on the factors affecting students' learning in problem-based learning technology: problems in the process of problem-based learning technology, a teacher, worksheets and a journal of reflections. The research was conducted in conditions in which a specific approach "one day-one problem" was used. This approach is an effective approach in problem-based learning. Reflecting on the research published in this article, first of all, the unique approach to problem-based learning "one day- one problem" will be explained. The results of the research reported in this article will be summarized, the strengths and weaknesses will be presented, as well as suggestions for further research and educational practice.

Key words: competence, professionally oriented competence, problem-based learning, technology, foreign language, modern technology, future specialist, professional context.

Problem-Based Learning as One of The Areas of Modern Learning Technologies

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Currently, as part of the digitalization of various fields of activity, including education, the introduction of innovative Technology integration into the educational process is actively being done. The use of modern technologies, including the technology of problem-based learning in the classroom enhances student learning activities, aids in the teaching of foreign languages, and helps students reach their full potential as future specialists who speak multiple languages fluently. The use of problem-based learning technology in the process of teaching foreign languages is one of the most pertinent approaches to organize effective learning, according to domestic and international scientists. Even if there has already been a great deal of expertise gained in the field of teaching foreign languages, many students are hesitant to use problem-based learning technologies. The aim of the study was to determine the attitude of students of non-linguistic specialties. The survey method was adopted for the study. A questionnaire was used as a data collection tool. In the analysis of the collected data, frequency counts and simple percentages were used. As a result of the study, it was revealed that many of the students surveyed advocate the use of problem-based learning technologies in professional foreign language education, but in the process of solving problematic problems, they need the help of a teacher. In addition, it was considered necessary to consider the possibility of using problem-based learning as a component of innovative technology to improve the level of a foreign language in a professional context. The article provides information about the technology of problem-based learning as a means of teaching a foreign language to students of non-linguistic specialties.

Key words: competence, professionally oriented competence, problem-based learning, technology, foreign language, modern technology, future specialist, professional context.

The Usefulness of ChatGPT in Teaching Fixed Expressions and Conversational Strategies

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This study aimed to investigate the effectiveness of using ChatGPT, a language model, in teaching fixed expressions and conversational strategies in order to improve Iranian EFL learners' speaking skill. The study employed a pretest-posttest design, with 55 participants from two intact conversation classes selected through a convenience sampling aged between 20 and 32 intermediate EFL learners. Prior to the intervention in a quasi-experimental design, a pretest was administered. The classes started with teaching the 'Evolve 3', including related vocabulary and structures. The participants practiced using fixed expressions and conversational strategies in pairs, utilizing ChatGPT for comprehension, explanation, and additional examples. Further, the instructor emphasized the function and importance of these expressions. The posttest results were analyzed using t-tests, which showed a significant improvement in the participants' speaking skills after the intervention. The findings indicated that integrating ChatGPT into language instruction can be an effective method to teach fixed expressions and conversational strategies, leading to improvements in English language learners' speaking skills. The use of a language model like ChatGPT provides students with immediate feedback, comprehension support, and additional examples, which can greatly facilitate their learning process. It provides insights and recommendations for educators and curriculum designers to explore innovative ways of integrating AI-powered language models into language teaching methodologies.

Key words: Language teaching, ChatGPT, Speaking skills, Fixed expressions, Conversational strategies

Note-taking Instruction in Audio or Video Listening Comprehension: A Mixed-Method Approach

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This study investigated the effect of note-taking through audio or video on EFL learners' listening comprehension using a mixed methods approach. Fifty Intermediate Iranian EFL learners were divided into two different groups (a video and an audio group), each consisting of 25 participants, and received a four-step procedure for note-taking instruction (chunking the transcript, highlighting the transcript, writing verbatim notes and simplifying notes) proposed by Siegel (2018), to observe its effect on participants' listening comprehension. Each listening comprehension test included 10 multiple-choice items. Subsequently, five participants' viewpoints, who were chosen randomly, from each group toward the note-taking instruction were interviewed. Independent and paired-samples t-tests were used to analyze the quantitative data. The results indicated that the note-taking instruction was significantly effective in improving both groups' listening comprehension, with the video group outperforming the audio group. This finding is supported by the qualitative results, revealing that the video group benefited more from the note-taking instruction as the use of visual cues positively affected on listeners' understanding of the spoken language and the hypothesis about being distracted by the video was dismissed. The result of this study may help language teachers in designing and running various listening tools and strategies to improve students' performance in listening.

Key words: listening comprehension, note-taking, transcript, video material, audio material

The Representation of Women in The American Qur'an: A Visual Grammar Analysis

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The concept of gender representation has been a controversial issue in recent years with an increasing rate of violence against women that needs to be addressed much more. As a holy text abounds in women's issues, the Qur'an is one of the heated debates in feminist literature. Based on Kress and Van Leeuwen's (2006) visual grammar, this study aims to explore the status of women represented in a contemporary adaptation of the Qur'an as a classical text illustrated by American Artist Sandow Birk (2015) and also compare it with the real representation of women in America. The findings revealed that although an illustrator has tried to be unbiased and neutral in showing the social status of women in society, there are still traces of discrimination, bias, and stereotyping in representing women in the society of America. The results of this research can be of potential help and use for semiotic researchers, to become visually literate and get aware of the hidden messages that can be communicated by the modern illustrations of the Qur'an.

Key words: Visual Grammar, Social actors, Book illustration, Qur'an, Feminism

Overcoming Obstacles and Making the Most of the Potential of Technology-Assisted Language Learning Environments

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Technological advancements have had a significant impact on both the processes of learning and communication. The utilization of technology for the purpose of facilitating language learning, commonly referred to as Technology-Assisted Language Learning (TALL), is gaining significant traction as a prevalent approach to acquiring language proficiency. This approach possesses the capacity to provide students with a variety of advantages, such as improved availability of resources for language acquisition, individualized learning opportunities, and adaptable scheduling. However, notwithstanding these advantages, there exist several challenges associated with Technology-Assisted Language Learning (TALL) that can impede the language acquisition process. The aim of this research is to examine the effectiveness of technology-assisted language learning (TALL) environments in overcoming obstacles and maximizing language learning outcomes. The statement acknowledges the growing significance of digital technologies and resources within the realm of language education. Furthermore, it highlights the challenges faced by both learners and educators in effectively integrating technology into their practices. The objective of this study is to provide valuable insights into the effective strategies employed in overcoming challenges encountered in Technology-Assisted Language Learning (TALL) environments. The present study further intends to investigate methods for enhancing TALL (Technology-Assisted Language Learning) environments in order to enhance the overall language learning experiences.

Key words: Technology-Assisted Language Learning, Challenges, Strategies, Best Practices, Personalized Learning,

The Approaches of Teaching English and The Role of Communicative Language Teaching Method Among Them

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Choosing a correct language teaching methods play undeniable role in Education, because learning foreign language properly and being able to communicate are not easy task for learners. Facing challenges in the process of learning new language may hinder learners from learning. This article devotes some methods of teaching new language and the role of Communicative language teaching method in acquiring a target language.

Key words: teaching a foreign language, methods, communicative learning teaching.

The Verbal Engagement Strategies Used by EFL Teachers on Instagram

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Effective learning is the ultimate purpose of all teaching and learning activities and achieving this goal without learners` engagement is unlikely. Hence, this study investigated how successful EFL instructors on Instagram engage language learners verbally. To this end, a discourse analysis approach was employed to discover the verbal engagement strategies in the Instagram EFL teachers` talks. In this study, 25 Instagram videos on English education with an overall duration of 40 minutes were used as data. The combination of two engagement models, developed by Hyland (2005) and Martin and White (2005), was applied to the teachers` talks to identify the engagement resources. According to Hyland's model, the EFL instructors mostly addressed language learners as "you/your" to engage them and bring them into the discourse. However, the teachers rarely signaled a familiar/accepted concept to the learners and seldom interrupted the instruction flow to make personal comments. Regarding the model of Martin and White, it was revealed that the teachers mainly recognized dialogistic alternatives (heterogloss) throughout their instruction. However, they took for granted their statements (monogloss) to less degree. Instructors mostly used heterogloss contracts in their utterances; that is, they restricted the scope of alternative positions. The findings of this study have fruitful pedagogical implications for EFL instructors teaching on Instagram, other social media platforms, virtual environments, and even in physical classrooms. By using second person pronouns (listener pronouns), teachers can bring learners into discourse and increase their engagement in lessons. Moreover, heterogloss resources, especially contract resources, can assist teachers in engaging students.

Keywords: Verbal engagement strategies, EFL instructors, teachers` talk, Instagram

Tapping Chatgpt Responses for Nurturing Writing Ability-A Minor Study

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Writing is one of the most difficult skills to foster among school children. There are several reasons for this. Educators know that an improved writing ability among secondary school children, is dependent on students being trained to walked through the writing process. But during school visits, the investigator, a teacher educator by profession, noticed that the time set aside for practice in the writing process is extremely limited in many schools. Another reason for poor writing ability is that teachers seldom concentrate on vocabulary acquisition and learning among school children. The ignorance of the writing process and a poor repertoire of vocabulary naturally results in an abysmally low writing ability.

The arrival of ChatGPT has made possible generation of texts on a variety of topics in seconds. In an attempt to tap this unique ability to nurture writing skills, the investigator attempted an experiment with Primary school teachers during a weekend Workshop. The strategy employed was found by the teachers to be interesting, innovative and attention catching. This paper presents the strategy employed for tapping ChatGPT responses for fostering descriptive writing ability by utilizing film clips pre-checked for appropriateness for writing tasks. It is hoped that the presentation would not only shed light on a workable language teaching strategy but also sensitize participants to strategies for developing the ability to write different types of texts.

Key words: ChatGPT, English, generate, learners, teachers, vocabulary.

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Enhancing cognitive abilities in language teaching is essential for educators to help students learn and retain languages effectively. Foreign language teachers should be aware of using strategies to enhance cognitive abilities in language teaching. Currently in the practice of Kazakhstani foreign language teachers there are majority of challenges that can be faced. The solution of the problem is implementing innovative techniques and methods to make the process of teaching more impressive and effective. Encouraging students to actively engage with the language, usage of interactive activities that require them to speak, write, listen, and read in the target language is crucial. The scaffolding techniques of breaking down complex language concepts into smaller, more manageable parts and providing step-by-step guidance and support as students progress, gradually increasing the complexity of tasks as their abilities improve should be also implemented in EFL classrooms. After the research conducted with the purpose of underlining innovative concepts and principles of effective language teaching and students' cognitive skills development, it was concluded that introducing cognitive challenges that require students to analyze and synthesize information in the target language, that could involve solving language puzzles, deciphering complex texts, or translating between languages give the positive results.

Reinventing Teacher Education During the Pandemic

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COVID-19 presented unprecedented challenges to all the fibers of our society. Undoubtedly, teachers saw the need to develop and update their digital knowledge. This meant that teachers and educators all over the world had to debunk their beliefs about teaching or modify their classroom practices to continue to promote significant learning in their students. This presentation aims at sharing the experiences of a group of teacher educators and pre-service student teachers in the design and implementation of an English language teaching methodology course at Universidad de Santiago de Chile. On the one hand, for the design and implementation of the course, the educators drew on the principles of the Maker Movement (Hatch, 2014) as the core components of innovative learning makerspaces. On the other, for their own teamwork, the educators took the fundamental principles of Wenger's Communities of Practice (1998), namely *domain, community* and *practice* to guide their teaching and create joint practices that would help them develop an online co-learning space for the students participating in the course. This presentation will incorporate the voices of the educators and the participating pre-service teachers who distinguished this online course as one of the best ones in their curriculum during the worldwide health emergency. They also offered advice and concrete suggestions on how to make the course and the whole online learning experience much more valuable and richer.

Key words: Teacher training; digital learning; pandemic; English teaching methodology

Human Learning and Educational Technology in the Digital Era

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The realities of 21st-century learners require educators to teach in ways that are conducive to how digital natives learn in the digital economy. Learning is central to any discussion of the future of inclusive knowledge societies. Reexamining human learning in the digital era of artificial intelligence, big data, and machine learning requires a reconfiguration of what we learn, how we learn, and how we manage multiple networks of more or less institutionalized learning spaces. This study explains how educational technology plays a significant role in human learning in key aspects like access to information, online courses, personalized learning, virtual reality and augmented reality, collaboration, data analytics, etc. This paper will study the opportunities and challenges faced while providing education online from the perspectives of students, teachers, and higher education institutions. Some problems like digital distractions, information overload, lack of critical thinking, cyber security, and inequality. This research is based on conceptual and descriptive study in nature. The digital revolution, driven by the internet and the recent introduction of modern artificial intelligence, continues to open the way towards empowering more people and giving them access to newer ways of learning. Sustainable Development Goal (SDG) number four, which specifically calls for quality education for all, indeed important because it requires a fundamental, rethink of the ultimate purpose of education and knowledge for the possible sustainable future of humanity. Finally, overall, educational technology in the digital era offers immense potential to transform and enhance the way humans learn and acquire knowledge.

Key words: Human learning, digital revolution, educational technology, online courses, SDGs

A Semiotic Landscape Analysis of The Film Posters: Parasite, Mother and Whiplash

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This research investigates three different types of film posters in terms of visual discourse. The aim of this study is to discuss the film posters of **Parasite, Mother and Whiplash** through semiotic landscape. The analyses have been based on Halliday's Functional Grammar (1985) and, Kress and van Leuuwen's Visual grammar (2020). The film Parasite has been analyzed within the actional and classificational processes, whereas the film Mother has been examined within the reactional and analytical processes and the film Whiplash has been investigated through the speech and mental processes, and the symbolic processes. The film posters have been also examined in terms of the denotative and connotative meanings, as well as the significance of colors in conveying emotions and cultural meanings. The results have revealed that the same film poster may adopt different meanings when it is analyzed within a different perspective. Besides, the widespread use of disguised symbols have been identified in film posters. These results aim to shed light on the influence of visual discourse analysis on film posters emphasizing the study of semiotics and visual communication in a media-dominated society.

Key words: Film posters; semiotic landscape; visual discourse; discourse analysis

EFL Students' Perceptions towards Digitization in Education

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Since the beginning of the COVID-19 pandemic in 2019, a revolution of technological growth has emerged in higher education, and the shift from traditional education to digital education has become necessary in the Algerian university. The authorities have forced teachers to deliver all modules online via the Moodle platform. Given the content and significant impact of many modules, such as methodology, ethics, and deontology, some teachers preferred to teach these modules in class rather than uploading their lessons to the platform in PDF or PPT format, as they require more practice and interaction. They significantly improve students' abilities, knowledge, and critical thinking in research. In this context, this research article attempted to reveal, on the one hand, the students' perceptions of digitization in education and, on the other hand, the knowledge transfer from face-to-face to online courses. To do this, I opted for a focus group method as qualitative research to explore the opinions, knowledge, and perceptions of 10 second-year master students of Language and Communication in the English department at Mostaganem University.

Keywords: Digitization in education, knowledge transfer, Moodle platform, students' perceptions

Investigating Successful AI Feedback Personalization for Teachers

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This research study aims to investigate the effectiveness and potential of Artificial Intelligence (AI) in personalizing feedback for teachers. With the increasing adoption of AI technologies in education, there is a growing need to explore how AI can enhance the quality and individualization of feedback provided to teachers, ultimately improving their professional development and student outcomes. Initially, an extensive literature review will be conducted to identify existing AI-based feedback systems utilized in educational settings. This review will provide insights into the current techniques, methodologies, and challenges associated with personalized feedback generation for teachers. The analysis will shed light on how AI can effectively tailor feedback based on student needs, preferences, and teaching contexts. Furthermore, it will explore the impact of personalized feedback on teacher motivation, self-reflection, instructional practices, and student learning outcomes. This investigation has practical implications for educational policymakers, administrators, curriculum developers, and technology providers. By identifying successful strategies for implementing AI-based personalized feedback systems for teachers, this study aims to inform the design and development of future educational technologies that support effective professional development. In conclusion, this investigation seeks to bridge the gap between AI technology advancements and its application in education by examining successful approaches to personalized feedback for teachers. The research outcomes will contribute to the ongoing efforts in leveraging AI to enhance teaching practices, ultimately leading to improved educational outcomes for both teachers and students.

Keywords: AI, Feedback personalization, Individualization.

The Influence of the European Union Language Policies on Teaching Foreign Languages

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The purpose of this paper is to look at European Union foreign languages policies and to see how this influence the teaching of a foreign language, from primary to highschool and then to university level. Among the research problems we deal with the following questions, in the context of countries members in the EU: Why are certain languages taught and not others? What is the EU's impact of the way Translators and Interpreters specializations and universities organize their curricula? What are other foreign languages that achieve soft power and can be studies in cultural centres across the world, together with their corresponding culture? The methodology will take into account the skills required of students such as collaboration and teamwork, as well as type of teaching, e.g. through interactive, collaborative, and teaching with technology methods. Among the results we can find that the aim of schools and universities is to align with the demands of employers, which are set up by the EU's decisions with a direct implication on our lifestyle. In conclusion, EU policies influence the way we live not only professionally, but also in our everyday lives. Communication and cooperation are a must even when dealing with services such as mobile phone companies and the bank. We expect the staff to be helpful and to listen to our dilemmas. The teachers also receive students' feedback. Students are like clients, expected to be offered what they need and request.

Key words: interaction, cooperation, soft power

Developing A Gamification-based MOOC to Promote Autonomous Learning: An SDL Approach

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Massive Open Online Courses (MOOCs) have become a prominent platform for global education. However, there are persistent challenges in their design, particularly regarding their ability to effectively facilitate self-directed learning (SDL). This research applies the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) instructional design model to address these deficiencies. the Analysis phase undertakes a comprehensive literature review and administers a survey to the 41 undergraduate students. The goal is to unearth gaps in existing MOOC design and to understand learner preferences. Drawing on these valuable insights, the subsequent Design phase introduces an innovative MOOC framework enriched with gamification elements, strategically aimed at encouraging and supporting SDL behaviors. In the Evaluation phase, this innovative designed MOOC undergoes field testing with a limited-scale participant group. The findings are indeed remarkable, showcasing a substantial increase in learner engagement, a notable boost in motivation, and a significant improvement in SDL behaviors due to the effective use of gamification in this MOOC. Participants consistently expressed heightened satisfaction and a profound sense of achievement. These compelling results reaffirm the central role of gamification in addressing MOOC design limitations and nurturing autonomous learning. This research not only provides valuable insights for educators, instructional designers, and institutions seeking to enhance online education experiences but also underscores the paramount importance of gamification as a key tool in optimizing MOOCs for self-directed learners.

Key words: MOOC, gamification, autonomous learning, self-directed learning

Exploring Intercultural Communicative Competence and Willingness to Communicate in Diverse Cultural Contexts

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Intercultural communicative competence (ICC) and willingness to communicate (WTC) are two key concepts in the field of language education that play a crucial role in promoting effective communication in diverse cultural contexts. However, little is known about how these constructs interact in the context of pre-service teacher education. With this regard, this study aims to explore the relationship between ICC and WTC among pre-service English language teachers at a state university in Türkiye using a qualitative research design. Drawing on a literature review of theoretical frameworks and empirical studies, semi-structured interviews and focus groups are used to investigate pre-service teachers' perceptions and experiences of ICC and WTC. The findings may shed light on a better understanding of the complex relationship between ICC and WTC in language education and guide the development of teacher education programs to promote intercultural competence and effective communication in diverse cultural contexts.

Key words: Intercultural communicative competence (ICC), willingness to communicate, pre-service English teachers, culture in EFL.

Global Issues in English Language Teaching: Insights and Perspectives

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English language is regarded as the *lingua franca* with its changing role in communication, education, technology, business and daily life. In an increasingly interconnected world, English Language Teaching (ELT) encounters a wide spectrum of challenges to meet the requirements of intercultural communication. The change process experienced in the purpose and use of ELT necessitates it to focus on the challenges of living and working in a globalized world. One way of achieving global ELT is to integrate global issues (GIs). Today several GIs can be integrated in ELT varying from climate change to gender equality, human rights, migration, conflict, poverty, racism, pandemics, and more as common problems of humanity waiting to be solved on the global scale. Focusing on this reality, this study synthesizes the current research related to the GIs and exemplifies the various GIs in ELT. Integrating GIs into ELT can be beneficial in developing English language learners' knowledge, skills, values, and awareness toward global problems that they need to be engaged as global citizens. In addition to contributing to ELT methodology, GIs can contribute to the development of learners' perceptions of global citizenship, boosting critical thinking and problem-solving skills, increasing awareness of global challenges and opportunities, and advancing intercultural communication skills. However, integrating GIs can pose some challenges as it is not easy to teach them because of their multifaceted aspects and it may require special training or resources in teacher education. Moreover, it may not always be possible to discuss GIs with mutual respect and understanding.

Keywords: global issues, ELT, English as a lingua franca, language teacher education

English Pre-Service Teachers' Perceptions of Using Drama Techniques in the Language Classrooms

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Drama techniques are strategies and methods used in theater and acting to create, convey, and explore emotions, stories, and characters. These techniques are not limited to the stage but are also employed in various educational and therapeutic settings, including English language classrooms. Drama techniques encompass a wide range of activities and approaches designed to engage participants in creative and expressive experiences. The purpose of the present study was to investigate the attitudes of pre-service teachers in using drama techniques after the internship experience in which they were required to implement this method in their language classrooms. A survey method was used in the study to collect the data. Participants were the EFL students enrolled at Khoja Akhmet Yassawi International Kazakh-Turkish University in Turkistan City, Kazakhstan. All of them were in the last year of their university study and had an internship at general secondary schools, which is mandatory in the educational program. As an instrument for collecting the data "Attitude Scale Towards Drama Lessons for pre-service teachers" developed by Çelik, Bozdemir, & Uyanik (2016) was used in the study. The data collected were analyzed through the quantitative data analysis method. The results revealed that pre-service teachers' general view of using Creative drama techniques in language classrooms is positive, however, the results were found controversial when it was compared according to schools in which they did their internships.

Key words: Drama techniques, English language classroom, pre-service teachers

Electronic Portfolios: A Review and Evaluation of An Alternative Method of Assessment

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Electronic portfolios are considered as in valuable means of teaching, learning and assessment. This paper aims at reviewing and evaluating the concept of electronic portfolios used in various educational settings. Electronic portfolios are used as the result of development of portfolios. After providing different definitions of the term, advantages and disadvantages are discussed as well. Based on the review of the literature, opinions of the scholars and empirical studies, the researcher believes it would be advisable for all teachers to start using e-portfolios in their own classes, adapting them to their educational context and enjoy the many advantages offered through them. E-portfolios not only do support students' learning, but also encourage their self-assessment, use of self-regulation strategies and their critical thinking.

Keywords: electronic portfolio, alternative method of assessment, language teaching

English Teachers' Perceptions Towards Using Artificial Intelligence Tools in The Classroom

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Artificial intelligence (AI) has been widely used in education as computing and information processing technologies have been advanced. The application of artificial intelligence in education (creates new possibilities, difficulties, and opportunities for educational practices. Thus, the aim of the study was to explore the teachers' perceptions towards using AI in the classroom. Participant were 45 secondary school English teachers, all were female. Qualitative research method design was used in the study. The data instrument was an interview, which the participants had to answer in written form online via Google form. As the AI tools "Teaching anything, Humata, explain paper, ChatGPT, speechify" were used. According to the findings of the study most of the teachers are aware about Chat GPT but only few of the participants use it in the classroom. However, other AI tools are very new to the participants.

Key words: Artificial Intelligence, Teaching anything, Humata, explain paper, ChatGPT, Speechify

User Experience of ChatGPT: Insights from the Students of English Language and Literature in Bangladesh

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ChatGPT has grown in popularity in the field of education around the world, and students are beginning to use it for learning. The purpose of this research is to explore the experiences of university-level English language and literature students who are using ChatGPT. The study is guided by the extended Technology Acceptance Model (TAM). Qualitative methodology was used for this study, and the data were gathered by means of semi-structured interviews with ten participants. The study reveals both positive and negative experiences associated with the use of ChatGPT by students from the English Language and Literature department. Users, on the other hand, are inclined to continue using it with heightened awareness of their use. However, they agree that its use should be limited, and it should be used as a complement rather than a primary tool. This research may serve a significant insight for educators and policymakers to integrate new facets of technology by analyzing its pros and cons.

Key words: ChatGPT, User experience, Students, English Language & Literature

Pre-Service EFL Teachers' Conceptualizations of Relational Teacher Autonomy In Terms To Trust: A Critical Incidence Perspective

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Taking on a person-based approach, the present study deals with relational teacher autonomy perceptions of three pre-service EFL teachers (PSTs) as they completed their practicum process. In the present study, following Paradis et al. (2019), teacher autonomy was conceptualized in terms of trust. It is suggested that trust plays a vital role in teacher autonomy, among other psychological aspects. Hence, designed as a case study, the present paper focused on the relation teacher autonomy perceptions of three pre-service EFL teachers. In order to collect data, critical incidence analysis was used. The pre-service EFL teachers were asked to draw plots chronicling the critical events that affected their relational autonomy perceptions. The PSTs were required to think through their whole practicum process, identify specific incidents that either fostered or hindered their autonomy development. The second data collection method were semi-structured interviews which were intended to complement the critical incidence data. The findings indicate that trust on students, the administration, and the colleagues play a significant role in the autonomy perceptions of pre-service EFL teachers.

Key words: Teacher autonomy, trust, narrative research, qualitative data, pre-service EFL teachers

Artificial Intelligence in The English as A Foreign Language Teaching: Advantages and Limitations

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In Ecuador, some teachers see Artificial Intelligence as a threat. However, it can be an ally. This presentation is a theoretical and practical review of different sources as well as studies. It is a research in progress. Participants (in-service teachers) at a university level were asked to include AI in their classes for two main reasons: to get more ideas into their lessons as well as to teach students how to use it ethically. There are 12 teachers and 342 students. Teachers' proficiency level is B2 and their students range from A1 to B1. Qualitative research was designed. Class observations will be conducted during the term of August - December. Surveys with open questions related to AI and their uses in the classroom will be sent to both teachers and students to determine their point of view in terms of advantages and limitations. Up to now, results indicate that teachers need guidance on how to use AI, how to write prompts, and how to choose from the ideas provided the ones that meet the necessities of the students. Regarding students, observations indicate that they fear its use in front of the teacher. Preliminary conclusions involve guidance in the use of AI for both teachers and students. These findings can be of interest to other professionals in the field.

Key words: Artificial Intelligence, Instructional Design, EFL, University.

The Relationship Between Organizational Culture and Management Organizational Innovation of English Institutes in Iran in Light of English as Business Communication

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Innovation is essential for any company to thrive in today's competitive and ever-evolving business environment. Businesses need a culture that encourages a keen awareness of their surroundings and a penchant for creative problem-solving. And via information sharing, the company can transform into a dynamic and adaptive entity. This research focuses on organizational culture and management innovation in English language schools in Iran. In Sabzevar, a city in northeastern Iran, 150 EFL students in a private English institute called Tabesh and Danesh comprise the study population. Distributed questionnaires provided the data for this study. After gathering data, we utilized the Kolmogorov-Smirnov test to check for any abnormalities in the distribution of the variables' corresponding data; then, we used Pearson's correlation coefficient and structural equation modeling to put our hypotheses to the test. The study found a favorable and statistically significant relationship between organizational culture and management innovation scores. We also examine how language plays a part in intercultural dialogue. This research examines the outcomes of implementing English-language instruction in Iranian academic institutions. Communicating effectively in English can lead to higher work performance and more opportunities for advancement inside global organizations. Students who are fluent in English may have more options for improvement and international work placements. In conclusion, this study presents a qualitative analysis of multinational organizations to advance our knowledge of efficient corporate communication methods. In today's multiethnic corporate environment, the success or failure of an Iranian institute may hinge on its ability to communicate effectively across cultural boundaries.

Key words: Organizational Culture, Organizational Innovation, Business Communication

Investigating The Effectiveness of Chatgpt in Iranian Intermediate Learners' Oral Communication Skills Using Technology Acceptance Model

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This study examines the effectiveness of ChatGPT, an advanced language generation AI model, in improving the oral communication skills of Iranian intermediate EFL learners. Drawing on Technology Acceptance Model (TAM) framework, the researchers intended to assess and elicit perceptions of intermediate institute language learners and teachers upon acceptance and usage of ChatGPT for enhancing oral communication skills. Adopting a qualitative research approach, the researchers involved 30 Iranian intermediate EFL learners and 4 teachers selected through purposive sampling to participate in the study. The data was collected using in-depth interview designed based on the constructs of TAM model. Participants were provided with ChatGPT in structured language practice sessions and subsequently obtained feedback on their oral activities. The gathered data was analyzed using thematic analysis. The findings reveal that both student participants and teacher participants have a positive perception toward using ChatGPT regarding 'ease of use, usefulness, and social influence. However, some participants highlight the potential deficiencies such as being dependent on the intelligence of AI instead of exploiting one's own talents and capabilities. The results of this study could help educators and curriculum developers make logical and efficient decisions about using ChatGPT in EFL classrooms.

Key words: ChatGPT, TAM, oral communication skills, EFL

Teaching Metaphor Via Online Tools in Higher Education

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Metaphor is ubiquitous in everyday language. From a cognitive linguistic view, metaphor is a matter of cognition more than it is of language (Lakoff and Johnson 1980, Kövecses 2002). Actually, it is an aspect that highly features educational discourse (Cameron 2003), which is so often difficult to interpret by non-native speakers of language (Boers and Demecheleer 2001; Littlemore 2003; Boers 2003; Littlemore and Low 2006; Belkhir 2020). This highlights its importance in English language teaching in higher education contexts, such as Mouloud Mammeri University, in Tizi-Ouzou. Unfortunately, this issue has not received enough attention among scholars, in the current context. The present research aims to (i) reveal why it is important to teach metaphor to advanced learners of English, (ii) suggest some practical strategies for teachers, which could be implemented via up-to-date tools, such as the internet (online dictionaries, hyper corpora, among others), and (iii) exemplify how metaphor identification procedure can be applied for educational purposes. This is proved helpful in developing EFL teaching and learning in the present context.

Key words: Cognitive Linguistics, educational discourse, metaphor, online tools, strategies

Enhancing Vocabulary Learning and Retention Using Mobile-Facilitated Concept-Mapping

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A fundamental component in effective communication is a rich vocabulary. Consequently, it is essential to explore innovative approaches for teaching vocabulary. One such method is the practice of concept mapping which enables learners to express their existing knowledge and integrate it into new information by assimilating both their prior and freshly acquired knowledge. The present study aimed at investigating the effect of providing EFL learners with concept mapping in enhancing their vocabulary acquisition facilitated by contemporary tools such as mobile phones. To conduct the study, the researcher selected 49 male intermediate EFL learners from Ebtekar language center in Urmia, Iran. The Nelson proficiency test was administered to homogenize their general proficiency and to omit outliers. Generally, the difference between the treatment given to the experimental and control groups was that while the participants of the experimental group were provided with concept mapping strategy instruction in which they received concept maps (two for every session) through Telegram, the control group received traditional instruction (definition of the vocabulary) through Telegram; however, they received the vocabulary during three phases so that they could not recognize semantic relationship between them. Based on the findings, it was revealed that using mobile-facilitated concept-mapping vocabulary teaching strategy had a significant effect on enhancing vocabulary learning and retention of the learners. Using mobile phones enables the teachers to provide students with the essential input and structures for practicing target forms. Moreover, teachers were able to give feedback to their students and comment on their problems outside the classroom.

Key words: Concept Mapping, Mobile Facilitated Vocabulary, EFL, Vocabulary Teaching Strategies

Digital Teaching and Digital Evaluation of Turkish as a Foreign Language: Germany-RWTH Aachen University Case

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The purpose of this study is to detail how Turkish is taught to university students in Germany. The sample of the study consists of students studying in various departments of RWTH Aachen University and taking the Turkish course to learn a second foreign language. Teaching Turkish as a foreign language is digital and online. In this context, teaching methods, preferred educational materials, and learning platforms vary and new learning approaches emerge. In addition, the evaluation of the course by students is made by the 'Digital Course Evaluation Form' prepared by the university. The form consists of multiple different headings. In the evaluation, there are classifications of questions regarding the content of the course, the method of teaching the course, general situations, the digital learning process, etc. Finally, there is a section that includes open-ended questions, students' comments and suggestions, and that allows to express the positive and negative aspects of the digital learning process. The result of the Evaluation Form is shared with the instructor who teaches the course digitally by the university. The results are also asked to be shared with the students. Thus, it is aimed to develop and ensure a more efficient learning-teaching process with the 'Digital Course Evaluation Form'.

Key words: Turkish as a Foreign Language, Digital Learning, Digital Evaluation, Germany

An Examination of Cultural Elements in English Language Coursebooks for Primary School Learners

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Language is regarded as a reflection of cultural values, norms and various features of a society. The fact that culture is an indispensable part of a language motivates coursebook writers to benefit from a diverse set of cultural elements. It is an effective way to create a meaningful learning environment through incorporating cultural elements into language teaching. The aim of this study is to gain insight into the current use of cultural elements in teaching English to young learners in public primary school settings. Thus, this study examines the extent to which cultural elements are presented in three EFL course books selected for grades 2, 3 and 4 by the MoNE in Türkiye. The data were collected through the content analysis of the text types (written and listening) and the visuals in the coursebooks in terms of cultural content. The analysis covered the quantification and categorization of the text and visuals in the coursebooks based on the degree of cultural elements in both source language and target language. The results revealed that there is a low proportion of cultural content deriving from both source and target language. This shows an inadequacy of cultural elements in both written and listening text types along with the visuals. It was concluded that the majority of the units in all three course books are far from creating cultural context. The pedagogical implications are provided based on the significance of integrating culture in English coursebooks.

Key words: coursebook, culture, language teaching

The Place of Speech Acts of a Please in The General System of Classification of Speech Acts

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This article discusses a number of studies on the study of the place of speech acts of a please in English. There is also a brief description about the problem of classifying speech acts.

Keywords: speech act, please, term, informative speech, classifying speech acts.

Comparative Analysis of Idioms and Proverbs in Elif Shafak's Love According to Interpretative Translation Theory

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Translation is a linguistic, cultural and communicative activity and is vital in every scientific and cultural field. In the light of the Interpretive Meaning Theory, this study comparatively analyzes the English and Turkish translations of selected proverbs and idioms from Elif Şafak's Love. These proverbs and idioms are both the most valuable assets of a language and parts of the same culture as they reflect the way of thinking and way of life of a culture. The proverbs and idioms selected from the source work were evaluated in the analysis phase by considering their linguistic and cultural contexts. Equivalence criteria, which are frequently emphasized in the Interpretive Meaning Theory, were also taken into consideration. The study showed that the meaning intended to be conveyed by the source text was conveyed fluently and comprehensibly, and that the work was translated with a high degree of equivalence. However, it was observed that some proverbs and idioms used by the author of the source text were not translated. Therefore, it was observed that the meaning that the author of the source text wanted to convey could not be conveyed in the desired way from time to time.

Key words: translation studies, interpretive translation theory, Elif Shafak, idioms and proverbs.

The Benefits of Retelling Strategy in Enhancing EFL Learners' Speaking Skills

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Retelling is a technique for enhancing comprehension, which is the process of comprehending what is read and expanding on the knowledge acquired by relating it to other stories or actual events. The purpose of this study is to examine the value of retelling strategies in EFL instruction and to present various retelling strategies for students to use technology to enhance their speaking skills. This study's primary objective is to examine the advantages of learner's varied interpretations of stories. In the first section of the study, studies on retelling strategies in foreign language teaching were analyzed. Following this, some retelling strategies were suggested as a way to use technology to teach EFL while also enhancing learners' speaking abilities.

Keywords: retelling strategy, speaking skills, interpretation of stories, technology.

The Cognitive Model as A Challenge in Foreign Language Teaching

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The cognitive model employs in teaching foreign language captures the interest of young students, improved and eases their comprehension of grammar and language, elevates student motivation, and aids in the retention of new vocabulary and structures. The aim of the article is to persuade teachers that the cognitive model applied in the lesson provokes a change in the dynamics of the language classroom and serves as a motivational tool for students. An author's cognitive model is an example for the easy comprehension and production of the difficult English present progressive construction by Bulgarian young learners. The model is examined within the context of both generativist and usage-based theories, with particular attention given to the significance of pre-linguistic conditions. Additionally, the model's taxonomy of constructions, which is an integral part of it, centers on the connection between the English present progressive construction and the constructions that precede it.

Keywords: language learning, FLT (Foreign Language Teaching), cognitive method, construction taxonomy.

POSTER
PRESENTATIONS

The Use of Pedagogical Technologies for The Formation of Communicative Competence of Future Specialists in Accounting and Taxation During ESP Classes

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Modern pedagogical theory and practice is characterized by vast number of different approaches, theories, school and educational systems. Therefore educator must skillfully join on practice new approaches and pedagogical ideas checked by time when realizing educational process. The present article deals with the issue of future specialists' in accounting and taxation foreign language professionally-communicative competence forming. The aim of this study is to theoretically substantiate and experimentally test the effectiveness of suggested modern pedagogical technologies used in the process of forming the foreign language professional-communicative competence of future accounting and taxation specialists. The methods were discussed in order to select the most appropriate, which could be used by teachers in order to achieve the best result. The objectives of the study are to analyze modern pedagogical technologies as well as to choose the most effective one for forming the foreign language professional-communicative competence of future accounting and taxation specialists. In the work the analysis, generalization and systematization of research on the problem were used. The result of the study: model of effective using of modern pedagogical technologies which can be used in the professional preparation of future specialists in accounting and taxation.

Key words: ESP, modern pedagogical technologies, specialists in accounting and taxation, foreign language communicative competence

Media Competence as A Relevant Educational Category of The XXI Century

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Media literacy as the ability to critically understand and interact with the media is extremely relevant in modern society, enabling citizens of all ages, including university students to navigate in the modern news environment and make informed decisions. The purpose of forming and developing students' media competence is to enhance their ability to critically comprehend the content they receive through social media and through traditional media; increase their awareness of the veracity of online information, while promoting more responsible use of the Internet. Within the independent field of knowledge of media education, there are such concepts as "media literacy", "information literacy", "media competence", "media culture", which are related to each other but not identical. It should be emphasized that media competence in European scientific discourse has long been not only a media education concept, but also a social construct, an evaluation system with certain functions in the media community, which are translate through the media. Currently, it is an indisputable fact that the key feature of society development is the informatization of all spheres of its life. This poses new challenges for educators, changing the requirements for the competencies of modern students. As a result, the paradigm of education is changing, where learning is increasingly becoming personality-oriented, the emphasis is on independent and individual work of students. The conducted English-language blended course consisted of 5 modules and ended with a presentation of students research papers, which allowed students to determine the significance of the course and the use of all available media in their future activities.

Key words: media competence, media education, media literacy, media culture

ONSITE
PRESENTATIONS

Demotivation or Amotivation? A Literature Review on Clarifying the Concepts in L2

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Research on motivation in L2 has experienced a great breakthrough for the last forty years. Contemporary research framework for motivation studies has produced several terms to define concepts related to motivation. 'Amotivation' and 'demotivation' are among these terms. Both of the terms define distinct features of unmotivated learners. Though they are used interchangeably by some scholars, they mean different concepts. The relevant literature gives distinct meanings for the terms. Current paper aims at reviewing the literature in order to explore the meanings of these terms. In an attempt to clarify the difference and distinction between 'amotivation' and 'demotivation', relevant literature has been investigated thoroughly. It is concluded that each term has a unique meaning in defining different aspects of lack or loss of motivation.

Keywords: motivation in L2, amotivation, demotivation.

A Review of EMI Research Trends in Türkiye

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As a growing global phenomenon, English Medium Instruction (EMI) refers to the use of English in teaching academic subjects in non-English speaking countries. As a non-Anglophone country, Türkiye conveys a growing potential for EMI practices at higher education level. In parallel with EMI practices, research on EMI is also a recent trend among Turkish scholars. Current paper is devoted to present a descriptive report of research on EMI in Türkiye. In this regard, journal articles, scientific reports and conference papers from major databases have been reviewed in order to determine the research trends on EMI in Turkish context. The findings showed that EMI research in Türkiye is mainly focused on needs, perceptions, attitudes and challenges of lecturers and learners; also it is determined that there are few studies focusing on language policy, nationalism and globalism issues. The paper concludes with ımplications for further research on EMI.

Keywords: English Medium Instruction, higher education, second language learning.

The Use of Digital Tools at Preparatory Schools of Universities

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The fast rise of technological advances in communication and information, as well as social networks, has drastically altered our lives over the last few decades. The digital age has had a significant influence on many aspects of life, particularly education, helping learners to develop their language and communication skills. Nowadays, knowledge is available on the internet, and instructors at preparatory schools are responsible for helping students through the learning process. As a result, instructors' job is more crucial than ever; their function requires being reviewed, and they must be prepared for the difficulties of digital education. This research seeks to be a tool for guiding their steps towards a teaching ready to tackle societal difficulties, where, face-to-face education may fail at any time. Instructors should make an effort to get ready for future teaching. Methodology, resources, techniques, and even assessment need to be modernized. This study focuses on the usage of digital technologies in the classroom while teaching English as a foreign language. To achieve this objective, the advancement of the implementation of digital tools in the educational sphere, particularly in the teaching of foreign languages, is examined, considering the key benefits and drawbacks of their incorporation in the classroom.

The Perceptions of Pre-Service Teachers on The Use of Mobile Assisted Language Learning in Efl Classes

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The rise of technology has altered the way students learn in the twenty-first century. The usage of Mobile Learning strategy is one of the ways that may be used to help students learn in the age of digitization. Mobile learning is related to language learning and is further evolved into the term Mobile Assisted Language Learning (MALL). The purpose of this study is to investigate EFL pre-service teachers' beliefs about the usage of Mobile Assisted Language Learning in the classroom when teaching English. The methodological approach utilized in this study is a mixed-method research design. This study included 120 participants from a state university in Türkiye. The data for this research is collected using a questionnaire and an interview. The results suggest that EFL pre-service teachers expressed favorable mindsets towards the usage of MALL in English instruction. It demonstrates that EFL pre-service teachers are aware of MALL in English language teaching.

The Unwillingness to Communicate of Ell University Students

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A person's eagerness to participate in communication is referred to as their willingness to communicate (WTC) in the field of communication studies. It describes how much a person is willing to communicate in a specific circumstance, with a specific individual or group of individuals, or in a specific language. In the field of ELT, WCT also has an important place and some valuable studies have been conducted; however, to expand and broaden the studies learners' willingness/unwillingness to communicate in and out of the classroom contexts will be the main aim of this study. The participants in this study are ELL students at a state university in Türkiye and their WTC levels were analyzed using specific statistical analyses. Additionally, gender difference is also considered. The results seem to have essential implications for teachers and students in the field since by recognizing the reasons behind the unwillingness to communicate in L2 classrooms and environment, it might help to eliminate such communication apprehensions.

Key words: unwillingness to communicate, personality trait, university students, communication apprehension.

Enhancing Social Instruction in Online EFL Lessons: Teacher Struggles and Strategies

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The rapid transition to online education, prompted by the global COVID-19 pandemic, presented significant challenges for educators worldwide. In the realm of English as a Foreign Language (EFL) instruction, maintaining and fostering social interactions among students has been a paramount concern. Effective socialization and social instruction are widely recognized as essential components of language learning. This research investigates the struggles faced by EFL teachers and the strategies they employ to facilitate social interactions among their students during online lessons. To gain insight into this critical facet of online EFL instruction, a survey was carried out to 30 experienced language teachers. The study explores the hurdles they encountered in creating and sustaining social interactions in the virtual classroom, as well as the innovative strategies they employed to overcome these challenges. Findings reveal that teachers encountered several obstacles in establishing a sense of community and engagement among their EFL students in online environments. These included issues related to student motivation, the absence of non-verbal cues, and the potential for isolation. To address these concerns, teachers employed a range of effective strategies. These strategies encompassed the use of digital tools, interactive activities, peer collaboration, and the nurturing of a positive online class culture. In conclusion, this study contributes to the evolving discourse on online EFL instruction by shedding light on the struggles faced by teachers and the innovative strategies they employ to create meaningful social interactions among students. Recognizing the importance of these interactions for language learning, this research offers insights that can inform pedagogical practices in the digital age, ultimately enriching the educational experiences of EFL learners.

Key words: Online Teaching, Socialization, Social Interaction in Online Education

Automated Writing Evaluation Tools in Foreign Language Teaching: A Comprehensive Review

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Assessing students' writing in foreign language teaching classrooms has always been a challenging issue. Adapting automated writing evaluation (AWE) tools to foreign language teaching and using them effectively is on the agenda as a promising approach to improving writing skills. This study, by providing a comprehensive review of the current state of AWE tools in foreign language education, examining their effectiveness, advantages, and challenges, tries to give a hand both to the teachers and testing and evaluation bodies in schools. First of all, the evolution of AWE tools, tracing their development from rule-based systems to advanced machine learning algorithms have been discussed and some notable AWE systems are examined, providing insights into their functionalities and features. Then the pedagogical benefits of incorporating AWE tools into foreign language classrooms have been investigated and by analyzing empirical evidence, the potential of AWE tools to support language learners' writing proficiency have been underlined. Ethical concerns regarding plagiarism detection, the need for fine-tuning AWE systems for different languages and proficiency levels, and issues related to learner motivation are considered. This study aims at highlighting the importance of effective teacher integration and professional development to maximize the benefits of AWE tools in foreign language instruction.

Key words: assessing writing, AWE, digital apps, AI tools, foreign language teaching

Leveraging ChatGPT to Empower Learner Autonomy and Support Instructors in ELT Writing Classes

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The integration of technology in education has transformed traditional teaching paradigms, offering new possibilities for enhancing learning experiences. In the realm of English Language Teaching, writing classes play a pivotal role in honing students' language proficiency. This paper explores the potential of ChatGPT, a powerful language model developed by OpenAI, as a tool to augment learner autonomy and assist instructors in ELT writing classes. By analyzing the benefits and challenges of incorporating ChatGPT into the ELT curriculum, this paper aims to provide insights into how this innovative technology can revolutionize language education.

Key words: ChatGPT, writing, learner autonomy, instructor workload

Revolutionizing ELT Speaking Classes: The Integration of AI for Enhanced Learning

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The realm of English Language Teaching is continually evolving, driven by advancements in technology. This paper explores the transformative potential of integrating Artificial Intelligence (AI) into ELT speaking classes. Focusing on the use of AI, particularly ChatGPT, as a tool to augment speaking proficiency, this paper examines the benefits, challenges, and future implications of incorporating AI in language education.

Key words: ChatGPT, speaking, learner autonomy

Revolutionizing ELT Speaking Classes: The Integration of AI for Enhanced Learning

Unleashing the Power of Dogme ELT (Teaching Unplugged) in Online Language Education

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As educators, we are continually seeking new methods to improve our teaching techniques and enhance our students' learning experiences. The way Dogme ELT (Teaching Unplugged), a student-centered approach that stresses discussion and communication, might be applied to an online language education situation is investigated in this research. Dogme ELT (Teaching Unplugged) is a pedagogical style that prioritizes the needs and interests of students over textbooks and supplies. This approach emphasizes communication and interaction between students and teachers, and it enables students to generate meaning based on their own experiences and expertise. However, in this paper, the obstacles to applying this approach in a virtual classroom, as well as the benefits and tactics for effectively adapting it, are highlighted. Additionally, the utilization of technology to complement Dogme teaching (Teaching Unplugged) and how evaluation works in this manner is demonstrated. Finally, there is a summary of a case study of a teacher who effectively adapted Dogme teaching to an online language education situation.

Key words: Dogme ELT, Teaching Unplugged, Dogme ELT and online learning, obstacles to applying Dogme ELT in virtual classes, tactics for adapting Dogme ELT in virtual classes

Breaking Language Barriers:

The Power of Translanguaging in Policy and Planning

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Translanguaging, a concept that challenges traditional language practices and promotes multilingualism is not just about switching between languages, but rather a complex process of meaning-making that involves the use of multiple languages and modes of communication. Translanguaging has gained increasing attention in recent years due to its potential to support language learning, promote social cohesion, and break down language barriers in society. By embracing translanguaging practices, we can create more inclusive and diverse environments that celebrate linguistic and cultural diversity. This paper explores the relevance of translanguaging to language policy and planning. Language policy and planning can significantly benefit from incorporating translanguaging practices. Research has shown that traditional language policies, which often promote monolingualism and standardization, can lead to the exclusion and marginalization of multilingual individuals and communities. On the other hand, translanguaging practices embrace the linguistic diversity of individuals and communities and promote the use of languages as valuable resources for learning and communication. Incorporating translanguaging practices in language policy and planning can lead to more inclusive and effective language education, better communication in multilingual workplaces, and increased social cohesion in diverse societies.

Key words: translanguaging, translanguaging and language policy, translanguaging and language planning

Investigating Iraqi EFL Student-Teachers' Assessment literacy: Matches and Mismatches between their Perceptions and Knowledge

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

Keywords: Language assessment, Language assessment literacy, Formative assessment, Summative assessment.

The Process of Giving Feedback: What Were You Thinking?

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Assessment is one of the core elements of language teaching; therefore, it is one of the mostly studied areas. The literature of assessment has been seen to be rich in terms of studies on planning and construction of a test; however, the step that comes after item writing, which is getting feedback from the other members of the testing unit or curriculum unit is ignored. Therefore, this study takes this lack as the research problem and aims at exploring the process of giving feedback to a multiple-choice English exam to improve the quality of the test. In order to reach the aim, a qualitative research design is employed and the unit members who give feedback to the tests that the test developer has developed are interviewed. The study has taken place at the preparatory school of a foundation university. The results reveal that curriculum unit members consider the extent to which the exam covers the objectives of the program, content and construct validity, the level of language used in the exam and context of the items the most when they give feedback. It is expected to fill in a gap in the literature with regards to the process after item writing and to offer significant contributions to the practical discussion of improving the tests that the testers have developed before they are implemented.

Key words: feedback in assessment, test development, testing in preparatory schools.

Utilizing English Pop Songs With The Karaoke Site "Lyrics Training" To Enhance Young Efl Learners' Pronunciation

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Conceivably the most neglected skill in foreign language teaching is pronunciation. Boring listening texts in Turkish textbooks and crowded classrooms in Türkiye make it challenging for English as a Foreign Language (EFL) learners to develop this skill. This study aims to take the pronunciation skill out of being tedious and complex and to be fun and functional with the help of English pop songs. 5 male and 5 female (10) 12-year-old 7th-grade students studying at a public secondary school in Samsun/ Çarşamba district participated voluntarily. They had almost the same academic success, family structure, and foreign language skills. It is a mixed mothod study study that lasted for 5 weeks. The participating students studied 5 English pop songs on the "Lyrics Training" site, took screenshots, and shared their scores. A one-way anova test was applied to see if there was a significant difference between student scores. Both the difference between the students and the difference in scores between the songs were examined. To ensure the validity and reliability of the score, the students' opinions were taken with a semi-structured interview at the end of the study. Student statements were interpreted by making content analysis with the help of another ELT expert.The study results show that students' pronunciation skills improved, and autonomy is provided for students who take responsibility for their own learning. An opportunity is created for crowded classrooms and shy students.

Keywords: pronunciation, english pop songs, karaoke, lyrics

Three-Dimensional Frequency Analysis in Teaching English Phonology

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Formant analysis emerges as an indispensable instrument within the domain of phonetics and the science of speech, offering profound revelations into the acoustic attributes of speech sounds. As resonant frequencies, formants delineate the spectral envelope of vowel and consonant sounds. In the realm of phonological studies, formant patterns serve as valuable tools, offering acoustic evidence that can enrich phonological theories by shedding light on phonemic distinctions and underlying phonological structures across diverse languages. In this study, the software was produced within the scope of a completed Scientific and Technological Research Council of Turkiye (TUBITAK) project No. 115E845 (2017) was used. This software uses frequency filters to examine speech sounds as time-amplitude, amplitude-frequency, and three-dimensional spectrograms. The aim of this study is to reveal the possibility of generating a three-dimensional frequency analysis and creating three-dimensional visuals of short and long vowels in Received Pronunciation. The notion that speech can be conceptualized and scrutinized as a tangible, observable entity offers numerous possibilities for examination within the field of phonological research. Solid 3D modeling of phonemes may enhance foreign language teaching by providing a visual and interactive approach to pronunciation instruction. It might contribute to more effective language learning and improved phonetic accuracy when used appropriately alongside other teaching methods. Students might better understand how to produce sounds correctly by providing a three-dimensional representation of phonemes.

Keywords: Sound, articulation, spectrogram, sound analysis, three-dimensional sound analysis, speech analysis, three-dimensional printing

Evaluating the Usability of AI Language Models for Grading Essays in an EFL Context

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In the digital era of foreign language education, the role of technologies in shaping teaching practices and assessment methodologies has increasingly become significant. One of the fundamental aspects of this evolution is assessment and grading of students' essays, especially in the context of EFL education. This ongoing study investigates the feasibility and effectiveness of using AI language models as a grading tool for students' essays. To conduct this study, a corpus of 60 essays written in an EFL context, has been collected. A two-fold evaluation is employed, comparing AI language models' performance in grading against human language instructors. We hope to be able to provide results as to whether the scores from automated sources and human language teachers will be interchangeable and to what extent AI language models can facilitate essay grading. The findings of this study will shed light on the potential of AI tools to ease the workload of language teachers. The implications will be discussed in the context of optimising the essay evaluation process with respect to the reliability and accuracy of the feedback and enhancing the overall educational experience in EFL classes in the realm of the digital era in foreign language education.

Key words: automated essay evaluation, technology-assisted assessment, AI language models

A State-of-the-art App in the Spotlight: BoldVoice

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Accent is an intricate concept with sociolinguistic ramifications in that one's distinctive accent is often associated with that individual's identity (McCrocklin & Link, 2016), resulting in a potential identity clash between native and target cultures or an unconditional acceptance of the target identity. It, for instance, might reveal speaker's linguistic backgrounds (Munro, 2008) (e.g., Spanish and Turkish) and thus creates a sense of social inclusion (Colic-Peisker & Hlavac, 2014) or, in some extreme cases, leads to social exclusion (Dovidio et al., 2010). A good command of the target accent has also been a preference reason for recruitment in business spheres (Li, 2022). In education settings, mainstream accents (e.g., American English or British English) have been preferred by learners and teachers (Mısır & Gürbüz, 2022 for various reasons, including the ease of understanding (Tsang, 2020) and accessibility of materials (Rose & Galloway, 2019). Accordingly, English language learners from all walks of life have been aspiring to sound like a native speaker in their oral interactions (Lee & Kim, 2021). However, previous research indicated accentual problems on behalf of language learners from manifold linguistic backgrounds (Barcomb & Cardoso, 2020; Topal & Altay, 2022). Given that an intelligible accent is essential to effective communication (Levis, 2018) and that technology might be employed in accentual improvement (Rogerson-Revell, 2021), this research report intends to present the review of BoldVoice – a mobile application for English pronunciation endorsed by Hollywood accent coaches – using Chapelle's (2001) evaluation criteria for computer-assisted language learning products.

Key words: BoldVoice, mobile app, digital learning, educational technology, tech review

Flipped Vocabulary Instruction: Old Issues, New Paradigms

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This study reports on longitudinal experience gained through flipped vocabulary instruction with adult foreign language learners. Five groups of EFL learners (N=15) participated in the study. The instruction process was in line with the taxonomy of knowledge. The learners were instructed on the use of an online vocabulary learning platform, and they were encouraged to practice the target words as far as their learning potentials allowed. Most of the time, they were able to go through the first three stages of the learning process namely, remember, understand, and apply, without the help of the instructor. Qualitative analysis of the focus group interviews revealed positive attitudes among the participants concerning the process. The main discussion of the current study revolves around the question whether EFL instructors should deal with the aspects of the target language which learners can deal with on their own?

Key words: flipped learning, L2 vocabulary, digital learning tools

Artificial Intelligence and Academic Writing: Discourse Analysis on Twitter Among Non-Native English Writers

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Twitter, being a widely utilized social media site, provides a substantial and valuable reservoir of real-time data that can greatly enhance the comprehensiveness and scope of research outcomes. This research aims to understand the public's views, feelings, and attitudes by analyzing non-native English speakers' tweets about the use of AI, especially ChatGPT in academic writing. In particular, the objective of this study is to employ Twitter data as a means of gathering relevant tweets about to the use of artificial intelligence (AI) for academic writing. The purpose is to conduct a comprehensive analysis of the content and discern any emerging trends or patterns. The research methodology employed in this study is the integration of the Twitter API using the R programming language. The data were then prepared for various analyses, and it has been found that Twitter posts of non-native academics and students towards the use of AI, especially ChatGPT, show a largely positive attitude, that this technology is potentially valuable for improving academic writing processes, and that it is positively received by researchers. However, some criticisms and concerns may also arise, particularly regarding data privacy and ethical issues. These results will help better understand the role of AI-powered software within the academic writing context.

Key words: Artificial Intelligence, Twitter, Academic Writing, English as a Foreign Language

Effectiveness of Virtual Reality Tools on Turkish Young Learner's Vocabulary Acquisition and Their Perception of Using Virtual Reality Tools in Classroom

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The present research aimed to examine the efficacy of Virtual Reality (VR) technology in enhancing vocabulary acquisition among young learners, while also assessing their acceptance and willingness to incorporate this technology into English language instruction. Employing a mixed-method approach, the quantitative phase entailed the utilization of pre-test and post-test assessments to compare the experimental and control groups, along with administering the Technology Acceptance Model (TAM) survey exclusively to the experimental group. Additionally, the qualitative phase involved conducting semi-structured interviews with ten voluntary students from the experimental group. Analytical procedures encompassed independent sample t-tests and paired sample t-tests to analyze the quantitative data. Qualitative data which was collected from volunteer students, were analyzed by the researcher and related codebook is created. Results indicated that, there were no significant difference between the post test results of experimental group and control group. Qualitative data demonstrated that experimental group were highly satisfied with the experience of using fully immersive VR tools to improve their vocabulary acquisition.

Key words: virtual reality, vocabulary acquisition, young learners, educational technologies

Features Of Learning English Through Coursera Online Courses

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Nowadays the development of technology and worldwide application in education calls for innovative methods and approaches in teaching and learning language in the digital age. The digital era has democratized access to a vast array of language learning resources, including online courses, interactive apps, multimedia content, and digital libraries. Learners can easily find materials tailored to their interests and proficiency levels. One of the most significant appliances where people can take education is Coursera. Coursera, the leading online learning platform, offers a wide range of courses in various fields to millions of users worldwide. Founded in 2012 by Stanford University professors Andrew Ng and Daphne Koller. Coursera has grown significantly in recent years by partnering with top universities and institutes to offer high-quality courses. Learning English through Coursera online courses offers several opportunities and advantages, and the importance of learning English is evident in today's globalized world. Features of learning English through Coursera: Flexibility: Coursera offers a wide range of English courses, from beginner to advanced, allowing learners to choose courses that suit their skills and goals. These courses are often self-paced, allowing students to study at their own convenience. Variety of courses: Coursera Business English, Academic English, Conversation Skills and more. offers a variety of English courses tailored for different purposes, such as Students can choose courses that suit their specific needs. Expert instructors: Coursera courses are usually taught by experienced and qualified instructors who can provide structured and effective English language teaching. Interactive learning: Many Coursera English courses include interactive elements such as quizzes, assignments, and peer evaluations to enhance the learning experience. Access to Resources: Coursera provides access to a wide range of resources to support language learning, including video lectures, study materials, and multimedia content. Certification: Upon successful completion of a Coursera English course, students can receive certifications that can be added to their resume or LinkedIn profile to demonstrate their language proficiency. Importance of learning English: Global Communication: English is one of the most widely spoken languages in the world, making it a common medium of communication between people from different countries and linguistic backgrounds. Career opportunities: English is often a requirement for many jobs, especially in multinational companies and industries such as IT, business, and tourism. Learning English can open up a world of career opportunities. Academic excellence: Many universities around the world offer courses in English, and proficiency in the language is often a prerequisite for international students seeking higher education abroad. Access to information: A significant amount of online content is available in English, including academic journals, research papers, and educational resources. Learning English gives people access to a vast repository of knowledge. Travel and Tourism: English is a valuable tool for travelers as it is widely used in tourism. It makes communication easier and enhances the travel experience. Cultural Exchange: Learning English allows people to engage more deeply with English-speaking cultures, literature, music, and media, promoting cross-cultural understanding. Business and Trade: English is an international business language and knowledge of English facilitates trade and cooperation in the global market. In conclusion, learning English through Coursera online courses offers flexibility, expert guidance, and a variety of options to meet individual needs. The importance of learning English lies in its global importance for communication, career advancement, education, access to information and cultural exchange in an interconnected world.

Keywords; Flexibility, Variety of courses, Expert instructors, Interactive learning, Access to Resources, Certification, Importance of learning English.

The Development Of Linguocultural Competence Of Students In Teaching Russian As A Foreign Language

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Various universities in Turkey offer one-year preparatory course during which training is conducted aimed at preparing students for the main course of the university for the programs such as "Russian Language and Literature" and "Russian Translation". As a part of a one-year preparatory course, the student learns Russian language at intermediate to higher intermediate level. At the Russian Preparatory Department of the High School of Foreign Languages of Ankara Hacı Bayram Veli University, students are trained in Russian language to further study at the department of Russian Language and Literature. The language training program is carried out according to a general humanitarian profile, which meets the requirements of the philological specialty. The study and development of language skills takes place within the framework of the second language learning standards. Particular attention is paid to the development and automation of oral and written communication skills, as well as the understanding of heard speech. Considering that the program is aimed at students with a philological profile, special attention is paid to the development of linguocultural competence of students. Along with the study of standard grammatical and lexical material, the program includes basic historical, geographical and cultural information that forms a picture of the world of native speakers. During its studies at the preparatory department, the student learns the basic geographical features of the Russian Federation, for example, while studying the prepositional case, the student, working with a map, receives information about the largest settlements, their structure, population, regions of the Russian Federation, the southernmost, northernmost, westernmost and easternmost cities of Russia, their history and their place in Russian culture. During the learning process, linguocultural material is integrated in accordance with the grammatical material being studied and adapted in accordance with the level of language proficiency. Despite the fact that at the beginning of the first semester the language means are limited, the student is still able to talk about the most known Russian cities, for example, Russian capital Moscow, using a limited vocabulary. By the end of the second semester, the student has knowledge and is able to talk about the geographical features of the country and the most important historical events that are of the fundamental value to Russian culture. Also, objects of art, literary works, biographies of artists and cultural figures, writers, poets, scientists, who are an important component of Russian culture, are integrated into the process of language learning. Thus, by the end of the training, the student masters basic linguocultural information and has a general understanding of Russian culture, history and geography and a good basis for further education.

Keywords: Teaching Russian as a Second Language, Linguoculturology, Linguocultural Competence

UDL in ELT

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UDL is an acronym for Universal Design for Learning and ELT for English Language Teaching. In the same way the latter has become part of our jargon as teachers of English, UDL has come to stay. In a world that seeks to be more equitable where we value diversity and embrace inclusion, teachers of English as a foreign language are required to also implement actions in their teaching practice that can make this happen. What does this mean? How is that done? The Universal Design for Learning (UDL) principles present specific ways in which we, teachers, can help students achieve their learning goals. How can this be applied in ELT?

Challenges of Online Assessment in the Iranian Context

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The spread of the Covid-19 pandemic caused changes in our educational systems in terms of both teaching and assessment. Teachers had to use different platforms to continue teaching and to evaluate their students' learning. Utilizing a variety of tools and platforms can be a challenging task for language teachers in administering online assessments. It should be mentioned that only a limited number of studies have explored online assessment challenges. Therefore, this phenomenological study investigated the perceptions of online assessment challenges and potential solutions of 14 EFL teachers at different language schools in Tehran, Iran. Eight female and 6 male teachers holding MA and Ph.D degrees were purposefully selected. Data were collected using an open-ended questionnaire and analysed through MAXQDA 2022. The results showed the following 30 online assessment challenges, including but not limited to: threats to test validity, reliability, & trustworthiness, Limited interactions, High affective factors, Inaccuracy of test results, Threats to e-assessment fairness, and the Absence of observer/proctor in exams as well as, Cheating/Academic misconduct, among others. The present study's findings have implications for teachers, curriculum developers, policy makers, educational and in-service administrators. Finally, it is suggested to use the identified factors of the current study to design an effective online assessment model.

Keywords: infrastructure, online assessment, assessment literacy, technological literacy

Effective Classroom Management Strategies

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Classroom management is one of the most dominant topics for the successful teaching and learning process; therefore, it has been a subject of various research. This paper explores in depth the concept of classroom management from different perspectives to provide educationalists with a broad spectrum of this term. Furthermore, it follows up the developments of the classroom management term and their impacts on the educational process. Additionally, it probes the requirements and the objectives of the classroom process. Moreover, this paper discusses the principal theories and approaches, as well as the most resourceful techniques that construct the baseline of an effective constructive classroom management. More importantly, the ways of supporting teachers to carry out an effective classroom management are discussed profoundly due to their vitality in its success. In a nutshell, this paper guides educationalist to carry out a sharing and caring classroom management through proposing constructive changes in the educational process and suggesting practical techniques for making students partners in the educational process. This presentation will be carried out as an interactive session that identifies the concept of classroom management from different perspectives. It also explores in-depth various theories for settling a constructive classroom management, and it highlights the most practical strategies for constructing a successful classroom management that diffuse all classroom problems end engages students in the educational process.

Forging Ahead with Technology-Enhanced Language Learning with Some Requisite Guardrails

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With the advent of the new AI -driven digital era in foreign language education our learners are privileged to gain unprecedented access to resources, opportunities for authentic language use, and interactive learning experiences. But today's learners need to develop the right digital literacy skills and critical thinking abilities to navigate and evaluate the vast array of online language resources available. Technology-enhanced language learning is playing a significant role in revolutionizing language learning and teaching through online platforms, mobile apps, virtual reality, and artificial intelligence-based tools rendering instructional materials more accessible, interactive, and personalized. These advancements have the potential to shape the future of language learning methodologies and its overall landscape. While the digital era has brought numerous benefits to language learning, there are also several pitfalls and challenges associated with the transition to the digital and virtual space and it is imperative to ward off these potential drawbacks. Overreliance on digital tools may lead to a lack of proficiency in using the language in real-life situations as sometimes they fail to replicate real-life contextual learning experiences, such as understanding cultural nuances, body language, and non-verbal cues. Juggling multiple digital tools, apps, and platforms often lead to cognitive overload and multitasking, hindering deep learning and retention, as all learners are not the digital doyens, and they may not be able to break the tech literary barriers. Overemphasis on digital tools might lead to a decline in traditional language teaching methods and practices with their universal proven benefits. While navigating the digital era in language learning, it's important to strike a balance between leveraging the advantages of technology and addressing these potential pitfalls. Integrating digital tools with well-designed, pedagogically sound approaches and promoting meaningful human interaction can help mitigate these challenges and ensure a comprehensive and effective long-lasting language learning experience.

Keywords: tech literary barriers, multiple digital tools, pedagogically sound approaches, digital literacy skills

An Investigation on the Effect of Teacher-Student Rapport on 4th Grade Students' Attitudes Towards English Course and Achievement in Classroom

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The aim of this study is to investigate the relationship between teacher-student rapport behaviours and their effects on 4th-grade students' attitudes towards English lessons and academic achievements. The research involved 257 4th-grade students in a Gaziantep primary school and employed a mixed-method approach. Quantitative data were collected using both designed by Geçer (2002), along with self-assessment test and qualitative data were collected through focus group interview questions crafted with input from expert opinions. The data were recorded on SPSS 26 package program and Pearson correlation was used for identifying the significant difference. Based on the result of the data analysis, a significant, negative, medium-level correlation was found between teacher-student rapport and students' attitudes towards English lessons while there was positive significant difference between teacher student rapport levels and achievement levels in English class. When teacher-student rapport behaviour levels were high, a notable decline in student attitudes towards English lessons and incline in their overall achievements in English class became evident. This unexpected finding underscores the complex relationship between teacher-student interactions and student outcomes, underscoring the necessity for more comprehensive investigation in future research. Recognizing the potential impact of cultural factors, this study unveils a divergent pattern in the association between teacher-student rapport, student attitudes, and academic performance within the Turkish context as opposed to regions such as Western societies. To address this intriguing contrast, forthcoming research endeavours should employ culturally nuanced methodologies, alternative assessment instruments, and targeted interventions.

Key words: teacher-student rapport, attitude, achievement.

Teaching Anxiety among Novice English Language Teachers with Less than 5 Years of Teaching Experience

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There has been various research on Foreign Language Teaching Anxiety (FLTA); however, studies related to the case of novice English language teachers are relatively restricted. Therefore, this study aims to assess the anxiety levels of novice teachers of English with less than five years of experience working in public schools and teaching English as a foreign language. The current research utilizes both qualitative and quantitative methods of data collection. Aydın and Uştuk's (2020) Foreign Language Teacher Anxiety Scale (FLTAS) was utilized to acquire quantitative data from a sample of 40 participants. The scale includes 27 items on a Likert scale extending from one to five (never=1, rarely=2, sometimes=3, often=4, always=5). Moreover, the scale consists of five distinct dimensions, including factors such as self-perception of language proficiency, teaching inexperience, lack of students' interest, fear of negative evaluation, and difficulties in time management. The results of the FLTAS indicated that the levels of teaching anxiety among novice language teachers were significantly raised, a finding that was supported by the results of interviews. In the first years of their professional careers, novice EFL teachers experience teaching anxiety due to factors such as a new working environment, the influence of more experienced teachers, and the expectations of students and their families.

Key words: Teaching anxiety, novice teachers, FLTAS, EFL

Teaching Arabic Culture Images with Web.2 Tools

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Culture can be defined as the way of behavior, life and speech that an individual acquires, consciously or unconsciously, in the society to which he belongs since his birth. A student who learns a foreign language also learns the culture of that language along with this language. Individuals who learn different cultures become multicultural. Being a multicultural individual is a reality that can be developed through education. This reality includes respecting various cultures, differences and similarities and helping students understand and learn them. Multicultural education also includes respecting and understanding students' racial, cultural and linguistic differences. Students who learn Arabic as a foreign language also follow Arab culture closely. Since the language and the culture of this language are intertwined, a foreign student who learns the Arabic language becomes aware of the different images of the Arabic culture. Course materials used in foreign language teaching also develop with the advancement of technology. Web.2 tools also serve as course materials used in education. Students benefit greatly from digital environments as well as printed course materials. Students who used to read information on a website can interact with each other on websites using web.2 tools. With this method, students can interact mutually. It is very important for today's digital age students learning Arabic as a foreign language to learn images of Arabic culture in lessons using web.2 tools. This study aims to introduce and practice web.2 tools that can be used in teaching Arabic cultural images to teachers and students. As a method, firstly the web.2 tools that can be used are introduced and sample applications are shown. As a result of the findings, recommendations were made to teachers and students about the use of web.2 tools.

Key words: Teaching Arabic, Culture, Image, web.2 tools

Pre-Service Efl Teachers' Sense of Efficacy and Foreign Language Teaching Anxiety: A Case of Ell Graduates

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The aim this qualitative study is to investigate the relationship between pre-service EFL teachers' sense of efficacy and foreign language teaching anxiety. The study group was 46 pre-service teachers who newly graduated from an English Language and Literature program and enrolled in the pedagogical formation certificate program at a public university in Türkiye. The data were collected using Teachers' Sense of Efficacy Scale (TSES) and the Foreign Language Teaching Anxiety Scale (FLTAS) and analysed with SPSS Package Program. The findings showed that there was a negative high-level correlation between teachers' sense of efficacy and foreign language teaching anxiety. Also, it was found that gender was a significant indicator of teachers' sense of efficacy. In the study, the causes of low level of teachers' sense of efficacy and high level of foreign language teaching anxiety were tried to be explained. Then, a set of suggestions were provided to handle those problems.

Key words: foreign language teaching, sense of efficacy, anxiety, teacher well-being

The Effectiveness Of Using Interactive Methods In The Development Of Speech Skills In English Lessons

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Teaching children is always a complex process that requires new complex approaches and solutions in terms of the development of speech skills. Therefore, the problem of using interactive methods in practice is relevant. In addition, there are currently many problems associated with the development of speech skills. The purpose of the article is to analyze how interactive technologies affect motivation and stimulate students to fluency of speech. To achieve this goal, it is necessary to take into account the emotional and psychological problems that students face. In this regard, interactive methods are very important and require further development for use in the educational process. To improve the speech skills of students, to help them overcome the psychological barrier, it is necessary to develop a new model of the educational process. The article presents the developed and implemented model of interactive activity of speech practice. As an experimental research base, two groups of 20 students aged 8 to 10 years took part in the experiment. The article describes the results of an experimental study and one of the sample lessons developed by the authors. It is proved that interactive methods are a very effective stimulating tool for students to master the skills of oral speech in a favorable educational environment. The results of the study may be useful for teachers and educators working with this age group. To achieve success in the educational process, it is necessary to develop a special model, a lesson plan. The learning model based on the interactive method presented in the article increased the motivation of students, broadened the horizons of their attention, helped to create a comfortable educational environment and led to their ability to work independently and think critically

Key words: interactive methods, methods of teaching a foreign language, speech formation, communicative competence

Considerations On the Translation in CEFR Companion Volume

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After CEFR was published in 2001, it brought a new and different perspective to foreign language education, teaching, and evaluation content and practices. Although it seems that some educational tools are only tried to be implemented formally, the activity still maintains itself as a student-centered model today. CEFR Companion Volume offers descriptive scales in a comprehensive section under the heading "mediation." Compared to the 2001 edition, the most obvious difference at first glance is the addition of the intermediary section. In addition, we see another important change in descriptors level. Here, a new level, "pre-A1", has been added before the starting level A1. The new leveling will not be mentioned in this study.

It is observed that in CEFR Companion Volume, a rarely used term (mediation) is given a higher meaning in the context of translation. İn the context of translation, as part of foreign language education, teaching, and evaluation; the descriptors "médiation / aracılık" will gain their place in the development, design of textbooks, educational materials, and evaluation stages with the creation of new activities, exercises, and sample questions. In this study, we will also be considerate on how mediation descriptors will be used in materials design process.

Key words: translation, mediation, cefr

Systematic Literature Review on Scaffolding Techniques: Focus on Online Educational Settings in Second Language Acquisition

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Along with the technology that is improving nonstop, the education is changing its course from traditional classrooms to online classrooms. Giving the assistance that the learners need is required to guide them towards their learning goals in the face-to-face classrooms or online settings. Since online classrooms have begun to take place more and more often, either in emergency situations like the pandemic or as an institutional choice, online education has taken place at an increasing level recently. Therefore, keeping the learning gains at a powerful level by keeping the scaffolding principle in mind whether in online settings as much as in face-to-face environments is a major priority. In an online learning setting, scaffolding is defined as the support or guidance from a teacher or an instructor via technology. In online educational settings, knowing the ways and techniques to scaffold their learners is crucial for practitioners. The present systematic review examines 7 quantitatively supported articles that were published between 2018 and 2022 to find out the recent studies conducted about scaffolding techniques and their effects in online learning in second language acquisition. Results indicate that scaffolding techniques in any type encourages students in their learning. Future studies are required to investigate the scaffolding techniques and their effects in online educational settings for different age groups and various skills when learning a second language.

Keywords: scaffolding, online education, online scaffolding, EFL

Teaching Arabic Imperative Verb Conjugations Through Literature: The Example of Khalil Gibran

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This research aims to present a way of teaching imperative verbs in Arabic through the language used in a literary work. Language teaching methods through literature were utilized in the research. Language teaching through literature is one of the most important methods used in the field of language teaching. The work used in the research is "The Prophet" by the Lebanese writer Gibran Khalil Gibran. This work is about a scholar who addresses the island people. In the work, the scholar constantly addresses the islanders with several positive and negative imperative sentences. In this context, it is thought that the frequent use of Arabic imperative verbs will be useful in Arabic language teaching. Document analysis was used in this study. With this analysis, existing documents are scanned and suitable of them for the purpose are utilized. As a result of the research, it is seen that many imperative sentences in the literary work in question can be used by creating an exemplary model in teaching Arabic imperative verbs.

Key words: Language education, Arabic education, education through literature

The Impact of the Use of Padlet on High School Students' Writing Skills

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The objective of this research was to (a) discover the impacts of Padlet activities on students' writing skills in the classroom and outside of the classroom and observe the students' academic performance to evaluate the effect of Padlet tool and (b) investigate the students' satisfaction levels related to the usage of that digital application during their writing courses. This study involved 50 11th grade students attending Ankara Keçiören Abdurrahim Karakoç Anatolian High School. At the start of the research, a pre-test with one question was administrated to the experimental (25) and control group (25) of students. After applying the intervention, a single-question post-test was conducted to evaluate the influence of the Padlet virtual wall. In the latter phase of the research, student satisfaction was assessed using a survey featuring a 4-point Likert scale. This survey provided insights into the study's inquiries. Based on the research results, the exercises proved to be efficacious and advantageous in enhancing English writing skills, along with raising satisfaction levels following the utilization of the Padlet application. The research also outlined guidelines for incorporating Padlet into the classroom as a preliminary step before commencing writing. Additionally, it explained ways to share ideas and work together on writing topics using the platform.

Key words: Padlet, Web 2.0 tools, use of Padlet in highschool, digital tools, writing skills

A survey-based exploration of tertiary level L2 writers' integrated writing self-efficacy perceptions

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The main objective of the present study is to measure undergraduate tertiary level L2 writers' writing self-efficacy perceptions, depending on the assumption that writing self-efficacy determines written production of L2 writers up to a large extent. Commonly viewed as the accuracy of the judgements of students in terms of their confidence in L2 writing skills, writing self-efficacy has started to receive considerable attention over the last years. Writing self-efficacy is a critical determiner of writing performance in L2 writing. Even though there are several tools that could be deployed to measure writing self-efficacy beliefs, they mostly fail concise information regarding writing self-efficacy. To fill this void, based on the social cognitive perspective of writing, Zhang et al. (2022) developed the *L2 Integrated Writing Self-Efficacy Scale,* which surveys the writing self-efficacy beliefs or perceptions of learners in terms of three dimensions, namely *self-regulatory efficacy, discourse synthesis self-efficacy,* and *writing conventions self-efficacy*. The present study implemented this scale. The participants of the study were 324 tertiary level learners. Preliminary findings indicated that the tertiary level learners have relatively high level of writing self-efficacy.

Key words: L2 writing, writing self-efficacy, tertiary level L2 learners, self-efficacy

A Comparative Study of Evolution in Translation Theories

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This study aims to gain insights into how translation has changed in due course and explore different viewpoints betimes on translation. In this context, the turns in translation are investigated, and the universal, social, and political factors that contribute to periodical differences are examined. Although it can be argued that the source text and whatever is transferred to the target text varies according to the text types, translation theories have developed, and some assumptions are predictable about what may change based on varying opinions in the days to come. This study comprises three parts: a) The pioneering names in the field of translation studies in the context of translation from the past to the present are reviewed; b) The social traces of periodic turns in translation are discussed; and c) The findings on possible strategies for the future of translation studies and how society can bring about translation changes.

Key words: Translations, Society, Newmark, Venuti, Vermeer

Barriers to Foreign Language Learning: Learner Related Foreign Language Learning Problems

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Foreign language learning is a complex and dynamic process that involves the interaction of various factors such as teachers, learners, curriculum, assessment and other contextual issues. Determining learner-related issues in language teaching would provide educators with valuable insights into the individualized needs and challenges of their students, enabling them to tailor their teaching approaches, materials, and support strategies effectively. Therefore, this study aims to investigate possible learner related language learning problems from the perspective of pre-service language teachers. For this aim, 15 volunteer pre-service language teachers were included in this qualitative study to determine learner-related problems. Semi-structured interviews were held with the participants to collect data. The qualitative data were analyzed through content analysis. Findings revealed that many learners exhibit a lack of motivation and a reluctance to engage in the process of acquiring English language skills. The learners exhibited a sense of apprehension about making errors, resulting in heightened anxiety and a reluctance to actively engage in the courses. This scenario results in a decline in the self-assurance of learners. Discipline issues arise as a consequence of non-participation among learners during instructional sessions. The findings were discussed in line with the previous research findings.

Key words: learner-related problems, unwillingness, demotivation, language learning

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Adapting Education for the Future: The Need for a Dynamic Curriculum

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In an era characterized by rapid social, economic, and technological transformations, the traditional static curriculum model is becoming increasingly inadequate. This presentation explores the imperative of a dynamic curriculum, highlighting its critical role in responding to evolving learner needs and societal demands. By harnessing the power of adaptability, education can remain relevant and effective, ensuring that learners are equipped to thrive in an ever-changing world. A dynamic curriculum is one that can be adjusted, edited, and fine-tuned to the specific context, time, and requirements it serves. It encourages active engagement with real-world challenges, empowering students to acquire the skills and knowledge vital for success in their chosen fields. Drawing on a case study from Başkent University, the practical implementation of a dynamic curriculum will be showcased. Specifically, how the university successfully integrated and will integrate several skills lessons into an online platform, fostering greater flexibility and responsiveness within the program will be demonstrated. This presentation invites the audience to participate actively in defining what a dynamic curriculum means to them. By examining the case study and its outcomes, attendees will gain valuable insights into the transformative potential of dynamic curricula on a digital platform and their role in shaping the future of education.

Keywords: dynamic curriculum, education adaptation, learner needs, societal demands, real-world engagement

An investigation to assess the satisfaction levels of students taking online English courses across a range of state universities in Türkiye

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Today, thanks to the advanced information and communication technologies, changing living conditions and habits of individuals, various new learning and teaching environments have been established to educate individuals. As a result of the developments in ICT and changing living conditions, the online learning system, which can be conducted independently from time and place, emerged as a solution for contemporary education. After the Coronavirus Epidemic, many universities in Türkiye have adopted online-learning as an alternative learning method. However, the lack of face-to-face communication between teachers and students has made the efficiency of online learning a controversial issue. However, student satisfaction can be utilized as a criterion to measure the efficiency of online education. For this reason, in this case, it has been a matter of curiosity to what extent the students are satisfied with this new learning system. The objective of this research is to measure the online course satisfaction levels of students at different English levels, receiving English education in e-learning mode in Schools of Foreign Languages, Foreign Language Preparatory programs at various state universities in Türkiye. Online course satisfaction scale adopted from Bayrak et al. (2020) was used to measure students' online course satisfaction levels. Data analysis was made by using descriptive statistics with the participation of 131 students from various state universities. It was scrutinized that students were reported to be highly satisfied with learning English online.

Key words: Distance education; online course; EFL; online course satisfaction

A comparative analysis of humor on subtitle translations of the comedy animations by Turkish fansub groups

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This study focuses on one of the most important elements of audiovisual media translation, subtitle translation. Types of subtitles include open subtitles, where subtitles are embedded in the video content, and closed subtitles, where subtitles can be removed or added on demand (Khalaf, 2016). Nowadays, any internet user can create subtitles, which has given rise to the term 'fansub' (fan subtitling). Cao, Jing, Mansor et al. (2022) defines fan subtitling groups as the groups of people who translate and add subtitles into foreign films or foreign television programs. This study aims to cover how comedy elements are translated by fansub groups. As there is no standard for fan translations and a lack of clear boundaries for the selection of humorous elements, it is more difficult to find translations for all episodes of any comedy series. For this reason, a specific type of humor, black humor, has been chosen and the elements of black humor used in certain episodes of adult animated series, a type of audiovisual media in which this type of humor has been done directly in large quantities, will be examined. For this, firstly, the translated English subtitle files of randomly selected episodes from each of four American adult comedy animated series will be obtained from subtitle download sites. Then, the use of different translation strategies in these translations will be presented according to Vinay and Darbelnet's (1995) model in tables and analyzed. The results of this comparative analyses of these translations will be shared.

Key words: translation studies, audio-visual translation, subtitling, fansubs.

Chat-GPT in Language Education: A Bibliometric Analysis

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The study provides a thorough examination of research publications on Chat-GPT in the realm of language and linguistics. The research undertook an exhaustive analysis, spanning numerous aspects of these papers, using data from Bibliometrix and Web of Science. Authorship, publishing years, affiliations, geographical regions, favored journals, developing trends, commonly used keywords, and citation rates were all included in the research. The study's findings demonstrated a notable pattern of rising publications over time, demonstrating an increasing interest in and importance of Chat-GPT within the domain of language and linguistics. Furthermore, prominent academic institutions and renowned writers who have made significant contributions to this topic have been recognized. The assessment of different nations revealed differences in the amount to which they were involved in Chat-GPT research. The findings were distributed via the lens of preferred academic publications to give a holistic view, demonstrating the spread of significant ideas among the scholarly community. Furthermore, it was shown that the dominant topics surrounding Chat-GPT represent current research objectives in language and linguistics. Furthermore, the number of citations for various keywords demonstrated their usefulness and significance in this sector. Finally, this study is a helpful resource for academics and decision-makers, providing them with a way to examine the landscape of Chat-GPT research within language and linguistics. The findings assist informed decision-making and strategic planning in this dynamic field of study by illuminating significant trends, prominent contributions, and research objectives.

Key words: Chat-GPT, language education, foreign language teaching, bibliometrics analysis

L2 Motivational Self-System of English Preparatory Class Students Studying in Aeronautical-Related Departments

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As one of the process-oriented approaches to motivation, the L2 motivational self system of Dörnyei (2005) offers a novel approach to motivation with the concepts of possible selves. This approach gives insights into how L2 learners picture themselves in their mental imagery as second language learners. As students studying in aeronautical-related departments can have different motivations for learning English in the preparatory class and the L2 motivational self system of English preparatory class students studying in aeronautical-related departments has not received due attention, this study investigated the L2 motivational self-system of 40 English preparatory class students studying in aeronautical-related departments. The participants were selected via simple random sampling. The data collection instrument was a questionnaire adapted from Taguchi et al. (2009). It consisted of 40 questions in a seven-point Likert-type scale format. The data was analyzed via SPSS version 22. The results showed the core components of the process-oriented L2 motivational self system, which are Ideal L2, Ought-to L2, and learning experiences of English, along with their relevance to the English preparatory class students studying in aeronautical-related departments. In conclusion, the results revealed the way English preparatory class students studying in aeronautical-related departments see themselves in their mental imagery as second language learners and how they would like to picture themselves related to the core elements of the L2 motivational self system. According to the results, pedagogical implications were made.

Key words: EFL students, aeronautics students, motivation

Unveiling the Dynamic Fusion: Exploring How Future ELT Teachers Embrace Digitalization in EFL Settings

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In an era marked by rapid technological advancement, the integration of digital tools and resources has become increasingly essential in the realm of English Language Teaching (ELT), particularly within English as a Foreign Language (EFL) environments. This phenomenological study delves into the perspectives and approaches of aspiring ELT educators towards the incorporation of digitalization in EFL settings. Through a qualitative research design, a diverse cohort of future ELT teachers was engaged in interviews to uncover their attitudes, beliefs, and practices regarding the utilization of digital tools and platforms. The study examines the various ways in which these future educators perceive the fusion of technology and pedagogy, shedding light on their motivations, challenges, and innovative strategies. The study unearths a range of factors influencing their digital adoption, including personal technological proficiency, institutional support, perceived student engagement, and adaptability to evolving educational paradigms. Furthermore, the study highlights the implications of these findings for teacher training programs, curriculum design, and educational policies in EFL contexts. As the landscape of education continues to evolve, understanding how prospective ELT educators navigate the dynamic fusion of digitalization within EFL becomes crucial. This research contributes to the ongoing dialogue surrounding effective integration of technology in language education, ultimately shaping the future of ELT in the digital age.

Key words: ELT, EFL, candidate ELT teachers, digitalization

Translation Activities and Translators in Sicily During the Hohenstaufen Dynasty

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The island of Sicily holds a strategic position in the Mediterranean, and because of this, it has been the host to numerous historical events. The Elymians, Sicani, and Sicilian people were considered the island's first inhabitants. Over time, it became the target of Phoenician and Greek colonizations, and it was successively ruled by the Byzantine Empire, Aghlabids, Kalbids, Normans, and the Kingdom of France. Scientific and translation activities in Sicily gained prominence as a result of these historical processes. While the number of translations and the duration of translation activities cannot be compared to those of Al-Andalus, especially in the 12th and 13th centuries, significant scientific and literary works were translated into Latin. In this context, it emerged as the second most important translation center after Al-Andalus. When considering the translation works produced, Sicilian Translation Activities can be described as endeavors that saw occasional peaks and periods with no observable activity. It is evident that these activities were supported by the rulers of the time and increased as a result of administrative processes. Therefore, it is possible to examine Sicilian Translation Movements in three groups: the periods of William I, Frederick II and his son Manfred, and Charles d'Anjou. The first period, the reign of William I, was previously discussed in the article titled "Early Sicilian Translation Movements and Translators." This study focuses on the second period, the translation movements and translators during the reigns of Frederick II and his son Manfred. Frederick II and his son Manfred, who transformed their palaces into centers of scientific studies, also supported translation activities and played a primary role in the production of important works. This research examines the translators and their translated works who shone during this period, such as Michael Scot, Master Theodore, John of Palermo, Bartholomew of Messina, Stephen of Messina, and William of Luna. In this study that investigates the translation activities during the reigns of Frederick II and his son Manfred, data was obtained through document analysis following a literature review, and the research was based on qualitative research methods. First, the translators and their works during the reign of Frederick II and then those during the reign of his son Manfred were categorized, and the findings were evaluated using descriptive analysis. In the discussion section, other studies conducted in this context were reviewed and compared. In the conclusion section, the relevant period was evaluated, and some recommendations were made for researchers interested in this field.

Keywords: Translation, translators, Sicily

Dialogic Teaching with a Microblogging Tool

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How do teachers use dialogic-based approaches and microblogging tools to enhance their teaching and improve student learning? I've taken an open online course with two PhD students from the University of Cambridge and conducted a piece of action research in order to find out how to reap the benefit of dialogue in foreign language teaching and learning. In this workshop, we will reconsider the ways in which we teach languages both in person and virtually; I will briefly share with you what I have discovered, introduce to you some video training series on classroom dialogue, explore 'Ground Rules' for quality talk and attempt to examine an inquiry-based tool with microblogging so as to help you both analyse and empower your foreign language teaching and student learning. The workshop offers implications for foreign language teachers interested in being engaged with dialogic education in Türkiye and beyond.

Key words: dialogue, microblogging, ground rules, an inquiry-based tool

Actual Problems of The Development Of Students' Communicative Competence In Kazakhstan

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This article puts forward and theoretically substantiates the problem of the development of foreign language communicative competence among students of Kazakhstan. Moreover, this article shows the problems of the development of communicative competence, concluding that all these problems are interrelated. The main purpose of this article is to identify problems that arise in the process of developing communicative competence, and thereby suggest possible ways to solve these problems, and when writing this article, the works of domestic scientists were also used.

WORKSHOPS

Cultivating Teacher Well-Being

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In the ever-evolving landscape of education, teacher well-being is emerging as a critical factor in fostering effective teaching, student engagement, and overall school success. This workshop, titled "Cultivating teacher well-being" aims to provide educators with concrete tools and strategies to prioritize and enhance their well-being, ultimately leading to more fulfilling and sustainable careers. In this presentation, we will explore the multifaceted dimensions of teacher well-being and delve into evidence-based practices that can be seamlessly integrated into educators' daily lives. Participants will gain insight into mindfulness techniques, stress management, work-life balance strategies, and self-care routines that are tailored specifically to the demands of the teaching profession. The workshop will not only highlight the importance of teacher well-being but also offer practical guidance on how to implement these practices within the classroom and school environment. By fostering a culture of well-being, educators can create more positive and enriching learning experiences for their students. This interactive session will provide insight for the participants to discover how prioritizing teacher well-being can lead to improved job satisfaction, reduced burnout, and ultimately, enhanced educational outcomes. Participants will leave with actionable takeaways to immediately apply in their teaching careers, leading to a more sustainable and gratifying educational journey.

Key words: Teacher well-being, positive psychology

Moving Mountains to Boost your MLs language skills with WriteReader

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Teachers will learn how K-5 ML students can boost their listening, reading, writing and speaking skills using the WriteReader digital book creation platform. We will take an in depth look into the ML WriteReader guidebook, discover supportive tools and features available to differentiate and support students of all ages and stages, and showcase student work samples. Free Digital Book Creation Program! Also, can be applied in middle school. Now, available in Turkish language! Great app to learn how to write!

Value-Oriented Questioning and Practitioner Research for Cultivating More Inclusive Learning Environments

*Seneca Ryan
*Teacher Trainer, USA

When busy educators are overburdened by meeting high teaching standards, they may not find opportunities to reflect on the values they and their institutions set forth by the curriculum. In this workshop, we take time to think *more deeply* and in a *value*-oriented way about what teachers do in regard to classroom activities and curriculum. We will apply a critical lens for assessing where these values arise and then explore action research as a strategy for creating more inclusive learning environments where student values are considered and integrated into lessons and activities. Participants will come away with a fresh, thought-provoking perspective on their classroom environments along with a few actionable tips for enhancing their teaching practice through the action research cycle.

The Tolerant Classroom: Teaching Tolerance Using Social Justice Standards

*Seneca Ryan
*Teacher Trainer, USA

The Social Justice Standards offer a road map for anti-bias education at every stage of instruction. In this session, we look at the four domains —Identity, Diversity, Justice, and Action – to provide a common language and organizational structure. We will examine anchor standards and student learning outcomes to guide our understanding of the four domains, and discuss student indicators for meeting these standards. We then explore how teachers can integrate the standards into curriculum and materials development to make their classrooms and schools more just and equitable. By meeting various benchmarks within the domains, students learn more effectively and grow up with a healthy understanding of who they are. Participants will come away with an introductory framework for engaging in anti-bias, multicultural and social justice education.