İSTANBUL MEDİPOL UNIVERSITY

ICPLTL 2026

5TH INTERNATIONAL CONFERENCE ON PSYCHOLOGY FOR LANGUAGE TEACHERS AND LEARNERS

BOOK OF ABSTRACTS
OCTOBER 23-24, 2026



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FRIDAY, OCTOBER 23, 2026	
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10.30-10.50	**Coffee Break**
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Room A (11.45-12.45)	**Manolya Sağlam** Positive Psychology in TEYL: Emotional Turning Points in Pre-Service ELT Teachers' Professional Development **Esra Meşe, Derin Atay** Teachers' AI Literacy Development Through Classroom Inquiry: A Teacher Psychology Perspective **Elif Nazlı Kafadar** Who Did the Work? Learner Motivation and Responsibility in AI-Permissive Project-Based Assessment
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Moderator: Seyedreza Mousavi	
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12.30-13.30	LUNCH
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Moderator: Aleyna Dönek	
Room B **(14.45-15.45)**	**Aleyna Dönek, Mehdi Solhi** EFL Teachers' Implementation of English-Only Policy in Educational Contexts: An Exploration of Language Teacher Immunity **Ayşe Dilşad Kaplan** Writing Under Pressure: Exam-Related Writing Anxiety across EFL Proficiency Levels **Emir Aydın** Who is Doing the Learning? AI, Agency, and Self-Regulation in Language Learning

Moderator: Saeed Khazaie	
Room C **(14.45-15.45)**	**Robert Kirkpatrick** When Trust Breaks Down: AI, Academic Integrity, and Student-Teacher Conflicts **Saeed Khazaie** Exploring the Viability of Game-based Language Massive Open Online Courses in English for Specific and Academic Purposes in Eurasia
Conference Main Hall **15.50-16.35**	**Guest Speaker Session: Ali Derakhshan** L2 Teachers' Foreign Language Teaching Anxiety (FLTA) in AI-Enhanced Writing Classrooms: A Phenomenological Nested Ecosystem Model
16.35-16.50	**Closing Remarks**

October 23, 2026
Friday
Plenary Session 1
Conference Main Hall
9:45 – 10:30

Achievement Emotions: State of the Art, Challenges, and Future Directions

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Emotions are ubiquitous in educational settings. Students frequently experience achievement emotions such as enjoyment, hope, pride, anger, anxiety, shame, or boredom at school and university. These emotions can profoundly influence their learning, performance, identity, and health. Nevertheless, achievement emotions have traditionally received little attention from educational scientists. Studies on test anxiety were a notable exception. More recently, however, there has been an affective turn. Today, achievement emotions are a hot topic in educational research, including research on medical education. In this talk, I will provide a state-of-the-art overview of this emerging field of research. Using Pekrun's (2006, 2024, 2026) control-value theory as a conceptual framework, I will focus on the following issues. (1) Which emotions are experienced in academic settings, and how can they be measured? (2) Are achievement emotions functionally important for learning, achievement, and health? Test anxiety research has shown that anxiety can exert profound effects on performance; is this true for other achievement emotions as well? (3) How can we explain the development of these emotions, and what are their individual and social origins? (4) Are achievement emotions universal, or do they differ between domains, genders, and cultures? (5) How can achievement emotions be regulated, and how can we design educational practices in emotionally sound ways? In closing, I will address open research problems, including the development of more sophisticated measures; strategies to integrate idiographic and nomothetic methodologies; and the need for educational intervention studies targeting achievement emotions and related change in educational policies and practices.

Keywords: Achievement emotions, appraisals, academic achievement, control-value theory

October 23, 2026
Friday
Plenary Session 2
Conference Main Hall
10:55 – 11:40

Linguistics Research in the Age of Generative AI: Implications for Researchers, Reviewers, and Editors

Elouise Botes
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Generative AI and large language models (LLMs), such as ChatGPT, are reshaping academic writing, with growing evidence of their integration into linguistics and applied linguistics research. Drawing on a corpus of 129,338 peer-reviewed publications from 592 language and linguistics academic journals published between 2018-2025, I demonstrate a significant rise in the frequency of stylistic markers consistently linked to LLM-generated text, emerging sharply in 2024. These patterns suggest that LLM use is no longer peripheral, researchers are using LLMs to write blocks of texts in research publications. This keynote will examine the ethical, practical, and epistemological implications of these shifts for the linguistics community. For researchers, LLMs raise questions of authorship, originality, and accountability. For reviewers, risks include bias, hallucination, and manipulation of AI-assisted peer review. For editors, the need for clear, enforceable policies is urgent. I will outline current ethical frameworks for LLM use by researchers, discuss detection approaches and their limitations, and the coming impact of AI regulations. Ultimately, as a field, we need to find a path forward for responsible engagement with LLMs that preserves scholarly integrity while acknowledging the realities of a rapidly evolving technological landscape.

Keywords: Large language models, ChatGPT, linguistics, ethical AI use, AI in research

October 23, 2026
Friday
Concurrent Sessions 1
Conference Main Hall
11:45 – 12:45

Emotion Regulation among Foreign Language Teacher Educators: Narratives of Emotionally Challenging Workplace Experiences

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Foreign language teacher educators (FLTEs) engage in diverse professional roles involving frequent interactions with students, colleagues, and supervisors (Barkhuizen, 2021). These interactions can give rise to various emotional experiences that FLTEs must manage as they negotiate professional expectations and attend to their own well-being. Despite growing interest in language teacher emotions, less attention has been given to the emotional experiences of FLTEs (Yuan et al., 2022). The aim of this study is to examine FLTEs' reports of emotionally challenging professional experiences through the lens of emotion regulation (Gross, 1998, 2015). Data were collected through narrative frames designed to prompt FLTEs' accounts of emotionally demanding workplace interactions, including the contextual factors involved, emotional responses, intended actions, perceived effectiveness of these actions, and subsequent reflections. For this study, the narratives were revisited through thematic analysis to examine how FLTEs report managing emotionally demanding experiences. The analysis revealed that FLTEs found unprofessional conduct by colleagues and supervisors (during meetings or individual encounters), and challenging student behaviors (e.g., inappropriate behavior, lack of participation) to be emotionally taxing. During these instances participants reported experiencing mainly unpleasant emotions (e.g., anger, disappointment, sadness). To regulate their emotional responses, FLTEs used several emotion regulation strategies, including self-focused social regulation (e.g., seeking support and talking to trusted others), cognitive reappraisal (e.g., reflection and perspective-taking), and practice-oriented regulation (e.g., adapting teaching approaches). Participants evaluated their emotion regulation strategies with respect to their capacity to defuse conflict, manage emotional responses, and promote understanding of others' perspectives. These considerations informed their future intentions, involving assertive communication, personal growth, and creating more supportive workplace relationships.

Keywords: Foreign language teacher educators, teacher educator emotions, emotion regulation, professional practice

October 23, 2026
Friday
Concurrent Sessions 1
Conference Main Hall
11:45 – 12:45

A Moving Gap: The Dynamic Relationship between the Current and Ideal Selves of EFL Learners

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This study explores the relationship between Japanese EFL learners' current and ideal selves, with particular attention to how the perceived gap between them changes over time. The study employed Q methodology, with the third phase involving follow-up interviews with the high school students to explore the perspectives underlying their Q-sorts. The findings indicated that learners' perceptions of their current selves were shaped by multiple factors rather than English proficiency alone. As these perceptions changed through developing abilities and new experiences, learners' ideal selves were also reconfigured. At the same time, reaching an ideal could give rise to new, more aspirational visions of the self. These findings suggest that the current–ideal self gap is not a fixed distance, but a shifting relationship shaped by learners' changing perceptions of their abilities, experiences, and future potential. The study therefore highlights the importance of understanding the current self not simply as a level of English proficiency, but as a broader and developing self-concept. The ideal self, in turn, is not a fixed future target but changes as learners' perceptions of themselves and their future possibilities develop.

Keywords: Self-concept, current selves, ideal selves

October 23, 2026
Friday
Concurrent Sessions 1
Conference Main Hall
11:45 – 12:45

Resilience Needs Room: A PRISM-Informed Study of L2 Instructors' Workplace Well-Being

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This study examines how expert second language (L2) instructors evaluate the relevance, adequacy, and limitations of the five resilience components identified within the PRISM model for understanding workplace well-being (WWB) in higher education (HE). Drawing on an exploratory, expert-informed qualitative design, the study uses semi-structured interviews with 10 experienced L2 instructors from Türkiye, Austria, Poland, Germany, and Italy. The five PRISM resilience components, namely emotion regulation, optimism, cognitive agility, self-compassion, and self-efficacy, were used as sensitising concepts rather than fixed variables. Thematic analysis combined a deductive focus on these components with an inductive search for additional resources and enabling conditions. Findings suggest that participants regarded the five components as a meaningful starting point for understanding resilience and WWB in HE L2 work. However, they did not treat them as separate or self-contained capacities. Instead, the components were understood as situated professional resources whose meaning depended on classroom interaction, emotional demands, workload, institutional space, collegial relations, and shared understandings of resilience. Participants also identified care, recognition, self-knowledge, and shared awareness as enabling conditions that made resilience more liveable and sustainable. The study argues that the five PRISM resilience components should be read ecologically rather than as individual traits that instructors simply possess or strengthen on their own. It contributes to PRISM-informed teacher well-being research by showing that the components matter, but so do the pedagogical, relational, institutional, and interpretive conditions that allow them to function. This has implications for future PRISM-informed quantitative work seeking to measure resilience and WWB in context-sensitive ways.

Keywords: PRISM, resilience, workplace well-being, L2 instructors, ecological perspective, higher education

October 23, 2026
Friday
Concurrent Sessions 1
Room A
11:45 – 12:45

Positive Psychology in TEYL: Emotional Turning Points in Pre-Service ELT Teachers' Professional Development

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Teaching English to young learners (TEYL) can be both pedagogically demanding and emotionally significant for pre-service teachers. Drawing on positive psychology, this study explored how pre-service English language teaching (ELT) teachers' emotional experiences changed throughout a TEYL course and identified experiences that became meaningful turning points in their professional development. A qualitative longitudinal design was adopted with 30 pre-service ELT teachers enrolled in an undergraduate TEYL course at a foundation university in Istanbul, Türkiye. Data were generated through beginning-, mid-, and end-of-course reflective journals, critical-incident/emotional-turning-point reflections, and individual semi-structured interviews. Data were analyzed using reflexive thematic analysis complemented by within-participant temporal analysis to trace emotional trajectories across the course. Four themes were constructed: Entering TEYL with Excitement and Apprehension, Discovering Capability through Pedagogical Success, Growing through Emotional Challenge, and Envisioning the Future Teacher of Young Learners. Participants initially described mixed emotions, particularly enthusiasm alongside uncertainty about managing and engaging children. Successful pedagogical experiences became important turning points through which participants recognized their developing competence and reported increased confidence and enjoyment. Importantly, turning points did not arise exclusively from positive experiences. Difficulties, frustration, and unsuccessful activities also became developmentally meaningful when they prompted reflection, adaptation, and renewed perceptions of capability. Across the course, participants increasingly described themselves as able to manage uncertainty rather than expecting teaching to be free from difficulty. The findings suggest that positive professional development in TEYL is not characterized simply by an increase in pleasant emotions but by dynamic movement among challenge, reflection, accomplishment, confidence, and future-oriented professional possibility. The study contributes to positive psychology in language teacher education by conceptualizing emotional turning points as potentially important mechanisms through which pre-service teachers interpret pedagogical experience and develop more reflective perceptions of professional capability.

Keywords: : Positive psychology, TEYL, emotional turning points, pre-service ELT teachers, teacher emotions

October 23, 2026
Friday
Concurrent Sessions 1
Room A
11:45 – 12:45

Teachers' AI Literacy Development through Classroom Inquiry: A Teacher Psychology Perspective

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As generative artificial intelligence (GenAI) becomes increasingly integrated into educational practice, teachers' AI literacy develops through an ongoing interplay between professional learning, classroom experience, and teacher psychology. Understanding this development requires attention not only to what teachers know about AI, but also to the psychological processes that shape their engagement with the technology. While AI literacy has been widely discussed in terms of knowledge and competencies, its psychological dimensions have received comparatively little attention. This study explores teachers' AI literacy development through the lens of teacher psychology in the context of classroom AI integration. The current qualitative study reports on the experiences of 12 English as a foreign language (EFL) instructors from a Turkish state university as they undertook classroom inquiries to enhance their AI literacy. We collected data using semi-structured interviews to examine how their AI literacy evolved during their inquiries and inductively analyzed the data to reach the themes that showed patterns in the teachers' experiences. Our findings revealed that the majority of the teachers first needed to overcome their initial anxiety and "Can I do it?" threshold to sustain their inquiry efforts. Secondly, their professional self-efficacy and agency evolved as they demystified the black box and felt one step ahead in the evolving landscape of educational technologies. Thirdly, they needed to endure an emotional rollercoaster as students were not as motivated as they expected, and their AI experimentation was disrupted due to technical problems. Finally, the AI inquiry community provided them a shield from feeling failure, and support and solutions when they felt stuck. Overall, our study demonstrated the feasibility of inquiry communities to enhance teachers' AI literacy, as our community provided a safe space for individual and collective growth.

Keywords: Classroom inquiry, teachers' AI literacy, teacher psychology and AI

October 23, 2026
Friday
Concurrent Sessions 1
Room A
11:45 – 12:45

Who Did the Work? Learner Motivation and Responsibility in AI-Permissive Project-Based Assessment

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Generative artificial intelligence is increasingly reshaping language assessment by creating new opportunities for learning support while also raising concerns about responsibility, ownership, and individual contribution (Cotton et al., 2024; Kohnke et al., 2023). Although project-based learning has been associated with motivation, engagement, and collaboration, these processes remain underexplored in assessment settings where AI use is explicitly permitted (Guo et al., 2020). In this study, learner motivation and responsibility were examined within an AI-permissive collaborative project implemented in an English preparatory program. A traditional midterm examination was replaced with a project-based assessment, and students were permitted to use generative AI tools without restrictions concerning the level or form of use. Particular attention was given to how individual and peer contributions were perceived, how participation and motivation were influenced by access to AI, and how responsibility, ownership, and accountability were negotiated during group work. A qualitative case study design is adopted. Data are collected from project proposal forms, group task distribution forms, self-reflection reports, peer assessment forms, analytic rubric scores, and focus group interviews. The qualitative data will be analyzed through reflexive thematic analysis. Project documents, peer evaluations, and rubric scores will also be used to contextualize and triangulate students' accounts. The study is expected to contribute to research on AI and L2 psychology by providing insight into how motivation, responsibility, collaboration, and fairness are experienced in AI-permissive assessment environments. Practical implications are also expected to be offered for language educators seeking to design assessment practices that acknowledge students' access to generative AI while preserving meaningful participation, individual accountability, and ownership of learning.

Keywords: Educational technology, project-based assessment, self-regulation, motivation, learner responsibility

October 23, 2026
Friday
Concurrent Sessions 1
Room B
11:45 – 12:45

Reading, Feeling, and Writing: Reader Response Theory and Poetry through the Lens of Positive Psychology

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Language is not merely a system of communication, it is also a framework in which individuals develop feelings, express emotions, and understand themselves. This paper explores the metaphorical bridge between reading and writing through the lens of the Reader Response Theory and poetry, shedding light on the influence of language on psychological and emotional processes. The Reader Response Theory exemplifies the active transaction between the reader and the text, where meaning emerges subjectively through personal experiences that allow the reader to establish a connection with the text by relating to it. In this way, the reader develops an attachment towards the work of art. Moreover, this paper illuminates the idea of poetry writing as a form of expression and a space where the creativity of language blooms. For instance, reading is breathing in, whereas writing is breathing out; thus, poetry becomes a process through internal thoughts that are transformed into external expression. Furthermore, the Positive Psychology approach deals with the focus on the role of emotions in fostering meaningful language-learning experiences. Alongside this, the reader moves beyond the text and reads between the lines in search of meaning that resonates with their own experiences, establishing emotions through both reading and writing.

Keywords: Reader response theory, positive psychology, poetry writing, language learning, emotional engagement

October 23, 2026
Friday
Concurrent Sessions 1
Room B
11:45 – 12:45

Transformational Leadership, Teacher Psychology, and Learner Motivation in L2 Contexts

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This study examines how transformational leadership may shape both teacher and learner motivation within institutional language education contexts. Grounded in L2 motivation research and educational psychology, it investigates how perceived leadership practices relate to teacher motivation and psychological security in private language schools and K12 settings in Türkiye. The study adopts a quantitative, cross-sectional design drawing on survey data from EFL teachers (n = 30) and their students (n = 50) within the same institutions. Teacher data capture perceptions of transformational leadership, motivation, and psychological security. To examine whether these teacher-level patterns extend to learners, the study incorporates a supplementary student questionnaire measuring perceived engagement and motivation in the same contexts. Data are analyzed using correlational techniques to assess the strength and direction of association between variables. This design allows a preliminary empirical test of the hypothesized link between teacher and learner motivation, alongside a literature-informed argument that motivated and psychologically secure teachers model engagement and enthusiasm that learners may internalize as part of their developing L2 self. By combining institutional leadership data with an initial empirical examination of learner outcomes, the study offers a more comprehensive account of how transformational leadership may shape motivation on both sides of the classroom relationship. The findings contribute to research on teacher–learner motivational interdependence within educational psychology and L2 contexts. The presentation concludes with practical implications for school leaders and teacher educators, and directions for future research using larger, matched teacher–learner samples, and longitudinal designs.

Keywords: Transformational leadership, teacher psychology, learner motivation, L2 motivational self system, educational psychology

October 23, 2026
Friday
Concurrent Sessions 1
Room B
11:45 – 12:45

Emotion as Cognitive Catalyst: Reframing Brain-Based Approaches to EFL Learning

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Cognitive neuroscience has increasingly challenged the long-standing separation of emotion and cognition in language learning theory, yet EFL pedagogy has been slow to translate this shift into classroom practice. This presentation synthesizes current research (2024–2026) on brain-based learning to argue that emotional engagement is not peripheral to language acquisition but constitutive of it — shaping attention, memory consolidation, and the neuroplastic changes underlying second language development. Drawing on Caine and Caine's brain-compatible learning principles, the paper traces how affective states regulate the very cognitive mechanisms EFL instruction depends on: the amygdala's gating of working memory, the role of low-anxiety states in optimizing the "sensitive period" for language acquisition, and emotion's function in consolidating multimodal input into durable linguistic knowledge. Rather than treating affect as a barrier to be minimized (per the classic affective filter model), this synthesis positions emotion as an active cognitive resource that instructors can deliberately design for. The paper addresses a critical translational gap: while neuroscientific findings on emotion-cognition integration are robust, few frameworks offer EFL practitioners concrete pedagogical applications. It also situates emotional variability within individual differences research, cautioning against one-size-fits-all affective strategies given learner diversity in anxiety sensitivity, motivation profiles, and prior language trauma. Implications for classroom practice include emotion-aware task design, formative feedback calibrated to reduce threat-response activation, and multimodal instructional sequencing that leverages emotional salience for memory encoding — while remaining attentive to the evidentiary limits of current neuroeducational claims. This presentation contributes a critically evaluated, classroom-actionable account of emotion's role in brain-based EFL pedagogy, bridging cognitive neuroscience and applied language teaching.

Keywords: Brain-based learning, emotion-cognition integration, EFL pedagogy, affective neuroscience, sensitive period hypothesisperiod hypothesis

October 23, 2026
Friday
Concurrent Sessions 1
Room C
11:45 – 12:45

Beyond Words: Exploring the Impact of Teachers' Nonverbal Immediacy Behaviours on Students' Foreign Language Enjoyment

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The teacher's physical and psychological presence greatly influences the emotional atmosphere of a language classroom, where nonverbal cues can speak louder than words. While the positive psychology movement has highlighted the importance of Foreign Language Enjoyment (FLE), its moment-to-moment dynamic relationship with teachers' Nonverbal Immediacy (NVI) behaviours remains underexplored. This mixed-methods research investigates how specific NVI behaviours impact students' FLE within a Turkish EFL higher education context. Designed to be conducted at a university School of Foreign Languages, the research adopts an explanatory sequential design. The quantitative phase aims to establish the correlation between teacher immediacy and student enjoyment using McCroskey's Self-Report and Observer-Report Nonverbal Immediacy Scales, along with the Short Form of the Foreign Language Enjoyment Scale (S-FLES). The qualitative phase will use a highly innovative idiodynamic approach to deeply unpack the statistical relationships between NVI and FLE. Students will dynamically rate their real-time enjoyment levels using software while watching video recordings of their English classes. This will be immediately followed by stimulated recall interviews targeting the peaks and valleys of their emotional curves to pinpoint the exact nonverbal triggers (e.g., eye contact, smiling) behind their emotional shifts. Furthermore, semi-structured interviews will explore the students' conceptualizations of the ideal, emotionally engaging teacher profile. By capturing both the macroscopic perceptions and microscopic affective fluctuations, the findings are expected to reveal the nuanced classroom dynamics that foster or hinder language well-being. Ultimately, this study seeks to provide actionable pedagogical insights for language educators to consciously utilize nonverbal communication to develop a positive, engaging pedagogy.

Keywords: Nonverbal immediacy, foreign language enjoyment, idiodynamic approach, positive psychology

October 23, 2026
Friday
Concurrent Sessions 1
Room C
11:45 – 12:45

Social-Emotional Learning for Inclusive Classrooms

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Today's classrooms are increasingly diverse, bringing together learners with different cultural backgrounds, abilities, identities, emotional needs, and educational experiences. While this diversity enriches learning, it also requires teachers to create environments in which every student feels safe, respected, included, and capable of succeeding. This presentation explores how Social-Emotional Learning (SEL) can support the development of inclusive and resilient classrooms by strengthening students' self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. The presentation highlights the close relationship between emotional well-being, classroom participation, and academic achievement. Students who can recognize and manage their emotions are often better prepared to handle stress, communicate their needs, cooperate with others, and recover from setbacks. Similarly, teachers who understand learners' social and emotional needs can respond more effectively to behavioural challenges, reduce exclusion, and build supportive relationships. SEL therefore offers a practical framework for addressing both individual differences and shared classroom challenges. Participants will be introduced to accessible strategies that can be integrated into everyday teaching without redesigning the entire curriculum. These include emotional check-ins, reflective journals, collaborative tasks, classroom agreements, empathy-building discussions, positive feedback, mindfulness activities, and opportunities for student voice and choice. Particular attention will be given to adapting these practices for multilingual learners, students with diverse learning needs, and those experiencing anxiety, low confidence, or social isolation. The presentation argues that SEL should not be treated as an additional activity but as an essential dimension of inclusive teaching. When social-emotional skills are intentionally developed, classrooms become more compassionate, participatory, and responsive to learner diversity. By combining academic instruction with emotional support, educators can help students build resilience, develop a sense of belonging, and become confident learners who are prepared to navigate challenges both inside and beyond the classroom.

Keywords: Social-Emotional Learning, inclusive education, student resilience, emotional well-being

October 23, 2026
Friday
Concurrent Sessions 1
Room C
11:45 – 12:45

Effect of Multidimensionality-Based vs. Hybrid-Based Models on Iranian Intermediate EFL Learners' Reading Comprehension Ability across Gender

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This study compares the effectiveness of two innovative approaches—multidimensional and hybrid instructional models—with traditional methods for improving reading comprehension among Iranian intermediate EFL learners, also considering possible gender differences. Drawing on Snow's multidimensional reading framework and Sweller's Cognitive Load Theory, a quasi-experimental design was used. From an initial pool of 120 learners, 60 qualified as intermediate after taking the Oxford Placement Test (OPT) and were randomly placed into three groups: multidimensional, hybrid, and control. Reading comprehension was measured using passages from IELTS and the British Council in both pretests and posttests. A mixed-design ANOVA revealed that the multidimensional model produced the most significant gains in reading comprehension (mean improvement = 3.40 points), outperforming both the hybrid (0.90 points) and control groups (1.05 points). No statistically significant differences emerged for gender, nor were there interactions between gender and instructional methods. The results suggest that approaches addressing cognitive, metacognitive, affective, and social dimensions can substantially boost EFL reading comprehension. The study underscores the practical benefits of adopting a multidimensional instructional model to support reading development in Iranian EFL contexts and to guide evidence-based teaching practices in similar settings.

Keywords: EFL reading comprehension, gender differences, hybrid learning model, Iranian learners, multidimensional reading instruction

October 23, 2026
Friday
Concurrent Sessions 1
Room D
11:45 – 12:45

The Moderating Role of L2-Teacher Grit in the Relationship between Reality Shock Expectancy and Teaching Self-Efficacy among Pre-Service EFL Teachers

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This study aims to investigate the expectancy–experience gap regarding reality shock among pre-service EFL teachers and the moderating role of L2-teacher grit in the relationship between reality shock expectancy and teaching self-efficacy. The teaching practicum is a critical transition during which pre-service teachers first compare their theoretical knowledge with classroom realities. Reality shock emerging during this process may negatively affect self-efficacy perceptions (Dicke et al., 2015; Veenman, 1984), while increased emotional exhaustion during the practicum has also been empirically demonstrated (Voss & Kunter, 2020). However, the literature has predominantly examined reality shock through pre-practicum expectations, leaving both the expectancy–experience gap and domain-specific psychological resources, particularly L2-teacher grit (Sudina et al., 2021), underexplored. The study will employ an Explanatory Sequential Mixed-Methods Design (Creswell & Plano Clark, 2018). In the quantitative phase, online data will be collected from 120–150 pre-service EFL teachers immediately before they begin teaching in their practicum schools. Participants will complete the Reality Shock Expectancy Scale (Kim & Cho, 2014), the Teachers' Sense of Efficacy Scale (TSES; Tschannen-Moran & Woolfolk Hoy, 2001), and the L2-Teacher Grit Scale (L2TGS; Sudina et al., 2021). The moderating role of L2-teacher grit will be tested using PROCESS Macro (Model 1). Following the quantitative analyses, semi-structured interviews will be conducted during the practicum period with 16 pre-service teachers representing four profiles based on the quantitative findings (high/low expectancy × high/low grit). Data will be analyzed using Braun and Clarke's (2006) thematic analysis, and quantitative and qualitative findings will be integrated through a Joint Display to examine the expectancy–experience gap. The findings are expected to contribute evidence-based insights to EFL teacher education programs and mentor-guided practicum frameworks.

Keywords: Reality shock, L2-Teacher grit, teaching self-efficacy, explanatory sequential mixed-methods design, pre-service EFL teachers

October 23, 2026
Friday
Concurrent Sessions 1
Room D
11:45 – 12:45

Constructing a Positive Teacher Self through GenAI Interaction: Pre-Service ELT Teachers' Reflections

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As generative artificial intelligence (GenAI) becomes increasingly integrated into English Language Teaching (ELT) teacher education, understanding its relationship with pre-service teachers' developing professional selves has become increasingly important. Drawing on positive psychology and teacher-self perspectives, this study conceptualizes the positive teacher self as an affirmative and future-oriented perception of oneself as a capable, confident, reflective, and developing language teacher. This qualitative exploratory study investigates how pre-service ELT teachers construct and negotiate their positive teacher selves through pedagogical interactions with GenAI, with particular attention to professional competence, confidence, pedagogical judgment, and future teacher selves. The participants were 30 pre-service ELT teachers who volunteered from among students who had completed an undergraduate course entitled English Language Teaching Programs at a foundation university in Istanbul, Türkiye. Data were generated through a GenAI-mediated pedagogical task, written reflections, and semi-structured interviews. Participants evaluated GenAI-generated pedagogical recommendations by accepting, adapting, questioning, or rejecting them and reflected on what their decisions revealed about themselves as future teachers. Data were analyzed using reflexive thematic analysis. The findings revealed that participants constructed positive teacher selves through recognizing their pedagogical competence, gaining confidence in their professional judgment, critically positioning themselves toward GenAI suggestions, and envisioning themselves as capable future teachers. At the same time, concerns about dependence on GenAI created tensions regarding professional independence and human pedagogical expertise. The findings suggest that GenAI can function as a reflective space for positive teacher-self construction rather than merely as a technological resource. The study contributes to positive psychology in language teacher education by illustrating how GenAI-mediated reflection can support positive professional self-perceptions while emphasizing the continuing importance of human pedagogical judgment.

Keywords: Positive teacher self, generative artificial intelligence (GenAI), pre-service ELT teachers, positive psychology, teacher identity

October 23, 2026
Friday
Concurrent Sessions 1
Room D
11:45 – 12:45

Trust Erosion: When Students Believe AI Over the Teacher

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When artificial intelligence (AI) feedback conflicts with a teacher's advice, how do students decide which response to trust? While teaching English writing to grades 9, 10, and 11, I noticed that some students accepted AI suggestions more readily than my comments. They often described AI feedback as neutral, particularly when it arrived quickly and sounded confident. These classroom observations prompted this presentation; they were not collected as part of a formal research study. The presentation examines this classroom issue from an educational psychology perspective. It asks how students judge the credibility of feedback and what their choices may mean for trust in the teacher–student relationship. Feedback literacy, understood as learners' ability to interpret and use feedback, provides a basis for discussing how students can take a more active role in revision. A fictional student writing sample is used to compare two anonymous responses: one generated by AI and one written by a teacher. Audience members choose which advice they would use and explain why before the sources are revealed. The comparison opens a discussion about whether confident wording makes advice convincing and whether knowing its source changes that judgement. The presentation introduces TRUST, a reflection tool developed for the session. Its questions address task alignment, reasons, usefulness, student context, and transparency about limitations. Examples show how fluent feedback can overlook the intended audience or assessment criteria. The closing discussion considers how teachers can invite students to question feedback while maintaining classroom trust. Teachers leave with sample cases and questions they can use to help learners explain which suggestions they accept, adapt, or reject.

Keywords: AI feedback, feedback literacy, teacher agency, learner judgement, secondary ELT

October 23, 2026
Friday
Plenary Session 3
Conference Main Hall
13:50 – 14:35

The Digital Teaching Persona and Shadow: Revisiting Language Teacher Identity in Online Contexts through Jungian Psychology

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Drawing on the analytical psychology of Carl Gustav Jung, this presentation conceptualizes language teacher identity in online education through the lens of persona and shadow dynamics. While Jung's notion of persona refers to the socially adaptive professional self which is constructed to meet external expectations, the shadow encompasses suppressed, rejected, or disowned aspects of the self that remain outside conscious awareness. In face-to-face classes, teacher persona is relational and co-constructed through immediate interaction. However, the rapid expansion of online language education has introduced technologically mediated conditions that may reshape second or foreign language (L2) teachers' persona construction while shaping how suppressed or disowned inner experiences are likely to be regulated and externalized in online contexts. This presentation argues that online teaching environments foster a "digital teaching persona" characterized by selective self-presentation, over-regulation, student invisibility, and technological performance pressure, which may contribute to the emergence of a "digital shadow." Repeated reliance on maladaptive emotional labor strategies, particularly surface acting, may widen the discrepancy between language teachers' socially adaptive professional selves (personas) and inner experiences, potentially leading to the projection and externalization of suppressed or disowned feelings through irritability, emotional exhaustion, defensiveness, or heightened sensitivity. In this presentation, I will further discuss how emotional labor strategies may contribute to the dynamic relationship between L2 teachers' digital teaching persona and shadow in online contexts. Overall, by introducing a Jungian perspective into research on L2 teacher psychology, this presentation contributes to a deeper understanding of language teachers' wellbeing and identity in digitally mediated environments.

Keywords: Digital teaching persona, digital shadow, Jungian Psychology, language teacher identity

October 23, 2026
Friday
Concurrent Sessions 2
Conference Main Hall
15:00 – 16:00

Exploring Preservice Language Teachers' Emotional Engagement in Picturebook Read-Alouds

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Picturebook read-alouds are widely recognized as effective pedagogical tools for language development, yet limited research has explored the emotional dimensions experienced by preservice language teachers as they perform this practice. This study investigates the emotional engagement of 14 preservice language teachers as they read picturebooks aloud to middle school students, focusing on affective responses such as interest, enjoyment, enthusiasm, and anxiety that emerge during instructional activities. Data were collected through three complementary sources: classroom observations, analysis of participants' lesson plans, and video recordings of the read-aloud sessions. Observations provided insight into real-time behavioral and affective cues, lesson plans revealed participants' intended pedagogical and emotional goals, and video recordings enabled detailed analysis of vocal tone, facial expression, gesture, and interactional dynamics with students. Data were analyzed thematically to identify recurring patterns of emotional engagement across participants. Findings suggest that preservice teachers demonstrated varying degrees of emotional engagement, shaped largely by their confidence with performative reading techniques, familiarity with the picturebook's content, use of mediation strategies, and sensitivity to student responsiveness. Participants who exhibited higher emotional engagement tended to use more expressive vocal modulation, sustained eye contact, and spontaneous interactional strategies, which appeared to foster greater student interest and participation. Conversely, participants with lower emotional engagement showed more monotone delivery and greater reliance on scripted lesson plans, which occasionally limited spontaneous interaction. The study also found that emotional engagement was not static but fluctuated within individual sessions, often shifting in response to student feedback and classroom dynamics. These findings highlight the importance of incorporating emotional engagement training into teacher preparation programs, particularly with regard to performative read-aloud pedagogy, so as to strengthen preservice teachers' confidence and enhance student engagement in language classrooms.

Keywords: Emotional engagement, picturebook read-alouds, preservice language teachers, middle school children

October 23, 2026
Friday
Concurrent Sessions 2
Conference Main Hall
15:00 – 16:00

Feeling and Believing: Exploring the Relationship Between EFL Teachers' Emotions and Self-Efficacy

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The study investigates the relationship between emotions and self-efficacy among English language teachers in a Saudi university program. It utilizes a cross-sectional approach, combining the Teacher Self-Efficacy Scale (TSES) and the Teacher Emotion Questionnaire (TEQ) with open-ended reflective questions, which aim to explore the sources of self-efficacy and how it relates to teachers' emotions. Findings of this study brought to light a positive correlation between emotions and self-efficacy, with self-efficacy predicting all positive emotions as well as lower levels of hopelessness. Self-efficacy, however, was found to have no predictive power on the emotions of anger and exhaustion. Also, even though no individual emotional subscale was found to predict self-efficacy, the overall emotional profile significantly predicted teachers' self-efficacy. Findings from the open-ended responses also concluded that teachers' positive emotions (e.g., joy and pride), which arise from students' success and recognition, generally result in higher levels of confidence, while negative emotions, usually experienced in cases of student disengagement and overall underperformance, could undermine it. Such findings bring forward the fact that emotions and self-efficacy are interconnected and reciprocal, and that emotional stability and well-being contribute to reinforcing teachers' self-efficacy and fostering resilience in higher education teaching.

Keywords: Teacher self-efficacy, teacher emotions, positive emotions, negative emotions

October 23, 2026
Friday
Concurrent Sessions 2
Conference Main Hall
15:00 – 16:00

Motivated but Disengaged? Learner Identity, Emotions, Self-Regulation, and Classroom Engagement among Croatian EFL Learners

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Although learner engagement has become a central focus of second language (L2) research (Hiver et al., 2024; Mercer & Dörnyei, 2020), comparatively few studies have examined the relationships between classroom engagement, learner identity, achievement emotions, and self-regulatory capacity in higher education contexts. This mixed-methods study investigated these relationships among Croatian university students majoring in English. Participants completed a questionnaire measuring Ideal L2 Self, four achievement emotions (enjoyment, hope, anxiety, and boredom), classroom engagement, agentic engagement, and an adapted version of the Self-Regulating Capacity in Vocabulary Learning Scale (Tseng et al., 2006), modified to assess self-regulatory capacity in English learning. The questionnaire also included open-ended questions exploring factors that encourage and inhibit classroom participation and students' experiences of using English inside and outside the classroom. Correlation analyses revealed that enjoyment, hope, engagement, agentic engagement, and self-regulatory capacity were positively associated, whereas boredom showed negative associations with most motivational and engagement-related variables. Multiple regression analyses indicated that boredom was the only significant predictor of overall classroom engagement, whereas self-regulatory capacity was the strongest predictor of agentic engagement. Ideal L2 Self was positively associated with hope and English achievement but did not uniquely predict engagement. Qualitative findings complemented the quantitative results. Students identified intrinsic interest in English, opportunities for learning, supportive teachers, and a positive classroom atmosphere as key factors encouraging participation. In contrast, anxiety, fear of making mistakes, boredom, uninspiring teaching, and concerns about peer or teacher evaluation were the most frequently reported barriers. Participants also described using English outside the classroom as more relaxed, authentic, and confidence-enhancing than classroom communication. The findings suggest that although Croatian EFL learners report a strong Ideal L2 Self, sustaining classroom engagement depends less on motivation alone than on reducing boredom, fostering self-regulatory capacity, and creating supportive, low-anxiety learning environments.

Keywords: Learner engagement, learner identity, achievement emotions, self-regulation, Croatian EFL learners

October 23, 2026
Friday
Concurrent Sessions 2
Room A
15:00 – 16:00

Psychological Outcomes of Technology-Mediated Instruction: Willingness to Communicate, Anxiety, and Self-Confidence in EFL Learners

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The growing use of technology in language classrooms has changed not only how learners access and practise English, but also how they experience the learning process psychologically. Despite this shift, the relationship between technology-mediated instruction and affective variables in EFL settings still requires closer examination. This ongoing mixed-methods study explores how technology-mediated instruction may influence university-level EFL learners' willingness to communicate, L2 anxiety, and self-confidence. The study follows a quasi-experimental pretest-posttest control-group design. While the experimental group receives technology-mediated instruction as part of regular classroom practice, the control group continues with more conventional instructional procedures. Quantitative data are collected through established measures of willingness to communicate, language anxiety, and self-confidence before and after the intervention. In addition, semi-structured interviews and a researcher/teacher reflective log are used to gain a more detailed understanding of learners' experiences throughout the process. The study is particularly concerned with whether technology-supported learning can create conditions in which learners feel more willing to participate, less anxious when using English, and more confident in their communicative ability. It also examines how learners make sense of technology-supported interaction in the classroom. By bringing together technology-mediated pedagogy and key constructs from L2 psychology, the study aims to contribute to a more psychologically informed understanding of technology use in language education and to offer practical implications for teachers and curriculum designers.

Keywords: Technology-mediated instruction, willingness to communicate, L2 anxiety, self-confidence, EFL

October 23, 2026
Friday
Concurrent Sessions 2
Room A
15:00 – 16:00

From Aspiration to Avoidance: Grit, Buoyancy, and Self-Guides in EFL Learners' Perceived Proficiency

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This study investigates the psychological predictors of perceived L2 proficiency among university preparatory school students in Turkey, with a particular focus on the motivational profiles of repeat learners — a group that has received limited attention in the positive psychology and language learning literature. Drawing on frameworks of L2 grit (Teimouri et al., 2020), academic buoyancy (Martin & Marsh, 2006), and the 2×2 L2 Motivational Self-System (Papi et al., 2018), the study examines how perseverance, everyday resilience, and future self-guides jointly shape learners' sense of L2 proficiency.
A quantitative cross-sectional design was adopted. Data were collected from 403 preparatory school students (first-time: n = 373; repeat: n = 30) at a Turkish state university using validated scales for L2 grit, academic buoyancy, and the 2×2 L2MSS. Multiple regression analysis and simple mediation (Hayes PROCESS Model 4, 5,000 bootstrap samples) were employed alongside independent samples t-tests with Bonferroni correction. Findings revealed that the Feared L2 Self was the strongest negative predictor of perceived proficiency (β = –.205, p = .001), while L2 Grit-Perseverance of Effort (POE) emerged as the primary positive predictor (β = .162, p = .018). Mediation analysis confirmed that Grit-POE partially mediates the relationship between the Ideal L2 Self and perceived proficiency (indirect effect B = .128, 95% CI [.008, .256]), accounting for 38.5% of the total effect. Critically, repeat learners displayed a striking erosion of Grit-Consistency of Interest (d = .962, p < .001) and a significant shift toward prevention-focused motivation (d = .691, p < .001), suggesting that academic failure gradually displaces passion with fear-based regulation. These findings highlight the urgent need for differentiated pedagogical support for repeat learners in intensive English programs — support that targets the restoration of intrinsic motivation, the reduction of fear-based regulation, and the deliberate cultivation of learners' ideal future self-images.

Keywords: L2 grit, academic buoyancy, L2 motivational self-system, perceived L2 proficiency, repeat learners

October 23, 2026
Friday
Concurrent Sessions 2
Room A
15:00 – 16:00

The IKEA Effect: Exploring Psychological Ownership through Materials Design in Language Teacher Education

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Teaching materials play a central role in language teacher education, yet materials design is typically viewed as a pedagogical competence rather than a psychological experience. Drawing on the IKEA Effect—the tendency for individuals to value products more highly when they have contributed to creating them (Norton et al., 2012)—this study examines how designing instructional materials influences pre-service English language teachers' sense of psychological ownership during their teaching practicum. While materials design has traditionally been justified in terms of developing pedagogical competence, little attention has been paid to its psychological value for pre-service teachers. The study adopted a small-scale qualitative case study involving 12 pre-service English language teachers. During their first practicum observation, participants implemented a lesson using ready-made instructional materials. In a subsequent observation, they designed and implemented their own teaching materials for a comparable lesson. Data were collected through post-observation written reflections, a focus-group interview, participants' instructional materials, and researcher observation notes. The data will be analysed using reflexive thematic analysis (Braun & Clarke, 2021). The analysis focuses on how participants experience psychological ownership through the process of creating instructional materials. Particular attention will be paid to themes related to ownership, autonomy, creativity, responsibility, confidence, and emotional investment in teaching. The IKEA Effect serves as the theoretical lens for interpreting participants' experiences and understanding how effort invested in materials design shapes teachers' perceptions of their lessons and their role as teachers. By introducing the IKEA Effect into language teacher education, this study extends discussions of psychological ownership beyond consumer psychology into the context of teacher preparation. If creating instructional materials strengthens psychological ownership, materials design may need to be reconsidered not merely as a pedagogical competence but also as a psychological process that contributes to teacher development.

Keywords: Language teacher education, materials design, psychological ownership

October 23, 2026
Friday
Concurrent Sessions 2
Room B
15:00 – 16:00

Foreign Language Enjoyment Levels of Turkish Students Learning English as a Foreign Language: A Mixed Methods Study

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This study aimed to investigate the perceived levels of Foreign Language Enjoyment (FLE) among 8th-grade students studying English as a foreign language in public secondary schools in Türkiye. It also examined how FLE relates to several learner-related and teacher-related variables, including students' perceived relative standing among peers, their attitudes toward the English language and their English teacher, as well as the frequency with which the teacher uses English in the classroom. In addition, the study sought to identify the underlying sources of FLE as perceived by students. A sequential explanatory mixed-methods design was employed. Quantitative data were collected from 202 students using a demographic questionnaire and the 12-item Foreign Language Learning Enjoyment Scale (FLLES). Qualitative data were gathered through one open-ended questionnaire and focus group interviews with volunteer participants. The quantitative findings revealed that students generally experienced high levels of FLE. One-way ANOVA tests indicated statistically significant differences between FLE levels and variables such as students' reported relative standing among peers, attitude toward English, and attitude toward the teacher. However, no significant difference was found between FLE and the frequency of English use by the teacher. The qualitative findings identified three main sources of FLE: FLE-Private, FLE-Teacher, and FLE-Atmosphere. Among these, learner-related sources were the most frequently mentioned, with "opportunities for real-life language use" emerging as the most common contributor to enjoyment. The findings underscore the importance of incorporating authentic communication tasks and fostering a supportive classroom environment to enhance FLE. This study contributes to the limited body of research on affective factors in Turkish secondary EFL contexts and offers practical implications for language educators.

Keywords: English as a foreign language, English language teaching, foreign language enjoyment, language learning, positive psychology

October 23, 2026
Friday
Concurrent Sessions 2
Room B
15:00 – 16:00

Do I Care Too Much? EFL Teacher Immunity in Practice

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EFL teachers in Turkish contexts often take pride in how deeply they care for their learners. How does this commitment affect a teacher's identity? This study adopts a positive psychology framework and uses teacher immunity to explore how caring shapes teachers' professional selves over time. Rather than approaching care only as a desirable teacher quality, it examines how years of commitment to learners can become challenging when it is connected to responsibility, student engagement, and institutional expectations. The study adopts an autoethnographic design. The data consist of longitudinal reflective notes written over the course of ten years, each following professionally and emotionally significant teaching experiences. These notes are supplemented by retrospective reflections produced around the themes of care, emotional regulation, motivation, professional identity, and protective responses. Analysis involved identifying critical incidents, tracing shifts in motivation and professional self-perception, and interpreting protective patterns through the lens of teacher immunity. The findings reveal a movement from viewing care as a source of motivation to recognizing its emotional costs. Patterns in the data suggest that caring commitment initially supported resourceful lesson preparation, student-centred practices, detailed feedback, and a strong sense of responsibility toward learners. However, repeated emotional investment led to a more guarded professional self. Teacher immunity appeared as a way of protecting professional motivation and productivity, but it also raised issues about emotional availability and the changing definition of a good teacher. The study contributes to language teacher psychology by providing an insider's perspective on how teacher immunity develops in everyday EFL practice. It argues that teacher care should be discussed as a source of motivation for both teachers and learners. It also suggests that such commitment may require professional boundaries that protect long-term professional well-being.

Keywords: Positive psychology, teacher immunity, teacher identity, teacher motivation, EFL teacher well-being

October 23, 2026
Friday
Concurrent Sessions 2
Room B
15:00 – 16:00

Ethical AI Use in the ELT Classrooms to Promote Learner Agency

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Artificial Intelligence is becoming an increasingly influential part of English language teaching, creating new opportunities for personalised learning while simultaneously raising important questions about its impact on learners' psychological development. This presentation argues that the responsible use of AI in language education should be evaluated primarily through the lens of learner agency, a key construct in L2 psychology that influences learners' capacity to make purposeful decisions, regulate their own learning, and engage meaningfully with language. Rather than focusing on AI tools or technical applications, the presentation examines how different patterns of AI use can either support or diminish learner agency by shifting responsibility for language production, problem-solving, and reflection. Drawing on recent literature in L2 psychology, ethical AI, and language education, the presentation proposes a practical conceptual framework for evaluating AI-supported learning activities by the extent to which they preserve learners' ownership of the learning process. Classroom examples from English language teaching illustrate the distinction between AI as cognitive scaffolding that promotes independent language learning and AI as a substitute that may reduce learners' active engagement and decision-making. The presentation concludes by outlining a set of pedagogical principles that can assist language teachers in making informed, ethical decisions about AI integration while maintaining learner agency as a central objective of language education. By positioning learner agency at the centre of responsible AI implementation, the presentation contributes to current discussions in L2 psychology by offering a focused perspective on how emerging technologies can be integrated without compromising the psychological conditions that support effective second language learning.

Keywords: Learner agency, ethical AI use, ELT

October 23, 2026
Friday
Concurrent Sessions 2
Room C
15:00 – 16:00

The Role of Metaperception and Speaking Anxiety in Online English Learning: A Pilot Study

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Hybrid education has become a part of our lives, especially after the COVID-19 pandemic, leading many schools and institutions around the world to incorporate online lessons into their English language programs. As a result, learners have been increasingly required to engage in real-time online speaking activities with peers they have never met in person, which may increase their speaking anxiety and affect performance. The role of metaperception regarding speaking anxiety and learner performance in online speaking contexts remains largely under-researched, particularly among learners with varying proficiency levels. Therefore, this pilot study aims to provide a better understanding of the role of metaperception in speaking anxiety and learner performance in online English-speaking courses among ELT students who are attending prep school. This mixed-methods pilot study was conducted as part of a master's degree thesis research that will be conducted with more participants in the future. Ten ELT students -from two different universities in Türkiye- who are attending prep school participated in the study. The Convenience Sampling Method was employed, and participants did not know each other prior to the study. They were grouped according to their proficiency levels using an open-source test developed by Oxford Publishing. Afterwards, participants participated in an online speaking task with a peer. Both the PRCA-24 (McCroskey, 1985) and Metaperception Scale (Trofimovich et al., 2023) were administered as pre- and post-measures, with an 8-week interval between them. Afterwards, semi-structured interviews were conducted with volunteer students, along with stimulated recall interviews. Quantitative data were examined using appropriate statistical analyses, while qualitative data from the interviews and stimulated recall interviews were analyzed through thematic analysis.

Keywords: Metaperception, speaking anxiety, online foreign language classrooms

October 23, 2026
Friday
Concurrent Sessions 2
Room C
15:00 – 16:00

English Teachers' Attitudes and Experiences Regarding Inclusive Education: A Mixed-Methods Study

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Inclusive education is a multidimensional process that supports the equal and full participation of students with diverse individual characteristics in educational processes. It contributes to the creation of a positive school climate and provides students with the opportunity to benefit from educational processes tailored to their needs. Teachers play a significant role in the inclusive education process. This study aims to examine English teachers' attitudes and experiences regarding inclusive education in a holistic manner. The study employed an exploratory sequential mixed-methods design; quantitative data were collected first, followed by qualitative data to explain and explore these findings in greater depth. The quantitative phase involved 153 English teachers who volunteered to take part in an online survey, whilst the qualitative phase involved 10 of these teachers who volunteered to take part in interviews. Quantitative data were collected using the 'Teacher Attitudes Scale Regarding Inclusive Education' and analysed using descriptive statistics; qualitative data were collected through semi-structured interviews and analysed using thematic analysis. The findings revealed that teachers embrace inclusive education to a high degree within a rights-based framework, and that the majority of participants view education as a fundamental right for all children. However, teachers indicated that they largely lacked the necessary support to translate this attitude into practice in the classroom. The qualitative findings indicate that teachers have internalised inclusivity as an ethical, legal and social responsibility; however, they largely carry out this process through individual effort. In conclusion, the study suggests that the success of inclusive education depends more on the inter-institutional support structure that translates teacher attitudes into practice than on teacher attitudes themselves; therefore, the primary area for intervention is not individual attitudes but institutional coordination.

Keywords: Inclusive education, English teachers, English teachers and inclusive education, teachers' attitudes

October 23, 2026
Friday
Concurrent Sessions 2
Room C
15:00 – 16:00

The Logic of Humour: Incongruity Theory as a Framework for Foreign Language Pedagogy

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Humour has long been recognised in foreign language classes for its positive emotional effects, such as lowering the affective filter and reducing anxiety about the foreign language. However, the cognitive and structural potential of this topic has not yet been fully theorised in mainstream language teaching. This conceptual paper proposes a theoretical framework that integrates the Incongruity Theory of Humour into foreign language teaching (FLT) methodologies to address this gap. According to the Incongruity Theory, humour stems from the sudden resolution of the incongruity between conceptual expectations and linguistic reality. From a cognitive-linguistic perspective, identifying and resolving such inconsistencies—such as wordplay, semantic ambiguities, and cultural ironies—requires advanced cognitive processing, pragmatic competence, and schema reformulation in the target language. This study argues that the strategic use of linguistic incongruity not only functions as an emotional icebreaker but also acts as a sophisticated pedagogical tool that encourages meta-linguistic awareness and critical thinking. This study examines how structural dissonance can be used to turn passive classroom boredom into active academic participation through a critical synthesis of cognitive psychology and pedagogical frameworks. Ultimately, by converting humour from a superficial motivational tool into a fundamental cognitive support strategy, the suggested model presents a theoretical framework for curriculum designers and language instructors aiming to improve communicative skills through intellectual engagement.

Keywords: Incongruity theory, humor in FLT, cognitive psychology, metalinguistic awareness, academic engagement

October 23, 2026
Friday
Plenary Session 4
Conference Main Hall
16:20 – 16:55

Identity-Supportive Professional Development of Teachers

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Professional development often focuses on developing teachers' pedagogical knowledge and skills through various activities and reflection on experience, while paying less explicit attention to the development of their professional identities. Yet identity is closely intertwined with professional practice. Teachers' understandings of who they are influence how they teach, what they do, and how they engage in their own professional learning. Ignoring how teachers construct and reconstruct their identities through professional development may therefore limit its impact. Professional development should not only develop what teachers know and can do but also create opportunities for them to explore, negotiate, and continuously develop who they are and who they are becoming as teachers. In this talk, I suggest that professional development can be identity-based, identity-driven, and identity-responsive. This perspective also raises questions about the temporal nature of professional development. Short-lived, one-off professional development activities may provide opportunities to introduce new knowledge or practices but are less likely to support the ongoing processes through which teachers construct, reconstruct, and negotiate their identities. Identity-supportive professional development requires time, continuity, and opportunities for teachers to exercise voice and choice in their professional learning. I also discuss the role of reflection and reflexivity in supporting identity in professional development. Finally, I share practical strategies for designing professional development that more deliberately supports teachers' professional identity development.

Keywords: Professional development, teacher identity, identity-supportive professional development

October 23, 2026
Friday
Concurrent Sessions 3
Conference Main Hall
16:55 – 17:55

Safe Spaces, Stronger Voices: Group Advising in Language Learning for Speaking Anxiety

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Advising in language learning has traditionally been conceptualized as a one-to-one practice, although the literature also acknowledges its delivery in small groups (Kato & Mynard, 2016). The social, emotional, and affective dynamics specific to this group format, however, remain underexamined. Grounded in sociocultural theory (Vygotsky, 1978) and self-determination theory (Deci & Ryan, 2000), this study explores the group dimension of advising and its potential role in shaping self-confidence and speaking anxiety among learners of German as a foreign language. Using a longitudinal mixed-methods design, the study (Gkeka, 2026) followed a purposive sample of eleven undergraduate students of German at a Greek university who took part in group advising sessions. Data were collected through questionnaires and semi-structured interviews immediately after the intervention and again six months later, and analyzed using descriptive statistics and qualitative content analysis. The findings indicate that the group format was associated with reduced speaking anxiety and a more positive orientation towards foreign-language oral production. Participants consistently described the group as a supportive environment in which they felt more comfortable discussing learning challenges, reframing their difficulties as shared rather than individual, and engaging with speaking-related concerns. Follow-up data suggest that these perceived benefits were maintained over time, with participants continuing to report increased self-confidence and willingness to communicate in German six months after the intervention. The study contributes to understanding how the social context of advising shapes learners' emotional experience of speaking a foreign language, with practical implications for group size and meeting frequency in advising program design.

Keywords: English language teaching, teacher concern, second language teacher education

October 23, 2026
Friday
Concurrent Sessions 3
Conference Main Hall
16:55 – 17:55

EFL Teacher Well-Being in K-12 Education: A Systematic Review

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Teacher well-being has gained increasing attention as an essential element of effective English language teaching. Although it is influenced by various contextual factors, research focusing specifically on EFL teachers' well-being in K-12 settings remains limited. Therefore, this systematic review examines the characteristics of existing studies, identifies the factors associated with EFL teacher well-being, outlines directions for future research, and offers practical implications. Empirical studies indexed in the Web of Science (WoS) database and published between 2015 and 2025 were reviewed following the PRISMA guidelines. Of the 1,778 articles screened, 30 studies met the inclusion criteria for K-12 contexts and were analyzed through thematic coding. The findings indicate that research on K-12 EFL teacher well-being has mostly focused on secondary school teachers, while primary and preschool settings remain underexplored. Teacher well-being was linked to personal qualities such as motivation, resilience, and coping skills, as well as workplace conditions, institutional expectations, and broader social pressures. Supportive school environments, manageable workloads, and professional development opportunities may help teachers maintain their well-being. Further research should include more diverse educational settings, larger samples, and studies conducted over longer periods. Overall, the review highlights the need for educational policies and in-service teacher education programs to provide practical support.

Keywords: Teacher well-being, English as a foreign language, K-12 context

October 23, 2026
Friday
Concurrent Sessions 3
Conference Main Hall
16:55 – 17:55

From Cinematic Representation to Professional Reflection: Constructing Dialogic Third Spaces in Language Teacher Education

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Possible selves refer to individuals' conceptions of what they might become, what they would like to become, and what they fear becoming in the future (Markus & Nurius, 1986). In language teacher psychology, these future-oriented self-representations have been conceptualised as desired, ought-to, and feared teacher selves (Hiver, 2013). This study explores how pre-service English language teachers articulate and negotiate possible teacher selves through cinematic representations of teachers, learners, and schools. Drawing on both the possible selves framework and the concept of the third space (Bhabha, 1994; Gutiérrez, 2008; Zeichner, 2010), the study examines how professional identities emerge through participants' interactions with diverse experiences, discourses, and expectations. Data will be collected in two stages. First, participants will complete an online questionnaire to identify film and television characters who represent teachers they aspire to become, teachers they believe others expect them to become, and teachers they fear becoming. They will also identify learner characters, school settings, and character attributes they associate with their future professional roles. These responses will inform the creation of a participant-curated pool of cinematic representations. Second, selected films and characters will be discussed in synchronous online group sessions. Analysis will focus on how participants connect these representations to prior educational experiences, teacher education knowledge, professional concerns, and future career aspirations, as well as how meanings are collaboratively negotiated through group interaction. The study contributes to language teacher psychology by integrating cinematic representations, possible selves theory, and online interaction within a single research design. Rather than treating fictional characters solely as positive or negative role models, the study conceptualises them as symbolic resources through which future-oriented professional identities are imagined, questioned, and reconstructed. Findings are expected to provide insights into the role of film-based reflection in making pre-service teachers' desired, ought-to, and feared teacher selves visible and open to critical dialogue.

Keywords: Possible selves, cinematic representations of teaching, third space, pre-service English language teachers

October 23, 2026
Friday
Concurrent Sessions 3
Room A
16:55 – 17:55

Who is the Language Classroom Designed For? Neurodivergent Learners in Interpreter Training

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Research on the psychology of language learning has long recognised that learners differ, but attention has centred on motivation, anxiety, and aptitude, with far less said about neurodivergence. Interpreter training brings the question into focus. Interpreting asks students to listen, hold information in memory, take notes, and speak almost at once, and to do so in front of their peers, which places heavy demands on both cognitive resources and confidence. Courses are nonetheless designed around an average learner whose memory, attention, and reading are assumed to work at similar levels. Such classrooms may include students with a range of learning and developmental differences, including dyslexia, attention deficit hyperactivity disorder (ADHD), and autism, who may demonstrate diverse patterns of strengths and challenges. This ongoing study asks what Turkish translation and interpreting programmes currently do for these learners, and works in three stages. The first reviews research published between 2000 and 2026 on neurodivergent language learners in translation and interpreting education, recording which cognitive and emotional factors each study examined and which adaptations it reported. The second examines what universities publish about their own programmes, including course catalogues, course descriptions, and student support policies, checking whether interpreting classes and assessments are mentioned and, if so, in what terms. Both stages are underway and their results will be presented. The third stage will begin next semester, once ethics approval is granted, and will ask students and teachers in one programme, through a survey and follow-up interviews, about anxiety, self-efficacy, and perceived difficulty in interpreting classes. The study rests on the view that variation among learners is ordinary and that language courses work better when designed from the outset for a wide range of students rather than adjusted afterwards for individuals.

Keywords: Individual differences, neurodiversity, language learning anxiety, self-efficacy, interpreter education, inclusive language teaching

October 23, 2026
Friday
Concurrent Sessions 3
Room A
16:55 – 17:55

When Failure Repeats: Academic Buoyancy and Emotional Experiences of EFL Repeat Students

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Repeated academic failure in foreign language education may extend beyond difficulties in language attainment, affecting learners' emotions, motivation, self-perceptions, and willingness to persist. Yet students who repeatedly remain in an English preparatory programme have received comparatively limited attention as a distinct learner group. This qualitative study explores how EFL repeat students experience and make sense of repeated academic failure, with particular attention to emotional burden, persistence, and experiences that can be understood through the lens of academic buoyancy. The study draws on semi-structured interviews with 14 repeat students enrolled in an English preparatory programme at a Turkish university. The interview data were analysed using reflexive thematic analysis. The analysis revealed that repeated failure was experienced as a multidimensional burden involving examination anxiety, frustration, feelings of inadequacy, social comparison, family pressure, perceived loss of time, and, in some cases, financial and disrupted life-course consequences. At the same time, participants did not respond to repeated failure uniformly. While some described withdrawal, programme change, or thoughts of leaving university, others demonstrated persistence by modifying their learning strategies, seeking support, using informal learning resources, and maintaining future-oriented goals. Teacher and peer support emerged as particularly important relational resources in sustaining students' engagement and sense of possibility. Participants also moved between self-blame and explanations that located difficulties in assessment practices and institutional conditions. The findings suggest that academic buoyancy among repeat EFL students may be better understood as a dynamic and contextually supported process rather than solely as an individual capacity. The study highlights the importance of psychologically supportive, responsive, and assessment-aligned learning environments for students experiencing repeated academic setbacks.

Keywords: EFL repeat students, academic buoyancy, repeated academic failure, learner emotions, language anxiety, student motivation, resilience

October 23, 2026
Friday
Concurrent Sessions 3
Room A
16:55 – 17:55

Generative AI and Oral Presentation Self Efficacy among L2 Medical Students

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Effective presentation preparation is fundamental to developing oral presentation self-efficacy among L2 learners. In Medical English education, students preparing persuasive presentations devote considerable time to researching credible sources, organizing arguments, refining linguistic accuracy, and rehearsing delivery. As generative AI becomes increasingly integrated into higher education, it has the potential to reshape this preparation process by redistributing how students allocate their preparation time and cognitive effort. This shift may allow learners to devote greater attention to fluency, delivery, audience engagement, and persuasive communication. Conversely, increased reliance on AI may raise important questions regarding learner autonomy, critical thinking, and academic integrity. Drawing on self-efficacy theory, this paper explores how generative AI reshapes the presentation preparation process and oral presentation self-efficacy among L2 medical students preparing persuasive presentations in a Medical English course. Specifically, it examines students' perceptions of how AI influences the allocation of preparation time and how these changes relate to their oral presentation self-efficacy. The study aims to contribute to current discussions in AI and L2 psychology while offering practical implications for the responsible integration of generative AI into Medical English education.

Keywords: Generative AI, oral presentation self-efficacy, presentation preparation process, medical English, L2 medical students, L2 learners, persuasive presentations, higher education

October 23, 2026
Friday
Concurrent Sessions 3
Room B
16:55 – 17:55

Congruence and Incongruence between English Language Student Teachers' Concerns and Classroom Practices: A Multiple Case Study

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This study explored the congruence and incongruence between English language student teachers' stated concerns and their observed classroom practices during their teaching practicum. Adopting a multiple case study design, the study involved seven fourth-year student teachers enrolled in an English language teacher education programme at a state university in Türkiye. Data were collected through semi-structured interviews, written and screencast-mediated oral reflective journals, classroom observations and video recordings of four macro-lessons taught by each participant, classroom artefacts, and the researcher's log. The data were analysed through qualitative content analysis. The findings revealed that congruence between the student teachers' concerns and practices was more prevalent than incongruence, with fifteen patterns of congruence and five patterns of incongruence identified. Concerns about limited proficiency in particular language areas, limited digital literacy, learners' low participation, insufficient preparation for online teaching, and difficulties in selecting appropriate materials were generally congruent with the limited or no implementation of the corresponding classroom practices. Impact concerns, by contrast, were reflected in the use of engaging activities and opportunities for oral communication. The instances of incongruence mainly concerned grammar and listening instruction. Despite their stated concerns, some student teachers incorporated these areas into their lessons in response to competing pedagogical and contextual considerations, including learners' needs, examination requirements, mentor guidance, curricular objectives, and the intention to increase learner motivation. The study highlights the importance of helping student teachers recognise, negotiate, and respond constructively to their concerns within language teacher education programmes.

Keywords: English language teaching, teacher concern, second language teacher education

October 23, 2026
Friday
Concurrent Sessions 3
Room B
16:55 – 17:55

A Longitudinal Study of an EFL Instructor's Teacher Agency

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A number of research focusing on language teacher agency has often derived from retrospective narratives, which have been collected at a singular moment by putting a limit on understanding of how agency is changing in terms of evolving conditions. This study emphasizes that constraint through a longitudinal exploration of an EFL instructor's teacher agency within one academic year. By employing minimalist, process-tracing approaches used in a single-research, the design of the study builds a temporal dimension by re-examining the same participant at three intervals over one academic year. At all three phases, data was collected through semi-structured interviews and short narratives. In order to analyze the progression of causal mechanisms over time, data coding based on grounded theory was implemented in each stage followed by the comparison of the phases. In line with the short story approach, narratives were not considered as entirety of reports, but as brief parts of more extensive continual process to reveal how episodes of supported or restricted agency affect the development of an EFL instructor's overall trajectory. The participant's psychological responses were recorded longitudinally to find out the fluctuations or transformation as the EFL instructor obtained more agentive experiences. By emphasizing progress in agency development, this design of the study functions as a viable substitute for single-snapshot case studies. Finally, the study is stated to be aimed at showing whether teacher agency is more clearly defined as a stable attitude or an evolving process by following the same EFL instructor's experiences.

Keywords: Teacher agency, language teaching, L2 teacher psychology

October 23, 2026
Friday
Concurrent Sessions 3
Room C
16:55 – 17:55

Learning Alongside AI: Learner Perceptions, Performance Development, and Teacher Guidance

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The increasing integration of generative artificial intelligence (AI) into English language teaching offers new opportunities for individualized practice, immediate formative feedback, and learner autonomy. However, evaluating its pedagogical value requires examining not only learners' acceptance of AI but also whether perceived benefits correspond with observable language development. This classroom-based study investigates AI-assisted language learning from two complementary perspectives: learners' perceptions of AI-supported learning and teachers' evaluation of learners' performance and development over time. The study is conducted within a university English preparatory programme where students use customized generative AI tools to support speaking, listening, reading, and writing. The tools are pedagogically structured and aligned with course objectives and target proficiency outcomes, providing opportunities for repeated practice, formative feedback, reflection, and revision. A multi-source data collection approach combines student self-reflection questionnaires with teacher-based monitoring of learner performance. The questionnaires incorporate Likert-scale, multiple-choice, and open-ended items examining perceived usefulness, confidence, learning attitudes, perceived progress, AI acceptance, and willingness to continue using AI. Particular attention is given to learners' perceived need for teacher feedback alongside AI-generated feedback. Teachers concurrently track learners' performance and development in relation to targeted course outcomes. Preliminary findings indicate substantial engagement with AI-assisted learning: 69% actively engaged with AI feedback and 87% reported significant improvement, while 38% identified feedback inaccuracy as a limitation. By integrating learner perceptions with teacher-observed performance, the study explores the relationship between perceived and observable development. The findings support a complementary human–AI approach, in which AI facilitates individualized practice, formative feedback, and learner autonomy, while teachers remain essential for monitoring progress, validating feedback, and providing pedagogically informed guidance.

Keywords: Generative AI, AI-assisted language learning, learner perceptions, formative feedback, learner development, teacher feedback, EFL, higher education

October 23, 2026
Friday
Concurrent Sessions 3
Room C
16:55 – 17:55

The Pseudo-Objectivity of Algorithmic Discourse: Stylistic Consequences of AI Integration in Scientific Writing

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The integration of large language models (LLMs) into the academic workflow is fundamentally altering the stylistic landscape of scientific communication. This study investigates the phenomenon of "pseudo-objectivity" — an illusion of absolute neutrality and facticity created by algorithmically mediated text generation. While traditional human prose naturally accommodates epistemic hedging, authorial doubt, and rhetorical positioning, LLM-generated discourse tends toward statistical averages that eliminate these markers of intellectual humility. Through a comparative corpus analysis of 500 research articles in computational biology published before and after the widespread adoption of generative AI tools, we identify three key stylistic shifts constituting pseudo-objectivity. Firstly, there is semantic inflation: specific evidential verbs (to corroborate, to elucidate) are replaced by generic proxies (to show, to demonstrate), which smooths over methodological limitations. Secondly, syntactic structures shift towards complex nominalizations and passive constructions, distancing the human agent from the act of interpretation and presenting results as self-evident discoveries rather than constructed arguments. Thirdly, LLMs exhibit a bias toward excessive discursive politeness and metadiscursive padding (it is crucial to acknowledge..., in the rapidly evolving landscape of...), creating a veneer of rigor that often masks conceptual vacuity. We argue that this stylistic homogenization poses significant epistemic risks. By erasing linguistic traces of uncertainty and debate, algorithmic discourse discourages critical reading and fosters an uncritical acceptance of findings. The paper concludes with recommendations for developing new genre conventions and disclosure standards that would make the distributed nature of modern cognition visible within the text itself, thereby restoring reader agency and transparency to scientific writing.

Keywords: Academic discourse, analysis epistemic hedging, pseudo-objectivity

October 23, 2026
Friday
Concurrent Sessions 3
Room C
16:55 – 17:55

Enhancing Social-Emotional Wellbeing via Digital Dialogue in Turkish Higher Education

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Grounded in the positive psychology principle that student happiness should be a primary educational objective, this study investigated whether an interactive digital dialogic intervention could enhance the social-emotional wellbeing of 87 young adult learners during their rigorous foundation year at a competitive Turkish public university. Utilizing an embedded experimental design over 14 weeks, the experimental group participated in online discussions via Google Classroom focusing on critical, taboo social issues—absent from standard textbooks—alongside regular second language instruction, while both groups completed the Psychological Wellbeing Scale pre- and post-study. Quantitative results revealed a statistically significant improvement in wellbeing for the experimental group with a medium effect size, which was further supported by qualitative content analysis showing enhanced personal growth, greater self-efficacy through target language practice, and a more positive mindset driven by heightened foreign language enjoyment, ultimately offering valuable pedagogical implications for language teaching.

Keywords: Positive psychology, social-emotional wellbeing, language education, digital dialogue

October 24, 2026
Saturday
Plenary Session 5
Conference Main Hall
9:30 – 10:15

Who Gets to Belong? Language Teacher Emotions, Identity, and the Politics of (un)belonging

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Over the past two decades, research on language teacher identity, alongside the more recent "emotional turn" in applied linguistics, has demonstrated that identities and emotions are deeply intertwined dimensions of teachers' professional lives. Yet one concept that connects these two areas remains comparatively underexplored: (un) belonging. Feelings of belonging can affirm professional identities, sustain commitment, and support wellbeing, while experiences of unbelonging can position teachers at the margins of professional communities and wider social worlds. In this plenary, I conceptualise belonging as relational, affective, institutional, material, and political, and argue for (un)belonging as a productive lens through which to rethink language teachers' emotions and identities. Teachers' feelings of being accepted, recognised, peripheral, or excluded emerge through their encounters with professional relationships, workplace practices, language ideologies, social expectations, material conditions, and broader sociopolitical structures. Such a perspective invites us to consider how teachers' experiences of belonging are continually negotiated across different stages of their careers and within changing professional environments. Language teachers may experience belonging and unbelonging simultaneously, or move between positions of inclusion and marginality as their identities, relationships, and circumstances shift. These experiences are also likely to involve hope, anxiety, frustration, pride, shame, attachment, recognition, and vulnerability. Drawing on scholarship on language teacher emotions, identity, and belonging, I explore how these dimensions intersect and shape what teachers feel, who they understand themselves to be, and what they are moved to do. I conclude by considering what an expanded understanding of (un)belonging can contribute to language teacher research and practice, and by asking how professional communities and educational environments might create conditions in which language teachers can feel recognised, valued, connected, and able to belong.

Keywords: Language teacher identity, teacher emotions, feelings of belonging

October 24, 2026
Saturday
Plenary Session 6
Conference Main Hall
10:30 – 11:15

Conversational AI Bots as Learning Partners in English Academic Writing: Expectancy–Value Beliefs in Human–Robot Collaboration

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Conversational AI bots can function as non-physical robots that support idea generation, drafting, revision, and feedback use in English academic writing. However, limited research has examined how students' expectancy–value beliefs relate to human–robot collaboration when cognitive demands are also taken into account. Guided by situated expectancy–value theory, this study investigated the roles of writing self-efficacy, utility value, and cognitive load in students' collaboration with AI bots. Survey data were collected from 428 university students with experience using AI bots for English academic writing. Structural equation modelling (SEM) was used to examine net associations among the focal constructs, while fuzzy-set qualitative comparative analysis (fsQCA) identified configurations associated with high and non-high human–robot collaboration. The findings showed that expectancy–value beliefs were meaningfully associated with collaboration, while fsQCA revealed multiple configurations through which the focal conditions combined to produce different levels of human–robot collaboration. These findings extend a variable-centred understanding of expectancy–value processes by demonstrating their configurational relevance and underscore the need to consider combinations of motivational and cognitive factors when designing AI-supported academic writing practices.

Keywords: Conversational AI bots, human–robot collaboration, English academic writing, situated expectancy–value theory, fuzzy-set qualitative comparative analysis

October 24, 2026
Saturday
Concurrent Sessions 4
Conference Main Hall
11:20 – 12:20

When Teachers Write Themselves: Autoethnographic Poetry and the Expressions of Emotion

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Academic traditions often position emotion as interference in scholarly and professional knowledge. Consequently, teachers' emotionally charged experiences remain underexplored within conventional academic genres. However, teachers' identity work requires processing emotionally-laden experiences (Ustuk et al., 2025). In this presentation, I explore how autoethnographic poetry can enable language teachers to explore, articulate, and communicate the emotional dimensions of their professional lives. Building it on the intersection of poetic inquiry and evocative autoethnography, I approach poetry as both a mode of critical reflection and a relational act through which teachers may (re)visit their lived experiences, negotiate identities, and share vulnerabilities. Drawing on my experiences of writing poetry as a language teacher, teacher educator, and autoethnographer, I introduce five adaptable practices: poetic frames, found poetry, blackout poetry, autoethnography in verse, and the (re)citation of poems or song lyrics that have shaped one's emotional world. These practices invite teachers to work with memories, storied experiences, and existing texts through selection, fragmentation, reconfiguration, rhythm, and imagery. I offer an evocative tool to create a safe space for teachers so that they are able to give form to their thoughts/beliefs/emotions that traditional academic discourse may leave unexpressed. I argue that autoethnographic poetry can transform intrapersonal reflection into interpersonal connection. When teachers write fear, loss, belonging, in-betweenness, resistance, and hope into poetic form, emotion becomes knowledge that can be shared, felt, and questioned. Silence, repetition, line breaks, figurative language, and multilingual expression mediate how experience travels between writer and reader/listener. The presentation concludes with practical prompts for teacher education and ethical considerations concerning vulnerability, audience, voice, and relational responsibility. By making room for emotional complexity, poetic autoethnography can contribute to more humanising professional learning in and around emotions in language education.

Keywords: Poetic autoethnography, teacher emotions, language teacher identity

October 24, 2026
Saturday
Concurrent Sessions 4
Conference Main Hall
11:20 – 12:20

Institutional AI Policies as Emotional Contexts: A Qualitative Study of Writing Teachers

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This qualitative study explores the emotional experiences and regulation strategies of 10 English writing teachers navigating the ambiguity of formal institutional Artificial Intelligence (AI) policies at a Saudi university. Utilizing narrative frames and semi-structured interviews, the study examines institutional AI policies as a context for teachers' emotional experiences and regulation practices. The findings revealed three themes that highlighted teacher's emotional responses. First, the teachers experienced three distinct emotional phases over time, starting with initial curiosity, evolving into feelings of anxiety, and ending with cautious optimism. Second, the teachers experienced an overall policy-related apprehension, stemming from the ambiguity of AI policies, top-down policy design and implementation, and their views of AI as an unavoidable institutional reality. Third, the teachers regulated their practices despite such ambiguity of policies. In doing so, they selectively used AI based on their affective experiences and started to gradually accept it as a learning tool that will be inevitably needed for professional development. The study also reveals that the teachers were engaged in two interrelated, context-bound forms of emotional regulation: 1) external regulation that involved managing uncertainty of institutional expectations, and 2) internal regulation which included managing emotions generated by such uncertainty. These findings highlight institutional AI policies as dynamic contexts for emotional experiences and regulation and underscore the importance of considering teachers' emotions in policy design and implementation.

Keywords: Teacher emotions, emotional regulation, artificial intelligence (AI) policies, writing teachers

October 24, 2026
Saturday
Concurrent Sessions 4
Conference Main Hall
11:20 – 12:20

Speaking English, Managing Emotions: Beyond-the-Classroom Experiences during Study Abroad

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Studying abroad (SA) offers international students various opportunities for personal, social, and linguistic development, but it can also bring emotional challenges related to using English in intercultural settings. Given the limited research on emotion regulation (ER) in SA contexts, this study explored how Turkish university students in Hungary regulated their emotions when using English beyond the classroom. Using vignette methodology, 62 students responded to five scenarios involving accent-, vocabulary-, pronunciation-, and comprehension-related difficulties in international interactions. Participants were asked to describe similar real-life experiences and the ER strategies they employed. Thematic analysis identified a range of ER strategies and specific tactics, including normalising mistakes, acknowledging non-native speaker status, viewing challenges as learning opportunities, seeking clarification, translanguaging, increasing attentional focus, and suppression. Students also reported seeking support and helping others manage their emotions. Findings further showed that students frequently combined multiple ER tactics within the same situation, often drawing on both interpersonal and intrapersonal forms of regulation. These patterns highlight the dynamic and relational nature of emotion regulation in English-mediated interactions during study abroad. The study contributes to understanding the emotional dimension of language use beyond the classroom and offers practical insights for supporting students' well-being and study abroad experiences.

Keywords: Emotion regulation strategies, English use, interpersonal emotion regulation, out-of-class experiences, studying abroad, vignette methodology

October 24, 2026
Saturday
Concurrent Sessions 4
Room A
11:20 – 12:20

Generative AI and EFL Teacher Professional Identity: A Systematic Scoping Review

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The rapid integration of generative artificial intelligence (GenAI) into language education is transforming not only teachers' pedagogical practices but also their perceptions of professional roles, expertise, and agency. Although growing research has examined EFL teachers' perceptions, adoption, and use of GenAI, less attention has been paid to its implications for professional identity. This systematic scoping review, following PRISMA-ScR guidelines, aims to identify and synthesize emerging research on the impact of GenAI on EFL teachers' professional identity in relation to agency, autonomy, expertise, professional confidence, and role negotiation. The review examines empirical and relevant conceptual studies addressing GenAI in language teacher education and professional practice. It seeks to identify how professional identity is conceptualized across the literature, which identity-related dimensions are emphasized, and what methodological and contextual patterns characterize existing research. The review also aims to identify underexplored areas and directions for future research. The findings are expected to contribute to current discussions in language teacher psychology, teacher education, and AI-mediated professional development.

Keywords: Generative artificial intelligence, EFL teacher identity, professional identity, teacher agency, scoping review

October 24, 2026
Saturday
Concurrent Sessions 4
Room A
11:20 – 12:20

Cognitive and Affective Responses in Neurophysiological Studies of AI-Mediated L2 Learning: A Scoping Review

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AI-mediated language learning is often assumed to reduce anxiety, sustain attention, and increase engagement, but the neurophysiological basis of these claims remains unclear. This scoping review examined which cognitive and affective processes have been investigated in AI-mediated second language (L2) learning, how they have been measured, and how well the available evidence supports the resulting psychological interpretations. Scopus, Web of Science, PubMed, IEEE Xplore, and ERIC were searched using combinations of AI, language-learning, and neurophysiological terms. Seventy-five records were identified and 60 remained after deduplication. Eleven reports were considered for full-text assessment; one could not be accessed, and of the 10 reports assessed in full text, 8 met the inclusion criteria. Sample sizes ranged from 1 to 200, and the measurement varied from single-electrode consumer devices to multichannel EEG systems. Data were organized for learning context, AI modality, design, neurophysiological measure, psychological process, measurement directness, L2 outcome, and methodological limitations. All included studies used electroencephalography-based methods in contexts involving chatbots, generative conversational agents, or adaptive systems. Results show that attention-related processes were examined most frequently, alongside relaxation, anxiety, cognitive engagement, motivation, self-efficacy, social presence, and cognitive load or memory. Several studies reported patterns interpreted as greater attention or increased frontotemporal activation during human interaction, whereas AI interaction was interpreted as being associated with greater relaxation or reduced social-evaluative pressure. However, these patterns were inconsistent. Self-reported engagement did not always correspond with EEG indices, and observed neural differences rarely produced statistically significant learning advantages. The evidence base is therefore promising but remains methodologically limited. Its clearest limitation is the gap between complex psychological claims and the indirect indicators used to support them. In conclusion, it is recommended that future research triangulate neurophysiological evidence with validated psychological measures and longitudinal language-learning outcomes.

Keywords: : Artificial intelligence, EEG, language learning, L2 psychology, scoping review

October 24, 2026
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Concurrent Sessions 4
Room A
11:20 – 12:20

Rewiring through Ludacy: Pedagogy, Andragogy, and Heutagogy in Motion

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Are you ready to shatter classroom routine and completely rewire your learners' brains for fearless, spontaneous communication? Step away from predictable drills and enter the transformative world of ludacy—the deliberate integration of structured novelty, rule-bending, and playful subversion into second language (L2) instruction. This hands-on session bridges cognitive science with practical classroom application, inviting attendees to experience the power of play firsthand. Moving beyond a traditional lecture, this session examines how ludacy functions across a developmental continuum. Attendees will explore how playful disruption fosters psychological safety within pedagogical structures, mitigates adult perfectionism in andragogical contexts, and cultivates self-directed creativity in heutagogical environments. Crucially, this approach is anchored in neuroplasticity. When L2 learners stick to predictable linguistic routines, their brains rely on rigid pathways and hyper-monitor for errors. Introducing sudden, playful disruption acts as a cognitive catalyst that bypasses the threat response, lowers anxiety, and primes neural networks for rapid language adaptation. Finally, attendees will take part in quick, engaging mini-simulations tailored for each gogy, experiencing the cognitive shift, psychological relief, and shared laughter live. Participants will leave with a practical framework and evidence-based strategies designed to cultivate low-stakes classrooms that encourage high linguistic risk-taking.

Keywords: Andragogy, heutagogy, ludacy, neuroplasticity, pedagogy

October 24, 2026
Saturday
Concurrent Sessions 4
Room B
11:20 – 12:20

Navigating the Maze of Emotions: A Deep Dive into Teenage EFL Learners' Sentiments Toward Oral Corrective Feedback

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This study investigates differences in English as a Foreign Language (EFL) learners' preferences for oral corrective feedback (OCF) between adolescent boys and girls in mixed-gender (MGC) and same-gender classes (SGC), with particular attention to the emotional dimensions of classroom interaction. While prior research has examined various factors influencing OCF preferences, this is the first to explore how gender and class composition intersect with learners' emotional experiences, such as anxiety. A 32-item questionnaire was administered to 211 participants (152 females and 59 males). Data analysis using descriptive statistics and the Wilcoxon signed rank test indicated that students in SGC requested OCF more frequently and reported greater emotional comfort than those in MGC. In contrast, MGC settings were associated with heightened anxiety, which appeared to influence feedback preferences. These results highlight the importance for EFL teachers to consider both cognitive and affective factors, particularly emotional responses shaped by gender dynamics and classroom context, when delivering OCF to support more effective and emotionally responsive language learning environments.

Keywords: Corrective feedback, oral corrective feedback, gender, same-gendered classes, mixed-gendered classes

October 24, 2026
Saturday
Concurrent Sessions 4
Room B
11:20 – 12:20

Cognitive Flexibility of Language Teachers While Constructing Their Professional Identity

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Language teachers work in emotionally charged and cognitively demanding contexts where they constantly adjust to changing student needs, institutional expectations, and educational paradigms. Such tensions often produce stress, burnout, and emotional depletion, and they also shape how teachers construct and sustain a professional self. Cognitive flexibility, the capacity to remain open to new experiences, regulate emotions, and modify ideas and behaviours in response to changing situational demands, has emerged as an important lens for understanding how teachers respond to these pressures. Existing research has largely examined cognitive flexibility and related constructs such as resilience, self-efficacy, and emotion regulation in isolation while studying teacher professional identity as a socio-culturally situated and dynamic process. This study addresses the interaction of these two concepts by exploring (1) how language teachers perceive and experience the need for cognitive flexibility in their classroom practice and the strategies they use to cope with and negotiate the psychological demands associated with it, and (2) how cognitive flexibility thereby becomes implicated in their broader identity negotiations. A qualitative design will be employed with in-service EFL teachers in Türkiye, recruited through convenience and snowball sampling. Data will be generated through semi-structured interviews informed by Martin and Rubin's (1995) cognitive flexibility scale, additionally supported by Ghiasvand et al.'s (2023) study narrative frames and interview questions. By foregrounding teachers' lived experiences, the study aims to deepen understanding of the psychological and identity-related dimensions of language teaching and to inform more sustainable and supportive professional environments.

Keywords: Cognitive flexibility, teacher professional identity, English language teachers, coping strategies

October 24, 2026
Saturday
Concurrent Sessions 4
Room B
11:20 – 12:20

Beyond Laughter: Teacher Humor, Psychological Safety, and Willingness to Communicate in EFL Classrooms

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Humor is often used by language teachers to create a relaxed and engaging classroom atmosphere. However, enjoying classroom humor does not necessarily mean that learners feel safe enough to speak, make mistakes, or risk negative evaluation when using the target language. While previous research has associated teacher humor with positive learner emotions and willingness to communicate (WTC), considerably less attention has been given to psychological safety in understanding these relationships. This study aims to investigate the relationships among perceived teacher humor, psychological safety, and WTC in the EFL classroom. Specifically, it examines whether learners who perceive greater use of appropriate teacher humor also feel safer taking interpersonal and linguistic risks and report greater willingness to communicate in English. The study will employ a quantitative correlational design with university-level EFL learners. Data will be collected using questionnaire measures of perceived teacher humor, classroom psychological safety, and L2 willingness to communicate. Descriptive statistics and correlational analyses will be conducted to examine the relationships among the three constructs. By moving beyond the established view of humor primarily as a source of enjoyment, this study approaches teacher humor as a classroom practice that may help reduce the perceived interpersonal risks associated with speaking a foreign language. The study is expected to extend research on humor in L2 learning and teaching by highlighting psychological safety as a potentially important factor in learners' willingness to participate in classroom communication.

Keywords: Teacher humor, psychological safety, willingness to communicate, EFL, learner emotions

October 24, 2026
Saturday
Concurrent Sessions 4
Room C
11:20 – 12:20

When Communication Breaks Down: Cognitive Emotion Regulation in L2 Use

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Communication breakdowns in a second language may trigger emotional discomfort while simultaneously requiring learners to regulate their reactions and maintain interaction. This small-scale mixed-method study investigated cognitive emotion-regulation patterns and communication-maintenance strategies during L2 breakdown situations. Twenty-five university students, predominantly enrolled in language-related programs, completed five situational vignettes representing lexical retrieval failure, pronunciation error, teacher-comprehension difficulty, peer communication failure, and an English-only constraint. For each vignette, participants selected situation-specific cognitive responses derived from the nine dimensions of the Cognitive Emotion Regulation Questionnaire (CERQ), rated emotional difficulty, and provided an open-ended response describing how they would continue communication. Participants also completed the 36-item CERQ. Refocus on Planning was the most strongly endorsed general CERQ strategy (M=3.69, SD=1.04), followed by Positive Reappraisal (M=3.57) and Putting into Perspective (M=3.47). Planning was also the most frequently selected vignette-based strategy, occurring in 69.6% of participant-by-scenario observations, followed by Acceptance (50.4%) and Positive Reappraisal (44.0%). The English-only condition produced the highest perceived emotional difficulty (M=2.80), although differences across the five vignettes were not statistically significant, $\chi^2(4)=7.02$, $p=.135$. Exploratory analysis indicated that higher general planning scores were associated with lower mean emotional difficulty across communication-breakdown scenarios, $\rho=-.49$, $p=.013$. Descriptive content analysis of 125 open-ended responses revealed recurrent strategies of reformulation, simplification, clarification seeking, self-correction, and multimodal support. Adaptive communicative repair was particularly prominent when interlocutors failed to understand the speaker, whereas explicit withdrawal emerged primarily under the English-only constraint. Findings suggest that planning-oriented cognitive regulation may be closely linked to learners' efforts to sustain communication during L2 breakdowns.

Keywords: : Cognitive emotion regulation, L2 communication, L2 breakdowns

October 24, 2026
Saturday
Concurrent Sessions 4
Room C
11:20 – 12:20

The Emotional Side of Teaching: From Feeling to Professional Action

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Teaching is not only a cognitive and pedagogical activity; it is also an emotional one. Yet teachers are often expected to remain patient, enthusiastic, confident, and positive regardless of what they are actually experiencing. What happens when these expectations collide with the emotional realities of the classroom? This presentation explores the emotional side of language teaching through four interconnected lenses: emotion, emotion function, emotional labour, and emotional regulation. Drawing on research into teacher emotions and recent scholarship on language-teacher emotion, it challenges the assumption that emotions can simply be divided into "positive" and "negative." An unpleasant emotion such as anxiety or frustration may sometimes constrain teaching, but in other circumstances it may also prompt preparation, reflection, or professional action. The presentation then considers the emotional expectations placed on teachers. What are teachers expected to display, and what happens when what we feel differs from what we believe we should show? Through short classroom scenarios and reflective activities, participants will examine the concepts of feeling rules and emotional labour, before considering how teachers' emotional experiences can become part of the relational dynamics of the classroom. Rather than presenting emotional awareness as another demand placed on already-busy teachers, the session concludes by reframing it as a form of professional agency: noticing what we feel, understanding its possible function, recognising the expectations surrounding it, considering what learners may be experiencing, and making deliberate choices about how to respond.

Keywords: Teacher emotions, emotional labour, professional agency

October 24, 2026
Saturday
Plenary Session 7
Conference Main Hall
13:35 – 14:20

Informal Digital Language Learning and Psychological Variables Among Young Language Learners

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While digital technologies are recognized as catalysts for language development, research predominantly focuses on well-resourced contexts, leaving a gap in understanding multilingual acquisition in non-Western, resource-constrained settings. This study addresses this gap through a nine-month longitudinal case study of two Persian-speaking multilingual children, ages 5 to 6 (one male, one female), in Iran, examining how family scaffolding support structures mediate informal digital language learning (IDLL). Drawing on sociocultural theory, we collected data from mothers through demographic profiles, semi-structured interviews, and monthly reflective diaries, and analyzed them using reflexive deductive-inductive thematic analysis. Findings reveal that parents and older siblings serve as critical sociolinguistic mediators, employing affective, cognitive, and technical scaffolding to navigate tensions between local linguistic traditions and global digital influences. Notably, the home emerges as a site of 'digital transnationalism', where families bypass local educational constraints to nurture multilingual identities through intergenerational and peer-led scaffolding. This exploratory study challenges the techno-centric assumption that digital materials alone suffice, instead positioning the family unit as a crucial facilitator of a child's multicultural development. These insights offer valuable perspectives for understanding informal language acquisition in other non-Western contexts and advocate prioritizing the sociocultural dynamics of early digital engagement.

Keywords: Informal digital learning of language, language and literacy, psychological variables, multilingual children

October 24, 2026
Saturday
Concurrent Sessions 5
Conference Main Hall
14:45 – 15:45

Teaching Behind the Mask: Emotional Labor, In-Betweenness, and Pedagogical Agency in a Transnational EFL Teacher's Journey

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Language teacher emotions have received increasing attention in language education research, yet we still know relatively little about how teachers experience and manage emotions when their professional identities are shaped by migration, cultural displacement, and institutional uncertainty. This study explores this intersection through a critical autoethnographic narrative of a multilingual English language teacher who moved from Iran to Türkiye. Drawing on language teacher identity and the concept of in-betweenness, the study examines how experiences of displacement, professional uncertainty, linguistic positioning, and cultural negotiation generated complex emotional experiences and how these experiences became intertwined with classroom practice. The study draws on Presenter1's one year of weekly reflective writing, memory work, and recalled experiences, analyzed through a retro/intro/pro-spective approach alongside thematic analysis. The findings reveal emotional experiences of anxiety, regret, uncertainty, alienation, and lack of belonging during the transition between educational and professional contexts. At the same time, Presenter1's classroom became a space in which these emotions could be negotiated and transformed. Teaching during periods of political crisis required sustained emotional labor. Presenter1 underwent tension between maintaining an outwardly composed and humorous professional persona and experiencing considerable distress outside the classroom. Humor subsequently emerged as an important pedagogical resource for negotiating cultural and linguistic distance, building rapport with students, and creating a more comfortable classroom environment. Presenter1 also came to reinterpret foreignness and linguistic difference as resources for teaching rather than deficiencies to overcome. Our study suggests that teacher emotions cannot be understood separately from the identities, institutional contexts, and sociocultural conditions in which teachers work. It also illustrates how emotional labor may involve more than suppressing difficult emotions. That is, through reflexive meaning-making, emotionally difficult experiences can become connected to pedagogical agency and professional growth. Our presentation concludes by discussing implications for teacher education and institutional support for internationally mobile language teachers, particularly the need to recognize the emotional dimensions of transnational teacher development.

Keywords: Language teacher emotions, emotional labor, teacher identity, transnational teachers, in-betweenness, pedagogical agency

October 24, 2026
Saturday
Concurrent Sessions 5
Conference Main Hall
14:45 – 15:45

Teachers Are Lanterns, Not Candles: Exploring Teacher Enjoyment in Language Teaching

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Research on teacher well-being heavily emphasizes stress and burnout, yet tends to overlook the specific daily moments that make language teaching rewarding. Grounded in positive psychology and language pedagogy, this qualitative study investigates what sparks teacher enjoyment among language instructors and how these positive emotions sustain professional engagement. Rather than treating teacher enjoyment as a fixed personality trait, this study defines it as a dynamic emotion born from specific classroom interactions, teacher autonomy, and genuine human connection with students. Semi-structured interviews were conducted with eight language instructors representing different career stages at a tertiary School of Foreign Languages. Inductive thematic analysis revealed that instructors experience enjoyment most intensely when lessons break away from rigid coursebooks into authentic communication, when students show visible self-confidence, and when classroom discussions become genuinely interactive. Participants described these moments as energizing counters to fatigue that remind them why they chose teaching. However, heavy workloads, strict curricular pacing, and exam pressure often limit opportunities for these rewarding experiences. By centering direct accounts of teacher enjoyment, this study shifts attention from simply fixing burnout to actively cultivating positive emotional well-being in language education. These findings can pinpoint what specifically brings enjoyment to teachers, showing school administrators and curriculum designers how to reduce institutional barriers and actively foster positive emotions in the workplace.

Keywords: Instructors, positive emotions, teacher enjoyment, teacher well-being

October 24, 2026
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Concurrent Sessions 5
Conference Main Hall
14:45 – 15:45

Distributed Cognition - A New Reality?

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The integration of artificial intelligence into education, research, and professional communication is transforming how cognitive activity is organized. Cognition is increasingly understood not as an exclusively individual mental process but as a phenomenon distributed across individuals, digital technologies, external representations, information environments, and AI systems. This paper examines distributed cognition both as a theoretical framework and as an established feature of contemporary intellectual practice. It advances the thesis that human–AI collaboration enhances cognition when AI is used as a transparent, revisable scaffold that prompts explanation, comparison, and independent evaluation; it undermines learning when it replaces the learner's effort to retrieve, reason, formulate, and verify knowledge. Particular attention is given to human–AI interaction, in which information retrieval, hypothesis generation, conceptual formulation, textual revision, and result evaluation may form components of a shared cognitive process. Yet the use of AI does not, by itself, guarantee deeper understanding or cognitive development. AI can facilitate conceptual restructuring and support analytical work when users remain responsible for defining problems, interrogating outputs, and justifying conclusions. Conversely, it may encourage the delegation of intellectual operations and the uncritical reproduction of generated solutions when convenience, speed, or polished performance takes priority over engagement with the underlying reasoning. This distinction is especially important in education, where the boundaries among individual knowledge, technological assistance, and authorship are becoming increasingly difficult to define. Assessment should therefore address not only the quality of the final product but also whether students can explain, critique, and independently reproduce the reasoning that produced it. The paper analyzes the evolving roles of students, teachers, and AI within distributed cognitive systems. It argues that AI strengthens learning only when it extends human reasoning without displacing the learner's responsibility for sense-making and verification; when it performs those functions in the learner's place, it may improve immediate performance while weakening durable understanding, intellectual autonomy, and knowledge validation.

Keywords: Distributed cognition, interaction, education

October 24, 2026
Saturday
Concurrent Sessions 5
Room A
14:45 – 15:45

Contrasting Subjectivities in High-Grit: Two Emotional Viewpoints among Turkish University EFL Teachers

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This Q-methodological study investigates how Turkish university English as a Foreign Language (EFL) teachers with high grit subjectively experience and navigate workplace emotion norms embedded in social-emotional learning (SEL) frameworks within demanding workplace contexts. Set in high-pressure, exam-focused university contexts where English serves as a gatekeeper subject, the study addresses a gap at the intersection of grit, emotional labor, and institutionally mandated SEL climates in Turkish higher education. 54 preparatory teachers completed the L2-Teacher Grit Scale (L2TGS) by Sudina et al. (2021), which consisted of 9 5-point Likert items under 2 dimensions of grit: Perseverance of Effort and Consistency of Interest. 31 of the participants were identified as high-grit teachers, 14 of whom completed a 50-statement Q-sort spanning five emotion clusters, followed by semi-structured interviews with six participants. Principal component analysis with varimax rotation revealed two distinct subjectivities. Factor 1, "The Believer," reflects institutional alignment, with teachers internalizing emotional norms and engaging in deep acting that fosters belonging and resilience. Factor 2, "The Critical Autonomist," reflects institutional resistance, with teachers perceiving such norms as controlling and responding with anger, exhaustion, reduced autonomy, and surface acting. Interviews corroborated these profiles, revealing that the same SEL-infused culture can nurture some gritty teachers while alienating others. The findings demonstrate that grit's protective function is context-dependent: even highly perseverant teachers remain susceptible to burnout when institutional emotional expectations collide with professional boundaries. The study contributes to teacher emotion research by employing an individual-centered Q-methodological approach that distinguishes shared viewpoints within an ostensibly homogeneous high-grit sample, with implications for designing emotionally sustainable SEL climates that respect diverse boundary preferences and genuinely incorporate teacher voice.

Keywords: L2 teacher grit, teacher emotion, workplace emotions, Turkish EFL teachers

October 24, 2026
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Room A
14:45 – 15:45

AI-Supported Formative Assessment in schools: A Scoping Review of Assessment Functions, Human–AI Agency, and Learner Uptake

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Artificial intelligence (AI) has been increasingly incorporated into educational settings in various forms, with the most recent innovations in generative AI. Recent literature often makes mistakes of speaking about automated feedback and AI-created diagnostic data as if it were formative assessment practice without demonstrating whether the information obtained through AI can improve actions taken either by learners or teachers. This distinction is important to make because formative assessment does not mean only obtaining the feedback, but also using it for the adjustment of learning process accordingly. Therefore, there is a gap in research regarding the study of AI technologies in real formative assessment practice and the distribution of roles and responsibilities among AI systems, teachers, and learners. The purpose of this scoping review paper is to analyse and summarize published empirical studies on AI-supported formative assessment in classrooms. The review utilizes the Joanna Briggs Institute methodology for scoping reviews and reports in accordance with PRISMA-ScR guidance. It adopts a Population-Concept-Context approach. The review relies on searching for major databases in the fields of education, psychology, and technology. Beyond mapping, the review uses a theoretically grounded analytical framework that defines AI-based formative assessment as a closed-loop process with distinct stages. The review is expected to contribute to the field of research in three ways. First of all, it clarifies the difference between automated feedback and the true purposes of using AI technology for formative assessment. Secondly, it provides analysis of where and at what stage of the process the agency lies. Finally, it provides evidence of how effective the use of AI assessment is. Overall, the review allows researchers to shift the focus of their studies from what has been generated by AI to how it has been used in order to improve learning processes in the future.

Keywords: Artificial intelligence, formative assessment, human–AI agency, learner uptake, automated feedback, generative AI, assessment for learning

October 24, 2026
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Concurrent Sessions 5
Room A
14:45 – 15:45

Investigating the Learning Strategies of Repeat Students in English Preparatory Classes

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The purpose of the study was to investigate the learning strategies of repeat students in English preparatory classes at a university in Istanbul, Türkiye. The main focus of this study was on repeat students' use of learning strategies. Regular students were also included to compare the learning strategy use of the two groups. Further analyses were conducted whether learning strategy use differed according to gender and type of high school graduated from. Additionally, potential reasons for the failure of repeat students were explored. The study followed a mixed-method design. For the quantitative data, the Motivated Strategies for Learning Questionnaire (MSLQ) by Pintrich (1991) was utilized; only cognitive and metacognitive, and resource management strategies sections were administered to 169 students. For the qualitative data, structured interviews were carried out with 13 students and 8 instructors. For the scale, students were selected through purposive sampling; for the interviews, convenience sampling was followed. The scale results showed that repeat students used learning strategies less frequently than regular students. Repeat students lacked cognitive and metacognitive strategies and resource management strategies. Significant differences were found by gender, but not by high school type. Interview results indicated that repeat students need to be supported in cognitive, metacognitive, resource management, social, and affective strategies.

Keywords: Learning strategies, repeat students, reasons for level repetition, English as a foreign language, preparatory school

October 24, 2026
Saturday
Concurrent Sessions 5
Room B
14:45 – 15:45

EFL Teachers' Implementation of English-Only Policy in Educational Contexts: An Exploration of Language Teacher Immunity

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English-only policy is implemented by many institutions in English as a foreign language (EFL) education, specifically by private schools and university preparatory programs. The policy aims to increase EFL students' exposure to the language and help them acquire it naturally. Research on the implementation of English-only policy has predominantly been conducted in relation to its effects on students' perceptions and feelings about these practices. However, teachers' perceptions and experiences on implementing institutionally mandated English-only policies remain relatively underexplored. There is specifically a scarcity of research on understanding how EFL teachers describe the ways in which English-only policies influence their professional immunity. To this end, the present qualitative study aimed to explore how EFL teachers describe the ways in which an English-only policy influences their professional immunity in second or foreign language (L2) leaching, commonly referred to as L2 teacher immunity. The present study explored 25 EFL teachers' perceptions in relation to the implementation of English only-policy in the context of Türkiye. The data were collected through semi-structured interviews and narrative frames and were analyzed within the seven dimensions of language teacher immunity: self-efficacy, burnout, resilience, attitudes toward teaching, openness to change, classroom affectivity, and coping. Overall, results demonstrated that the English-only policy impacted teachers' professional immunity in distinct ways. The thematic analysis identified several positive aspects of the English-only policy, including experiential confidence, self-belief, perseverance through challenges, recovery through experience, reinforced teaching commitment, enhanced teaching effectiveness, reflective teaching adaptation, instructional openness, and student-centered shift. On the other hand, the findings indicated different negative aspects of using the English-only policy in the classroom. They included confidence challenges, communication fatigue, communication breakdown frustration, conflict between responsibility and commitment, policy–reality misalignment, relational distance, emotional expression difficulties, and emotional vulnerability.

Keywords: English-only Policy, language teacher immunity, productive immunity, maladaptive immunity

October 24, 2026
Saturday
Concurrent Sessions 5
Room B
14:45 – 15:45

Writing Under Pressure: Exam-Related Writing Anxiety across EFL Proficiency Levels

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Exam settings can intensify the pressure learners experience when writing in a foreign language, potentially triggering anxiety that may affect their performance. This study examines exam-related writing anxiety among Turkish EFL preparatory class students and investigates differences according to proficiency level and gender. The participants were 60 students at a private university in Istanbul, divided into two groups based on the Common European Framework of Reference for Languages (CEFR): elementary (A1, n = 30) and intermediate (B1, n = 30). A mixed-methods design was adopted. Quantitative data were collected through the Second Language Writing Anxiety Inventory (SLWAI; Cheng, 2004), a 22-item, 5-point Likert-scale questionnaire administered to all participants. Qualitative data were obtained through semi-structured interviews with 10 volunteer students (five A1 and five B1), focusing on their perceptions of writing anxiety under exam conditions. The results showed no statistically significant difference in writing anxiety between male and female students, although male students reported descriptively higher anxiety. Differences were more apparent across proficiency levels, with A1 students displaying higher writing anxiety than B1 students. Interview findings supported this pattern: A1 students frequently associated their anxiety with fear of evaluation, time constraints, and uncertainty about what to write, whereas B1 students generally expressed greater confidence and, in some cases, perceived exam-related anxiety as facilitating their writing performance. Time pressure affected both A1 and B1 students, suggesting that some forms of exam-related anxiety may continue as proficiency increases. Overall, the findings indicate that experiences of exam-related writing anxiety vary across proficiency levels, with lower-proficiency learners reporting greater difficulties in several aspects of exam writing. The study highlights the potential value of level-sensitive exam preparation that addresses evaluation concerns and time pressure among lower-proficiency EFL learners.

Keywords: EFL writing anxiety, exam pressure, SLWAI, proficiency level, preparatory class students

October 24, 2026
Saturday
Concurrent Sessions 5
Room B
14:45 – 15:45

Who is Doing the Learning? AI, Agency, and Self-Regulation in Language Learning

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Generative AI can give language learners feedback, ideas, explanations, practice, and support almost instantly. But having more support does not automatically mean becoming a more autonomous learner. If AI starts generating ideas, making decisions, improving the language, and evaluating outcomes, an important question appears: who is actually doing the learning? This presentation explores the relationship between generative AI, learner agency, and self-regulation in language learning. Drawing on work around self-regulated learning, learner autonomy, and self-determination, it looks at how AI may support processes such as planning, monitoring, reflection, and decision-making, while also creating the risk of over-reliance and reduced ownership of learning. The presentation introduces a distinction between autonomy-supportive and autonomy-replacing uses of AI. Through examples from AI-supported writing and conversational learning, it explores what happens when learners are asked to think before consulting AI, explain their choices, question AI-generated responses, revise rather than simply accept suggestions, and gradually work with less support. From these examples, the presentation proposes a practical way of thinking about the role AI can play in a learning task: it can replace, assist, scaffold, challenge, or withdraw. The key issue is not simply whether AI is used, but how much of the thinking, decision-making, and regulation remains with the learner. The presentation therefore moves beyond the question of whether AI is "good" or "bad" for learner autonomy. Instead, it asks how AI-mediated language learning can be designed so that technology supports learners without quietly taking over the learning itself.

Keywords: Generative AI, learner agency, self-regulated learning, learner autonomy, L2 learning

October 24, 2026
Saturday
Concurrent Sessions 5
Room C
14:45 – 15:45

When Trust Breaks Down: AI, Academic Integrity, and Student-Teacher Conflicts

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This presentation discusses the problem of AI writing creating distrust between students and teachers. There has been a lot of discussion around cheating and how to detect if someone used AI. But this presentation focuses on how it affects students and teachers mentally. Students who are falsely accused may experience anxiety, resentment, and a loss of confidence in their teachers. Meanwhile, teachers are becoming suspicious of students in general, many of whom may be unfairly suspected. I discuss several examples and also put forward a mix of solutions for the audience to consider and give feedback. The list of possible solutions includes a way for students to feel supported and not accused, and for much of the 'policing' to be placed on administrative policies rather than teachers.

Keywords: Student writing, AI feedback, AI policy

October 24, 2026
Saturday
Concurrent Sessions 5
Room C
14:45 – 15:45

Exploring the Viability of Game-based Language Massive Open Online Courses in English for Specific and Academic Purposes in Eurasia

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With the rapid proliferation of the Internet in higher education, Language Massive Open Online Courses (LMOOCs) have emerged as transformative platforms for academic and professional activities. In tandem, game-based LMOOCs are being modernized to adequately represent reflect realities; yet teamwork dynamics in this emerging context have received little empirical attention. Grounded in game-based language learning theory, this study employed a nested mixed-methods design to investigate how game-based LMOOCs can be effectively integrated into English for Specific and Academic Purposes education. Four thousand, eight hundred fifty-nine sophomores from universities in western Asia, stratified by English proficiency, were assigned to either disciplinary or interdisciplinary teams. Over 40 weeks, participants engaged with Virtual Reality LMOOCs, capturing Virtual Reality episodes. Data were collected through assessment of English for Specific and Academic Purposes in real-like academic and workplace environments and semi-structured interviews. A generalized linear model indicated that interdisciplinary teamwork significantly enhanced English for Specific and Academic Purposes, with higher proficiency yielding successful outcomes. Qualitative thematic analysis further suggested that disciplinary teamwork was seen as a poor fit for academic and professional activities. These findings underscore the pedagogical value of multiplayer Virtual Reality LMOOCs in English for Specific and Academic Purposes education and offer implications for developing collaborative and student-centered language courses that bridge academic and professional communication needs.

Keywords: English for Specific and Academic Purposes, Game, Language Massive Open Online Courses

October 24, 2026
Saturday
Guest Speaker Session
Conference Main Hall
15:50 – 16:35

L2 Teachers' Foreign Language Teaching Anxiety (FLTA) in AI-Enhanced Writing Classrooms: A Phenomenological Nested Ecosystem Model

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The growing integration of artificial intelligence (AI) into second and foreign language (L2) education is reshaping writing instruction, assessment, and teachers' pedagogical practices. Although increasing attention has been devoted to the pedagogical affordances and challenges of AI-enhanced language learning, less is known about how the broader ecological conditions surrounding teachers contribute to their foreign language teaching anxiety (FLTA), particularly in AI-enhanced writing classrooms. Informed by a phenomenological nested ecosystem model, this study explored the multifaceted sources of L2 teachers' FLTA and examined how these sources are distributed across interconnected ecological levels. Drawing on a maximum variation sampling strategy, 43 L2 teachers were recruited from diverse educational contexts in Iran. Data were collected through semi-structured interviews and narrative frames and analyzed through deductive coding guided by the five levels of the nested ecosystem model, while maintaining a phenomenological focus on teachers' lived experiences. The findings revealed a dynamic and multifaceted pattern of FLTA across five ecological levels. At the microsystem level, anxiety stemmed from pressure to effectively integrate AI tools, fear of student judgment, and uncertainty in evaluating AI-generated assignments. Mesosystem-level factors included lack of institutional support and absence of collaborative structures, highlighting the importance of teachers' immediate professional and institutional relationships. At the exosystem level, ambiguous AI-related policies and increased administrative demands contributed to heightened anxiety. Macrosystem influences, including sociocultural skepticism and public pressure to modernize through AI, reflected broader social expectations surrounding technological change. Finally, at the chronosystem level, rapid technological advancements and long-term career uncertainties captured the temporal dimensions of teachers' experiences with AI integration. Taken together, the findings suggest that FLTA in AI-enhanced writing classrooms cannot be adequately understood as an individual psychological response to technology. Rather, it emerges through the interaction of personal experiences with multiple and interconnected contextual forces operating across the educational ecosystem.

Keywords: Artificial intelligence, AI-enhanced writing classrooms, foreign language teaching anxiety, L2 teachers, nested ecosystem model

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