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Language Unbound: Shaping the Future of Language Education

ABSTRACT BOOK

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Uluslararası Eğitim Araştırmacıları Derneği (ULEAD) bünyesinde Ankara Hacı Bayram Veli Üniversitesi'nde düzenlenen ULEAD 2025 (ELT-ICRAL 2025) kongresinde Türkiye dışından 26 farklı ülkeden katılımcı olmuştur (İran, Katar, Amerika Birleşik Devletleri, Romanya, Kanada, Kuzey Kıbrıs Türk Cumhuriyeti, Kazakistan, Azerbaycan, Hindistan, Kırgızistan, Nijerya, Malezya, Suriye, , Cezayir, Etiyopya, Hollanda, Özbekistan, Çin, Tunus, Nepal, Pakistan, Ukrayna, Vietnam, Endonezya, Rusya Federasyonu). Kongrede en az iki hakem tarafından değerlendirilen 175 tebliğ sunulmuştur. Kongredeki tebliğlerin %55,42'si Türkiye dışından 26 farklı ülkeden katılan katılımcılar tarafından sunulmuştur.

The ULEAD 2025 (ELT-ICRAL 2025) conference, organized by the International Association of Education Researchers (ULEAD) at Ankara Hacı Bayram Veli University, was attended by participants from 26 different countries outside Turkey (Iran, Qatar, United States, Romania, Canada, Turkish Republic of Northern Cyprus, Kazakhstan, Azerbaijan, India, Kyrgyzstan, Nigeria, Malaysia, Syria, Algeria, Ethiopia, Netherlands, Uzbekistan, China, Tunisia, Nepal, Pakistan, Ukraine, Vietnam, Indonesia, Russian Federation). A total of 175 papers, evaluated by at least two referees, were presented at the conference. 55.42% of the papers presented at the conference were submitted by participants from 26 different countries outside Turkey.

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ABSTRACTS

Speaking anxiety and performance of the learners in peer conversation and chatgpt as an interlocutor

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Abstract

Learning a foreign language both as a means of communication and as a cultural endeavor to understand and perceive cultural varieties and difference has become one of the main channels of contact and communication among human beings. Regarding the difficulties and complexities that learners might consider while learning a foreign language, there have been many resources available and studies that have investigated the possible ways that might decrease those negative effects. This study investigates the anxiety level that learners experience while talking to chatgpt and the conversation to their peers. The participants of the study are 28 university students who are B1 level. These participants are put into experimental and control groups. Control group participants conducted the conversation to peers and experimental group ones conducted the talk to chatgpt. The results of the analysis of the study revealed that the experimental group participants had less anxiety compared to the control group participants. The interview results which was conducted by experimental group also supported the results.

Keywords: speaking anxiety, speaking performance, chatgpt, peer conversation, interlocutor

Discussion-oriented flipped classroom in increasing linguistics students' motivation in learning English

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Abstract

The purpose of the study is to reveal the capacity of discussion-oriented flipped classroom based on video educational materials related to developing personal potential to increase linguistics students' motivation in studying the course "Practice of English".

Method. A mixed methods research approach was exploited in the study, with an intervention design represented by a descriptive cross-sectional quantitative-based (pedagogical experiment; survey) and qualitative-based (observation of the participants in the educational process; analysis and generalization

of the problem under research) design. The instruments utilized included questionnaires to assess the students' motivation before and after the intervention. The quantitative values of the dynamics of the students' motivation to learn English were determined with the method of mathematical statistics.

Findings. The analysis of the data obtained demonstrated positive dynamics in the levels of the students' motivation to learn English. It can be explained by the fact that we made an effort to provide students with an opportunity not only to actively interact exploiting English as a tool, but also to gain understanding and acquire skills that were not easily assessed. Furthermore, on the one hand, the students brought to the English classroom discussions their understanding of different issues related to the development of personal potential. On the other hand, the students' willingness to demonstrate their autonomy in working the videos provided assist teachers of the English course in exploring the possibilities of such learning resources in enhancing students' motivation to learn English.

Conclusions. A discussion-oriented flipped classroom serves as an effective intrinsic motivator, and our research showed that it has positive impact on the students' motivation when implemented in the English course. The positive dynamics of the students' motivation to learn English were experimentally proven. Furthermore, video is a valuable tool which allows teachers to dilute the narrow professional focus of linguistic material in the English course with linguacultural and personality-based psychological concepts.

Keywords: discussion-oriented flipped classroom, English, linguistics students, video educational materials

A Systematic Review of English- Medium Instruction in Turkish Higher Education

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Abstract

English-Medium Instruction (EMI) has become increasingly widespread in higher education worldwide as universities aim to increase their international visibility and attract global students. Although there has been a remarkable increase in EMI programs at Turkish universities, research on this subject is scattered across disciplines and methods, making it difficult to gain a comprehensive understanding of its impact. This study aims to present a systematic review of EMI research in Turkish higher education published in English between 2009 and 2025. In line with Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines, the review addresses four main questions: (1) What are the publication trends regarding EMI in Turkey in terms of years, contexts, and disciplines? (2) What research methodologies have been employed? (3) What topics and themes have been investigated? (4)