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BOOK OF ABSTRACTS
OCTOBER 12-14, 2023

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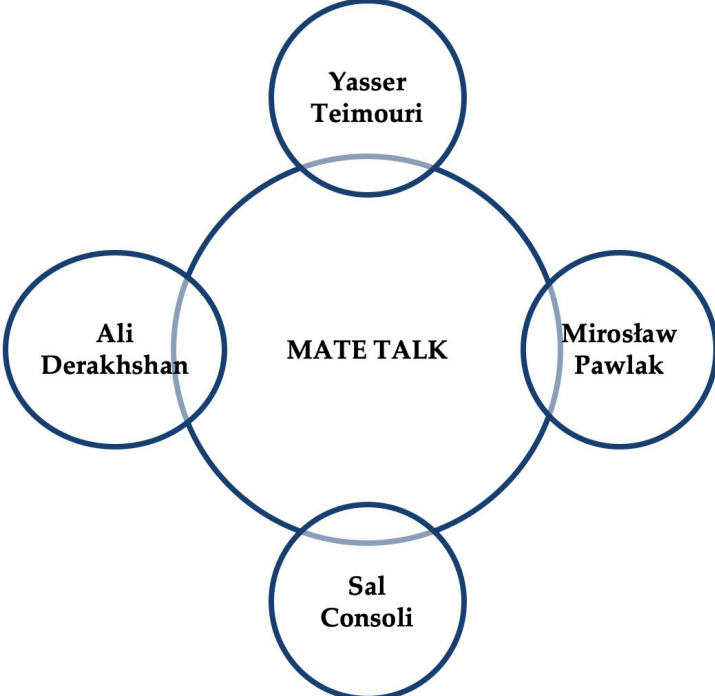**Yasser Teimouri**, *Boğaziçi University*, Turkey

THURSDAY, OCTOBER 12, 2023	
8.30-9.30	Conference Registration
9.30-9.45	Opening Remarks
9.45-10.45	Plenary Session: Sal Consoli Life Capital: A Novel Lens for the Psychology of Language Education Research
10.45-11.00	Coffee Break
11.00-11.45	Invited Speaker Session: Christina Gkonou (Video conferencing)Revisiting Emotion Regulation Practices inLanguage Teaching
11.45-12.45	CONCURRENT SESSIONS 1
Moderator: Cemil Gökhan Karacan	
Conference Main Hall (11.45-12.45)	**Jasrael Stokes** How does Interlocutor Behaviour Impact International Students' Foreign Language Anxiety and English communication? **Marek Derenowski** Sustainable Solutions for Foreign Language Teacher Well-being **Özkan Kırmızı** What Does Research Tell us about L2 Grit? A Brief Overview of Research on L2 Grit in Terms of Findings, Research Methods, and Ways Ahead
Moderator: Nuray Okumuş Ceylan	
Room A (11.45-12.45)	**Mehrnoosh Vahdati** A Comparative Study of the Correlation Between the Use of Vocabulary Learning Strategies and the Vocabulary Mastery among Turkish and Arabic EFL Learners in Türkiye **Fatemeh Kazemkhah Hasankiadeh &** **Mostafa Azari Noughabiz** The Psychological Drives of Loving pedagogy: Investigating the Predictive Roles of Foreign Language Teaching Enjoyment and Workplace Engagement **Nuray Okumuş Ceylan** Do Socially More Active Students Become Better Learners?
Moderator: Babak Daneshvar Ghorbani	
Room B (11.45-12.45)	**Nadire Gülçin Yıldız** Learning Difficulties in the Classrooms: Language Barrier as Determinant of Mental Health Issues among Refugeess Babak Daneshvar Ghorbani & Maryam Zandi The Role of L2 Motivation in Academic Reading Transformative Experience **Bena Gül Peker** A Cognitive Account of Emotion: Task Appraisal Styles in Turkish Teacher Education

Moderator: İlknur Eğinli	
Room C (11.45-12.45)	**Ghada Chehimi** Exploring the Impact of Bilingualism in Early Life on Foreign Language Learning for University Students in Lebanon **Seden Eraldemir Tuyan (Workshop)** Fostering Social-Emotional Learning in the EFL Classroom: Strategies for Engaging and Empowering Students
13.00-14.00	**Lunch**
14.00-14.45	**Plenary Session: Ali Derakhshan** Positioning Loving Pedagogy in Heart of Second/Foreign Language Research and Practice: Theorization and Implementation
14.45-15.00	**Coffee Break**
15.00-16.00	**CONCURRENT SESSIONS 2**
Moderator: Adam Świątek	
Conference Main Hall (15.00-16.00)	**Adam Świątek** Investigating Pre- and Early Career Teachers' Fluctuating Approach to the Profession Using Teachers' Attitudes Protocol **Belgin Elmas** Emotional Agility in Teacher Education **Chahrazad Mouhoubi-Messadh** On Re-considering Students' EFL Writing from Cognition to Affect
Moderator: Hande Özkeskin	
Room A (15.00-16.00)	**Kaveh Jalilzadeh Baghchejoughi & Maryam Rastgari & Alireza Sabzeparvar** Revealing the Dual Impact of Technology on the Wellbeing of English as a Foreign Language (EFL) Educators **Zhila Kiyanfar & Mostafa Azari Noughabi** The Pedagogy of Love and EFL Teachers' Job Satisfaction **Hande Özkeskin** Fostering Multilingualism and Translanguaging: The Approach of the International Baccalaureate Program
Moderator: Kawther Bouridane	
Room B (15.00-16.00)	**Tuba Kıvanç Contuk & Derin Atay** An Investigation into FLCA and FLE Levels of Students in English Preparatory Programs and Regular Programs **Kawther Bouridane** Exploring the Dynamics of Domestic Students' and International Students' Communications and Their Impact on Students' Communicative Competence in the Context of Higher Education Internationalisation in the UK

	Moderator: Semin Kazazoğlu
Room C (15.00-16.00)	**Cemre Ateşçi & Semin Kazazoğlu** Exploring Intellectual Humility and Intercultural Sensitivity among Pre-service EFL Teachers **Asude Özdemir** The Role of Mindful Self-Compassion and Self-Acceptance in Reducing Fear of Negative Evaluation **Taner Hosseini** Empowering EFL Learners: Unleashing the Power of Positive Psychology to Address Speaking Anxiety
16.00-16.30	**Coffee Break**
16.30-17.30	**CONCURRENT SESSIONS 3**
	Moderator: Mehdi Solhi
Conference Main Hall (16.30-17.30)	**Lonny Gold** Working with the Brain Instead of Against It **Özge Köksal & Birsen Tütüniş** Self-Evaluation via Reflection during Pre-Service Education **Nouzha Yasmina Soulimane-Benhabib** Translanguaging and Multilingualism in Higher School of Applied Sciences, Tlemcen
	Moderator: Alireza Sabzehparvar
Room A (16.30-17.30)	**M. Pınar Babanoğlu** Situational Awareness in EFL Teaching: Teachers' 'With-it-ness' in the Classroom **Alireza Sabzehparvar & Kaveh Jalilzadeh Baghchejoughi** Examining the Impact of Monolingual vs. Bilingual Education on Language Proficiency and Academic Attainment: A Study of Iranian Student Outcomes **Elif Tokdemir Demirel** Please Say Something: How to Help Students Cope with Speaking Exam Anxiety with Task Planning
	Moderator: Cemil Gökhan Karacan
Room B (16.30-17.30)	**Ceyda Zerenay & Zeynep Koçali** A Systematic Review of Language Teacher Motivation Research: Insights into Factors Shaping Motivation and Demotivation **Dilara Saygılı** Using Wooclap and Padlet Applications as Digital Collaborative Writing Tools to Enhance Writing Skills of English Learners **Pedram Hatami & Maliheh Samariha** An Investigation on the Types of Image Schema used by Blinds and Non-blinds

Moderator: İlknur Eğinli	
Room C (16.30-17.30)	**Leila Ashegh Navaie** Towards a Situated Understanding of Iranian EFL Teachers' Psychological Wellbeing: An Ecological Perspective **Ömer Eren** The Relationship between Positive Psychology, the Big 5 Personality Traits and Cultural Intelligence among Preservice EFL **Teachers** **Mina Masoumi** Investigating the Role of L2 Grit and Resilience in Predicting English Language Teachers' Job Satisfaction
18.30	**Gala Dinner**

FRIDAY, OCTOBER 13, 2023

10.00-11.00	**Plenary Session: Mirosław Pawlak** Investigating grammar learning strategies: Towardspedagogical interventions
11.00-11.30	**Coffee Break**
11.30-12.30	**Invited Speaker Session: Yasser Teimouri** The Interplay of Mindsets, Aptitude, Grit, and Language Achievement: Is Language Learning Masculine?
12.30-13.30	Lunch
13.40-14.40	CONCURRENT SESSIONS 4

Moderator: Belkıs Benlioğlu	
Conference Main Hall (13.40-14.40)	**Effie Kyrikakis (WORKSHOP)** Navigating Educators' Emotional Journey: Embracing the AI Revolution **Effie Kyrikakis & Birsen Tütüniş** Peer Support and Mentoring as Scaffolding for a Paradigm Shift in Education
Moderator: Burçin Giritlioğlu	
Room A (13.40-14.40)	H. **Gülru Yüksel & Mehdi Solhi &** **Emrah Özcan & N. Burçin Giritlioğlu** EFL Learners' L2 Belongingness, Emotion Regulation Strategies, and Self-rated English Proficiency in Remote Emergency Learning **Amanda Montes & Alba Soto &Volkan Demirkan- Martin** Lowering the Affective Filter: Using Performance Art to Facilitate Language Learning in University Classrooms **Ferhat Karanfil** Exploring Well-being Dynamics Across Career Stages: Challenges and Opportunities for EFL Teachers

Moderator: Hasan Sezer	
Room B **(13.40-14.40)**	**Hasan Sezer** Exploring ESL College Students' Essays: A Data Science Approach to Enhancing Writing Skills **Yasser Teimouri & Öykü Dönmez & Ceren Sak &** **Beyza Berge & Nil Özleyen & Mehdi Solhi** How do contextual, personal, motivational, and cognitive factors contribute to multilingualism? **Hamideh Sadat Rastegari** Exploring the Impact of Mixed-ability EFL Learners' L2 Motivational Self-System & Self-resilience on their Writing Tasks
Moderator: Yağmur Ersoy Özer	
Room C (13.40-14.40)	**Khaled Alostath** Exploring Challenges and Strategies in Academic Writing Among EFL Graduate Students: A Qualitative Study **Yağmur Ersoy Özer** Boosting Teachers' Social- Emotional Competencies Through an Inset Program on SEL **Ali Kurt** A Comparative Study on Learner Autonomy Between Genders in an A1 Repeat Class
Moderator: Cemil Gökhan Karacan	
Room D (13.40-14.40)	**Muhammet Yaşar Yüzlü** Mid-Career EFL Teachers' Well-being: A Case Study **Cemil Gökhan Karacan & Büşra Ünsal & Derin Atay** Examining Pre-Service EFL Teachers' Attitudes, Sentiments, and Concerns towards Inclusive Education: A Case of Teacher Education Programs in Türkiye **Selami Varol Ülker & Esil Sönmez Kence** Neuropsychological Effects of Autonomous Sensory Meridian Response
Moderator: Mehdi Solhi	
Room E (13.40-14.40)	**Uliana Tykha** L2 Writing for Well-being and Resilience **Aynur Kesen Mutlu & Hülya Tuncer** Unraveling Pre-service EFL Teachers' in-Class Frustration
16.00-17.00	Plenary Session: Tammy Gregersen (Video conferencing) Cultivating Language Learners' and Teachers' Digital Wellbeing

14.40-15.00	Coffee Break
15.00-15.45	**Invited Speaker Session: Majid Elahi Shirvan** R-technique factor analysis vs. P-technique factor analysis: TheErgodicity Issue in Positive Psychology Research in the Field of Applied Linguistics
16.00-17.00	Plenary Session: Tammy Gregersen (Video conferencing) Cultivating Language Learners' and Teachers' Digital Wellbeing

SATURDAY, OCTOBER 14, 2023

11.00-12.30	ROUND TABLE DISCUSSION (Conference Hall) Yasser Teimouri Ali Derakhshan — MATE TALK — Mirosław Pawlak Sal Consoli

Moderator: Mehdi Solhi

12.30-13.30	**Lunch**
13.30-14.00	Closing Remark

Life Capital: A Novel Lens for the Psychology of Language Education Research

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This talk will draw on Pierre Bourdieu's notion of capital. Bourdieu's work has percolated various academic domains and transcended disciplinary boundaries, thereby leading to new vistas and questions. It is in the spirit of generating "new vistas" that this talk offers a novel perspective, which serves as an epistemic and methodological drive to reinvigorate our research practices within the psychology of language education. In particular, I will argue for a new application of Bourdieu's sociological concept of capital to account more holistically for the complexities of our research experiences and our understanding of psychological phenomena. Ultimately, I will propose life capital as a catalyst to promote a fresh a lens which, in the long run, may yield language education research and pedagogical practices that fully acknowledge, value, and celebrate the humanity within the psychology of language education.
***Keywords*:** Capital, psychology, language education

Revisiting Emotion Regulation Practices in Language Teaching

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Although the benefits of emotion regulation on individual language teachers and their wellbeing have been well documented in previous research (e.g., Brierton & Gkonou, 2022; Mercer & Gregersen, 2020; Morris & King, 2018, 2020), we still know very little about whether and how individual teacher emotion regulation can be performed collaboratively and as part of a relational activity among teachers, their colleagues and their students. In this talk, I report on interview-based data collected from language teachers working in the higher education sector. In being asked questions about their emotion regulation practices, the participating teachers commented that: a) teacher emotion regulation can mediate stronger interpersonal relationships between themselves and their students; b) teacher emotion regulation can be a highly collaborative and relational activity practiced together with colleagues and/or through their help; and c) teacher emotion regulation is often performed for the benefit of the students. These findings are highly indicative of an other-oriented dimension of emotion regulation, one which shows that when teachers are able to manage their emotions, they are better able to work well with their colleagues, care for their students and address their academic and psychological needs. Such reciprocity is a fundamental building block of strong and adaptive interpersonal relationships in the workplace, and such an approach to teacher emotion regulation holds potential to increase teacher empowerment and improve the conditions within teachers' day-to-day teaching practice.
***Keywords*:** Emotion regulation, L2 teachers, interpersonal relationships, teacher empowerment

How does Interlocutor Behaviour Impact International Students' Foreign Language Anxiety and English communication?

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Foreign language anxiety (FLA) can have a detrimental impact on language production and dire consequences for students completing a degree in a foreign language. Although there is extensive research on FLA in the language classroom, there is limited research on the impact of FLA on those living abroad long-term using the target language both in the classroom and for daily life. The current study attempts to capture the experience of FLA on the English oral communication of international students undertaking a degree in the UK and examine how listener behaviour may ameliorate or exacerbate this relationship. Participants take part in a video-recorded speaking task through Zoom while receiving either positive, neutral, or negative behavioural feedback from four confederate listeners. To capture multiple dimensions of the experience, a combination of self-report questionnaires and reflective idiodynamic methods are used. Upon completion, participants rewatch a video recording of themselves completing the speaking task and are interviewed about their feelings of FLA throughout. Current trends in the data suggest that FLA is affected not only by participants' own inner struggles to choose the correct grammar and vocabulary but also by specific behaviours of the listeners. Participants report spikes in FLA and lower willingness to communicate when listeners display distraction and lack of interest. This behavior also leads participants to falsely assume they are making mistakes using the language. Spikes in anxiety due to struggles speaking can be ameliorated by positive behavior such as nodding or smiling, which can encourage participants to continue speaking. Transcription of the data suggests that the behavior of the listener not only affects how participants feel during communication but also their abilities to communicate clearly and fluently. This study provides important implications for understanding how non-verbal behaviour of listeners may impact international students' abilities to communicate whilst abroad.
Keywords: Speech production, anxiety, willingness to communicate, individual difference

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Sustainable Solutions for Foreign Language Teacher Well-being

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In contemporary educational content foreign language teachers experience negative or even sometimes hostile social perception, they have to face increasing working load, very low financial conditions, and diverse classroom environment in terms of learners' abilities, interests, social and economic background, demography. Teachers often report having weak work autonomy in their daily activities and being overloaded with non-teaching activities, especially administrative tasks (Bakker et al., 200; Collie, Shapka & Perry, 2012; Hakanen, Bakker & Schaufeli, 2006; Klassen & Chiu, 2010). These changes lead to the development of stressful working environment and directly affect teachers' motivation, self-efficacy, as well as professional commitment (Collie, Shapka & Perry, 2012; Desrumaux et al., 2015; Klassen et al., 2013). Often, such an increasing negative approach towards professional actions and

professional development results in lower levels of teachers' well-being. This in turn can have a significant effect on the organization of educational system through low performance, absenteeism, loss of efficiency, teacher attrition (Albulescu & Tuşer, 2018; Ronfeldt, Loeb & Wyckoff, 2013). Lower levels of teachers' well-being may also result in increased levels of stress, anxiety, and more importantly, professional burnout. Therefore, it seems crucial to identify ways which directly or indirectly influence teachers' well-being and lead to overcoming potential problems. It may not be possible to always be satisfied and have perfect emotional balance. However, teachers with improved well-being have emotional and physical resources to face the challenges and when they overcome them, they feel proud, rewarded, motivated, and fulfilled.

Keywords: Well-being, teacher, professional burnout, motivation, professional development

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What Does Research Tell us about L2 Grit? A Brief Overview of Research on L2 Grit in Terms of Findings, Research Methods, and Ways Ahead

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Language teaching and learning research has appreciated the significance of grit in relation to a number of other related variables including academic success, mindsets, willingness to communicate, or motivation to name a few. Defined in relation to an individual's perseverance in reaching goals or the capability to persist against challenges, grit, a fundamental concept in Positive Psychology paradigm, occupies a significant place in terms of the psychological aspects of the language learning process. Studies demonstrate that people with a high level of grit tend to realize long-term objectives more successfully and can set better goals. Grit is generally conceptualized as having two sub-dimensions: (1) Perseverance of effort (POE), and (2) consistency of interests (COI). Hence, the objectives of the present paper are several. In the first place, the paper aims to clarify conceptual variation in relation to grit as controversy exists on general grit and L2 specific grit. The second aim of the paper is to give an overview of the studies conducted on l2 grit with a view to establish the current status of grit-research. The third aim is to provide an overview of the research designs that are commonly used in measuring grit. And finally, the paper aims to draw lines of research to shed light on future grit-related studies. It is expected that the outcomes of this paper will provide a starting point for future research.

Keywords: L2 grit, perseverance of effort, consistency of interests, positive psychology

A Comparative Study of the Correlation Between the Use of Vocabulary Learning Strategies and the Vocabulary Mastery among Turkish and Arabic EFL Learners in Turkey

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Vocabulary is a crucial element in language acquisition, serving as a fundamental building block for the effective development of language skills. Vocabulary learning strategies are beneficial for English as Foreign Language (EFL) learners to facilitate vocabulary acquisition. This study aimed to examine the relationship between vocabulary learning strategies and vocabulary proficiency among Turkish EFL learners and Arab EFL learners studying English at a university in Turkey. The present study employed a quantitative methodology using a correlation design. 120 EFL learners were selected using a simple random sampling technique. Data was collected using a questionnaire and a vocabulary-level test. The data was analyzed using descriptive statistical analysis and correlation statistics through SPSS. The findings showed that determination strategies are the most used ones by Turkish EFL learners followed by metacognitive strategies, cognitive strategies, memory strategies, and social strategies, respectively, while determination strategies are followed by metacognitive strategies, memory strategies, social strategies, and cognitive strategies, respectively, were used by Arab EFL learners. It was also revealed that there is an insignificant difference between the vocabulary learning strategies used by Turkish and Arab EFL learners. Furthermore, there was no statistically significant difference in the vocabulary test scores of the participants belonging to the Turkish and Arab groups. In other words, vocabulary learning strategies used by the two groups did not make a significant effect on learners' vocabulary mastery. The results of this study may help students learn vocabulary easier and educators may learn how to apply vocabulary-learning practices.
Keywords: Vocabulary mastery, vocabulary strategies, EFL

The Psychological Drives of Loving pedagogy: Investigating the Predictive Roles of Foreign Language Teaching Enjoyment and Workplace Engagement

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Positive emotions (e.g., enjoyment and love) play a key role in professional lives of English language teachers. Language teachers' disposition towards loving pedagogy has been shown to positively influence teachers' psychological performance. Despite the critical role of positive dispositions of love in language classrooms, little

is known about the purely novel concept of loving pedagogy in English as a Foreign Language (EFL) contexts. To shed more light on this novel concept and its antecedents, the present study aimed to investigate the role of foreign language teaching enjoyment and work engagement in loving pedagogy of language teachers. A sample of 114 Iranian EFL teachers participated in the study by completing three online questionnaires. The results of multiple regression analysis indicated that Iranian EFL teachers' teaching enjoyment and workplace engagement were strong antecedents of their loving pedagogy. Their work engagement was a stronger predictor than their self-perceived teaching enjoyment. This study suggested that EFL teachers who enjoy their profession and have dedication to their job are more likely to supportively care about their learners' linguistic progress and psychological growth. Finally, suggestions for future research were offered.
Keywords: Loving pedagogy, foreign language teaching enjoyment, work engagement, EFL teachers

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Do Socially More Active Students Become Better Learners?

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Self-regulation refers to taking control over one's learning processes, spending extra time and effort, and employing strategies to experience more academic success. According to social cognitivist theory, self-regulation is a social process which is developed and supported as a socially- situated activity within a traditional classroom (Hadwin et al., 2011). Children who understand self and others; regulate emotion, attention, and behavior; make good decisions; and engage in a range of prosocial behaviors may show more positive attitudes about and involvement with school; greater achievement to school; less difficult, risky behavior; and ultimately greater academic success (Birch & Ladd, 1997; Elias et. al., 2003; Ladd et al., 1999). These skills are organized around the social developmental tasks of engaging positively and managing emotional arousal within social interaction while successfully moving into the world of peers (Howes, 1987; Parker & Gottman, 1989). The aim of the study was to figure out whether teacher candidates are aware of the social-emotional strategies they can benefit from in their academic study and professional life or not. The participants were deliberately chosen from third grade students who have started to take vocational courses. It was hypothesized that students would gain awareness on teaching as a profession while taking these courses, and this might affect their social-emotional competence. Furthermore, the participants were chosen from social and numerical sciences to identify whether they have significant difference in their social-emotional competence or not. The results will be thoroughly discussed.
Keywords: Self-regulation, social-emotional regulation, academic success

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Learning Difficulties in the Classrooms: Language Barrier as Determinant of Mental Health Issues among Refugees

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Refugees experience significant challenges in meeting their health care needs, which is documented across history—especially in countries in war zones like Turkey and during natural disaster times. The healthcare needs of Syrian, Afghan, and Ukrainian refugees in the public school system are increasingly emerging as an important issue. In this

paper, the author aims to examine how the language barrier plays a role as a determinant of mental health issues, such as predicting post-traumatic stress disorder (PTSD). Moreover, reviewed studies indicate that the language barrier is in relation to various socioeconomic variables among refugees, who sought asylum in Turkey. While the Turkish Republic has established migrant health centers for refugees with Syrian medical personnel, mental health specialists are deemed to be insufficient. Additionally, Syrian refugees are experiencing difficulties in accessing healthcare systems due to financial issues and overburdening healthcare systems. Especially knowing that the inflow of Syrian refugees has created an immense burden on the national education and healthcare systems, which is often worsened by a significant language barrier.

Keywords: Language barrier, learning difficulties, refugees, mental health

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The Role of L2 Motivation in Academic Reading Transformative Experience

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Learner engagement is the supreme goal of most teachers as effective learning is unlikely to happen without it. That is why there has been increasing interest in L2 learners` engagement in classroom over the last decade. However, language learning is not limited to classroom and most often extends beyond it. Therefore, this study draws on the Transformative Experience (TE) framework, to offer a panorama of engagement, ranging from in- to out-of-class engagement. Adopting TE, we examined different engagement profiles of L2 learners and compared their engagement in academic reading skill inside and outside the class. Moreover, we explored the link between L2 motivation and TE, and the predictive role of motivational profiles in occurrence of TE in academic reading skill. To conduct the study, a quantitative approach with correlational design was adopted. Stratified purposive sampling was employed to recruit 419 undergraduate English for academic purposes (EAP) students, and two sets of questionnaires were used to collect the data. The result revealed that the students were engaged in academic reading skill both inside and outside the class to more or less similar extent. Experiential value was the highest and expansion of perception was the lowest engagement driver among L2 learners. A positive and significant relationship was found between L2 motivation and TE in academic reading skill. Furthermore, L2 learners` ideal image of themselves and the situated motives related to their learning environment were the strongest predictors of their TE. The findings of this study have fruitful implications for pedagogy, educational policy, and material development. In this regard, teachers and material developers can foster students` engagement in academic reading skill by making the learning environment and materials more interesting, respectively.

Keywords: Transformative experience, L2 motivation, academic reading, EAP students, motivational profiles

A Cognitive Account of Emotion: Task Appraisal Styles in Turkish Teacher Education

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This presentation will argue for a cognitive account of emotion based on appraisal theory of emotion, the essence of which is the claim that "emotions are elicited by evaluations (appraisals) of events and situations" (Roseman and Smith, 2001, p. 3). To this end, the presentation will discuss and reflect on the findings of two particular emotion studies done in Turkish teacher education in English as a Foreign Language (EFL). The first study (2010) focused on investigating possible task appraisal styles of learning tasks in a methodology class. This study, building on the notion of cognitive stimulus appraisals from emotion theory, attempted to identify trainees' appraisals of tasks along the dimensions of pleasantness, goal congruence, and coping potential by means of questionnaires and interviews. Data collected over a period of three years revealed the three major criteria of usefulness, applicability and enjoyment indicative of positive appraisal styles. The second study (2019) investigated task appraisal styles in relation to the teaching of the four language skills of reading, listening, speaking and writing in the teaching of EFL. This study used the scale suggested in the first study and focused on both positive and negative valences of learning tasks incorporating the three criteria with particular reference to microteaching tasks comprising both the preparation and presentation stages. It aimed to develop the proposed scale of the first study and test it during microteaching in methodology courses taken by teacher trainees studying at the same state university. This presentation will highlight the findings of both studies in terms of how we can make use of learner task appraisal styles and in so doing arrive at a better understanding of a complex phenomenon such as emotion within the context of the classroom.
Keywords: Teacher trainees, emotion, appraisal theory, cognitive appraisals of emotion task

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Exploring the Impact of Bilingualism in Early Life on Foreign Language Learning for University Students in Lebanon

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Bilingualism and multilingualism have long fascinated linguists, educators, and researchers due to their potential effects on cognitive, linguistic, and educational development. This study explores the impact of growing up in a bilingual or multilingual environment on foreign language learning abilities, focusing on university students in Beirut, Lebanon. The investigation aims to shed light on whether being born into such language-rich contexts confers advantages in acquiring additional languages, particularly English as a Foreign Language (EFL). This research is qualitative, and it uses interviews for data analysis. The study's participants consist of university students enrolled in EFL courses and their respective EFL teachers. The qualitative interviews with students and teachers delve into their personal experiences and perceptions regarding the impact of their bilingual upbringing on their EFL learning journey. The aim is to capture nuanced insights into the perceived cognitive advantages, language transfer phenomena, and potential challenges faced by these learners. Anticipated findings could contribute to both theoretical and practical domains. On a theoretical level, the study is expected to offer insights into the relationship between early language exposure and subsequent language acquisition. Practically, the outcomes could inform EFL teaching methods, curriculum design, and language policy initiatives

in multilingual societies like Lebanon. In conclusion, this study responds to the growing interest in understanding how early exposure to multiple languages shapes individuals' foreign language learning abilities. By investigating the experiences of university students and their EFL teachers in Beirut, Lebanon, the research contributes to the broader discourse on bilingualism, multilingualism, and language education. Ultimately, the findings may have implications for optimizing language learning strategies and fostering linguistic diversity in educational settings.

Keywords: Bilingualism, language learning, Lebanon

Fostering Social-Emotional Learning in the EFL Classroom: Strategies for Engaging and Empowering Students

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In an ever-evolving global landscape, English as a Foreign Language (EFL) teachers face the unique challenge of imparting language skills and nurturing their students' holistic development. This workshop, "Fostering Social-Emotional Learning in the EFL Classroom: Strategies for Engaging and Empowering Students," is designed to equip EFL teachers with practical tools and techniques to integrate Social-Emotional Learning (SEL) principles into their teaching practices. SEL is increasingly recognised as a crucial education component, helping students develop essential life skills such as self-awareness, empathy, communication, and resilience. Incorporating SEL can be especially transformative in the EFL context, where language barriers can often hinder emotional expression. During this interactive workshop, participants will explore: The Foundations of SEL: A comprehensive overview of the core SEL competencies and their significance in language learning, including self-awareness, self-regulation, social awareness, relationship skills, and responsible decision-making. Incorporating SEL into EFL Lessons: Practical strategies and classroom activities that seamlessly blend language learning with SEL, fostering a supportive and emotionally safe learning environment. By the end of this workshop, EFL teachers will leave with a comprehensive toolkit for infusing their classrooms with SEL principles, enabling their students to excel in language proficiency and grow as emotionally intelligent, empathetic, and resilient global citizens. Join us in embracing the power of SEL to unlock the full potential of your EFL learners and transform their language learning journey.

Keywords: Social emotional learning, emotionally literate EFL teachers, empowering EFL students

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Positioning Loving Pedagogy in Heart of Second/Foreign Language Research and Practice: Theorization and Implementation

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Undoubtedly, teaching a second/foreign language is one of the most emotionally tense professions in the world given the simultaneous interplay of an array of linguistics, psychological, social, cultural, affective, and physiological factors. For a long time, cognitive and linguistics perspectives had ruled over L2 education, yet with the rise of a

new trend in educational psychology dubbed as "positive psychology" (PP) the criticality and power of positive emotions in developing one's performance, sense of wellbeing, and development have gained momentum. Given its emotional essence, L2 education has been fertile ground, in the past decade, for spreading the seeds of PP. The results of a growing body of research corroborate the impact of caring for and considering EFL/ESL teachers' and students' inner states and emotions on their academic performance and success rate. Out of numerous positive emotions proposed by PP, the concept of love has recently gained scholarly attention in language education research and practice. Love has long been and still is a sensitive term to be used in the educational arena due to its cultural and religious connotations. Its usage has been limited to romantic relationships and familial environments. Nevertheless, in the past couple of years, some pioneering studies have been carried out in EFL/ESL contexts to break the taboo in using the concept of love in education leading to a new concept known as "loving pedagogy" or "a pedagogy of love". Based on its theorizations, love can go beyond romantic relationships and encompass professional care and empathy toward students' feelings and needs in a safe way. To position this line of inquiry in the body of knowledge concerning the connection between emotions and L2 education, theoretical and conceptual studies have been done by Asian researchers to offer a working agenda for researching and practicing loving pedagogy in EFL/ESL classes. The results of several studies indicated that this heart-centered approach to L2 education can generate many positive academic outcomes such as improved motivation, autonomy, agency, well-being, engagement, achievement, self-esteem, critical thinking, academic success, positive interpersonal behaviors, creativity, and many more (Barcelos, 2020; Derakhshan, Greenier, & Fathi, 2022; Wang, Derakhshan, & Pan, 2022; Wang, Derakhshan, & Zhang, 2021; Xie & Derakhshan, 2021; Zhao & Li, 2021). Despite promising insights obtained in this research domain, to date, most of the existing studies have taken either theoretical or correlational approaches to glean data and make contributions. However, empirical and qualitative studies on how to actually apply loving pedagogy in L2 classes are scant in the pertinent literature. To take one of the first steps in this regard, the present study aims to introduce a number of pedagogical practices that EFL/ESL teachers can use to inject loving pedagogy into their classes. Such practices are driven by PP and approaches that care for students' emotions. Among them, the use of practices that develop EFL/ESL students' interpersonal communication skills, multi-media literacy, positive classroom rapport, and strengths are more penetrating. Based on this study, it is contended that loving pedagogy is an applicable approach to L2 education provided that EFL/ESL teachers are trained and knowledgeable enough to implement it properly. The use of learner-oriented approaches and practices is the main precondition for applying a pedagogy of love in L2 class. Given these initiatives, the present study can be momentous for EFL/ESL teachers, trainers, students, program designers, language policymakers, and researchers, who can develop their awareness of loving pedagogy and its numerous implications for research and practice.

Keywords: Loving pedagogy, language research, implementation

October 12, 2023, Thursday
Concurrent Sessions 2
Conference Main Hall
15.00 - 16.00

Investigating Pre- and Early Career Teachers' Fluctuating Approach to the Profession Using Teachers' Attitudes Protocol

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Sustaining a positive approach towards teaching for a long time is an issue that nowadays every educator and then mentor ought to treat as a prerequisite when preparing pre-service and then mentoring in-service teachers, since it often requires innovative and challenging steps to properly handle this profession and change one's way of thinking, thus becoming psychologically resistant to the complexity of the teaching framework and its components. Furthermore, the fluctuating approach towards teaching is the outcome of individual experience, often related to negative situations encountered when working with young minds. As a result, numerous teachers are leaving the teaching profession to work for international corporations rather than stay at school and bring substantial impact that influences young people and shapes their future careers. This presentation, based on the author's empirical research on pre- and in-

service teachers, conducted according to the Teachers' Attitudes Protocol (TAP) designed by Moir in 1990, aims to reveal various issues that impact the teachers' attitudes over a 1-year period of time and make them either stay or leave this profession. Furthermore, this research is also based on the author's own experience at Harvard University, and thus working with the TAP, where mutual mentorship, evaluation and feedback, based on so-called Professional Learning Network, seem to be more valuable than anything else. Based on qualitative research, this presentation also involves the Harvard Cycle of Inquiry Protocol (HCIP), which might be relatively helpful when preparing students of English Philology to become teachers in the contemporary school environment, which has changed over the last 25 years. The results reveal that the HCIP may bring substantial changes in the early career teachers' approach towards their future teaching careers as well as redefine individual thinking schemata, thus becoming better prepared for the teaching profession, i.e., with an attitude 'made of steel'.

Keywords: Teachers, protocol, approach, mentoring

Emotional Agility in Teacher Education

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Being a good teacher requires being an effective leader in the classroom. Building effective relationships with the students, increasing motivation in the classroom by overcoming barriers, and increasing acceptance of different ideas can be counted among some of the critical skills of an effective teacher. Emotional agility should also be counted as one of the characteristics of an effective teacher. This study will focus on increasing awareness of emotional agility among pre-service teachers to help them encourage their learners to become emotionally agile. After raising the consciousness level of the pre-service teachers on what emotional agility is and how they can become agile teachers, they will be provided with ideas and activities they can use with their language learners in the classroom. The reflections of pre-service teachers on their agility and their teaching ideas will be shared in the presentation. Considering the challenges of learning another language in a foreign language context, emotional agility in using another language gains even more importance.

Keywords: Emotional agility, teacher education, language teaching

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On Re-considering Students' EFL Writing from Cognition to Affect

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Existing research on language writing instruction has primarily focused on cognitive processes, while little attention is paid to the affective side (Arnold, 2019) involved in writing, namely from the teachers' perspectives. Teachers have a significant role in shaping learners' experiences of success inside and outside the classroom setting. The present study aims to examine teachers' perceptions of learners' affect on EFL writing. The study attempts to understand the ways teachers view learners' writing difficulties, and their impact on creating supportive learning environments (MacIntyre & Gregersen, 2012). The data were collected from a sample of university teachers of first-year undergraduates. The participants responded to questionnaires that included a background questionnaire and

another questionnaire that was designed to depict aspects of affect in writing, students' writing difficulties, and EFL instruction. The study revealed that most teachers found assessment and students' reluctance to write as areas of difficulty for their students. EFL writing was perceived as an examination-oriented course. The subjects partially supported the view that negative or positive affect could ultimately influence students' EFL writing. The study has implications for both teachers and curriculum designers. The study contributes to an understanding of the role played by affect (White, 2018) in shaping students' experiences of EFL writing. It helps to raise awareness of the affective side of students' writing (Yanti & Hidayati, 2021) with the objective of considering both: students' linguistic inadequacies as well as their emotional involvement in writing.

Keywords: Writing anxiety, affect in language learning, students' writing difficulties, writing instruction

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Revealing the Dual Impact of Technology on the Wellbeing of English as a Foreign Language (EFL) Educators

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This research delves into the multifaceted influence of technology on the wellbeing of EFL teachers, dissecting its constructive and adverse repercussions across psychological, physical, and social dimensions. Qualitative data was gathered through semi-structured interviews conducted with a diverse cohort of 12 educators actively teaching in private language schools in Turkey. The participants, ranging in age from 22 to 39, possessed varying degrees of teaching experience spanning 7 to 17 years. These interviews, conducted in English, were meticulously recorded and subsequently transcribed. Employing thematic analysis, we inductively derived codes, categories, and themes from the data, facilitating a nuanced comprehension of the subject. Psychologically, technology elicited a complex blend of affirmative and adverse consequences. It generated sentiments of pleasure, empowerment, and enthusiasm while concurrently contributing to stress, frustration, and anxiety. It sparked creativity, curiosity, and motivation, yet also engendered feelings of unfulfillment and diminished self-confidence. Technology invigorated teacher motivation and self-assurance on the social front, enabling novel forms of engagement, yet occasionally engendering sensations of isolation and influencing teacher-student relationships. This study underscores the intricate interplay between technology and teacher wellbeing. It emphasizes the necessity of a judicious approach to technology integration in education that acknowledges its potential for both constructive and detrimental influences. It highlights the importance of comprehensive support and training to optimize benefits while mitigating drawbacks. Ultimately, this research contributes to the expanding body of knowledge concerning teacher well-being and the role of technology therein, offering valuable insights to educators, policymakers, and technology developers for cultivating holistic teacher well-being in an educational landscape driven by technology.

Keywords: Teacher well-being; educational technology; affective domain

The Pedagogy of Love and EFL Teachers' Job Satisfaction

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Due to the pure novelty of the concept of loving pedagogy within the domain of foreign language education, scant research attention has been devoted to its role in English as a foreign language (EFL) teachers' job satisfaction. Drawing on the tenets of positive psychology, the current mixed-methods study aimed to explore whether EFL teachers' dispositions towards loving pedagogy lead them to job satisfaction. In the quantitative phase, EFL teachers (N = 85) completed two questionnaires. The results of correlation analysis indicated a significant, positive relationship between loving pedagogy and job satisfaction (r = 69). In the qualitative phase, six EFL teachers were interviewed. Thematic analysis of the qualitative data yielded three major themes (devotion to the profession, sense of caring the learners, and ongoing institutional support) regarding the role of the pedagogy of love in job satisfaction. The findings highlighted the importance of deploying a pedagogy of love.
***Keywords*:** Loving pedagogy, job satisfaction, positive psychology, EFL teachers, mixed-methods study

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Fostering Multilingualism and Translanguaging: The Approach of the International Baccalaureate Program

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The International Baccalaureate (IB) program has earned worldwide acclaim for its steadfast commitment to fostering international mindedness through its comprehensive educational offerings spanning from early childhood to adolescence. With 5729 schools worldwide implementing IB programs, its global impact is undeniable. One hallmark of IB is its expectation that schools incorporate at least one additional language into their curriculum, but beyond this curriculum requirement, IB places a strong emphasis on language learning, recognizing every teacher's role as a language educator. This research involves a comprehensive examination of IB program standards and practices, along with program-specific documents, teacher guidelines, and pertinent scholarly literature. The objective is to gain practical insights into the integration of translanguaging and multilingualism within IB classrooms. The literature review underscores that the IB's approach to translanguaging and multilingualism provides invaluable insights for educators aspiring to foster language proficiency and intercultural competence among students. IB defines multilingualism as the ability to comprehend and utilize two or more languages at varying stages of acquisition or proficiency, reflecting the dynamic interplay between languages and the associated social behaviors. Translanguaging is characterized as a natural and flexible process through which students draw upon their knowledge of different languages, seamlessly combining their elements to fulfill communicative and social needs. IB asserts that learners' languages can be effectively supported through the use of translanguaging strategies. By intentionally incorporating these strategies into their lesson planning, educators can unlock the full potential of all students. Furthermore, this approach cultivates a sense of identity and belonging among

students from diverse linguistic backgrounds, thereby contributing to a more inclusive learning environment. In conclusion, the IB's approach to translanguaging and multilingualism holds significant promise for educators aiming to nurture language proficiency and intercultural competency among their students.
Keywords: IB programmes, translanguaging, multilingualism, language education

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An Investigation into FLCA and FLE Levels of Students in English Preparatory Programs and Regular Programs

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The present study aimed at exploring the levels of Foreign Language Enjoyment (FLE) and Foreign Language Classroom Anxiety (FLCA) regarding the amount of exposure to English and classroom applications. The participants were constituted of two groups who were in the 5th grade at a state school; the first group (n=57) was enrolled in an English preparatory program with 11 hours of English weekly and the second group (n=39) received instruction in a regular English program with 3 hours of English weekly. Two scales were used in the study. The adapted version of FLE scale included 21 items. FLCA scale, on the other hand, consisted of 20 items which were suitable for young learners. In addition to the quantitative data, qualitative data came from open-ended questions; learners were asked open-ended questions in relation to their feelings and comments about English lessons including depiction of their classroom environment. The results indicated moderate levels of FLCA in both groups but lower FLCA in the preparatory group. FLE levels were higher in the students in the preparatory program, as well. The answers of the students confirmed the quantitative results offering a more positive and enjoyable classroom environment in the preparatory programs. The results of the study may provide implications regarding preparatory programs, classroom applications, and the FLCA and FLE levels of students with its holistic approach to positive and negative emotions.
Keywords: foreign language enjoyment, foreign language classroom anxiety, classroom applications, the amount of exposure

Exploring the Dynamics of Domestic Students' and International Students' Communications and Their Impact on Students' Communicative Competence in the Context of Higher Education Internationalisation in the UK

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Universities nowadays respond differently to challenges presented by globalization; universities' internationalisation is one of these responses. According to Altbach and Knight (2007), one dimension of internationalisation of Higher Education includes augmenting the international students' enrolment with the expectation that student-student/student-teacher communications will be enhanced on campus to facilitate the learning process. My study seeks to find out how international and home students at a British university develop their communicative competence to enhance their willingness to communicate in and out of classrooms, with a particular focus on any barriers to communications such as stereotypes and prejudices. This study also aims at investigating the institutional internationalisation strategies applied in the UK to boost students' motivation to communicate on campus. To fulfil the study objectives, semi-structured interviews, a Students Pairing Conversation program, and a document analysis were employed. Five home students were randomly paired with five international students to participate in a one-hour Pairing Conversation session. Later, the ten participants were interviewed individually for one hour. Additionally, the pro-vice chancellor and the Head of the International Office of the selected university were interviewed for further details about the university internationalisation policies. Further data were collected from the selected university's internationalisation Brochure. Thematic analysis (Braun & Clarke, 2006) was used to analyse data collected from students, university staff, and the policies document. Findings show that students go through a specific pattern before they fully acquire appropriate communicative skills. They initially experience a 'comparison/contrast' stage, followed by 'spotting the gap' stage before they reach the 'communicative competence acquisition' stage. Findings also show the importance of the role of Higher Education institutions in fostering communications on campus. Based on students' voices, I will be suggesting new practices to facilitate student-student/student-teacher communications to make it easier for future students to adjust together.
Keywords: Communicative competence, student-student/student-teacher communication, internationalisation

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Exploring Intellectual Humility and Intercultural Sensitivity among Pre-service EFL Teachers

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For instructors working with students learning English as a foreign language (EFL) in today's more globally connected world, the capacity to manage cross-cultural interactions is crucial. Utilizing positive psychology's tenets, which emphasize traits and qualities that promote human happiness, this study investigates the EFL pre-service teachers' perceptions on intellectual humility, which is defined by openness to diverse points of view and a readiness to accept one's limitations, and intercultural sensitivity, a critical competency for effective EFL teaching. For the methodology, descriptive qualitative data were generated through focus group discussions, and in-depth interviews conducted on fifteen EFL participants consisting of eight females and seven males. According to the descriptive statistics, the pre-service EFL teachers' perceptions of intellectual humility and intercultural sensitivity varied, and intercultural sensitivity and intellectual humility were found to have a strong positive relationship. This study, based on positive psychology, adds to the increasing corpus of research on intercultural competence and education by emphasizing the crucial role that intellectual humility plays in developing intercultural sensitivity in prospective EFL teachers. The pedagogical ramifications of acknowledging the connection between these constructs call for more research in curriculum design and teacher preparation.

Keywords: Intellectual humility, intercultural sensitivity, EFL pre-service teachers, positive psychology

The Role of Mindful Self-Compassion and Self-Acceptance in Reducing Fear of Negative Evaluation

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One of the issues among university students on the rise is anxiety. Anxiety can be defined an emotion that is related to achievement activities or achievement outcomes (Pekrun, 2006) and is a multifarious response to the threat of failure. Especially, it is expressed by undergraduate students enrolled in different kinds of courses (England et al., 2017; Asif et al., 2020; Ladejo, 2023). This anxiety stems from largely the fear of being evaluated negatively. Fear of negative evaluation can simply be defined as the fear of being negatively judged by the presence of others (Chan & Ng, 2022). The students who experience fear of negative evaluation tend to avoid aversive and evaluative situations and thus they feel restless and stuck. Two of the most important elements in coping with the fear of negative evaluation are learning how to gain self-compassion and self-acceptance. Self-compassion is defined as a kind, non-judgmental, connected and attentive attitude towards oneself in times of failure and difficulty (Neff, 2003). It enhances individual's health and subjective well-being and involves eagerness to make changes in life (Neff, 2009). Self-compassionate individuals accept themselves as they are, they have the willingness to change dysfunctional behavior. The other concept which is self-acceptance means having a positive attitude towards oneself as a whole, including one's past life experiences. Yanl and Fei (2016) stated that self-acceptance is of great importance for self-worth. It is obvious that learning how to give self-compassion and accept themselves as they are for students is important in reducing the fear of negative evaluation. This raises following questions: a) How can students acquire self-compassion skills? b) How can students accept themselves as they are? Howness of self-compassion skills refers to techniques employed to manage emotions during times of stress, whereas Howness of self-acceptance is a matter of knowing that the individual is a whole with his/her positive and negative characteristics. Therefore, especially educators should be supportive and inclusive while applying various instructional approaches and also make ensure that the students are included in welcoming and warm atmosphere. By enhancing self-compassion skills, educators can help learners effectively manage their negative emotions, reduce their anxieties and be supportive especially in the times of being stressful.

Keywords: Self-compassion, self-acceptance, fear of negative evaluation, university students

Implementation of Reading Brightly Method in teaching English as a Foreign Language to Students with Dyslexia

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Dyslexia is an inherent learning disorder which results in difficulties in reading, spelling and written skills. Multiple studies have shown that teaching English as a foreign language to students diagnosed with dyslexia demands for a different approach in teaching. What is more, thorough research on multi-sensory teaching has proven to be the most effective way of teaching for dyslexic students. For this reason, the Reading Brightly Method, which is a method based on the multisensory approach has been chosen and implemented in a group of students who faced difficulties in reading and spelling in order to improve their skills. All students presented difficulties in reading and spelling, and they had experienced a great degree of disappointment because of previous unsuccessful attempts of learning English. The techniques used in teaching those students as well as the results of the implementation of multi-sensory teaching are presented in this paper.
Keywords: Dyslexia, English, multi-sensory teaching

Working with the Brain Instead of Against It

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Suggestopedia is a highly innovative – and FUN - scientific teaching approach, that tailors learning to the structure of the brain, letting learners progress three times as fast. Texts, in dialogue form, are presented to Classical Music, thereby anchoring information to emotion thus facilitating recall. Texts studied are encoded with anecdotes that create associative chains and connections that are hard to forget. A series of "Close to the Text" activities ensues and these exploit learners' abilities to draw upon what they have perceived peripherally. This is followed by a more physically active phase involving movement, ball games, card games and theatrical presentations. Finally, everything is revised, from within a meditative state, eyes shut, to Baroque music that physiologically alters the activity of the brain. Transforming normal everyday Lower Beta waves (between 18 and 23 HZ) where we are productive into Alpha waves (8 – 12 Hz) where we are more receptive, lets much more information sink in painlessly. The Suggestopedic approach was created by Bulgarian doctor and psychiatrist Dr. Georgi Lozanov in order to activate the reserve capacities of the brain and speed up learning. This approach constantly caters to long-term memory through two primary strategies: 1) It hides some essential data from direct perception – which would only reach short-term memory – and places it in places where it will only be seen through the corner of the eye, thus ensuring that it will filter through to long-term memory. (Typically, short-term memory retains information for three to four days and then vanishes to make place for more immediate input. Long-term memory only kicks in after three or four days but is often retained forever.) 2) It embeds feelings into everything, as long-term memory is more receptive to information with emotional meaning than to mere dry fact.
Keywords: Suggestopedia, long-term memory, peripheral perception, music to anchor emotions, reserve capacities of the brain

Self-Evaluation via Reflection during Pre-Service Education

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In Turkish context, studies conducted in reflective thinking of pre-service teachers are scarce. Student teachers take "how to teach" courses in the third year and they go out to schools for practicum in the 4th year, for 6 hours per week. Turkish teacher education courses do not supply the grounds for reflective thinking since the teaching practice period spared for practicum is less than the theoretical courses. Given the hypothesis, a pilot study on reflective practices of pre-service teachers was conducted at English Language Teaching and Pre-school Teaching Departments of two foundation universities in Istanbul. Based on the quantitative results elicited through using semi-structured questions, we claim that the number of practical courses and the time spent at schools is not sufficient to train them for a lifelong reflective practice. This paper displays the pre-service student teachers' self-evaluation and reflective practices. The results of the pilot study showed that pre-service teachers talked about their concrete experiences, but there was no sign of inference for future work. Based on the results of the pilot study, a survey was prepared. The approval of the ethical committee was received. The survey for the new study conducted in March, and 200 pre-service teachers from four different universities participated on voluntary basis. The survey showed that although the reflection survey scores were high, clear answers could not be received regarding the reflections on the future in the interviews.
Keywords: Self-evaluation, reflection, pre-service education

Translanguaging and Multilingualism in Higher School of Applied Sciences, Tlemcen

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The study aims at evaluating the efficiency of translanguaging for teaching in a multilingual institution. Algeria is considered as a multilingual country since it has been conquered in the past by many colonizers and the population used different dialects. The investigation took place in the Higher School of Applied Sciences, Tlemcen in Algeria where three sections containing twenty students participated in this research work. The data were collected through a classroom observation, semi-structured interview and a questionnaire for both students and teachers. It is known that Algeria is a bilingual country since it was colonised by French for more than sixty years, therefore, the Algerian students know the Arabic language as it is the mother tongue and official language of the country. In addition to the various dialects spoken in different parts of the country, French is used as the first foreign language and this year English was introduced in the primary school. For this reason, this study was conducted in the context of the higher School of Applied Sciences of Tlemcen because students came from different province of Algeria and constituted the whole part of this research work. The findings indicate the importance of languages in education in the context of current diversities, and the role that code-switching and translanguaging may play in

teaching English in Algerian context. Furthermore, Algeria sociolinguistic's profile is very complex which is due to the strong impact and long duration of the French occupation. However, it can be seen that in addition to different Algerian Arabic and Berber dialects used by the population, other foreign languages are used. The French language is commonly used as a tool of communication. In addition to the global spread of English around the world also reached Algeria and makes it the Lingua Franca of the 21st century.

Keywords: Multilingualism, higher school, languages

Situational Awareness in EFL Teaching: Teachers' 'With-it-ness' in the Classroom

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In classroom management, a part of the job is being aware of what is going on in the classroom while teaching at a whole class hour. Situational awareness, also commonly called 'with-it-ness', is usually associated with safety, emergency and security concepts as it simply means observing around carefully and being aware of or alert to everything happening around. In respect of teaching, withiness is the skill of carrying out the lesson while actively observing everything that goes around, noticing and responding quickly to unexpected situations, and paying close attention to all students' verbal and nonverbal behaviors. Language classrooms are dynamic places where the teacher and the students have to be involved in the process, to interact with each other and engage with the target language as much as possible. In such a setting, teachers have to keep their eyes open or literally have eyes on the back of their heads to maintain a peaceful and effective teaching environment. The present study explores the withiness of EFL teachers through a mixed methodological approach and results are evaluated to undercover teachers' withiness potential in respect of contribution to the EFL field. Subsequently, some recommendations are put forward for future attempts.

Keywords: Withiness in EFL teaching, situational awareness in EFL teaching and learning, EFL teacher withiness

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Examining the Impact of Monolingual vs. Bilingual Education on Language Proficiency and Academic Attainment: A Study of Iranian Student Outcomes

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The current study aimed to evaluate and compare the academic achievement and language proficiency of

Iranian EFL learners in both monolingual and bilingual educational contexts. Examining the effectiveness of programs for partial immersion in Iran was the main goal of this extensive research, for which a sample of 70 female students was chosen at random. The content from the third-grade middle school English, Mathematics, Science, and Geography curricula was carefully included in the development of two exams. The findings showed a statistically significant difference between learners attending monolingual and bilingual schools in terms of language proficiency. However, no statistically noteworthy variations were found between the two groups with regard to academic achievement. This insightful study highlights the potential efficacy of Iranian partial immersion programs, especially in terms of improving students' language skills. These findings have important ramifications for educational policy and practice, emphasizing the benefits of utilizing such initiatives to help EFL students develop their language competence.

Keywords: Language proficiency, academic achievement, cognitive development, bilingual education, monolingual education

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Please Say Something: How to Help Students Cope with Speaking Exam Anxiety with Task Planning

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As a productive skill, speaking is one of the most important yet difficult skills to master for Language learners. The foreign language speaking test creates anxiety in learners, and this often affects their performance negatively. Usually speaking tests are focused more on individual performance rather than the dynamics of interaction that exist in real-life interaction. A weakness of many speaking tests is that they focus excessively on the individual performance rather than the student interaction (Başer, 2011). Bachman and Savignon (1986) criticized the skills and components model for failing to indicate the relationships of different skills to each other and for failing to recognize the full context of language use and the expanded conception of language proficiency as communicative competence. Focusing on communicative competence and the dynamics of interaction between learners in the testing of speaking and leaving room for interaction has the potential for reducing speaking anxiety and increasing willingness to communicate. This study discusses the implementation of a group speaking task in the context of a speaking course and shares the findings in relation to their effect on reducing speaking anxiety. The videos of speaking exams were recorded and analyzed for group interaction and real-life speaking features. The results have implications for speaking exam design for reducing exam anxiety and increasing student performance.

Keywords: Foreign language teaching, speaking, testing speaking, willingness to communicate

A Systematic Review of Language Teacher Motivation Research: Insights into Factors Shaping Motivation and Demotivation

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Motivation, a pivotal factor in education, has long been a subject of extensive research. This study offers a systematic motivation using diverse research designs, including quantitative, case study, mixed methods, and interpretive-descriptive designs. The review revealed the dynamics of language teacher motivation and its multifaceted nature. Intrinsic motivation emerged as a dominant theme, highlighting teachers' internal desire to convey knowledge and values. The studies underscored the significant role of positive teacher-student interactions in nurturing intrinsic motivation. Additionally, social contextual influences, both micro and macro, were identified as contributing factors to teacher motivation. Supportive school environments, recognition, and career advancement opportunities were associated with increased motivation. However, negative influences, such as administrative challenges and student-related issues, also had a substantial impact on teacher motivation, leading to demotivation, frustration, and burnout. Temporal dimensions, including professional development opportunities, career advancement, and personal growth, played a significant role in shaping teacher motivation. Teachers valued self-initiated growth and the pursuit of future goals as motivational factors. This systematic review sheds light on the complex and dynamic nature of language teacher motivation. It highlights the interplay of intrinsic and extrinsic factors, the contextual influences, and the temporal dimensions that influence teachers' motivation. These findings provide valuable insights for educators, administrators, and policymakers to enhance teacher motivation and well-being, ultimately benefiting both teachers and their students.
Keywords: Language teacher motivation, demotivation, factors affecting de/motivation

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Using Wooclap and Padlet Applications as Digital Collaborative Writing Tools to Enhance Writing Skills of English Learners

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The use of technology in education has become increasingly important in schools all over the world. Today's educational technology provides numerous opportunities to modify global education at all grade levels and gain access to global learning materials. Students have benefited from technology and digital tools to improve their language learning skills in general. However, ways to enhance writing skills have dramatically changed due to

technological advancements. Being able to write paragraphs or essays has become a crucial skill for learners to develop. As a result, learning English and making use of technology are vital for all students and are necessary prerequisites for the learning environment. The use of technology in the classroom has assisted students in studying more effectively and developing multitasking skills. Thus, the purpose of this research is to leverage technology and digital collaborative writing tools to explore the impact of using Wooclap and Padlet applications, which are used as an engaging audience response system and a virtual collaborative platform, on students' writing skills. The research consisted of one experimental group and one control group, with a total of 50 participants. Several activities in Wooclap and Padlet applications were used in the experimental group whereas the control group stuck to their coursebooks in their writing lessons. At the end of the 8-week treatment, students' essays were quantitatively examined to investigate the impact of integrating Wooclap and Padlet applications in writing lessons. The data showed that both groups had better scores at the end of the treatment. However, the students in the experimental group achieved noticeably higher writing scores than the students in the control group. The goal of this study is to add more recent and thorough research on understanding how using digital tools and technology affects students' writing skills.
Keywords: Technology, digital tools, writing skills

An Investigation on the Types of Image Schema used by Blinds and Non-blinds

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The image schema has an important role in the perception of abstract concepts. The study of those schema is one of the challenging areas of cognitive semantics. In this study, the researcher tried to investigate the difference between the types of image schema used by non-blinds and blinds based on the embodied cognitive theory of Johnson (1987) in cognitive semantics. In this qualitative research, the researcher compared two groups of blinds and non-blinds. The related datum was collected by asking 88 male and female university students aged 20-22 to describe 40 selected abstract concepts based on Ricci and Poggi's procedure (1991) and identifying the frequency of the image schema. Then, by using SPSS software (version 21) the frequency and the percentage of those elements were estimated and represented in different tables. The results can prove that the order of using the image schema by blinds includes compulsion, path schema, blockage, containment schema, attraction and enablement. In non-blinds group, the order of the image schema encompasses path schema, link schema, enablement, diversion, symmetry and containment schema. The results of the present study can help us to find a better perception that blinds use different image schema in their speech from non-blinds. This perception can be useful for educational material developers in order to select suitable texts in the related materials.
Keywords: Embodied cognition theory, image schema, blinds, non-blinds

Towards a Situated Understanding of Iranian EFL Teachers' Psychological Wellbeing: An Ecological Perspective

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In recent years, research on the wellbeing of language teachers has grown significantly. However, few studies have explored this issue from an ecological perspective. The purpose of the current study was exploring the psychological wellbeing of 10 Iranian EFL teachers from an ecological perspective. Data were collected from in-depth semi-structured interviews and analyzed based on the guidelines of thematic analysis. Data analysis revealed six themes: (1) workload and job demand, (2) classroom dynamics and student behavior, (3) teachers' wellbeing and its impact on teaching practices, (4) school environment and culture, (5) personal factors, and (5) work-life balance. The study findings show how different personal, institutional, and socio-cultural ecologies became dominant in the teachers' ability to positively and/or negatively heed their own wellbeing. The study concludes with implications for teacher education in how to make wellbeing of central concern in institutional work so that teachers feel well about themselves, their classes, the school, and ultimately the society.
Keywords: Teacher wellbeing, subjective wellbeing, psychological wellbeing, Iranian EFL teachers

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The Relationship between Positive Psychology, the Big 5 Personality Traits and Cultural Intelligence among Preservice EFL Teachers

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Studies on positive psychology have gained huge momentum with a particular focus on the role of positive emotions rather than negative ones. Whereas studies accentuate the significant role of positive emotions, the relationship between personality traits and cultural intelligence has not received enough attention. Particularly, investigating positive personality traits and their role in cultural intelligence may provide a substantial contribution to the field. Considering this gap, the current study aims to explain the explanatory power of multicultural personality traits, in other words, the Big 5 personality traits on cultural intelligence among pre-service EFL teachers. Several hierarchical regressions were conducted, and a path model was built based on the regression results. Findings are discussed and pedagogical implications are drawn for the practitioners and future researchers.
Keywords: Cultural intelligence, multicultural personality, positive psychology, teacher training, path analysis

Investigating the Role of L2 Grit and Resilience in Predicting English Language Teachers' Job Satisfaction

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With the flourishing of positive psychology in the field of language education, researchers investigated how positive psychological factors yield positive outcomes. However, due to the novelty of some concepts such as L2 teacher resilience and grit, scant research attention has been paid to exploring their role in English as a foreign language (EFL) teachers' job satisfaction. Therefore, the present study aimed to investigate whether EFL teachers' job satisfaction could be predicted by their resilience and domain-specific grit. The participants (N = 185) completed an electronic survey (including items for measuring each construct) and standard multiple regression was employed to analyze the data. The results indicated that EFL teachers' L2 grit and resilience were significant predictors of their professional satisfaction. In addition, L2 grit was identified as a stronger antecedent of job satisfaction than their resilience. The findings of this study implied the importance of creating positive institutional contexts where EFL teachers can cope with problem resiliently and follow their long-term goals enthusiastically with the purpose of achieving higher levels of job satisfaction and reducing the increasing rate of attrition.
Keywords: L2 teacher resilience, L2 grit, job satisfaction, positive psychology, EFL teachers

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Investigating grammar learning strategies: Towards pedagogical interventions

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Although major advances have been made in research on language learning strategies (LLS), there are areas that have been somewhat surprisingly neglected by second language acquisition specialists (cf. Griffiths, 2018; Pawlak, 202; Pawlak & Oxford, 2018). This applies without doubt to strategies that learners draw upon to better understand and learn various grammar rules but also to employ grammar structures in real-time processing, as required in spontaneous communication (cf. Pawlak, 2018, 2020; Pawlak & Csizér, 2022). Adept use of such grammar learning strategies (GLS) is thus of vital importance for the development of not only explicit knowledge, but also implicit knowledge of target language (TL) grammar or at the very least automatization of explicit knowledge so that it can be easily accessed and deployed under time pressure. Even a cursory look at available empirical evidence shows that the bulk of relevant studies have focused on the identification of GLS in different contexts relying on a variety of data collection tools. There are very few studies that would have attempted to link GLS use to other individual difference factors or TL attainment (e.g., Pawlak, 2021). Even less attention has been given to instruction in the use of various types of GLS (e.g., Trendak, 2015). The plenary talk has two main goals: (1) it provides and overview of existing research into GLS, indicating ways in which it can be extended and improved upon both in terms of its foci and methodology, and (2) it offers a description of a study that is currently in progress and aims to gauge the effectiveness of instruction in GLS among Polish university students majoring in English.
Keywords: grammar learning strategies, pedagogical interventions

The Interplay of Mindsets, Aptitude, Grit, and Language Achievement: Is Language Learning Masculine?

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Mastering a new language is an arduous endeavor, where the key to success lies within the interplay of language learners' cognitive abilities, attitudes, passion, and perseverance. For instance, grit—combination of perseverance and passion for long-term goals (Duckworth, Peterson, Matthews, & Kelly, 2007)—has been argued to be as important as talent in determining the success of students, adding incremental predictive validity for achievement criteria above and beyond natural or inherent ability (Duckworth et al., 2007; Duckworth & Quinn, 2009; Teimouri et al., 2021, 2022). Recently, the notion of mindsets—individuals' attitudes towards the malleability of intelligence, personality, and other human traits–has emerged as another influential factor in the realm of L2 learning (e.g., Lou & Noels, 2016). As such, this study aimed to examine the interrelationships between growth mindset, L2 aptitude, L2 grit, and L2 achievement. Additionally, the study explored prevalent female-language stereotypes in L2 learning by scrutinizing the interplay of mindset, L2 aptitude, L2 grit, and achievement between females and males. A sample of 285 English-major students participated in the study, completing a language aptitude test and a questionnaire. The results indicated that both aptitude and L2 grit similarly and positively predicted L2 achievement, whereas growth mindset did not. Moreover, growth mindset and L2 grit were found to be unrelated to L2 aptitude. Although female and male students did not differ significantly in their scores on growth mindset, L2 aptitude, L2 grit, and L2 achievement, Multi-Group Path Analyses unveiled subtle gender differences, implying potential negative consequences of stereotypes threats that hindered male students from fully utilizing their abilities in learning English.
Keywords: Growth mindset, L2 aptitude, L2 grit, L2 achievement, stereotypes

Navigating Educators' Emotional Journey: Embracing the AI Revolution

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This workshop addresses the critical intersection of emotional intelligence and the integration of artificial intelligence (AI) technologies in educational settings. As the advent of AI-driven tools continues to revolutionize teaching and learning, educators are confronted with a range of emotions and uncertainties. This workshop aims to provide a comprehensive framework for educators to navigate their emotional responses and cultivate a positive, adaptive mindset towards the AI revolution. The workshop begins by exploring the current landscape of AI applications in education, emphasizing their potential to enhance personalized learning, automate administrative tasks, and provide valuable insights into student performance. However, it also acknowledges the concerns and apprehensions that educators may experience, such as fears of job displacement, loss of personal connection with students, and ethical considerations surrounding data privacy and algorithmic bias. Drawing from theories of emotional intelligence and psychology, the workshop introduces strategies to help educators identify, process, and manage their emotions in the face of technological change. Participants will engage in interactive activities designed to

foster self-awareness, emotion-regulation, and empathy, ultimately empowering them to make informed decisions about AI adoption in their educational contexts. Furthermore, the workshop addresses the importance of building a collaborative community among educators, administrators, and AI developers. Through group discussions and case studies, participants will explore best practices for effective communication, fostering a culture of continuous learning, and leveraging AI as a complementary tool in the pedagogical process. By the conclusion of the workshop, participants will have gained a deeper understanding of the emotional dimensions surrounding the integration of AI in education and will be equipped with practical strategies to harness these emotions constructively. This newfound emotional intelligence will empower educators to embrace the AI revolution as an opportunity for growth, innovation, and improved educational outcomes for all stakeholders involved.

Keywords: Emotional intelligence, artificial intelligence, educators

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Peer Support and Mentoring as Scaffolding for a Paradigm Shift in Education

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This presentation will address the most current issue of female educators' empowerment and wellbeing through peer support and mentoring. The effect of student's wellbeing and outcomes will also be discussed. As we are emerging from an enormously stressful pandemic, and with the world around us changing exponentially, teacher burnout rates that demonstrate the need for self-care skills are gradually attracting center-stage attention. As educators, we can only teach the skills we possess. Thus, focusing on teacher well-being and self-leadership skills emerges as part of the educational system's collective responsibility to support future global citizens toward sustainable development. Women educators – the majority of teachers worldwide - are especially vulnerable and tend to experience more perceived stress in their effort to manage their multiple roles both at home and at the workplace. Literature review of current research reveals the distinct coping needs of women educators and how structured peer support and mentoring relationships empower women educators. Case studies will demonstrate the outcomes both for educators themselves and for the students. Participants in this experiential presentation will also explore resilience strategies to empower themselves, maintain equilibrium, and combat burnout based on NeuroLearningPower®, the evidence-based structured mentoring framework that empowers women educators and their students to thrive.

Keywords: Female educators, burnout, wellbeing, leadership

EFL Learners' L2 Belongingness, Emotion Regulation Strategies, and Self-rated English Proficiency in Remote Emergency Learning

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The present research sought to investigate the associations between EFL learners' social/academic belongingness and self-perceived English proficiency, along with the mediating impact of emotion regulation strategies (reappraisal and suppression) within the context of online education. In doing so, 191 Turkish EFL university students were recruited. The path analysis results indicated no direct correlation between social/academic belongingness and self-perceived English proficiency. However, the direct paths from social belongingness-peers and academic belongingness-teacher to reappraisal were significant, and the mediation analysis revealed a significant indirect association between social belongingness-peers and L2 proficiency through reappraisal. There was also a significant indirect relationship between academic belongingness-teacher and L2 proficiency via reappraisal. Furthermore, a significant direct path from academic belongingness-peers to suppression was identified. Overall, the findings revealed that relationships between social belongingness-peers and L2 proficiency and between academic belongingness-teacher and L2 proficiency are fully mediated by reappraisal regulation strategies.
Keywords: L2 belongingness, emotion regulation, self-rated English proficiency, online education

Lowering the Affective Filter: Using Performance Art to Facilitate Language Learning in University Classrooms

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Students in higher education language learning settings are oftentimes subjected to instructors' hierarchical pedagogical practices. This can create an educational environment which is not conducive to true critical thinking that may feel liberating, productive, and dialogical. In order to encourage and create such an atmosphere, classroom instructors can look to the arts for inspiration. We propose the integration specifically of the performative experience in the classroom as a tool for developing a multitude of processes related to teaching and learning. It can be used to encourage experiential learning, creativity and critical thinking, and recall and retention of information. We have chosen two purposes as the focal points for research we will conduct in three university settings in Turkey, Spain, and the United States: considerations for the social-emotional component of the learning process and the creation of a safe space for students' personal expression. We have identified these two themes as areas of needed improvement in our university classrooms. In particular, we have identified a need for the creation of tools that promote a classroom environment in which our students feel relaxed, in order to productively discuss classroom material and with equal importance—to acquire language in a setting that has been made comfortable by the use of these performance art tools. We will share tools and allow the audience to practice using performance art to lower students' affective filters and inhibitions in order to create a sense of community in the classroom.
Keywords: Well-being dynamics, challenges and opportunities, EFL teachers

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Exploring Well-being Dynamics Across Career Stages: Challenges and Opportunities for EFL Teachers

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This session delves into the dynamic nature of well-being among English as a Foreign Language (EFL) teachers, examining how it changes across various career stages. In the context of an ever-evolving educational landscape with fast-technology improvements and pandemics, understanding the well-being challenges and opportunities faced by EFL teachers is crucial for promoting their professional development, personal satisfaction, workload, student

dynamics, institutional support, and personal growth. Combining extensive research and real-life experiences, this study explores the features of well-being transitions from novice to experienced EFL colleagues. The paper will shed light on the opportunities within these challenges. It will emphasize the importance of mentorship, professional development, and self-care practices at different career stages to enhance well-being. The role of educational institutions and policymakers in fostering a supportive environment for EFL teachers will also be explored, ultimately benefiting both teachers and their students.

Keywords: Teacher well-being, novice teachers, experienced teachers

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Exploring ESL College Students' Essays: A Data Science Approach to Enhancing Writing Skills

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In the dynamic realm of English Language Teaching (ELT), data science techniques offer critical insights into ESL college students' writing challenges. This research utilizes Natural Language Processing (NLP) methods to analyze ESL essays comprehensively. The study addresses vocabulary, sentence structure, and semantics, aiming to reveal patterns for writing improvement and linguistic development. The researcher collected 111 essays from Istanbul Health and Technology University freshmen majoring in English Language and Literature and English Translation and Interpreting before November 30th, 2022 when ChatGPT was not released. Results indicate an average of 465 vocabulary items, with 205 unique words, which is a vocabulary range indicator. Stems numbered 184, and lexical density, which was the ratio of content words to function words, was 43.13%. The average sentence count was 22.48, with a sentence length of 22.42 vocabularies. Part of Speech Tagging showed a preference for nouns, adjectives, adverbs, verbs, prepositions, and subordinating conjunctions. Common grammatical errors included subject-verb agreement, typos, and punctuation issues. Essays exhibited an average of 17 connectors, with "and," "but," "or," and "so" being frequent. Coherence analysis, scored from 0 to 1, yielded an average of 0.37, indicating room for improved argument coherence. This interdisciplinary approach to ESL essay assessment, enriched with statistical insights, not only informs qualitative feedback but also offers a data-driven perspective on language development.

Through the integration of NLP techniques and statistical analysis, this project seeks to contribute to the ongoing discourse in English Language Teaching, bridging the gap between data science and language education. During the presentation, I will provide more detailed error analysis that cannot be incorporated in this abstract such as reporting and correcting grammar mistakes students experienced. I believe the findings and data science techniques will have practical implications for educators, enabling them to target specific areas for improvement based on statistical evidence.

Keywords: English as a second language writing, NLP, data science

How do contextual, personal, motivational, and cognitive factors contribute to multilingualism?

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Being characterized as "a normal necessity for the world's majority" (Jessner, 2006, p. 1), multilingualism is a growing phenomenon in societies and is generally defined as the ability to speak, understand, or use multiple languages. However, the factors that influence individuals' decisions on multiple language acquisition are diverse and the processes are dynamic and nonlinear (Witney & Dewaele, 2018). As such, the present study aimed to explore how contextual, personal, motivational, and cognitive factors contribute to learners' multiple language acquisition. A total number of 256 university students in different majors in Istanbul participated in the study by filling out a questionnaire and taking language aptitude tests. The results of multiple regression analyses showed that students' personal wishes and aspirations for learning a language (ideal L2 self) positively and their obligations and duties (ought-to L2 self) negatively predicted multiple language acquisition. On the other hand, however, students' gender, major (English vs. non-English), language aptitude (measured using the LLAMA tests) did not play a significant role in this regard. Moreover, having a native teacher also was found not to have any effects on the students' multiple language acquisition. The findings will be discussed within the field of multilingual acquisition with respect to the context of the study.
***Keywords*:** Multilingualism, language aptitude, gender, major, motivational self system

Exploring the Impact of Mixed-ability EFL Learners' L2 Motivational Self-System & Self-resilience on their Writing Tasks

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Due to the importance of writing in academic and professional life, competency in academic writing has been a matter of concern, especially in countries where English serves as a second or foreign language. The present study explored the impact of mixed-ability EFL learners' L2 motivational self-system & self-resilience on their writing tasks among BA university students in English Translation course. The study conducted a mixed (quantitative and qualitative) method. Since the method of the research is explanatory mixed (qualitative and quantitative) method, there are parts assigned to quantitative data collection like releasing L2 MSS and Self -resilience questionnaires (pre-test, post-test and delayed post-test) and its validation as well. The participants' performance on the writing tasks will be investigated through repeated measures ANOVA. The research instruments in the study included Brander's (2013) modified version questionnaire of L2 Motivation Self-System includes 68 items on a 5-point Likert, self-resilience questionnaire by Dong et al (2013) with 27 items on a 5-point Likert scale and writing tasks includes open –ended questions and report of the figures. The findings indicated that the mixed-ability EFL learners' L2 motivational self-system predict BA university students' performance on tiered form-focused writing tasks. Also, according to the findings, the mixed-ability EFL learners' L2 motivational self-system predicted their performance on tiered content-focused writing tasks. Finally, the findings of the study indicated that the mixed-ability EFL learners' self-resilience predicted students' performance on tiered form-focused and tiered content-focused writing tasks.
Keywords: Motivational self-system, self-resilience, writing tasks, mixed-ability, EFL learners

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Exploring Challenges and Strategies in Academic Writing Among EFL Graduate Students: A Qualitative Study

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Graduate students face unique challenges and pressures compared to other learners, both within and outside their academic lives. While numerous studies have examined the writing strategies and challenges of ESL/EFL undergraduate students, there is an absence of research focusing on the academic writing difficulties and strategies of master's graduate students. Moreover, an increasing number of students are criticized for their inadequate preparation in academic writing at the graduate level. This qualitative study aims to explore the challenges faced by EFL master's graduate students in academic writing and the strategies they employ to overcome these challenges. The study was conducted during the 2020-2021 academic year, involving 28 master's students enrolled in a foundation university in Istanbul, Turkey. Semi-structured interviews were conducted to gather data. The students identified various difficulties in scholarly writing (e.g., written assignments, reflective essays, research proposals, research articles, and thesis writing). Four primary themes identified: academic writing as a major obstacle,

influences on the writing process, supervisors' relationships, and socioeconomic problems. The students shared that reading scholarly work is the best strategy to write better academically. Notwithstanding, this study argues that there might be more effective approaches to deal with master's graduate students' difficulties in academic writing that provide maximum benefits for students. The study supports providing graduate students with apt support and guidance to enhance, improve, and advance their academic writing skills.

Keywords: Academic writing, Graduate students, EFL

Boosting Teachers' Social- Emotional Competencies Through an Inset Program on SEL

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Converging findings from studies have shown the importance of teachers' social and emotional competencies (SECs) to address the issues such as burnout, depression and ultimately, their exodus from the profession. In that realm, this qualitative study explored the effects of an Inset program on teachers' SECs. Five volunteer teachers working in public schools from different regions of Turkey participated in the training for six weeks. The analysis of data collected through in-depth semi-structured interviews revealed that the Inset program noticeably allowed teachers to become more aware of their own SECs and feelings, it also made them more able to incorporate an awareness of SEL issues into their teaching for the benefit of their pupils and, indeed, for themselves.

Keywords: teachers' SECs, teacher professional development, social and emotional learning

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A Comparative Study on Learner Autonomy Between Genders in an A1 Repeat Class

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Regarding the concept of a "good learner," learner autonomy refers to the ability to make informed decisions and engage in strategic training that promotes self-directed learning. Autonomy has been a subject of investigation by multiple researchers due to its potential to offer valuable insights into the cognitive and learning processes of students, as well as their ability to influence their own learning outcomes. However, little consideration has been given to differences in gender in A1 repeat class. The objective of this study is to examine the level of autonomy exhibited by A1 repeat class students and to identify any potential gender-based variations. Moreover, the study was to determine the factors that affect learner autonomy in male and female learners, and to assess the effects of learner autonomy on language proficiency, motivation, and self-efficacy in both genders. In order to attain the desired outcome, a group of 13 students comprising of 6 males and 7 females was chosen through the utilization of nonprobability sampling technique. The participants were administered a questionnaire that elicited their self-reported frequency of strategy utilization. Quantitative analysis techniques were employed to identify gender differences within the given context. The results indicate that gender is a crucial factor in determining the degree of learner autonomy in a repeat A1 class. More specifically, female students who are repeating A1 exhibit higher levels

of autonomy yet driven by extrinsic incentives such as high-income and prestigious employment opportunities. Furthermore, female students exhibit a greater inclination towards working independently without external supervision and undertaking supplementary assignments to enhance their proficiency in the English language.
Keywords: Learner autonomy, self-directed learning, student motivation, gender differences, repeat classes

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Mid-Career EFL Teachers' Well-being: A Case Study

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Given the prevailing academic milieu, which predominantly centers on the phenomenon of student-centeredness within the domain of applied linguistics, there arises an imperative to scrutinize the myriad challenges and prospects confronting educators in the realm of English as a Foreign Language (EFL). Such an endeavor is pivotal, as it facilitates a comprehensive comprehension of these challenges and prospects, which in turn plays a pivotal role in shaping the overall quality of educational provisions. The current study endeavours to augment the existing body of scholarly knowledge by directing its focus towards a demographic hitherto underexplored: mid-career EFL teachers within the somewhat under-researched context of Türkiye through ecological perspective. The corpus of empirical data harnessed for this study consists of meticulously conducted semi-structured interviews, the subsequent analysis of which has yielded discernible patterns and insights. The findings emanating from this inquiry divulge a discernible misalignment between the macro and meso-level factors governing the teaching profession and the individualized exigencies encountered by EFL teachers within their personal, professional, and societal spheres. Notably, the investigation uncovers that EFL teachers within the private sector bear the brunt of a formidable workload compounded by remuneration disparities, a confluence of factors that invariably contribute to the pernicious phenomena of burnout and attrition. In light of these revelations, this study proffers salient implications intended to inform the actions and decisions of educational policymakers, teacher trainers, and researchers operating within this specialized domain.
Keywords: Language teachers' wellbeing, mid-career teachers, ecological perspective

Examining Pre-Service EFL Teachers' Attitudes, Sentiments, and Concerns towards Inclusive Education: A Case of Teacher Education Programs in Türkiye

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Inclusion, as an educational practice grounded in social justice, promotes equal access to educational opportunities for all students regardless of their disability status. The efficacy of such inclusive education largely depends on teachers, particularly their attitudes and skills for teaching students with special educational needs (SEN) in mainstream classes. That being the case, initial teacher education programs play a crucial role in cultivating the essential skills and attitudes related to SEN among pre-service teachers. This study examines the attitudes, sentiments, and concerns of pre-service English language teachers regarding the inclusive education in Turkey. A total of 139 pre-service English teachers from five universities completed The Sentiments, Attitudes, and Concerns about Inclusive Education–Revised (SACIE-R) scale. The results of the descriptive statistics indicate moderate attitudes towards inclusive education among the pre-service English language teachers. Further results of independent sample t-tests showed that while their sentiments and concerns about inclusive education varied depending on their prior coursework experience, their attitudes remained stable. More specifically, the attitudes and concerns of the participants did not demonstrate a significant correlation with their policy knowledge, but the sentiment scores revealed statistically significant differences in the two groups with and without policy knowledge. Moreover, previous experience with SEN students did not significantly influence the participants' attitudes, sentiments, or concerns about inclusive education. Finally, the study offers valuable implications for foreign language teachers, teacher educators, and the designers of initial teacher education programs and curriculum for reshaping initial teacher education programs and curricula, thereby equipping future teachers with the necessary skills and attitudes for inclusive practices.

Keywords: Pre-service English teachers, inclusive education, attitudes, sentiments, concerns

Neuropsychological Effects of Autonomous Sensory Meridian Response

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Reaching its audience through online platforms and described as a type of digital self-care, ASMR (Autonomous Sensory Meridian Response) is a sensory phenomenon. ASMR represents the response to sensory stimuli that are expressed as triggers, such as soft sounds, and slow movements with a tingling sensation spreading from the head and neck area to the spine and body. The popularity of ASMR is attributed to the fact that attention is directed to sound instead of linguistic content, and audience intimacy is established with sound instead of semantics. It is stated that this sensory mechanism can be used to relax and promote sleep, and even as an antidote to depression and anxiety. Research emphasizes ASMR's ability to improve mood and temporarily relieve physical pain and suggests that it can be used as a potential therapeutic tool. In this context, our review focuses on understanding ASMR through psychological, neurophysiological processes. Specifically, it is aimed to provide predictions about the psychological dimensions of ASMR on individuals and its future uses. The first academic study which was published in a peer-reviewed journal, on the concept was conducted in 2015. For this reason, in this presentation, qualitative and quantitative studies - within the scope of the research between 2015 and 2023 are systematically examined. Review findings suggest that ASMR involves functions such as focused attention and levels of sympathetic activation that cannot be found in a typical physiological relaxation. While psychological studies on the phenomenon emphasize the properties of depression and anxiety relief of ASMR, neurophysiological studies show that it provides an increase in focused attention, long-term electrophysiological relaxation. Our findings support the idea that ASMR can be used for therapeutic purposes in psychotherapies such as anxiety and focus therapy.
Keywords: Autonomous sensory meridian response, psychology, neuroscience

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L2 Writing for Well-being and Resilience

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The research explores the impact of creative expressive writing in the EFL classroom on Ukrainian students' well-being and resilience. It provides preliminary findings of the experimental project of Cardiff University (UK) and Vasyl Stefanyk Precarpathian National University (Ukraine). The project promotes incorporating L2 creative expressive writing into the Ukrainian EFL curriculum. The war has taken a massive toll on Ukrainian students' mental health. That is why shifting the focus from exclusively academic English writing skills to creative expressive writing increases students' emotional agility and helps them develop coping mechanisms to navigate current traumatic events. Writing for self-awareness, well-being, resilience, stress management, and gratitude sessions incorporate journaling, poetry, narrative, letter, and reflective writing. This research aims to contribute to the field of SLA by bridging the gap between L2 Creative Writing Pedagogy and Positive Psychology. It highlights the

numerous benefits of creative expressive writing activities in the EFL classroom. This diversified approach to L2 writing is hugely relevant to the Ukrainian EFL context and has proved beneficial in multiple ways. It encourages self-reflection, fosters creativity, promotes critical thinking, improves emotional intelligence, enhances well-being and resilience. In this challenging time, Ukrainian academia is moving beyond rigid subject mastery and aims to increase the relevance of education. Innovative EFL teaching methods accommodate students with skills to survive and thrive in their studies, future careers, and personal lives as the current educational landscape promotes the significance of addressing students' holistic growth.

Keywords: Creative writing, expressive writing, well-being, resilience

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Unraveling Pre-service EFL Teachers' in-Class Frustration

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It is well known that teaching is an emotional process and how teachers feel is as important as their knowledge of the subject matter, pedagogy, or curriculum. However, most of the time teacher education programs seem to have relied more on theoretical knowledge and neglect the emotions of teachers, and language teacher education programs are no exception to this tendency. In the context of language teaching, teacher emotionality plays a decisive role in teachers' choice of instructional activities such as involving in collaborative professional development activities (e.g., peer observation and team teaching), undertaking individual or group-based activities, creating a cooperative or competitive classroom environment, making use of edutainment activities (e.g., songs, games and stories) and selecting commercial or teacher-made materials. Numerous studies have been carried out on teachers' positive and negative emotions (enjoyment, pride, anger, anxiety, etc.) and a number of researchers have started to explore pre-service teachers' emotions (Holappa et al., 2021; Ji et al., 2022). Mostly associated with teacher stress, anger and burnout, frustration has been the focus of some studies (Lewandowski, 2003); nevertheless, the number of studies inquiring into student teachers' emotional experiences -especially in-class frustrations- seems to be scarce in the field of language teaching. To fill this gap, the present study aims to contribute to the ever-growing body of literature by scrutinizing pre-service EFL teachers' in-class frustrations and how they handle that feeling. The participants of this qualitative study were 70 pre-service EFL teachers enrolled in the Department of English Language Teaching. In this qualitative study, data were collected through reflection papers and semi-structured interviews throughout a one-year teaching practicum (consisting of 24 weeks). Content analysis was utilized to analyze the data, and the study findings have some implications for pre-service EFL teacher education programs.

Keywords: Pre-service EFL teachers, in-class frustrations, teacher emotion

R-technique factor analysis vs. P-technique factor analysis: The Ergodicity Issue in Positive Psychology Research in the Field of Applied Linguistics

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Recent research in positive psychology (PP) research has emphasized the importance of subjective experience, both in short term- and long-term changes in PP constructs. Emerging evidence also highlights an important role of individual learners' subjective understanding in determining how PP constructs, such as foreign language enjoyment or boredom, emerge in the ecology of an L2 classroom and what factors contribute to the emergence of these constructs. The concept of "boredom in practical English language classes" (BPELC) indicating boredom experiences of foreign language learners has drawn the attention of researchers in the PP domain of the field of applied linguistics. One issue in terms of the assessment of language learners' boredom might be whether the findings of group studies can be generalized to the findings of longitudinal case studies. Subjective experiences of boredom can be effectively measured via psychometric scales using cross-sectional (group study) samples. However, they might fail to reflect inter- and intra-individual variations in boredom experiences. We conducted this research with the primary aim of comparing the group- study (nomothetic) and individual-case-study (idiographic) approaches to BPELC. In our first study, we analyzed data collected from 658 participants who filled out a one-time survey of BPELC (using R-technique factor analysis). Results indicated a two-factor structure of BPELC. Our second study, study 2, (idiographic) included a sample of 14 participants who completed the scale 24 times, which allowed us to explore intra-individual analysis over time (using P-technique factor analyses). Our analyses suggested that many individual language learners displayed profiles of BPELC that differed in structure from the group study forms: only two participants' profiles encompassed two structures as modeled in Study 1, whereas the majority demonstrated either three or four factors of BPELC. These findings provide evidence for the fact that language learners are not ergodic ensembles. This means that findings of group studies in PP constructs does not necessarily reflect the findings of individual case studies. Our findings put emphasis on the need for the consideration of inter-individual and intra-individual variation of PP constructs in future PP research in the field of applied linguistics.
***Keywords*:** Positive psychology, boredom in practical English language classes, group studies, case studies, ergodicity issue

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Cultivating Language Learners' and Teachers' Digital Wellbeing

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The onslaught of Covid accelerated the use of digital resources for educational purposes and although the world has moved from response to recovery to almost "normal" (whatever that means!), wellbeing-concerned language teachers will be keeping in mind not only measures to sustain their learners' mental and emotional health but also

actions they can take to secure learners' digital wellbeing. This webinar will begin by exploring ideas for linking language instruction to learners' mental and emotional welfare. However, because online learning is here to stay, we will also delve into the notion of "digital wellbeing" and ways that language teachers can mitigate the negative impact of digitalization while intensifying the positive power of technology. Particular attention will be focused on finding balance through creating boundaries.

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