

THE 7TH INTERNATIONAL

ENGLISH FOR SPECIFIC PURPOSES CONFERENCE

Advancing ESP Research and Practice across a Changing Academic and Professional Landscape

BOOK OF ABSTRACTS

6-7 NOVEMBER 2026

Friday & Saturday

CULTURE AND CONVENTION CENTER (KKM)

Middle East Technical University, Ankara, Türkiye

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About the Conference

The 7th International English for Specific Purposes Conference welcomes ESP professionals and scholars from across the world to Ankara on 6–7 November 2026. Organised and hosted by Middle East Technical University and the International ESP Teachers' Association (IESPTA), the conference brings researchers and practitioners together for plenary talks and paper presentations on teaching and learning English in academic, professional and other specialised discourse communities.

THIS YEAR'S THEME

Advancing ESP Research and Practice across a Changing Academic and Professional Landscape

CONFERENCE TOPICS

01 The effectiveness of various approaches to language learning and teaching
02 Curriculum development and evaluation
03 Digital technologies in language learning and teaching
04 Teaching and testing techniques
05 Assessment challenges
06 Teacher education and development
07 Materials preparation
08 Second language acquisition in specialised contexts
09 Needs assessment
10 Discourse analysis
11 Descriptions of specialised varieties of English
12 Educational policies and language learning and teaching
13 Migration and language learning and teaching
14 Future dimensions in English language learning and teaching
15 Reading and academic writing

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KEYNOTE SPEAKERS

Plenary Talks



PLENARY 1 DAY 1

Nur Yiğitoğlu-Aptoula *Boğaziçi University*

From Feedback to Agency: Rethinking EAP/ESP Assessment and Learning in the Age of Generative AI



PLENARY 2 DAY 1

Deniz Şallı-Çopur *Middle East Technical University*

Countering Entropy in ESP/EAP: Harnessing Human Agency in Changing Times



PLENARY 3 DAY 1

Ken Hyland *University of East Anglia*

Generative AI and Academic Writing: From Threat to Teaching Tool



PLENARY 4 DAY 2 VIRTUAL

Jim McKinley *University College London*

Beyond Proficiency: ESP and the Future of Disciplinary Learning

PLENARY 1

From Feedback to Agency: Rethinking EAP/ESP Assessment and Learning in the Age of Generative AI



Nur Yiğitoğlu-Aptoula
Boğaziçi University, Türkiye

DAY 1 HALL A

If artificial intelligence can now produce coherent, grammatically accurate, and rhetorically plausible texts in seconds, what exactly are we educating writers to do? The rapid emergence of generative AI has made this question impossible to ignore, particularly in second language writing, where AI-powered tools can provide learners with unprecedented access to linguistic resources, feedback, and models of academic discourse. Yet much of the current conversation remains focused on whether students should use AI, how AI-generated writing can be detected, or how assessment should be redesigned. These responses address important concerns, but they risk overlooking a more fundamental question: what is writing for when machines can increasingly perform many of its visible functions?

In this keynote, I argue that generative AI should not lead us to abandon writing, but to rethink what writing makes possible as a form of learning, knowledge construction, and human agency. Drawing on research in L2 writing, written feedback, teacher expertise, and AI-supported writing, I explore how generative AI is reshaping the relationships among writers, teachers, texts, and feedback. I consider what AI can offer writers—including linguistic support, alternative formulations, feedback, and opportunities for experimentation—and, equally importantly, what remains irreducibly human: making rhetorical choices, evaluating possibilities, negotiating meaning, exercising contextual judgment, developing an authorial position, and taking responsibility for what one writes.

I propose a shift from asking "How can we use AI to improve writing?" to asking "How can writing education help learners think, judge, and act in an AI-mediated world?" This shift positions AI not simply as a writing assistant, but as an object of critical inquiry, a partner in dialogue, and a catalyst for developing new forms of writing and feedback literacy. It also requires us to reconsider teacher expertise: as AI becomes increasingly capable of generating and evaluating texts, teachers' most important role may lie less in transmitting linguistic knowledge and more in cultivating judgment, rhetorical awareness, and meaningful human engagement with texts and technologies.

Ultimately, the challenge posed by generative AI is not that machines can now write. It is that their ability to write forces us to articulate, perhaps more clearly than ever before, why humans write, what humans learn through writing, and what kinds of writers we want education to develop. The future of L2 writing education, I argue, will not be determined by whether AI can write better than humans, but by whether we can reimagine writing education so that human intelligence remains at the heart of learning. ■

PLENARY 2

Countering Entropy in ESP/EAP: Harnessing Human Agency in Changing Times

Deniz Şallı-Çopur
Middle East Technical University, Türkiye

DAY 1 HALL A



In physics, entropy measures disorder, randomness, and the gradual breakdown of a closed system unless energy is actively injected. Entropy increases over time and in its own way. In our field, an ESP/EAP program left on autopilot suffers a remarkably similar fate: pedagogical entropy. Syllabi get outdated, assessment rubrics lose their sharpness, and classroom practices quietly drift away from real-life tasks. Today, this drift is accelerated by generative artificial intelligence. AI presents us with a paradox: while it instantly generates "low-entropy," polished surface-level text, it creates "high-entropy" confusion for educators trying to evaluate genuine student learning, critical thinking, and authenticity. How do we keep our profession adaptive rather than purely reactive in the face of such technological shifts? We have to actively inject intentional energy back into the system. This talk argues that insiders (as teachers, trainers, and administrators) are responsible for countering pedagogical entropy in any institution to keep their ESP/EAP programs vibrant, rigorous, and deeply human across a changing landscape. ■

PLENARY 3

Generative AI and Academic Writing: From Threat to Teaching Tool

Ken Hyland
University of East Anglia, United Kingdom

DAY 1 HALL A



The rapid rise of generative AI tools has intensified debates about student writing in higher education. These systems produce fluent, coherent, and stylistically polished prose, offering many students, especially second-language writers, accessible models of academic organisation and linguistic accuracy. Yet these advantages coexist with concerns about plagiarism, diminished critical thinking, and the shifting role of writing in learning. Institutional responses have largely centred on detection technologies, policy restrictions, and assessment redesign, reflecting an instrumental focus on compliance rather than pedagogy. Such approaches overlook how AI challenges deeper assumptions about writing as a process of knowledge construction, disciplinary positioning, and rhetorical engagement. In this paper I examine how AI can be integrated into writing pedagogy in ways that strengthen rather than erode students' rhetorical development. Drawing on my work with Kevin Jiang comparing AI-generated and student-authored essays, I identify key differences in rhetorical performance: AI excels in producing fluent structure but lacks interactional features, evaluative nuance, and authorial presence. Building on these findings, I propose a pedagogical framework that uses AI-generated texts as objects of analysis, revision, and reflection to foster rhetorical awareness and critical AI literacy. ■

PLENARY 4 VIRTUAL

Beyond Proficiency: ESP and the Future of Disciplinary Learning

Jim McKinley
University College London, United Kingdom

DAY 2 HALL A



What does it mean to be prepared to study through English when generative AI can produce fluent language on demand? For ESP, this question renews a longstanding concern with the relationship between language, disciplinary knowledge and participation. Students need to interpret unfamiliar expectations, evaluate evidence, develop arguments and communicate knowledge in ways that carry meaning within their fields. Fluent English, whether independently produced or supported by AI, offers limited evidence of their preparedness for these demands. Drawing on research into English-medium instruction (EMI), this keynote examines how ESP can support students' participation in disciplinary learning. I argue for understanding preparedness as something that develops through engagement with disciplinary practices, relationships and resources throughout a degree. From this perspective, students' multilingual repertoires, access to support and opportunities to work with disciplinary knowledge become central to the purposes and organisation of ESP. Generative AI brings these questions into sharper focus by changing how students access, produce and demonstrate knowledge. The talk considers what these changes mean for needs analysis, collaboration between language and subject specialists, and the continuity of support beyond preparatory programmes. It concludes by proposing directions for ESP provision that connect language development with disciplinary understanding and distribute responsibility for students' preparedness across the university. ■

DAY 1 SESSION 1 HALL A

From Student Participation to Epistemic Negotiation: Agency in EAP Classroom Interaction

Şermin Arslan Uri

Recep Tayyip Erdoğan University, Türkiye

Classroom participation is commonly organised through institutional arrangements in which teachers initiate interaction, allocate turns and evaluate students' contributions (Mehan, 1979; Margutti & Drew, 2014). However, students may also initiate actions that extend beyond responding to teacher prompts, creating opportunities for participation and learning (Waring, 2011). This study explores how student agency becomes visible in the negotiation of epistemic rights in an English for Academic Purposes (EAP) classroom at a UK university. In particular, it examines how students orient to their rights and responsibilities to contribute to, question and evaluate knowledge within teacher-led classroom interaction. Drawing on Conversation Analysis (CA), the study examines video-recorded classroom interaction, focusing on an episode involving a teacher-led grammar activity. The analysis attends to the interactional organisation of students' contributions and the ways in which participants respond to and negotiate grammatical accounts. Particular attention is given to how students' initiatives make epistemic rights and the distribution of knowledge authority relevant to the ongoing interaction. The analysis highlights the interactional nature of epistemic negotiation, showing how the boundaries between teacher-led knowledge transmission and student contributions to knowledge are not fixed but are negotiated in the unfolding interaction. It demonstrates how students' participation can extend beyond responding to teacher prompts to involve claims to epistemic rights within the classroom. The study contributes to research on student agency and classroom interaction by foregrounding the relationship between participation, epistemic rights and the negotiation of knowledge in EAP settings. ■

KEYWORDS *student agency; epistemic rights; epistemic negotiation; conversation analysis; classroom interaction*

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DAY 1 SESSION 1 HALL B

A Phenomenological Investigation of EAP Teacher Identity in the Age of AI

Sercan Çelik[1], **Funda Kelahmetoğlu Tunçer**[2] & **Selahattin Yılmaz**[3]

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[3]*TED University, Türkiye*

The growing presence of generative artificial intelligence (GenAI) in higher education continues to transform English for Specific Purposes (ESP) instruction, leading practitioners to reconsider their professional roles and revisit their pedagogical decision-making processes. While a growing body of research has explored teachers' GenAI perceptions and uses, how they experience these changes in relation to their professional identities and how they position themselves within increasingly AI-mediated instructional contexts have been studied to a lesser extent. This issue is particularly relevant to English for Academic Purposes (EAP), where questions surrounding academic writing, authorship, feedback, and assessment are closely intertwined with teachers' pedagogical expertise. Therefore, this study explores the influence of EAP instructors' lived experiences of GenAI on their professional identities and positioning. Adopting an interpretative phenomenological approach (Smith et al., 2009), the study draws on data collected from nine experienced EAP instructors at a private university in Türkiye through semi-structured interviews, vignette-based elicitation involving specific AI-use scenarios, and participant-generated visuals (Xu & Tan, 2024) depicting their conceptualizations of GenAI in EAP. Findings point to key interrelated experiential themes. First, EAP instructors generally perceived GenAI as a useful pedagogical resource while highlighting the need to evaluate and adapt outputs. Similarly, they positioned themselves as conditional collaborators with AI, negotiating the scope of its use and engaging with it selectively. In addition, they expressed recurrent concerns about protecting the nature of learning and authorship in AI-mediated writing and assessment. Finally, although instructors experienced demoralization and a reduced sense of instructional value, some reasserted their value through distinctively human aspects of teaching, including context-informed and experience-based judgement and human interaction. These findings highlight the need for comprehensive, context-sensitive, and up-to-date AI literacy training and institutional guidance in order to support the instructors' professional agency and help them adapt to an increasingly AI-mediated academic landscape. ■

KEYWORDS *generative artificial intelligence (GenAI); English for Academic Purposes (EAP); teacher identity; teacher positioning; interpretative phenomenological analysis (IPA)*

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DAY 1 SESSION 1 HALL C

A Convergent Mixed-Methods Needs Analysis for Undergraduate Gastronomy and Culinary Arts English Curriculum in a Turkish State University

Oğuzhan Ozan[1] & **Ceylan Yangın Ersanlı**[2]

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[2]*Ondokuz Mayıs University, Türkiye*

English for Culinary Arts is an under-investigated niche within English for Specific Purposes (ESP) research, but the communicative requirements of globalized gastronomy workplaces are increasingly demanding undergraduate students to go well beyond general English proficiency. This study is a triangulated needs analysis of the Occupational English program of a Turkish state university's Gastronomy and Culinary Arts department and addresses a longstanding methodological gap in Turkish vocational ESP settings where curriculum design has been based on student self-assessment rather than multi-source empirical validation. The research employs a convergent mixed-methods design and combines three complementary data strands: a quantitative student course evaluation questionnaire (N = 135), semi-structured interviews with four subject-matter expert instructors analyzed through reflexive thematic analysis, and a corpus-informed analysis of eight authentic workplace documents totaling 15,208 running words. Descriptive and non-parametric inferential analyses showed that listening needs were the most prominent perceived target situation demands (M = 4.63, SD = 0.52) and significant gender-based and cross-cohort differences were found in affective and productive skills domains. Instructors' thematic analysis uncovered three overlapping themes across faculty: operational delay, demands of changing chef identity, and methodological mismatch in current language instruction. The analysis of regulatory and procedural documents in the field of gastronomy using corpus linguistics revealed that professional literacy in the workplace is characterized by dense formulaic imperatives, deontic modal structures and non-linear visual document formats that are not addressed by the current general English syllabi. Triangulation of the joint display matrix confirmed a critical mismatch between students' conversational skill orientation and the administrative literacy demands objectively present in the target workplace. The findings offer an empirical basis for a task-based and genre-driven revision of the Occupational English curriculum and extend the theoretical integration of critical needs analysis, critical genre theory, and the formulaic competence frameworks in the gastronomy ESP domain. ■

KEYWORDS *needs analysis; English for Specific Purposes (ESP); target situation analysis (TSA); present situation analysis (PSA); curriculum design*

DAY 1 SESSION 2 HALL A

English for Academia, Turkish for Access: International Students' Language Socialization in EMI Higher Education

Elif Burhan Horasanlı, Cemre Gizem Mayda & Arda Dağdelen

TED University, Türkiye

Academic discourse socialization (ADS) refers to how learners develop the linguistic, interactional, cultural, and epistemic practices needed to participate in academic communities. Research shows that ADS occurs through formal instruction and participation with peers, instructors, and other institutional actors (Duff, 2010; Friedman, 2023; Zappa-Hollman & Duff, 2015). Existing literature mostly documents ADS in Anglophone or single-target-language contexts; thus, less is known about international students in non-Anglophone English-medium instruction (EMI) universities, where students must navigate English as the language of academic participation and the local language as the language of everyday and institutional life. Addressing this gap, the present study explores multilingual socialization trajectories of two international undergraduate students in an EMI university in Türkiye.

Drawing on language socialization theory, this year-long comparative case study focused on two international undergraduates, Maya and Adam (pseudonyms). Data were collected through critical incident narratives, semi-structured interviews, and social network maps. Using thematic analysis mainly, within-case analysis traced each participant's trajectory, and cross-case analysis identified shared patterns and divergent forms of adaptation within the EMI environment.

Preliminary findings suggest that language socialization in the EMI setting was neither linear nor limited to developing academic English. While English provided students with access to academic participation, it did not ensure equal access to the social and institutional life of the university, where Turkish remained influential. Consequently, participation was mediated through selective peer networks (Zappa-Hollman & Duff, 2015). However, the students developed different forms of agency within this environment. Maya increasingly relied on trusted multilingual peers as linguistic and institutional brokers. Adam developed a more self-regulated trajectory, becoming increasingly strategic about academic practices, peer relationships, and help-seeking. Together, the cases suggest that socialization in non-Anglophone EMI settings may involve selective multilingual pathways for participation rather than gradual assimilation into the local linguistic community. ■

KEYWORDS *academic language socialization; English-medium instruction; international students; multilingualism*

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DAY 1 SESSION 2 HALL B

Navigating Institutional Friction, Assessment Tensions, and AI Integration in EFL Writing: A Case Study in a Higher Education Context

Esra Yatağanbaba & Pınar Karataş

Ege University, Türkiye

The integration of generative artificial intelligence (GenAI) into higher education writing instruction has reshaped academic writing contexts, raising critical questions about teacher agency, feedback, and assessment (Alazemi et al., 2026; Ilieva et al., 2025; Kahn et al., 2025; Lan & Chen, 2024). This study explores how English language instructors negotiate their pedagogical beliefs, assessment practices, and professional roles in response to AI-mediated writing, focusing on how AI-assisted draft refinement shapes their professional decision-making, pedagogical roles, and responses to institutional constraints.

Employing a qualitative case study design, the study examines six tertiary-level EFL writing instructors within the same institution. Data were collected through semi-structured interviews, metaphor elicitation, instructional artefacts, and assessment rubrics. Data were analyzed using inductive thematic analysis to examine instructors' decision-making, perceptions of academic writing instruction, and experiences of AI-mediated writing.

Findings revealed tensions between instructors' commitment to scaffolded, process-oriented writing, the changing nature of AI-mediated writing, and institutional mandates. Instructors valued sustained engagement in writing processes through which students develop ideas, construct texts, and learn through drafting and revision. However, insufficient institutional guidance and ambiguous assessment practices created uncertainty about expectations, increased workload, and complicated professional responsibilities. Instructors also expressed concerns that extensive reliance on GenAI may reduce students' cognitive engagement and autonomy and disrupt their authentic writing development (Alazemi et al., 2026; Yeo, 2023). They further highlighted an "illusion of perfection" in student writing, raising concerns particularly about lower-level learners' critical thinking, authorship, and writing development. The findings highlight the importance of critical GenAI integration, supported by institutional guidance that keeps instructors in the loop and preserves their agency, professional judgement, and pedagogical autonomy. The study further emphasizes process-oriented writing practices with balanced AI policies that foreground instructor oversight, student reflection, and critical justification rather than automated textual generation. ■

KEYWORDS *generative artificial intelligence; EFL writing instruction; teacher agency; AI-mediated writing; assessment practices*

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DAY 1 SESSION 2 HALL C

Lexical Sophistication in Monologic and Dialogic Academic Settings: A Multidimensional Analysis of MICASE and ELFA

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While lexical sophistication has been conventionally examined using frequency-based measures, it is becoming more widely viewed as a multi-dimensional construct. However, the existing research on this topic remains predominantly focused either on writing or on examiners' speeches, thus ignoring natural academic spoken discourse. The present paper attempts to look at the multi-dimensionality of lexical sophistication through two specific types of speeches: monologic and dialogic academic contexts. Using the comparative approach to analysis of quantitative corpus data based on the Michigan Corpus of Academic Spoken English (MICASE) and English as a Lingua Franca in Academic Settings (ELFA) corpus, the research will examine the data in terms of multiple indices produced by the Tool for the Automatic Analysis of Lexical Sophistication (TAALES 2.8), such as psycholinguistic word information, contextual distinctiveness, semantic networks, among others. In addition to that, Exploratory Factor Analysis (EFA) will be used to group hundreds of micro-dimensions into 5 to 10 macro-dimensions. Through analysis of monologic and dialogic academic contexts, the research is expected to contribute to the understanding of lexical preferences in different interactional contexts. By moving lexical sophistication research from predominantly written and elicited performance to naturally occurring academic communication in MICASE and ELFA, we attempt to find out whether there is, in fact, a single profile of "sophisticated" academic vocabulary. If different lexical dimensions become salient as speakers move from holding the floor to negotiating meaning with others, we can better understand lexical sophistication not simply as a property of the speaker or text, but as partly shaped by the interactional and contextual demands of academic communication. ■

KEYWORDS *lexical sophistication; corpus-based study; academic vocabulary*

DAY 1 SESSION 3 HALL A

A Multimodal Lens on Travel Vlogs as a Digital Genre

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Recently, genre studies have observed a multimodal and interactive shift in investigating the meaning-making of emerging genres, such as digital genres. They refer to "genres exhibiting the new media affordances of multimodality, hypertext, and interactivity that are now commonplace" (Belcher, 2023, p. 33). As a technology-enhanced genre, Travel Vlogs are produced by travel vloggers whose purposes are threefold: (1) to provide information about a destination, (2) to evaluate their travel experiences, and (3) to engage with their audiences and encourage interaction. Therefore, travel vlogs can be considered both digital and hybrid genres. This study aims to unveil their complex genre features and define the communicative purposes of YouTube travel vlogs through a multimodal analysis of moves and steps (Swales, 1990). To achieve this aim, multiple modes are investigated simultaneously using ELAN (Eudico Linguistic Annotator) software (Brugman et al., 2004; Wittenberg et al., 2006; Max Planck Institute for Psycholinguistics, 2026). All modes contributing to the genre structure of travel vlogs (i.e., verbal data, on-screen text, camera angle & movement, video editing features, and audio use) are first aligned in ELAN (version 7.1) and then analyzed simultaneously to unveil the genre structure of YouTube travel vlogs. In addition, the metadiscourse use of travel vloggers in selected travel vlogs is scrutinized by adapting Ädel's (2023) taxonomy of metadiscourse from a multimodal perspective. The findings are expected to address the gap in genre analysis identified by Belcher (2025) and expand the scope of metadiscourse studies. Overall, the findings can provide useful guidelines for both novice travel vloggers seeking assistance and experienced vloggers aiming to increase views and subscribers. Furthermore, ESP learners can use the outcomes to keep up with the ever-changing dynamics of online communication and apply them in their personal and professional lives. ■

KEYWORDS *digital genres; metadiscourse; multimodality; travel vlogs; YouTube*

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DAY 1 SESSION 3 HALL B

Constructing a Three-Layer Word List for Academic Pharmacy English Discourse

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The vocabulary of specialized academic discourse is often conceptualized for pedagogical purposes in terms of general, cross-disciplinary academic and discipline-specific technical vocabulary. Nevertheless, these categories are not necessarily discrete, as high-frequency and apparently general words may develop specialized meanings and patterns of use within particular disciplines (Chung & Nation, 2004; Lei & Liu, 2016, Özer & Akbaş, 2024). Although specialized vocabulary lists have been developed for several disciplinary domains, including medicine, existing pharmacology-oriented vocabulary research has been comparatively limited in scale. Thus, we investigate the lexical profile of contemporary pharmaceutical research through the Corpus of Academic Pharmaceutical English (CAPE). We compiled CAPE from 560 empirical research articles distributed across eight sub-domains of pharmaceutical research, with 70 articles representing each sub-domain with approximately 4.5 million running words. We adopt a multi-criterion procedure for identifying general (GPWL), academic (APWL) as well as technical (TPWL) vocabulary in the field, and give particular attention to high-frequency general or academic words that display specialized meanings or distributional patterns in pharmaceutical research. Preliminary findings reveal not simply three lexical layers, yet the points at which these layers intersect across the corpus. By mapping such boundaries in the field, our study aims to provide a more principled basis distinguishing vocabulary shared with broader academic English from vocabulary that reflects the discipline-specific meanings, practices, and communicative demands of pharmaceutical research. Thus, the results of the word list compilation are intended to support pharmaceutical ESAP by distinguishing vocabulary that functions in broader English from terminology and recurrent lexical patterns that are specific to pharmaceutical inquiry in order to assist designing field-sensitive teaching materials and creating corpus-informed activities on pharmaceutical academic English. ■

KEYWORDS *academic vocabulary; corpus linguistics; pharmaceutical English; English for Specific Academic Purposes (ESAP); word list*

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DAY 1 SESSION 3 HALL C

Inclusive in Focus, Inclusive in Method? A Critical Methodological Audit of Learner Voice in ELT Inclusion Research and Implications for Learner-Centered ESP

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Although learner-centeredness and responsiveness to learners' needs are foundational to English for Specific Purposes (ESP), researchers often assess inclusion through what they say about learners rather than through learners' participation in producing knowledge. This study examines whether empirical research on inclusion in English language teaching (ELT) is inclusive not only in focus but also in method and considers its implications for learner-centered ESP research and practice.

A critical methodological audit will be conducted on 17 peer-reviewed empirical articles purposefully selected from a doctoral corpus of 162 ELT studies published between 2005 and 2025. Representing 10.49% of the corpus, the subset was constructed through criterion-based, maximum-variation sampling across indexing contexts, publication periods, learner groups, and inclusion concerns. Each article will be coded along three dimensions: (1) whose voice is treated as evidence; (2) the research stages at which learners participate, including problem formulation, instrument design, data generation, interpretation, and dissemination; and (3) the alignment between claims of inclusion, voice, or agency and the methods used to substantiate them. Cross-case comparison will identify recurring patterns of participation, representation, and methodological exclusion.

The study does not equate disability, migration, linguistic diversity, or minoritized identity with "specific purposes." Instead, it draws on inclusive ELT research to interrogate a central principle of ESP: that language education should respond to learners' situated needs and purposes. It argues that curricula, materials, and assessment cannot be fully learner-centered when learners are included only as data sources but excluded from interpretation and decision-making. The resulting audit framework is intended to support more participatory and methodologically inclusive needs analysis in academic, professional, and other specialized language-learning contexts. ■

KEYWORDS *inclusive ELT; learner voice; methodological inclusivity; epistemic participation; English for Specific Purposes*

DAY 1 SESSION 4 HALL A

Grounding EMI Faculty Development in Classroom Evidence: The EMIT4F Project

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The rapid expansion of English-Medium Instruction (EMI) within higher education is a well-documented phenomenon that inevitably reforms instructional patterns and impacts learning outcomes (Dearden, 2014). While EMI training programs have expanded, institutional and academic support for teacher development remains inadequate (Lasagabaster, 2022). Furthermore, existing professional development efforts rarely draw upon authentic classroom dynamics, creating a critical gap in understanding how observable behaviors, pedagogical moves, and real-time interactions can inform training (Wang et al., 2025). Addressing this requires shifting toward "evidence-informed EMI policy implementation" (Galloway et al., 2021). This presentation introduces a three-year project at a leading Turkish university that responds to this gap through the development of EMIT4F, a modular, data-driven online faculty training program for English-medium instruction. The program draws on a robust, multidisciplinary database comprising EMI classroom interaction recordings, retrospective faculty reflections, and large-scale student feedback. Structured around seven modules spanning the lifecycle of EMI teaching, EMIT4F translates findings from these complementary data sources into targeted pedagogical support for faculty. The presentation will report key findings from the project and demonstrate how they informed the design and content of EMIT4F. In particular, it will show how evidence from EMI classrooms and participant perspectives was translated into strategies for scaffolding disciplinary content, addressing learning difficulties, refining teacher talk, using translanguaging strategically, and integrating gestures and other multimodal resources. The program moves from foundational knowledge of EMI policies and course design to the interactional and pedagogical practices through which EMI is accomplished in the classroom, with the broader aim of supporting both student learning and participation. By grounding faculty development in authentic classroom interaction and the experiences of EMI instructors and students, the project offers an empirically informed approach to addressing questions of faculty preparedness, inclusivity, and sustainability in EMI. It contributes both a replicable model of corpus-informed EMI faculty development and a broader perspective on how training initiatives can be systematically grounded in the empirical realities of EMI classrooms across diverse higher education contexts. ■

KEYWORDS *English-medium instruction; faculty training; multimodal classroom interaction*

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DAY 1 SESSION 4 HALL B

English They Learn vs. English They Need: Bridging the ESP Gap in Higher Education

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English language instruction in higher education does not always correspond to students' academic and professional needs. While General English provides a broad linguistic foundation, students from different disciplines may require language related to their fields and future careers. Needs analysis is therefore essential in ESP for identifying learners' necessities, wants, and perceived needs (Hutchinson & Waters, 1987). Previous research has identified differences between students' perceived needs in General English and ESP contexts (Liu et al., 2011), while research in art and design education has highlighted demand for specialized English (Mao & Zhou, 2024). This study investigates the perceived gap between the English university students currently learn and the English they believe they need. Questionnaire data were collected during the 2025-2026 academic year from 78 undergraduate students at Azerbaijan State University of Economics and Sumgayit State University, representing different majors, including Design, Engineering, Digital Economics, Psychology, and Education. Participants were largely exposed to similar General English course content and materials.

The findings reveal two orientations. 55 participants (70.5%) preferred discipline-specific English, emphasizing field-related terminology and communication skills for future professional activities. 23 (29.5%) preferred General English. Some of them believed specialized terminology could be learned in workplace, while others did not intend to pursue careers related to their current fields. For these students, everyday communication was a more immediate priority.

The findings suggest that students' English preferences are influenced by both their fields of study and career plans. Rather than positioning ESP against General English, the study proposes a needs-responsive approach combining a General English foundation with subsequent ESP instruction. A two-stage model is proposed: General English in the first semester followed by ESP in the second. The study highlights the importance of continuous needs assessment and flexible curriculum design in higher education. ■

KEYWORDS *ESP; General English; needs; careers*

DAY 1 SESSION 4 HALL C

Human Versus AI: Interactional Metadiscourse in Research Article Abstracts Generated by ChatGPT, Gemini, and Claude

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The advent of large language models (LLMs) and their capacity to generate grammatically correct and coherent texts has shifted the landscape of academic writing toward human–AI textual hybridity. This development has opened a new line of inquiry into the extent to which generative AI can mimic human-authored texts. Yet, understanding what differentiates LLM-generated texts from those produced by human writers remains largely underexplored. To bridge this gap, the present study investigated the interactional metadiscourse features of abstracts generated by ChatGPT, Gemini, and Claude, compared with those authored by researchers in Applied Linguistics, employing a corpus-based methodology. Results revealed that human writers and the three artificial intelligence (AI) systems differed significantly in their overall use of interactional metadiscourse, with human-authored abstracts showing the highest frequency of use, while the three large language models diverged from this pattern to varying degrees. The findings hold significant implications for how scholars, editors, and academic communities evaluate the authenticity and rhetorical quality of AI-assisted scholarly writing. ■

KEYWORDS *academic writing; research article abstracts; AI-generated abstracts; interactional metadiscourse*

DAY 1 SESSION 5 HALL A

The Complementary Role of Pedagogical Gestures in English-Medium Classroom Interaction

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Far from a modern phenomenon, multimodality has long underpinned human interaction across linguistic, visual, gestural, and spatial resources (Jewitt et al., 2025). This multi-layered dynamic is equally salient in classroom discourse as it moves to a foundational resource beyond incidental support (Norte & Morell, 2024). In English Medium Instruction (EMI) contexts, it is crucial to be aware of the intricacies among different modes as ongoing research in EMI privileges the linguistic dimension, marginalizing gestural strategies as mere secondary elements. The aim is to uncover how L1 Turkish-speaking EMI instructors coordinate multimodal resources to structure disciplinary content and how they complement and reinforce one another. It examines the semantic relations and temporal alignments between gestures and spoken discourse. The data draw on a 14-hour subset of video-recorded classroom interaction from the English Medium Instruction Corpus (EMIC), established at a Turkish state university. Covering three distinct disciplines, Aerospace Engineering, Biology, and Metallurgical and Materials Engineering, the sub-corpus was analyzed through multimodal conversation analysis. Selected extracts were annotated in ELAN for fine-grained analysis of the semantic, temporal, and content dimensions of instructional gestures. Accordingly, the instructors utilized a range of multimodal resources, including hand gestures, body orientation, and visual artifacts. Gestures were found to be complementary rather than redundant, functioning as a co-expressive channel to speech. They convey specific, discipline-related information such as size, trajectory, movement, and spatial relationships that is absent from the accompanying verbal explanation, thereby showing the multimodal competence of the instructors. Taken together, this research fosters a more holistic understanding of instructional practice by demonstrating co-construction of meaning through multimodal resources. These findings carry pedagogical implications for professional development and instructional design in EMI contexts, arguing that multimodal interactional competence is just as vital as linguistic proficiency for effective pedagogical delivery. ■

KEYWORDS *multimodality; pedagogical gestures; EMI classroom interaction*

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DAY 1 SESSION 5 HALL B

Beyond the Static Page: E-Portfolios as Multimodal Workspaces for Digital Communication and Professional Identity

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Modern professional communication is increasingly non-linear, visual, and multimodal, requiring language learners to develop competencies that extend beyond traditional text-based literacy. This paper explores the design and implementation of a specialized university course centered on e-portfolios as dynamic, learner-centric workspaces. Rather than treating the e-portfolio as a passive repository for completed assignments, the curriculum positions it as an active sandbox where students construct their professional identity and navigate the nuances of digital discourse. Throughout the course, students transition from passive consumers of technology to intentional digital storytellers. Grounded in multimedia learning principles, the course activities require students to strategically synthesize text, audio, and visual design to communicate complex ideas to specialized audiences. By manipulating design, learners actively engage with the psycholinguistics of digital spaces, discovering how visual architecture influences reader comprehension and engagement.

Simultaneously, the iterative process of e-portfolio creation serves as a powerful engine for holistic English language acquisition. As students script multimedia narrations, and curate authentic digital artifacts, they engage in integrated language practice. This challenges learners to master varied registers—moving between formal academic writing, concise digital copywriting, and spoken delivery. Through continuous revision and peer review, students expand their professional vocabulary, refine grammatical precision, and build communicative confidence in real-world contexts.

Crucially, the e-portfolio serves as a reflective medium. As students curate, revise, and justify their design and linguistic choices, they develop critical metacognitive skills alongside their language proficiency.

This presentation will outline the core pedagogical framework of the course, showcase examples of student-developed digital artifacts, and discuss how alternative, portfolio-based assessment captures authentic linguistic and digital literacies that traditional testing overlooks. Ultimately, the study demonstrates how e-portfolios empower learners to find their unique voice in an increasingly automated, algorithmic digital landscape. ■

KEYWORDS *multimodal pedagogy; digital identity; e-portfolios; English language acquisition; multimedia learning*

DAY 1 SESSION 5 HALL C

Adapting Business English Materials to Different ESP Contexts: Reflections From University Classrooms

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English for Specific Purposes (ESP) emphasizes the importance of aligning language instruction with learners' academic and professional needs (Hutchinson & Waters, 1987). In higher education, students from different disciplinary contexts may have different communication needs; therefore, Business English materials may require contextualization and adaptation (Dudley-Evans & St John, 1998).

This classroom-based study explores the experience of adapting 'Market Leader' materials for Engineering students and students at the International School of Economics at Azerbaijan State University of Economics (UNEC). Drawing on courses taught between 2023 and 2026, the study examines how students from the two disciplinary contexts responded to the same Business English materials and how adaptation influenced classroom engagement.

The analysis is based on classroom observations, teacher reflections, student feedback, and responses to adapted activities. Particular attention is given to participation, willingness to communicate, perceived relevance, and engagement with topics such as meetings, presentations, negotiations, and workplace communication.

The observations revealed differences between the groups. Economics students generally engaged more readily with topics related to markets, finance, management, and entrepreneurship, while Engineering students sometimes showed less immediate interest in general business scenarios. However, their participation became more active when activities were connected to engineering companies, technical projects, innovation, teamwork, and realistic professional situations. Across both groups, students appeared more willing to participate when textbook activities were connected to their academic background and anticipated careers.

The findings suggest that 'Market Leader' can provide a useful foundation for university Business English courses, but the same materials may generate different responses across disciplinary contexts. Teacher-led adaptation can therefore help bridge the gap between commercially produced materials and learners' specific academic and professional needs. ■

KEYWORDS *English for Specific Purposes (ESP); Business English; materials adaptation; disciplinary contexts; materials evaluation*

DAY 1 SESSION 6 HALL A

A Corpus-Driven Analysis of GenAI Tool Feedback Register and Phraseological Transfer in L2 Writing

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Generative AI tools have become recurrent sources of written corrective feedback (WCF) in English as a Foreign Language (EFL) writing courses, yet their phraseological nature remains empirically underdescribed. Based on Hoey's (2005) theory of Lexical Priming, Biber et al.'s (2004) lexical bundles taxonomy and Sinclair's (1991) Idiom Principle, this study compiles three small sub-corpora: ChatGPT feedback texts [AI Feedback (AIF), 36,525 tokens], learner writing under AI feedback [Learner writing AI feedback (LAI), 22,614 tokens], and learner writing under teacher feedback [Learner writing Teacher Feedback (LTF), 22,782 tokens] from a quasi-experimental EFL lesson with 30 participants during eight consecutive tasks. Frequency profiling and n-gram extraction in AntConc are combined with keyness analysis in Sketch Engine using the British National Corpus Academic subcorpus (BNC-Acad) to derive a 30-item phraseological inventory for the AIF corpus. Normalized frequency comparison of those markers across LAI and LTF, supplemented by Fisher's exact tests and odds ratios with 95% confidence intervals, constitutes the primary procedure for evaluating AI-induced phraseological convergence in learner output. This procedure is extended to macro-syntactic indices (modal hedging and density of passive voice) and to a phrase-frame (p-frame) analysis of the core passive-directive construction of AIF. These findings suggest that the grammatical shell of the feedback register of the model may be reused in learner production under the exposure conditions examined here for reasons unrelated to AI exposure, while the distinctive evaluative function of the register does not show measurable transfer, in line with rigid genre boundaries and register-specific lexical priming. The study contributes to the methodology of Learner Corpus Research (LCR) by introducing AI-generated feedback texts as a theoretically motivated reference stratum within a Contrastive Interlanguage Analysis (CIA) framework. ■

KEYWORDS *ChatGPT; corpus linguistics; lexical bundles; lexical priming*

DAY 1 SESSION 6 HALL B

Do Better Papers Use Collocations Better? Academic Collocation Use Across Achievement Levels in EMI Student Writing

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Phraseological competence is increasingly recognised as an important dimension of L2 writing, with corpus-based research suggesting associations between collocational use, language proficiency and perceived writing quality (Bestgen & Granger, 2014; Paquot, 2018). Nevertheless, proficiency and academic achievement may not be necessarily equivalent and considerably less is known about whether the grades awarded to students' authentic disciplinary writing also reflect systematic differences in their employment of academic collocations. Here, we investigate whether better-graded EMI papers actually collocate better. Drawing on already-assessed student writing from an EMI learner corpus, we compare academic collocation use across three achievement levels, e.g., Pass, Merit, and Distinction. Academic collocations are identified with reference to Ackermann and Chen's (2013) Academic Collocation List (ACL), and collocational performance is examined through normalised frequency, diversity as well as distribution across texts. Preliminary findings indicate that some progression from Pass through Merit to Distinction is accompanied by increasingly frequent and diverse use of academic collocations. We discuss that the relationship between collocational performance and academic achievement is more strongly conditioned by disciplinary context. Rather than assuming that higher grades necessarily indicate greater phraseological competence, we argue the extent to which collocational profiles actually align with authentic assessment outcomes. By bringing learner-corpus evidence into dialogue with EMI assessment, we particularly offer a phraseological perspective on what distinguishes more highly rated academic writing. With the findings, we expect to inform discussions of whether collocational performance represents an under-recognised dimension of successful EMI writing and, consequently, whether academic phraseology should receive more explicit attention in EAP/EMI writing instruction and assessment. ■

KEYWORDS *academic achievement levels; collocational competence; EMI corpus; academic writing; corpus linguistics*

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DAY 1 SESSION 6 HALL C

Comparing Human and ChatGPT Holistic Scores and Scoring Decisions in EFL Writing Assessment

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The potential of Large Language Models (LLMs) as Automated Essay Scoring (AES) tools has attracted considerable research interest. Previous studies have primarily examined the accuracy and reliability of ChatGPT-generated scores by comparing their scores with human rater scores. Much of this research has adopted quantitative, correlational approaches to investigate the degree of agreement between AI-generated and human-assigned scores. Findings have been mixed and appear to vary depending on factors such as model version, calibration procedures, prompt design, scoring rubric, and contextual characteristics. Importantly, however, a high level of agreement between human and AI scores does not necessarily indicate that the two systems arrive at their scoring decisions based on the same criteria. Quantitative measures of agreement and correlation cannot reveal what aspects of writing human raters and LLMs actually attend to when assigning scores, and qualitative evidence addressing this issue remains limited. Therefore, the present study aims to compare human raters' and ChatGPT's holistic scoring decisions in terms of both score agreement and the criteria underlying their judgments. To this end, 30 compositions written by EFL learners were evaluated by four experienced human raters using a holistic scoring scale. The raters were also asked to provide three reasons for the scores they assigned. The same compositions were subsequently evaluated by ChatGPT using the same rubric and scoring approach. Human and ChatGPT scores were compared using the Intraclass Correlation Coefficient (ICC). In addition, the reasons provided by the human raters and ChatGPT were analyzed through content analysis, and the resulting patterns were compared. The findings are expected to shed light on the extent to which ChatGPT's holistic scoring decisions align with those of experienced human raters and whether similarities in scores reflect similarities in the criteria underlying their judgments. ■

KEYWORDS *EFL writing assessment; ChatGPT assessment; AI-based assessment; automated essay scoring (AES); holistic scoring; scoring decisions*

DAY 1 SESSION 7 HALL A

When AI Recontextualizes Research: Authorial Voice in Human- and AI-Generated Medical Ethics Blogs

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In recent decades, academic blogs have become established venues of recontextualization, where authors exploit the rhetorical flexibility the genre offers, including the chance to write in a more personal and evaluative style, in order to reach broader non-expert audiences (Luzón, 2013). Generative Artificial Intelligence (GenAI) is increasingly playing a key role in recontextualizing published research into different forms of popular science communication such as summaries or blogs for diverse lay audiences (Zhang, 2026). This raises the question of whether GenAI can utilize the lexicogrammatical devices of recontextualization in ways similar to human authors.

Building on Yılmaz & Yiğitoğlu Aptoula's (2025) study on how medical ethics research articles are recontextualized in blog posts written by the same authors, the present study extends this matched design to examine how GenAI can write blog posts about the same articles. The corpus includes a total of 276 texts: 92 medical ethics research articles, 92 corresponding blog posts by the article authors, and 92 AI-generated blog posts based on the same articles. AI blog posts were generated for each research article via ChatGPT-5.6 Sol following the guidelines of the journal blog. Then, Authorial Voice Analyzer (AVA, Yoon, 2017) was used for exploring authorial voice across the corpora.

The results showed that AI blog posts made significantly more frequent use of hedges, boosters, attitude markers, and directives, while human blogs used more reader pronouns. In addition, no significant difference was found in the use of self-mentions across the corpora. The findings thus point to important differences in how humans vs. AI recontextualize the same research articles as blog posts: AI texts relied more on explicit stance and directive marking as opposed to researchers showed stronger reader engagement. The study contributes to ongoing discussions on the role of AI in specialized academic communication and ESP pedagogy. ■

KEYWORDS *generative AI; recontextualization; academic blogs; authorial voice; ESP*

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DAY 1 SESSION 7 HALL B

Updating Academic Vocabulary for the Field of Agriculture: Developing the Agricultural Academic Vocabulary List (AAVL)

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In recent years, academic vocabulary has been increasingly understood as discipline-sensitive rather than uniformly distributed across academic discourse, with lexical items varying across fields in their frequency, distribution, meaning as well as their phraseological behavior (Hyland & Tse, 2007; Özer & Akbaş, 2024). This issue is particularly relevant to agricultural researchers who need to engage in research articles in English. Even though Martínez et al. (2009) provided an important account of academic vocabulary in agricultural research articles, changes in agricultural research and subsequent methodological developments in specialized word-list construction could warrant a contemporary re-examination of the field. Here, we develop the Agricultural Academic Vocabulary List (AAVL) from a specialized corpus of approximately 2 million running words comprising 300 research articles published recently. To capture variation within agricultural research, we balance the corpus across five subfields: Agronomy, Agricultural Economics, Agricultural Soil Science, Agricultural Biotechnology, and Animal Management, with 60 articles representing each sub-discipline. Candidate lexical items are identified according to their frequency, textual range, cross-subfield dispersion, and specialized occurrence in agricultural research, rather than solely through exclusion from existing general and academic word lists. Established general and academic vocabulary lists are additionally used to examine the lexical profile and list overlap of the resulting candidates. We believe that AAVL is intended to provide an empirically grounded lexical resource for English for Agricultural academic discourse, especially for vocabulary prioritisation, corpus-informed materials development, and data-driven support for students/researchers learning to read and write agricultural research articles in English. ■

KEYWORDS *academic vocabulary; corpus-based study; agricultural English; word list development; English for Academic Purposes (EAP)*

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DAY 1 SESSION 7 HALL C

A Corpus-Based Analysis of Phrase-Frames in Applied Linguistics Research Articles

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In recent years, research on phraseology has advanced rapidly, particularly in the field of written academic discourse. However, while continuous phraseological patterns such as collocations and lexical bundles, have been widely examined, discontinuous phraseological patterns –especially phrase-frames (p-frames) and their pedagogical application in EAP contexts have relatively received limited attention in academic discourse analysis. With this in mind, this study aims to address this gap by investigating four-word p-frames within the IMRAD sections of research articles in the discipline of Applied Linguistics. Utilizing the integration of quantitative (e.g. corpus statistics) and qualitative (e.g. manual filtering) methods, the study identified a final list of 213 four-word p-frames. Dependent on these analyses, these frames were categorized using both structural and functional taxonomies. The functional classifications were further validated via inter-rater reliability checks, achieving a high agreement rate of 91.5%. Despite certain limitations, this corpus-based study compiles a pedagogically oriented list of p-frames that may inform academic writing instruction in EAP contexts and foster learners' phraseological competence to support effective academic writing. ■

KEYWORDS *phrase-frames; multi-word constructions; applied linguistics; academic written discourse*

DAY 1 SESSION 8 HALL A

Metadiscourse Across Human–AI Interaction: From Student Prompts to AI-Generated Outputs

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The growing integration of generative artificial intelligence (GenAI) into academic and professional practices has introduced prompting as an emerging form of written human–AI interaction. Although prompts are commonly approached in terms of technical effectiveness, clarity, specificity, and prompt engineering, their interpersonal and metadiscursive dimensions remain underexplored. Metadiscourse provides a useful lens for examining how language users organize discourse, express stance, and establish relationships with their interlocutors (Hyland & Tse, 2004; Hyland, 2005, 2017). From this perspective, prompting can be viewed not merely as the transmission of instructions but as an interpersonal discourse practice in which users linguistically position AI as an interlocutor.

This study examines how metadiscourse is used and reconfigured across student-generated prompts and their corresponding AI-generated outputs in Turkish. Specifically, it investigates which metadiscourse resources students employ when addressing GenAI, how their use and distribution differ between prompts and outputs, and what relationships can be observed between the metadiscourse patterns of paired texts. The data comprise 100 prompt–output pairs produced by first-, second-, third-, and fourth-year students enrolled in the Turkish Language Teaching program at Kocaeli University. Drawing on Hyland's (2005) interpersonal model, both prompts and outputs are coded for interactive resources—transitions, frame markers, endophoric markers, evidentials, and code glosses—and interactional resources—hedges, boosters, attitude markers, self-mentions, and engagement markers. Frequencies are normalized per 100 words, and paired quantitative comparisons are complemented by qualitative analysis of representative prompt–output sequences. Rather than assuming a direct transfer of metadiscourse from prompt to output, the study conceptualizes this relationship as metadiscursive reconfiguration across changing communicative roles and audiences. In doing so, it explores the explanatory scope and potential limitations of an established metadiscourse model within the emerging communicative ecology of human–AI interaction. ■

KEYWORDS *metadiscourse; generative artificial intelligence; prompting; human–AI interaction; discourse analysis*

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DAY 1 SESSION 8 HALL B

"These Results Are Incongruent With ...": A Cross-Cultural Corpus-Based Analysis of Academic Conflict in Discussion Sections of Applied Linguistics Research Articles

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Academic conflict, the process through which writers present their findings as contradicting prior knowledge claims, is central to knowledge construction yet remains under-examined in the discussion sections where it most often surfaces. This study examines how L1 English and L1 Turkish writers construct and resolve academic conflict in the discussion sections of English-language applied linguistics research articles. A specialized corpus of 100 published articles, 50 per group, was annotated in UAM CorpusTool using Hunston's (1993) four-component framework: proposed claim, inconsistency indicator, opposed claim, and conflict resolution. A mixed-methods design was adopted to combine chi-square frequency comparison with qualitative analysis of the rhetorical and linguistic realization of each component. Results revealed that the two groups converged closely in their use of proposed claims, inconsistency indicators, and opposed claims, with no statistically significant differences, suggesting a shared command of conventional conflict-marking resources when writing in English. Conflict resolution, however, diverged sharply: Turkish writers employed it nearly twice as frequently as their L1 English counterparts and resolved conflict through more extended, elaborated, and evidentially supported justifications. These findings indicate that cross-cultural variation in academic conflict surfaces less in whether writers engage disagreement than in how they resolve it, with implications for EAP writing pedagogy and for supporting multilingual scholars navigating international publishing norms. ■

KEYWORDS *academic writing; research articles; discussion section; academic conflict*

DAY 1 SESSION 8 HALL C

From Feedback to Feedforward: Cultivating Critical Thinking Through Formative Writing Assessment in IB English B Opinion Columns

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In increasingly specialized academic and professional language-learning contexts, learners need to develop not only linguistic competence but also the ability to construct, evaluate, and refine arguments. This places critical thinking and effective feedback at the intersection of advanced L2 writing and ESP-oriented pedagogy. This case study investigates how an integrated formative feedback cycle supports critical thinking and argumentation in the opinion-column writing of four B2/B2+ International Baccalaureate Diploma Programme (IBDP) English B students in Türkiye.

The eight-phase feedback cycle involved initial drafting, written corrective feedback (WCF), reflective learning logs, redrafting, individual feedback conferences (IFC), further reflection, and final revision, followed by semi-structured interviews. Students' initial and final drafts were qualitatively analyzed using four indicators adapted from Stapleton's (2001) structural approach to critical thinking: argument generation, supporting evidence, recognition of opposing viewpoints, and refutation. Interview data were thematically analyzed to examine students' perceptions of feedback uptake, reasoning development, and learning transfer.

Findings indicate that development was primarily qualitative rather than quantitative. While the number of arguments remained largely stable for most participants, final drafts demonstrated greater evidential elaboration, clearer engagement with opposing perspectives, and more explicit refutational reasoning. Interview findings further suggest that the combined feedback cycle helped learners reconceptualize feedback as guidance for reasoning rather than merely error correction, while fostering metacognitive awareness of stance, evidence, and argumentative balance. Students also perceived these strategies as transferable to future writing tasks.

The findings offer implications for ESP and advanced L2 writing contexts in which learners are expected to develop genre-specific reasoning alongside linguistic competence, highlighting how written, dialogic, and reflective feedback can transform feedback into feedforward. ■

KEYWORDS *formative assessment; feedback; critical thinking; argumentation; L2 writing*

DAY 1 SESSION 9 HALL A

Reconfiguring EAP/ESP Writing Instruction With Generative AI: A Nested Workflow Architecture

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EAP/ESP educators have increasingly used generative AI for materials development, task design, feedback, assessment, and course planning. However, these applications are generally adopted separately to support individual tasks, while their consequences for the overall instructional system remain less examined. This conceptual paper approaches AI integration as a workflow-design problem and puts forward a two-level framework consisting of a macro-level instructional workflow and the nested workflows operating within it. The framework was developed through an integrative synthesis of the relevant literature on EAP/ESP needs analysis and curriculum design, academic writing pedagogy, constructive alignment, AI-supported assessment and feedback, and teacher agency. It maps the recursive workflow of academic writing instruction from needs analysis and construct specification through curriculum and task design to enactment, assessment, and course redesign, while also showing the dependencies, information flows, and human decision points among these stages. Generative AI is considered as a support layer across this workflow. A nested task, assessment, and feedback workflow is also provided to illustrate how teacher-governed AI-use checkpoints may operate within the macro-level workflow. Here, provisional AI outputs can be accepted, revised, rejected, or authorized according to decisions made by educators, while professional judgment, decision authority, and accountability remain human. The paper also puts forward a checkpoint model and a three-tier framework distinguishing (i) AI-supported execution under verification, (ii) teacher-directed AI assistance, and (iii) exclusively human judgment and authorization. Thus, responsible AI integration can be considered as the purposeful design of connected pedagogical workflows rather than the adoption of isolated technological functions. ■

KEYWORDS *generative AI; English for Academic Purposes; English for Specific Purposes; academic writing; workflow architecture; teacher agency; teacher-governed AI support; writing assessment*

DAY 1 SESSION 9 HALL B

Framing Dissatisfaction: A Genre Analysis of Negative Hotel Reviews in Türkiye

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Negative hotel reviews profoundly influence consumer perceptions and hotel reputations, shaping booking decisions within the competitive hospitality industry. This study explores the rhetorical structures and linguistic strategies used in negative hotel reviews of five-star, all-inclusive hotels located in Serik, Antalya, Türkiye. Drawing on genre and move analysis, the research sheds light on how dissatisfied customers structure their complaints, the lexical and pragmatic features they utilize, and how review platforms, Tripadvisor and Hotels.com, shape their review style and tone. Reviews rated as 1 or 2, written in English by both L1 and L2 users, are analyzed. The study aims to uncover patterns in complaint discourse and assess the impact of platform affordances on digital review practices, contributing to research in genre analysis, consumer linguistics, and digital pragmatics. ■

KEYWORDS *online hotel reviews; genre analysis; rhetorical moves; speech acts; digital discourse*

DAY 1 SESSION 9 HALL C

Beyond the Textbook: Reframing Practitioner Agency in an AI-Supported ESP Learning Ecosystem

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In today's interconnected world shaped by globalization, ESP practitioners operate in increasingly complex learning environments where no single textbook, digital resource, or teaching method can adequately address the diverse and evolving needs of professional learners. This exploratory multiple case study proposes an adaptable ESP ecosystem that integrates established Business English resources, authentic media, digital tools, and generative artificial intelligence (AI) to design personalized, context specific learning experiences. Drawing on professional practice across industries such as e commerce, automotive, maritime, and workplace English, the study examines course and materials design for varied learner profiles, proficiency levels, and instructional formats, including one to one, group, face to face, online, and blended delivery. Rather than displacing traditional resources, the model reframes their role through purposeful selection, curation, and adaptation. AI is conceptualized as a design and transformation layer that supports differentiation and innovation, while practitioner agency remains central—anchoring needs analysis, pedagogical decision making, and iterative refinement. The findings argue that AI's transformative potential lies not in autonomous content generation, but in empowering practitioners to transcend generic inputs and craft authentic, efficient, and learner centered experiences. This reframing positions practitioner judgement as the decisive human link connecting technology, resources, and professional learning needs. ■

KEYWORDS *English for Specific Purposes (ESP); learning ecosystem; generative artificial intelligence (AI); materials adaptation; personalized learning*

DAY 2 SESSION 1 HALL A

From Interaction to Improvement: English Translation and Interpretation Students' Linguistic Growth Through Dynamic Assessment

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Dynamic Assessment (DA) is a learning-oriented assessment approach grounded in Vygotsky's Sociocultural Theory (Vygotsky, 1978). Accordingly, social interaction and mediation lead to learning. For that purpose, DA blends instruction with assessment through a collaboration process between teacher and student. Instruction relies on personalized, adaptive, implicit-to-explicit feedback/instruction, and assessment focuses on present-to-future assessment that encompasses learners' Zone of Proximal Development (ZPD) and learning potential (Lantolf & Poehner, 2004). Therefore, microgenetic and macrogenetic development are central to revealing a learner's ZPD.

The rise of Generative Artificial Intelligence (GenAI) and Large Language Models has enabled teachers to implement DA in their classes because GenAI tools can understand prompts and generate relevant responses. Some studies have examined the integration of GenAI and DA in different aspects (e.g., Behbahani et al., 2026; Chen, 2026; Chuang & Wang, 2025; Wei & Shin, 2025). Yet, to our knowledge, no study has investigated how such integration might affect end-users' actual linguistic development, a question which warrants exploration (Kushki, 2026; Yu & Poehner, 2025). Thus, this study aims to address this gap using an explanatory sequential design.

Sixteen B2 CEFR-level students from an English Translation and Interpretation department at a Turkish university completed three argumentative ESP writing tasks over seven weeks. After each independent writing task, they received DA through either Gemini or ChatGPT, following a prompt piloted and validated beforehand. Written texts were analyzed for nominalisation (LancsBox X) and for text length, vocabulary sophistication, accuracy, and metadiscourse markers (Text Inspector). Statistical analysis (descriptive, Friedman, and Mann-Whitney U tests) was run in Python, and thematic analysis was conducted for interview data.

Findings showed a significant increase in text length, particularly in Task 1 and Task 2. Lexical diversity improved but with no statistically significant difference. Vocabulary sophistication displayed mixed results, with C2-level vocabulary decreased before rebounded. The clearest gains were observed in metadiscourse: students used more hedges and evidential markers over time. ChatGPT-driven DA sessions drove academic vocabulary use more than Gemini-driven DA sessions. Interview data also supported these patterns. ■

KEYWORDS *dynamic assessment; L2 writing; GenAI*

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DAY 2 SESSION 1 HALL B

Bringing Global Learning into ESP: Internationalization at Home for a Changing Academic and Professional Landscape

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As academic and professional communication becomes increasingly global, multilingual, and digitally connected, English for Specific Purposes (ESP) has an important role in preparing students to communicate across linguistic and cultural boundaries. Traditionally, physical mobility has been considered a key indicator of internationalization in higher education (Teichler, 2017). However, changing social and political conditions can disrupt the cross-border mobility of students and academics through geopolitical tensions, visa restrictions, health crises, and other barriers. Internationalization at Home (IaH) provides an alternative by bringing intercultural experiences into the curriculum without requiring students to travel. Researchers have linked IaH to the development of intercultural skills relevant to students' academic and professional experiences (Hangyál et al., 2026; Sercu, 2023). For ESP students in particular, such experiences provide opportunities to engage with the linguistic and cultural diversity they are likely to encounter in future academic and professional settings.

This presentation considers what IaH can offer ESP curriculum design. Drawing on student and faculty reflections on global learning initiatives within higher education contexts, including a Cultural Intelligence (CQ) microcredential and virtual international collaborations embedded into the curriculum through Collaborative Online International Learning (COIL) (Rubin & Guth, 2023), the presentation explores how global learning can be incorporated into ESP. Particular attention is given to second-language learning, intercultural communication, critical thinking, and problem-solving.

Building on existing work on global and intercultural learning in ESP, the presentation proposes a model for integrating IaH into ESP curricula. It concludes by considering the practical implications of this model for ESP educators and the broader internationalization of the curriculum, particularly in preparing students to communicate in increasingly diverse professional environments. ■

KEYWORDS *internationalization; curriculum innovation; intercultural communication*

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DAY 2 SESSION 1 HALL C

Teaching the Manager, Training the Worker: Pedagogical Form and Ideological Reproduction in Aviation ESP Materials

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English for Specific Purposes (ESP) materials are usually treated as neutral carriers of professional language. This paper questions that assumption by examining how aviation ESP coursebooks, read alongside the aviation management textbooks they accompany, prepare students for particular professional dispositions. Drawing on van Leeuwen's framework of social actor representation and legitimation, and on Fairclough's notion of interdiscursivity, the study analyses paired fragments from six widely used textbooks published by major international presses. The pairs address three domains of aviation work: the airport as a designed space, operational time, and the relationship between management and labour. The analysis shows that management textbooks rationalise cost-driven arrangements explicitly, whereas ESP materials take the consequences of those arrangements for granted and turn them into settings for language practice. A navigation drill converts the passenger disorientation produced by terminal design into a task for the future employee. A reading passage on turnaround times raises the question of labour intensification only to dismiss it through an appeal to corporate research. A text on air traffic management presents unionised controllers as self-interested, while their safety arguments disappear from view. The central finding concerns pedagogical form. Task-based activities appear to focus on language alone, yet the scenarios in which they are embedded position learners as future managers of systemic problems rather than as professionals entitled to question them. The paper argues that ESP teachers need not abandon such materials. It proposes instead a critical reading practice in which the structural decisions the texts leave out are brought into classroom discussion, and it outlines concrete prompts for doing so. The implications extend to vocational ESP in other fields where disciplinary content and language pedagogy are taught side by side. ■

KEYWORDS *ESP materials; aviation English; critical discourse analysis; legitimation; pedagogical form*

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DAY 2 SESSION 2 HALL A

Transforming Student Pilot Radio Fluency Through AI ATC Simulation

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Miscommunication between pilots and Air Traffic Control (ATC) is a leading cause of aviation safety incidents worldwide. Student pilots often struggle to maintain standard radio phraseology when faced with high cockpit workload, unexpected emergencies, or heavy regional accents. Traditional classroom training rarely gives students enough real-time practice under realistic, high-stress radio conditions.

This study evaluated whether integrating an AI-driven ATC simulator into a 14-week Aviation English curriculum would create a measurable change in student pilots' level of confidence and operational fluency.

The AI simulator acted as an interactive controller generating diverse regional accents. It evaluated student responses in real time, checking for correct read-backs, emergency protocols, and mandatory instructions.

The study was conducted with a cohort of 44 student pilots. The findings confirmed a remarkable change in their level of confidence and fluency, along with marked improvements in handling non-native controller accents during emergency scenarios. This study demonstrates that interactive AI simulation provides aviation academies with an accessible, scalable, and effective tool for improving flight safety. ■

KEYWORDS *AI ATC simulation; aviation English; student pilot confidence; radio fluency*

DAY 2 SESSION 2 HALL B

What Exactly Is a Native Speaker and Has Anyone Seen It?

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Do all native speakers (NS) deserve to be idealized? NSs have long occupied a privileged position in language education, often functioning as an implicit linguistic ideal against which second-language users and teachers are evaluated. However, this fallacy obscures the linguistic variability that exists among first-language (English) speakers and may position native-speaker norms as inherently superior. Then, the question becomes: who is this NS that teacher programs mention and has anyone ever seen it?

Drawing on research (e.g., Dąbrowska, 2012, 2015, 2018, 2019; Gedik, 2024, 2026; Gedik & De la Garza, 2025; Gedik et al., 2026) demonstrating substantial individual differences in first-language attainment, including the effects of print exposure and other cognitive and experiential factors, the paper challenges the assumption that NSs uniformly converge on a single, idealized grammar. Research has shown that highly print-exposed second-language speakers may, in some domains, outperform less print-exposed first-language speakers, suggesting that language experience and individual differences may be more informative than nativeness as predictors of linguistic performance. This paper presents a practice-based approach to addressing the native-speaker fallacy in teacher education by introducing a 60-minute lesson designed for undergraduate language teacher education, originally developed for a psycholinguistics course and subsequently conceptualized for broader language-teaching contexts.

The paper argues that language teacher education can benefit from moving beyond monolithic conceptions of the native speaker toward a more flexible understanding of language users as participants in diverse academic and professional discourse communities. Such a shift may help future language teachers critically evaluate whose English is treated as the norm, whose expertise is recognized, and how linguistic authority is constructed in changing professional landscapes. ■

KEYWORDS *individual differences; ultimate native language attainment; reading; native speaker fallacy*

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DAY 2 SESSION 3 HALL A

AI as a Study Partner or Shortcut? Investigating Student Practices and Ethical Boundaries in Academic English

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The rapid rise of generative AI is reshaping how university students approach academic English, requiring both educators and learners to balance technological support with ethical integrity. While AI tools offer valuable help for brainstorming, vocabulary building, and drafting, they also create confusion about where legitimate assistance ends and academic dishonesty begins. This study investigates how undergraduate students at a state university use GenAI across academic reading, writing, and speaking contexts, examining their self-efficacy beliefs, prompt-generation skills, and personal ethical boundaries. A pilot study (n=15) was conducted in a single class in the Spring term to test the survey and scenario instruments; the full mixed-methods study, combining Likert-scale surveys, scenario-based evaluations, and open-ended reflections, will be conducted with a larger undergraduate sample at the beginning of the Fall term. Preliminary pilot data suggest a central tension: students value GenAI as a daily cognitive aid yet struggle with institutional grey areas and want clearer guidance from educators. Rather than relying on strict, ineffective prohibitions, this paper argues that ESP programs should proactively foster critical AI literacy. Drawing on pilot findings and the forthcoming main study, we discuss how addressing these ethical dilemmas openly and teaching responsible AI use can help students preserve their authentic authorial voice, build genuine language competence, and navigate academic work with confidence and integrity. ■

KEYWORDS *generative artificial intelligence; academic English; student practices; ethical boundaries; critical AI literacy*

DAY 2 SESSION 3 HALL C

Academic Spoken Discourse and Its Contextual Variables: A Metadiscursive Perspective

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This study aims to depict a detailed picture of metadiscourse functions of speech employed by participants during dialogical speech events within a specific type of academic discourse, thesis monitoring committee meetings of doctoral candidates. With this aim, the focus of this present study is two-fold. The first objective is to conduct an in-depth analysis of discourse functions of metadiscourse employed by participants in these meetings and to examine to the extent to which contextual variables of academic discourse such as participant roles, the type of interaction, and their alignment to or distance from one another affect their use of metadiscourse, as well as how their use of metadiscourse across the initial, middle, and final sessions, which are analyzed as separate dialogical speech events. To this end, the current study adopts a cross-sectional data collection methodology to systematically examine the temporal dynamics and patterns of variation in specific contextual factors. To analyze the discourse functions of metadiscourse and explore the dynamics inherent in academic settings, a spoken corpus of dialogical speech events will be compiled for this mixed-method study. The pseudo-longitudinal data collected from academic first, middle, and final TAC sessions through video recordings will be transcribed and subsequently analyzed with MAXQDA. The obtained results will be contextualized within the framework of academic spoken discourse, offering a thorough and nuanced understanding of how metadiscourse is employed, the diverse range of functions it serves in dialogues in formal meetings, and the effects of contextual variables on the use of metadiscourse. ■

KEYWORDS *metadiscourse; dialogic spoken discourse; academic talks; discourse analysis*

DAY 2 SESSION 4 HALL A

Can AI See the Argument? Prompt-Sensitive Feedback on Stance and Engagement in EAP Opinion Writing

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Generative AI is increasingly used to provide feedback on L2 academic writing, offering rapid and individualised support to learners. However, recent research suggests that AI-generated output is highly sensitive to prompt formulation, raising questions about the extent to which AI feedback can be regarded as stable across prompting conditions (Crosthwaite et al., 2026). Although recent studies have begun to examine the role of prompt design in AI feedback, less is known about how explicit prompting shapes feedback on interpersonal dimensions of writing, particularly stance and engagement. This is especially relevant in university preparatory EAP contexts, where opinion writing serves as an important site for developing learners' ability to position claims and negotiate relationships with readers. This study investigates how prompt specificity influences AI feedback on opinion essays written by EFL learners in an English preparatory programme. Using a within-text comparative design, each anonymised essay will be submitted to the same generative AI model under two independent conditions: a general writing-feedback prompt and a rhetorically explicit prompt directing attention to stance and engagement. Feedback units will first be coded according to their primary focus, including language, organisation, content development, stance, and engagement. Stance- and engagement-related feedback will then be analysed with reference to Hyland's interpersonal metadiscourse framework (Hyland, 2005). Feedback across the two prompting conditions will additionally be compared in terms of accuracy, specificity, and actionability (Saricaoglu & Bilki, 2025). By examining whether rhetorically explicit prompting changes what AI notices and how it responds to student writing, the study aims to contribute to more transparent AI-feedback research and to inform the pedagogically responsible integration of generative AI into EAP writing instruction. ■

KEYWORDS *generative AI; AI-generated feedback; prompt specificity; EAP writing; metadiscourse*

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DAY 2 SESSION 4 HALL B

Exploring Rhetorical Moves in Literature Reviews: A Mixed-Methods Study of Turkish EFL Postgraduate Writers

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Writing in academic discourse plays a central role in knowledge production, yet L2 English graduate writers perceive writing in the EAP context as challenging and demanding. Although previous studies have investigated L2 graduate writing across different genres and contexts, there is a dearth of research focusing on Literature Review (LR) sections in Turkish graduate-level EFL writing. Addressing this gap, the present mixed-methods study adopted a corpus-based design to examine the LR sections of Second Language Acquisition (SLA) research term papers (RTPs) written by 13 Turkish graduate level EFL writers, in comparison with 18 SLA journal LRs from distinguished journals written by expert writers. Two corpora were compiled for this purpose: Research Articles Literature Review Corpus (RALRC) and Graduate-Level Literature Review Corpus (GLRC). To add an emic perspective to the corpus findings, semi-structured online interviews with three MA-level graduate writers and one course instructor were conducted to explore participants' experiences and perspectives on LR writing at the graduate level. Kwan's (2006) rhetorical structures were used in the corpus analysis, and a chi-square test in Jamovi (Version 2.6) was run to determine whether the differences in rhetorical moves and strategies were statistically significant between expert and novice writers. Interview data was analyzed through thematic analysis (Braun & Clarke, 2006). The findings showed that expert and novice writers differed in their use of rhetorical moves and strategies, and these differences were statistically significant χ^2 (11, N= 1,631) = 242, p<.001, Cramér's V= .38. In line with the corpus findings, thematic analysis revealed four different themes: (a) experience in LR writing at the graduate level, (b) challenges and strengths in LR writing, (c) genre awareness towards LR writing at the graduate level, and (d) possible support mechanisms for graduate writers. The results were discussed in relation to existing literature and pedagogical implications were provided for EFL EAP graduate-level writers. ■

KEYWORDS *graduate-level writing; move analysis; literature review; EAP writing*

DAY 2 SESSION 5 HALL A

Beyond Apparent Equivalence: When Can and -(y)Abil Function as Hedges in English and Turkish Research Article Abstracts

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Hedging inventories sometimes treat modal forms as stable equivalents, although form alone does not determine epistemic function. This problem is acute in English–Turkish comparison: English can and the productive Turkish suffix -(y)Abil may express ability, feasibility, or epistemic possibility depending on context. Guided by Hyland's pragmatic account of hedging as calibrated commitment, this focused corpus study asks when these forms function as hedges in research article abstracts and what rhetorical work they perform.

The corpus comprises 2020–2025 abstracts from five journals per language in education and the social sciences. After removing whitespace-normalized duplicates, 88 English abstracts (13,460 words) and 87 Turkish abstracts (15,707 words) remained. Exact-token retrieval identified 21 instances of can. An abil/ebil search returned 91 Turkish surface matches; four were unrelated lexical strings, leaving 87 morphological candidates. The researcher examined each occurrence in its sentence and the wider abstract context. The researcher excluded dynamic ability, procedural feasibility, directives, interrogatives, counterfactuality, and lexicalized uses. The researcher subsequently re-examined and confirmed all 17 flagged boundary cases.

Only 9 English and 31 Turkish occurrences were validated as hedges; form-only counting would therefore have misclassified 57.1% of can tokens and 64.4% of Turkish candidates. English hedges were centered on possible effects or contributions (5/9). Turkish hedges were more dispersed, notably across possible effects or contributions (13/31) and cautious interpretation or authorial distancing (8/31). These results do not show that Turkish abstracts hedge more: can is a lemma, whereas -(y)Abil is a productive suffix, so the retrieval units are structurally non-equivalent. The findings demonstrate the need for context-sensitive form–function validation in cross-linguistic ESP research. Concordance-based comparison can also help EAP learners distinguish epistemic caution from superficially similar meanings of ability and feasibility. ■

KEYWORDS *hedging; research article abstracts; English–Turkish comparison; corpus analysis; EAP*

DAY 2 SESSION 5 HALL B

Immediate Help or Human Touch? A Micro Case Study on the Collaborative Role of AI and Teacher Feedback in an EAP Writing Class

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This micro case study explored the impact of AI-generated and teacher-provided feedback on a Turkish EFL student's academic writing development across drafts, along with his perceptions regarding the effectiveness of each source of feedback. Having a qualitative-dominant mixed methods design, this study aims to contribute to the literature by offering in-depth data, concerning AI and teacher collaboration, from an EAP (English for Academic Purposes) setting in Türkiye. The data collection period, which began with teacher-generated feedback and concluded with AI (ChatGPT)-generated feedback, lasted six weeks in a state university. While the quantitative data was gathered through the comparisons of essays, semi-structured interviews and a reflection task were the sources of qualitative data. The quantitative results indicated that the participant's performance improved measurably across drafts with variations in lower and higher-level writing elements in some cases. The qualitative data gathered through semi-structured interviews demonstrated that the student's perceptions about the effectiveness of each type of feedback were consistent with the quantitative results. It was also revealed that despite its advantages such as practicality, receiving only AI feedback was boring and demotivating for the participant. These findings are parallel to the earlier studies in the literature in terms of highlighting the importance of the hybrid feedback model that requires the collaboration of both AI tools and teachers. This study provides valuable insights by deriving pedagogical implications for how ChatGPT can be used to promote scaffolded and self-regulated learning, particularly for EAP writing instruction in higher education. ■

KEYWORDS *AI-generated feedback; teacher feedback; feedback source; writing skills development*

DAY 2 SESSION 6 HALL A

A Cross-Paradigmatic Analysis of Grammatical Stance Marking in Applied Linguistics

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Not only are research paradigms key to research design, but they also greatly influence research writing. While recent corpus research points to marked lexicogrammatical differences between research paradigms, less is known about paradigm-specific grammatical stance markers.

Therefore, this study investigates how the use of stance complement that-clauses varies in qualitative and quantitative research articles in applied linguistics. A corpus of 192 applied linguistics research articles published in four leading journals in the field between 2020 and 2025 was analyzed using Biber's (2004) framework of nouns, verbs, and adjectives immediately followed by that-clauses. Frequency, distribution, and semantic functions of the clauses were quantitatively and qualitatively examined.

The findings reveal clear differences between the paradigms in terms of how stance is expressed. Quantitative articles showed significantly higher frequencies of certainty verbs and likelihood verbs, with the most notable difference observed for likelihood verbs. This was especially apparent in the use of show and find for expressing certainty and indicate for likelihood. A comparable pattern was also found with adjectives, with likelihood adjectives appearing significantly more frequently in quantitative articles, specifically possible and likely. By contrast, the distributions of the noun-based stance categories and the markers of attitude and evaluation did not show any significant differences across paradigms. These results suggest that research paradigms affect both the methodological choices made and the grammatical and lexical means by which information is presented. ■

KEYWORDS *research paradigms; stance marking; complement that-clauses; corpus analysis; disciplinary writing*

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DAY 2 SESSION 6 HALL B

University Students' Attitudes Toward the Teaching of Global Englishes in a Turkish EMI Context

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The global spread of English and the increasing use of English as a lingua franca have challenged traditional approaches to English language teaching (ELT) and highlighted the need to reflect the diversity of English users and uses (Galloway, 2011; Rose & Galloway, 2019). Global Englishes Language Teaching (GELT) responds to this need by promoting awareness of diverse English varieties and preparing learners for communication in multilingual contexts (Galloway & Rose, 2015; Sung, 2015). This issue is particularly relevant in English medium instruction (EMI) contexts, where English is used for academic communication. However, English for academic purposes (EAP) provision may continue to privilege native-speaker norms in these contexts (Jenkins, 2018).

To address this gap, this mixed-method explanatory sequential study investigated students' attitudes toward GELT at an EMI university in Türkiye and examined whether these attitudes varied according to age, English proficiency level, year of study, and exposure to diverse varieties of English. Quantitative data were collected from 269 students using Funada's (2020) global Englishes orientation questionnaire and analyzed through descriptive and inferential statistics. Subsequently, semi-structured interviews with 15 students were conducted and analyzed using hybrid content analysis.

The findings revealed generally positive attitudes toward GELT, although students expressed dissatisfaction with the limited integration of global Englishes principles into their previous English language learning experiences, particularly at the K–12 level. Attitudes also varied according to age, English proficiency, year of study, and exposure to diverse English varieties. These findings support previous calls for greater attention to learners' perspectives and communicative needs in GELT (Funada, 2020; Rose & McKinley, 2025) and suggest a continuing mismatch between students' orientations toward global Englishes and their prior ELT experiences. The study highlights the need for GELT-aware practices in EMI and EAP contexts that move beyond fixed native-speaker norms and better reflect the multilingual realities of global academic communication. ■

KEYWORDS *Global Englishes; English-medium instruction*

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DAY 2 SESSION 6 HALL C

Beyond Proficiency: Investigating ESP Instructor Assignment Practices in Turkish Higher Education

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As English for Specific Purposes (ESP) continues to expand across higher education, substantial attention has been devoted to curriculum design, needs analysis, and teacher competencies. However, little is known about how universities decide who teaches ESP courses. In many institutions, instructors are assigned primarily on the basis of general English language proficiency or institutional needs rather than ESP-specific expertise. Consequently, instructor assignment remains an overlooked institutional dimension of ESP provision. This qualitative study explores ESP instructor assignment practices in Turkish higher education from the perspectives of instructors and administrators. Data were collected through email-based written semi-structured interviews with eight English language instructors experienced in ESP teaching and four School of Foreign Languages administrators responsible for instructor assignment at state universities across different cities in Türkiye. Participants responded to a common set of open-ended questions, and the data were analysed using reflexive thematic analysis. Preliminary findings indicate that instructor assignment is shaped by institutional needs, professional experience, and contextual constraints rather than explicit selection criteria. Five interrelated themes are emerging. Assignment decisions are primarily driven by staffing availability, workload, and scheduling demands. Professional learning often begins after assignment, with instructors developing ESP expertise while teaching. Institutional support for professional development is limited, leading instructors to rely on self-directed learning and informal peer collaboration. Participants also emphasise continuity in teaching the same ESP courses as essential for developing disciplinary knowledge and pedagogical confidence. By shifting attention from teacher competencies to institutional assignment practices, this study highlights an overlooked aspect of ESP provision. Rather than treating ESP expertise as a prerequisite for assignment, the findings suggest that expertise is frequently developed through institutional appointment and subsequent professional learning. The study contributes to current discussions on ESP teacher development and offers insights for more transparent and pedagogically informed instructor assignment practices. ■

KEYWORDS *English for Specific Purposes; ESP instructors; instructor assignment; teacher development; higher education*

DAY 2 SESSION 7 HALL A

Teacher Educators' Preparedness and Instructional Practices Regarding GenAI Integration in Higher Education

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While research into perceptions and practices of Generative AI (GenAI) in education has highlighted key pedagogical opportunities and obstacles, the specific ways teacher educators (TEs) across diverse disciplines integrate GenAI into undergraduate instruction remain under-researched (Prilop et al., 2024). Grounded in the TPACK framework, this qualitative study investigated TEs' knowledge and practices concerning GenAI adoption. Semi-structured interviews were conducted with a purposive sample of 16 TEs from varied academic departments, and the data were analyzed using content analysis in MAXQDA 24. Findings reveal that most participants position themselves as novice users who approach GenAI integration with caution. Their application of GenAI centers primarily on lesson preparation, with secondary use in student assessment. Furthermore, while participants demonstrated individual TK, TPK, and TCK competencies, integrated TPACK capabilities regarding GenAI require further development. Finally, the study highlights key benefits, challenges, future directions, and notable discipline-specific variances in GenAI implementation. ■

KEYWORDS *teacher educators; GenAI; teacher education; higher education*

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DAY 2 SESSION 7 HALL B

From Draft to Submission: A Three-Way Comparison of Student Drafts, AI-Generated Feedback, and Final Texts to Trace the Negotiation of Authorial Voice

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Generative AI tools are now routinely consulted at the drafting stage of writing, yet their effect on authorial voice, the writer's use of stance and engagement to project a credible position, has been examined almost exclusively through finished-text comparisons rather than the process by which texts come about (Hyland, 2026). A central question remains unaddressed: when students draft independently, submit that draft to AI for feedback, and decide how much of the output to keep, what happens to their voice? This study traces the negotiation of authorial voice across the drafting cycle by collecting three parallel texts from twenty Turkish university students enrolled in an EFL Writing course, completing a shared academic writing task during class time: an independent first draft, the AI output received after submitting that draft for feedback, and the student's final submitted text. After submission, each student takes part in a 30-minute stimulated-recall interview in which their three texts are displayed side by side, prompting them to account for instances where AI-suggested changes were accepted, modified, or rejected. All texts are coded by two raters, blind to student identity, for the frequency of five interpersonal metadiscourse categories, hedges, boosters, attitude markers, engagement markers, and self-mention, following Hyland's (2005) framework, comparing what AI altered, what students restored, and what they newly adopted. Interview data are analyzed thematically to identify the reasoning behind these decisions. Findings are expected to show that authorial voice is actively negotiated across the drafting cycle, revealing which features students most readily surrender to AI revision and which they actively defend, with implications for how stance and voice might be taught in writing instruction, including in specialized and ESP contexts. ■

KEYWORDS *authorial voice; interpersonal metadiscourse; generative AI feedback; writing process; discourse analysis*

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DAY 2 SESSION 7 HALL C VIRTUAL

Expert Consensus on the Components of an Online Task-Based Speaking Skills Module for TVET Learners: A Fuzzy Delphi Study

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Enhancing English-language proficiency among Malaysian Technical and Vocational Education and Training (TVET) learners remains a pressing concern, particularly given the demands of workplace communication. Although Task-Based Language Teaching (TBLT) is widely recognised as an effective approach to developing communicative ability, empirical validation of the specific components required to design an online task-based speaking module tailored to the TVET context remains limited. This study aimed to identify and, through expert consensus, validate the core components necessary for developing an Online Task-Based Speaking Skills Module. A quantitative research design using the Fuzzy Delphi Method (FDM) was employed. A panel of experts in TBLT, speaking pedagogy, and TVET education evaluated the proposed components using a seven-point fuzzy scale. Data were analysed using threshold values ($d \leq 0.2$), expert consensus ($\geq 75\%$), and defuzzification scores ($A \geq 0.5$). The findings indicate that authentic vocational tasks, structured task sequencing, interactional competence, strategic communication skills, and integrated digital feedback mechanisms are essential elements. These results provide a validated framework to guide the systematic development of an online task-based speaking module for Malaysian TVET learners. ■

KEYWORDS *Fuzzy Delphi Method; task-based; TVET*

DAY 2 SESSION 8 HALL A

Experiences, Challenges, and Strategies of Turkish Multilingual Scholars in English for Research Publication Purposes

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As English has become the dominant language of research and academic publication, the importance of English for Research Publication Purposes (ERPP) has gained increasing recognition worldwide. Despite such growing recognition, empirical research exploring multilingual scholars' experiences of publishing in English, particularly compared to their native English-speaking counterparts, remains limited, especially in the Turkish higher education context. To address this research gap, this study investigates the experiences of Turkish multilingual scholars in their endeavours to publish their research in English. Specifically, it investigates the challenges they experience and the strategies they employ in the process of scholarly publication. 241 multilingual scholars from eight public universities in Türkiye participated in the study, representing various fields within the social sciences and a range of academic positions. Data came from a survey developed by researchers. Findings illustrated that a considerable majority of scholars publish their research in Turkish rather than in English. Regarding the aspects of English writing they find challenging when publishing academic work, findings also showed grammar, vocabulary, text flow and organization, and use of academic English style were prominent. They also stated that the introduction, theoretical/conceptual framework, discussion, and conclusion were perceived as the most challenging sections of research articles to write in English. Concerning the strategies used to improve their competence in publishing academic work in English, the majority reported regularly reading academic articles in English and analyzing their linguistic features and structures, as well as using online tools (e.g., language-checking tools and AI-based writing assistants). Furthermore, their perceived competence in publishing academic research in English was moderate, with most scholars viewing publishing academic work in English more as an opportunity than a burden. Overall, the study provides insights and recommendations that can help support multilingual scholars in navigating the challenges of ERPP and advancing their scholarly work. ■

KEYWORDS *English for Research Publication Purposes (ERPP); academics; academic writing*

DAY 2 SESSION 8 HALL B

AI-Assisted Academic English Writing: Learner Autonomy, Dependency, and Self-Efficacy in Higher Education

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The raising availability of AI-assisted writing tools is transforming how university students approach academic writing in English, while drawing attention to important questions about learner autonomy, dependency, and students' sense of control over their writing processes. This study investigates how Turkish undergraduate students use AI-assisted writing tools in academic English and examines the relationship between AI use, AI dependency, and writing self-efficacy, while also exploring students' perceptions of learner autonomy in relation to these tools. Employing an explanatory sequential mixed-methods design, the study will first survey approximately 350 undergraduate students from different academic disciplines. The quantitative phase will examine the frequency, purposes, and types of AI-assisted writing tool use, as well as students' level of dependency on AI and their self-efficacy in AI-assisted academic writing. AI dependency will be measured using the Scale for Dependence on Artificial Intelligence (Morales-García et al., 2024), adapted to Turkish by Savaş (2024), and writing self-efficacy will be assessed using the Self-Efficacy in AI-Assisted L2 Academic Writing Scale (Yao & Fan, 2026). Quantitative data will be analyzed using descriptive statistics to identify patterns of AI use and examine relationships between AI use, dependency, and self-efficacy. In the second phase, a purposively selected subsample of students will participate in semi-structured interviews exploring how they experience autonomy, control, responsibility, ownership, and dependency when using AI-assisted writing tools. The qualitative findings will be used to explain and contextualize the quantitative results, particularly students' perceptions of the boundary between using AI as a writing support and delegating aspects of the writing process to AI. By integrating patterns of AI use with students' perceptions and experiences, the study is thought to contribute to current discussions of learner autonomy and AI literacy in academic English and provide practical implications for academic writing competence in higher education. ■

KEYWORDS *AI-assisted writing; academic English; learner autonomy; AI dependency; writing self-efficacy*

DAY 2 SESSION 8 HALL C VIRTUAL

The Future Starts Now: Reimagining ESP for an AI-Driven World

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The emergence of generative artificial intelligence (GenAI) is transforming professional communication, workplace literacy, and disciplinary knowledge, challenging long-established assumptions about the goals and practices of English for Specific Purposes (ESP). As AI increasingly participates in knowledge production, decision-making, and multilingual communication, ESP can no longer be viewed solely as preparation for specialized language use; rather, it must equip learners to communicate critically, ethically, and effectively within AI-mediated professional environments. This paper argues that the future of ESP lies not in adapting existing pedagogies to new technologies, but in fundamentally reimagining its theoretical foundations, learning outcomes, and educational priorities. Using a narrative review, this study synthesizes recent scholarship from ESP, applied linguistics, AI in education, digital pedagogy, workplace communication, and Education 5.0. The review examines emerging themes including AI literacy, human-AI collaboration, prompt literacy, multimodal communication, authentic assessment, discipline-specific learning, teacher identity, and ethical challenges associated with AI-enhanced education. It indicates that AI is redefining both the content and pedagogy of ESP. Beyond supporting personalized learning and discipline-specific language practice, AI is reshaping the competencies expected of future professionals, placing greater emphasis on critical thinking, evaluation of AI-generated content, intercultural communication, creativity, and responsible digital participation. Simultaneously, the literature highlights persistent concerns regarding academic integrity, algorithmic bias, equity of access, data privacy, and the evolving role of educators as designers of human-centered learning rather than transmitters of knowledge. The paper concludes by proposing a conceptual framework for AI-responsive ESP that integrates language competence with AI literacy, ethical awareness, and future workplace literacies. It argues that the next generation of ESP should move beyond teaching English for specific professions toward preparing learners for collaborative, adaptive, and sustainable communication in an increasingly intelligent world, offering practical implications for researchers, curriculum designers, teacher educators, and higher education institutions. ■

KEYWORDS *English for Specific Purposes (ESP); generative artificial intelligence (GenAI); digital pedagogy; AI literacy; Education 5.0*

DAY 2 SESSION 9 HALL A

Beyond the Theory–Practice Divide: Understanding Pre-Service Language Teachers' Practicum Needs Through Stakeholder Perspectives

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Previous studies addressing the practicum process in pre-service language teacher education have revealed various challenges; however, they have seldom gathered all stakeholders' perspectives utilizing a comparative methodology. To address this gap, this needs analysis study aimed to identify the needs of pre-service language teachers (PSLTs) through a comprehensive approach, capturing the perceptions of all practicum stakeholders while also exploring their viewpoints regarding the identified needs.

Adopting a qualitative research paradigm, the study involved 15 PSLTs, three university supervisors, three cooperating teachers, and one school principal. Data were collected through semi-structured interviews, PSLTs' lesson plans, observation reports, and reflective diaries. MAXQDA was utilized for data management, and the data were subsequently subjected to document, thematic, and content analyses.

The analysis of the data revealed three overarching themes—needs, affordances, and strategies—offering several novel perspectives to the literature. The high frequency of PSLTs' multidimensional needs pinpoints persistent systemic challenges within the practicum, which place considerable strain on PSLTs and necessitate prompt administrative attention. Among these challenges, the need for comprehensive structural reform of macro-teaching sessions emerged as particularly salient, alongside the perennial dichotomy of theory and practice which continues to pose challenges for PSLTs.

Beyond yielding in-depth insights into the practicum experience, the study contributes two data-driven pedagogical frameworks—a micro-teaching cycle framework and a feedback cycle for macro-teaching sessions—both developed inductively from the empirical data and intended to support language teacher education programs. Furthermore, the findings generate a number of practical implications for language teacher education programs and national policymakers. These include the incorporation of a novel practicum portfolio into teacher education curricula and the introduction of a two-stage practicum system informed by participants' experiences and perspectives. ■

KEYWORDS *pre-service language teacher education; practicum; needs analysis*

DAY 2 SESSION 9 HALL B

Comparison of AI-Generated Versus Human-Written Discussion Sections in Applied Linguistics: A Corpus-Based Analysis

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Considering the importance of genre analysis using move analysis in discipline-specific writing especially for non-native researchers and professionals, the present study aimed to investigate to what extent rhetorical moves in discussion sections of Artificial Intelligence-Generated versus Human-Written in the field of Applied Linguistics. Twenty articles published between 2019-2020 were randomly selected from TESOL Quarterly, System, and Journal of Second Language Writing for move analysis and AI-generated discussion for each article was created through ChatGPT for comparisons based on the framework by Yang & Allison (2003). The move analyses were conducted via MAXQDA. The Mann-Whitney test was conducted to determine whether there was a significant difference between AI-generated versus human-written discussions. The findings of the study revealed that there were significant differences in the frequencies of moves and steps across two corpora. Thus, the study presents some implications for graduate students, novice researchers, and academics in the field. ■

KEYWORDS *move analysis; genre analysis; discipline-specific writing; AI-generated writing*

DAY 2 SESSION 9 HALL C VIRTUAL

Digital Natives, Digital Practices: Reassessing ESP Pedagogy Through Digital Behaviour Research

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This paper reports on an extensive research of an ongoing Digital Behaviour Study examining how learners' digital habits and practices intersect with English for Specific Purposes (ESP) instruction. Despite the widespread assumption that today's students are "digital natives" fluent in technology use, emerging evidence suggests a persistent gap between everyday digital fluency and the strategic, purposeful use of digital tools for academic and professional language learning. Drawing on data collected from a sample of 400 students, this study investigates patterns of digital engagement, including device use, platform preferences, self-directed learning behaviours, and attitudes toward technology-mediated instruction, and considers their pedagogical implications. Findings point to notable discrepancies between learners' self-perceived digital competence and their actual capacity to transfer digital skills into structured language-learning tasks, raising questions about how ESP curricula should adapt to this reality. Particular attention is given to the concept of digital resilience, learners' capacity to adapt, cope, and remain effective in the face of digital overload, misinformation, distraction, and rapidly shifting technological demands. The paper argues for a reassessment of ESP pedagogy that moves beyond assumptions of inherent digital competence, proposing concrete measures for cultivating digital resilience alongside language skills. These include strategies for scaffolding self-regulated digital learning, fostering critical evaluation of online resources, and designing tasks that build sustained engagement rather than passive consumption. While grounded in the ESP classroom, the implications extend beyond language teaching, offering directions relevant to broader educational contexts seeking to strengthen learners' digital resilience in an increasingly complex digital landscape. ■

KEYWORDS *digital behaviour; digital resilience; ESP teaching; digital competence; language pedagogy*

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DAY 2 SESSION 10 HALL A

Bringing Past Encounters Into the Here-and-Now: Retrospective Reenactments of Transnational L2 Teaching Experience

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Experiences of teaching across national and educational contexts have been widely examined in relation to teacher identity, professional development, and intercultural adaptation. Less attention, however, has been paid to how L2 teachers interactionally report these experiences to others and how prior encounters are made available in the here-and-now of professional talk. This study examines the use of retrospective reenactment in video-mediated interactions among teachers with transnational teaching experience. Drawing on multimodal Conversation Analysis, the study focuses on recurrent sequences in which participants reconstruct selected moments from prior professional encounters by animating their own and others' talk, thought, reactions, and embodied conduct. These reenactments frequently involve quotative be like constructions such as I was like, they were like, and my students were like, together with changes in prosody, gaze, facial expression, gesture, and bodily orientation. Rather than treating reenactments as transparent reproductions of past events, the analysis approaches them as situated reconstructions designed for the current interaction. The findings show how reenactment enables teachers to make context-bound experiences from other classrooms and institutions intelligible to recipients who did not witness them. By juxtaposing perspectives, displaying prior reactions, and reconstructing locally consequential moments, teachers move from simply reporting what happened to demonstrating how an encounter was experienced and understood. The study extends interactional research on reenactment to transnational teacher experience-sharing and provides a conversation-analytic account of how professional experiences accumulated across educational contexts are made publicly accessible in interaction. ■

KEYWORDS *conversation analysis; retrospective reenactment; transnational teachers; multimodal interaction; professional experience-sharing*

DAY 2 SESSION 10 HALL B

From Needs to Practice: Academics' Self-Reflections on Academic English Speaking for Professional Purposes Following a Short-Term ESP Course

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Academic speaking involves more than grammatical accuracy and general communicative competence; it requires speakers to construct arguments, express stance, engage with others' ideas, and participate appropriately in academic and professional contexts. Research on English for Specific Purposes (ESP) and English for Academic Purposes (EAP) has increasingly addressed academic speaking; however, this body of research has predominantly focused on university students learning English, with considerably less attention given to academics themselves as users and learners of English for academic communication. In particular, little is known about how academics conceptualise academic speaking and how participation in ESP provision may shape their understanding of effective academic communication. Addressing this gap, the present qualitative study explores academics' retrospective reflections on their participation in a 16-hour academic speaking course designed to support communication in English-medium academic contexts. Data were collected through semi-structured interviews focusing on participants' understandings of academic speaking, perceived challenges, learning experiences, and changes in their perceptions following the course. The data were analysed thematically, with particular attention to participants' evolving understandings of academic voice, stance, interaction, and the linguistic and communicative resources associated with effective academic speaking. Rather than measuring changes in speaking proficiency, the study examines how academics make sense of academic speaking as a situated professional practice and how they perceive the relevance of course content to their own academic lives. The study contributes to the relatively underexplored area of ESP provision for academics and highlights the importance of incorporating academics' perspectives into the conceptualisation and design of academic speaking courses. ■

KEYWORDS *academics; academic English; professional English; ESP; EAP*

DAY 2 SESSION 10 HALL C VIRTUAL

Developing Autonomy Through LLM-Mediated Tasks in a Hybrid English for Nursing Course

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Generative artificial intelligence is reshaping English for Specific Purposes (ESP) by giving learners immediate access to personalised language input, feedback and simulated professional interaction. However, access to LLM-generated answers does not automatically produce autonomy and may encourage dependence or uncritical acceptance. Drawing on learner autonomy as the capacity to assume responsibility for planning, monitoring and evaluating learning (Benson, 2011) and on research into generative AI in language education (Kohnke et al., 2023), this study examines how structured LLM use can support learner agency in hybrid ESP courses.

This practice-oriented exploratory study involved 114 nursing students in an English for Nursing hybrid course. Five autonomy-supportive activities were implemented: (1) setting individual language goals and designing prompt plans for nursing scenarios; (2) comparing LLM explanations of clinical terminology with authoritative professional sources; (3) rehearsing and adapting nurse – patient dialogues; (4) revising SBAR handovers and clinical documentation while recording which AI suggestions were accepted or rejected; and (5) producing patient-education materials followed by an AI-use reflection log. Student reflections and the teacher's reflective notes gathered after the activities were analysed thematically. The reflections indicated that the activities increased perceived choice, enabled low-risk rehearsal and provided accessible, individualised feedback. Students particularly valued repeated interaction and control over task difficulty. The teacher reported greater differentiation and improved visibility of students' decision-making. Nevertheless, both the teacher and the students identified risks involving inaccurate clinical content, superficial acceptance of feedback, overreliance on AI and uncertainty about data privacy. The findings indicate that LLMs support autonomy only when tasks require learners to make, justify and evaluate decisions. ESP teachers should combine AI-assisted work with source verification, reflective logging, peer discussion and unaided transfer tasks. Assessment should reward the learning process, critical verification and independent professional communication rather than the quality of AI-assisted products. ■

KEYWORDS *learner autonomy; large language models; English for nursing; hybrid ESP; AI literacy*

DAY 2 SESSION 11 HALL A

English for Culinary Arts: A Review of Recent Research

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This review paper investigates the current state of research within English for Culinary Arts, a specialized domain under the umbrella of English for Specific Purposes (ESP). Driven by the global expansion of gastronomic tourism, open-kitchen concepts, and cross-cultural workplace environments, the field faces an increasing demand for targeted language instruction that addresses the communicative realities of the food service industry. To trace recurring scholarly themes, this study systematically analyzes recent journal articles, book chapters, and dissertation theses published between 2018 and 2025.

The synthesized research highlights several key trajectories. First, culinary recipes are examined as standardized technical texts through genre-based frameworks, detailing their distinct macro-structures and specialized micro-linguistic features, such as imperatives, ellipsis, and zero-article constructions. Second, the paper explores empirical advances in food-related corpus compilation, including specialized monolingual, parallel, and multi-lingual corpora. These resources facilitate interlinguistic and intralinguistic translation accuracy, semantic annotation of culinary verbs, and the development of targeted, data-driven specialized word lists. Third, qualitative assessments of learner perspectives reveal significant ontogenic, didactical, and epistemological learning obstacles, underscoring a mismatch between traditional classroom instruction and vocational needs. Finally, the review evaluates innovative approaches to materials development and course delivery. Methodologies such as the Four-D model, project-based video creation, and situated, on-site kitchen instruction emerge as effective frameworks for fostering experiential learning, lowering language anxiety, and enhancing real-world communicative competence. Ultimately, this paper demonstrates that integrating corpus linguistics, genre analysis, and hands-on pedagogical models is essential for designing relevant ESP materials that reduce communication errors and meet the dynamic demands of the global culinary sector. ■

KEYWORDS *genre-based approach; culinary vocabulary; English for culinary arts; materials design*

DAY 2 SESSION 11 HALL B

From Intrinsic Motivation to Teaching Self-Efficacy: The Mediating Role of Resilience Among Pre-Service EFL Teachers

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Teacher motivation plays a significant role in shaping prospective teachers' professional development, persistence, and well-being (Watt & Richardson, 2007). Drawing on the FIT-Choice framework, this study focuses on intrinsic value, defined as the extent to which teaching is perceived as inherently interesting and personally meaningful. Integrating the Teacher Resilience Framework (Gu & Day, 2007; Mansfield et al., 2016) and Social Cognitive Theory (Bandura, 1997), the study conceptualizes resilience as a dynamic capacity that may enable pre-service EFL teachers to cope with profession-specific challenges during the transition from language learner to language educator. While motivation and resilience have received scholarly attention in teacher development, the mediating role of resilience in the relationship between motivation and teaching self-efficacy remains underexplored among pre-service EFL teachers.

The study investigates whether intrinsic motivation predicts teaching self-efficacy directly and whether this relationship is indirectly explained by resilience. A quantitative, cross-sectional mediation design is employed with approximately 250–300 fourth-year pre-service EFL teachers from state and foundation universities in Türkiye, recruited through convenience and purposive sampling. Data are collected using the Intrinsic Value subscale of the FIT-Choice Scale, the Pre-service Teachers' Resilience (PTR) Scale (Lee et al., 2025), and the short form of the Teachers' Sense of Efficacy Scale (TSES). The psychometric properties of the PTR Scale are examined within the Turkish EFL teacher education context, followed by mediation analysis using the PROCESS Macro Model 4.

As data collection is currently underway, the presentation will report preliminary findings and discuss how intrinsic motivation and resilience may contribute to teaching self-efficacy. The study aims to inform EFL teacher education practices that support both motivational development and resilience during the transition to professional practice. ■

KEYWORDS *pre-service EFL teachers; intrinsic motivation; resilience; teaching self-efficacy; teacher education*

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DAY 2 SESSION 11 HALL C VIRTUAL

From "Needs Analysis" to "Needs Prediction": AI and the Hybrid Future of ESP Profiling

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Needs analysis has long been regarded as the defining feature of English for Specific Purposes (ESP), providing the foundation for curriculum design, materials development, and assessment. However, the rapid integration of artificial intelligence (AI) into professional workplaces is reshaping communication practices, job requirements, and language use across disciplines. As occupations evolve in increasingly AI-mediated environments, conventional needs analysis—typically based on learners' present or perceived needs—may no longer be sufficient to prepare graduates for emerging workplace realities. This paper explores whether AI can move ESP beyond descriptive needs analysis toward predictive models capable of anticipating future professional language demands. Adopting a critical narrative review methodology, the paper synthesizes recent interdisciplinary research from ESP, applied linguistics, AI in education, learning analytics, workforce development, and digital communication. It critically examines the potential of AI-driven technologies—including learning analytics, natural language processing, labor-market intelligence, and predictive data modeling—to support more dynamic, evidence-informed approaches to identifying learners' evolving linguistic and professional needs. The review also considers theoretical and ethical concerns surrounding AI-informed educational decision-making. The analysis suggests that AI offers significant opportunities to enhance needs analysis by integrating large-scale workplace data, identifying emerging communication practices, tracking changes in professional discourse, and supporting continuous curriculum adaptation. Nevertheless, the literature consistently indicates that effective needs analysis cannot rely solely on algorithmic prediction. Professional language needs remain socially situated, context-dependent, and influenced by organizational culture, disciplinary conventions, intercultural communication, and human aspirations that cannot be fully captured through automated data analysis alone. The paper concludes that the future of ESP lies in a hybrid model of needs analysis that combines AI-powered predictive intelligence with human expertise, stakeholder consultation, and contextual interpretation. Rather than replacing practitioners, AI can strengthen evidence-based decision-making while preserving the learner-centered philosophy that has historically defined ESP. The paper discusses implications for curriculum innovation, teacher education, educational policy, and future research into AI-responsive models of needs analysis. ■

KEYWORDS *English for Specific Purposes (ESP); artificial intelligence (AI); needs analysis; predictive; hybrid*

DAY 2 SESSION 12 HALL A

The Interplay of Affective States and Experience in L2 Strategic Competence: A Multiple Case Study of Elite Turkish Basketball Figures

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Whereas the models of communicative competence see strategic competence as vital for handling interactive breakdowns in real time, materials used in ELT classes do not provide students with opportunities to encounter the authentic and demanding discourse where strategic competence is crucial. Therefore, the purpose of this multiple-case study is to explore how match outcome (affect state) and L2 experience impact the use of communication strategies in the context of authentic, non-classroom L2 discourse represented by the press conferences held by two prominent Turkish basketball figures: head coach Ergin Ataman and NBA newcomer Alperen Şengün. Transcriptions of twenty press conferences (ten each participant, with equal distribution of wins and losses) were analyzed according to the classification proposed by Celce-Murcia et al. (1995). The inter-coder reliability was achieved in 85% of codes provided by the second coder. Of 209 instances, the most frequent strategy type was Achievement strategies (n = 97), and Avoidance was the least frequent one (n = 7). Match outcome affected the choice of strategies: Interactional strategies increased from 5.5% post-win to 9.0% post-loss and Avoidance from 2.8% to 4.0%. However, experience level demonstrated opposite patterns of behavior in response to the same affective state: Ataman's Achievement strategies almost doubled post-losses (28.9% to 59.1%) due to his internal reliance on available linguistic tools, whereas Şengün's Interactional strategies tripled (4.7% to 14.3%) due to his external search for social scaffolding. This study suggests that professional experience mediates, but does not eliminate, the effect of the affective state on L2 production. The study discusses how press conferences of athletes can be used as authentic discourse for teaching strategic competence and calls for normalizing such elements as hesitation markers, approximation and interactional appeal in EFL task design. ■

KEYWORDS *strategic competence; communication strategies; Affective Filter Hypothesis; discourse analysis; authentic materials*

DAY 2 SESSION 12 HALL B

Intertextual Link Formation in L2 Academic Reading: Executive Demands and Assessment Implications

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Academic reading in English often requires students to compare ideas across sources and build a coherent understanding of a topic. In multiple-text comprehension, this involves forming relationships across texts, especially when they provide complementary or contradictory information. However, source integration is often treated as a single outcome, and less is known about how different types of intertextual relations are associated with executive-function demands in L2 academic reading.

This study examined whether complementary and contradictory intertextual links were associated with different executive-function indicators in an L2 academic reading context. Participants were 130 undergraduate students enrolled in English-medium departments. A multiple-text reading set was developed for the study. Participants completed an open-ended multiple-text integration task with full access to three texts. Each question required students to form one complementary and one contradictory intertextual relation. The links were double-scored using a study-specific rating scale adapted from integrative reasoning levels, focusing on linking depth, relation accuracy, and textual evidence. Working memory was assessed through verbal and visuospatial complex span tasks, and attention control through Stroop, Flanker, and Simon tasks. Prior knowledge was measured and controlled. Hierarchical regression analyses were conducted for complementary and contradictory integration scores.

The findings showed that complementary and contradictory integration were associated with different executive-function indicators. Complementary integration was uniquely predicted by Simon performance, whereas contradictory integration was predicted by verbal working memory and Stroop performance. This pattern suggests that complementary links may involve mapping-related demands, whereas contradictory links may require greater maintenance and interference-regulation demands. Overall integration scores may therefore mask relation-specific executive profiles in L2 academic reading. The study contributes to ESP/EAP reading research by highlighting the value of examining the type and quality of intertextual links rather than treating source integration as a single outcome. Pedagogical and assessment implications are discussed for supporting learners' intertextual link formation. ■

KEYWORDS *multiple-text comprehension; intertextual link formation; L2 academic reading; executive functions; ESP/EAP assessment*

DAY 2 SESSION 12 HALL C VIRTUAL

Bridging Language and Disciplinary Expertise in Algerian English-Medium Instruction: A Mixed-Methods Study of Lecturers' and ESP Practitioners' Perceptions of Language Needs and Training Gaps

Wiam Hadji

University of El Oued, Algeria

Since 2022, Algerian universities have been moving, by ministerial decision, from French towards English as the language of teaching, particularly in medicine and other scientific fields, a change still under way and often met with limited lecturer preparation (Mellit, 2026). From an ESP perspective, lecturers' needs are specific-purpose needs: disciplinary lecture discourse, technical terminology and classroom interaction. This creates a two-sided "dual expertise gap": lecturers have disciplinary but not language expertise, whereas ESP practitioners have the reverse.

This study aims to identify lecturers' and ESP practitioners' perceived language needs and training gaps in EMI, and to propose an ESP-informed collaborative training model. It asks how prepared lecturers feel to teach their discipline in English, which discipline-specific language needs and training they report, and how ESP practitioners see their role in supporting them.

A convergent mixed-methods design was used. A piloted questionnaire (preparedness, training, language needs, collaboration) was completed by 40 lecturers in medicine, sciences and technology, and economics at five universities at different stages of EMI transition. A piloted online qualitative survey (Braun et al., 2021) with prompts to explain and exemplify gathered written accounts from 24 of these lecturers and 8 ESP practitioners. Questionnaire data were analysed descriptively, open responses through reflexive thematic analysis (Braun & Clarke, 2019), and both were merged in a joint display.

Although 31 of 40 lecturers (78%) supported EMI, only 20 (50%) felt adequately prepared, 13 (33%) had received formal EMI training, and 34 (85%) wanted discipline-specific language support. Four themes emerged: enthusiasm outpacing preparation, continued reliance on French, workload constraints, and practitioners' limited disciplinary knowledge.

The study proposes a partnership model of collaborative needs analysis, co-teaching or shadowing, and discourse-focused reflective communities, positioning ESP as central to EMI teacher development in Algeria. ■

KEYWORDS *ESP; EMI; needs analysis; teacher development; Algeria*

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