# 2024 BILKENT UNIVERSITY
# ENGLISH LANGUAGE PREPARATORY PROGRAM INTERNATIONAL CONFERENCE

## *Language Education 4.0: A Paradigm Shift towards Action-Oriented Approach, Artificial Intelligence Integration and Beyond*

*Dear Colleagues,*

*We are delighted to welcome you to our 2024 International Conference. This event is dedicated to exploring the latest advancements in language pedagogy, the integration of Artificial Intelligence (AI) into language learning, and much more. Additionally, we will delve into the global implementation of the Action-Oriented Approach (AoA), a dynamic methodology that emphasizes real-life language use and encourages learners to deeply engage with their learning process.*

*We extend our heartfelt thanks to all of you who have traveled from across the globe and Türkiye to be here with us. We sincerely hope you find the conference both enjoyable and enriching, leaving you inspired and energized by the experience.*

*We would like to express our deepest gratitude to Dr. John O'Dwyer's family for their donation, our gold sponsors Akula and IDP, our silver sponsors Gordion Academy and Unlimited Education Services, and our bronze sponsors Oxford University Press, Cambridge University Press, and National Geographic Learning.*

*Wishing you a successful conference and happy networking.*

*On behalf of the Conference Committee,*

*Kind regards,*

*Hande Işık Scott, Ph.D.*
*Head of Professional Development*
*Bilkent University English Language Preparatory Program*

## Conference Committee

## Conference Chair

*Dr. Hande Işık Scott holds a Ph.D. in English Language Teaching with a concentration in Teacher Education. She has been involved in teacher education since 2001 and has tutored on Cambridge English Delta courses and various M.A. programs. Dr. Scott is the Head of Professional Development at Bilkent University English Language Preparatory Program, where she has held various senior management positions and co-authored in-house coursebooks since 2006. She has published articles in the areas of teacher learning and development, program development and linguistics. She is also the co-editor of the books titled 'The Future of EAP: Standards, Provision and Practices', 'Classroom Assessment: Bridging Teaching, Learning and Assessment', 'The Future of Teaching English For Academic Purposes and Re-Vision and Re-Form in EAP Contexts After the Pandemic'. Her current research interests include 21st century teacher learning and development, EAP teacher competences and implementing the Action-Oriented-Approach in EAP contexts.*

## Committee Members

*Dr. Ayça Üner has been working as an instructor at Bilkent University since 2002, holding various positions of responsibility. These responsibilities included in-house textbook writing, Cambridge English DELTA course tutoring, leading curriculum development projects and working as a level assessment developer. She holds a Ph.D. in Curriculum and Instruction from Bilkent University. She has conducted research into educational psychology, curriculum design and delivery and assessment related practices and published an article related to student study efforts and its relation to motivational factors in learning a language. She has also co-edited the book titled "Re-Vision and Re-Form in English for Academic Purposes Contexts after the Pandemic." She has presented at various conferences and peer-reviewed for various journals.*

*Dr. Hilal Atlı is an instructor at Bilkent University English Language Preparatory Program, where she also worked for 20 years as an in-service teacher educator on Cambridge Assessment ICELT, CELTA, and DELTA courses. She holds a Ph.D. in Curriculum and Instruction from Bilkent University. Dr. Atlı has published articles in the areas of teachers' epistemological beliefs, role of in-service teacher educators, co-authored book chapters in areas of innovative teacher characteristics, EAP/ESP in EMI community. Her research interests include in-service professional learning, classroom-based research, and evaluation of learning.*

*Dr. Görkem Aydın is a speaker and conference committee member. It is her 18th year in the field of education and she is currently working at Bilkent University English Language Program as an instructor. She had her B.A. degree from Ankara University Faculty of Letters, English Language and Literature. She had her M.A. and PhD degrees from Bilkent University Graduate School of Education, Teacher Education and Curriculum and Instruction, respectively. Her research interests are mainly Self-determination Theory (SDT), academic buoyancy, and willingness to communicate (WTC) within the context of English Language Teaching in higher education.*

*Müge Erten graduated from Hacettepe University, English Language and Literature Department in 1992. She received her MSc in Educational Administration and Planning from Middle East Technical University. She worked at Ankara University as the Coordinator of Education between 1993-1995. She has been working at Bilkent University as an instructor since 1995.*

*Dr. Elif Kaya works as an Instructor at Bilkent University English Language Preparatory Programme. She holds a PhD degree in the field of Curriculum and Instruction. Her dissertation is on Computerized Adaptive Testing (CAT). She is mainly insterested in language testing.*

*Seçil Koçal is an instructor at Bilkent University with 26 years of experience in ELT. She has taught many different levels and is particularly skilled in Quality Management in Higher Education. She is a graduate of Hacettepe University - Department of English Language Teaching and received an MBA degree from Başkent University. Before joining Bilkent University she held a position at Başkent University in the department of Total Quality Management where she organized conferences and presented papers on quality improvement in service sector. Outside of her professional life she enjoys going to opera, travelling and tasting different cuisines.*

## Conference Secretary

*Berrin Akakça Meral is currently an administrative assistant at Bilkent University School of English Language. She has been serving as an administrative assistant in the English Preparatory Program for 7 years in the testing unit. She is a graduate of METU (Middle East Technical University) City and Regional Planning.*

**Please don't hesitate to contact us for any questions during the conference:**

# CONFERENCE INFORMATION

### *Conference Registration and Conference Desk*

Conference Venue      : Bilkent University Faculty of Art, Design and Architecture Building
Daily opening times : 08:00-18:00
Desk personnel         : Berrin Akakça Meral

### *Finishing on Time (to those presenting)*

It is very important to adhere to the times allocated for your presentation as there needs to be enough time for the next presenter to set up and start their presentation on time.

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### *Eating on Campus*

Coffee Break
Open 08:00–17:30 (weekdays only)
3-minute walk from the conference venue, a few minutes on the shuttle bus
Sandwiches, salads, pastries
Price range: 150-200 TL

Marmara Restaurant Table d'hôte
Open 08:00–20:00
5-minute walk from the conference venue
Restaurant meal consisting of a fixed number of prepared dishes
Price range: 205 – 270 TL

Bilkent Hotel Akdeniz Restaurant (East Campus)
Open all day until midnight
Turkish and international cuisine
Price range: 300 – 600 TL

Starbucks
FBA Building: Open 07:00– 20:30 weekdays, 10:00–17:45 weekends
FADA: Open 07:00– 18:15 weekdays
For more options see the link:
https://w3.bilkent.edu.tr/bilkent/cafeterias-management/cafeterias/

**THURSDAY, 30 MAY 2024**
**PRE-CONFERENCE EVENT JOINTLY HELD WITH UKALTA**
Bilkent University Faculty of Art, Design and Architecture Building, Ankara, Turkey
Room: FFB-22

| | |
|---|---|
| 08:00-09:00 | Registration |
| 09:00-9:10 | Opening Remarks/Welcome |
| 09:10-10:00 | PLENARY 1: DIANE SCHMITT<br>'EAP and AOA – Practice in Search of a Theory' |
| 10:00-10:30 | Coffee Break |
| 10:30-11:20 | PLENARY 2: ASSOC. PROF. HUAHUI ZHAO<br>'Navigating Generative AI in Language Education: Opportunities and Challenges' |
| 11:30-12:20 | Workshop 1 |
| 12:20-14:00 | Lunch |
| 14:00-14:50 | Workshop 2 |
| 14:50-15:20 | Coffee Break |
| 15:20-16:00 | Capturing Salient Points (Workshop Moderators Report) |
| 16:10-17:00 | Panel Q&A |
| 17:00-17.10 | Closing Remarks |
| 18:30-20:30 | Opening Cocktail at the Rector's Residence on Main Campus |

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# FRIDAY, 31 MAY 2024
# CONFERENCE
## Bilkent University Faculty of Art, Design and Architecture Building, Ankara, Turkey

| | | | | |
|---|---|---|---|---|
| 08:00-09:00 | **Registration** | | | |
| 09:00-09:15 | **Opening Remarks** | | | |
| 09:15-10:05 | **PLENARY 1: EVALINA GALACZI (Room: FFB -22)**<br>**AI and Tomorrow's Language Education: Is it Still About the People?** | | | |
| Concurrent 1<br>10:15-10:45 | Room: FFB -22<br>**ASSOC. PROF. HUAHUI ZHAO**<br>**Highlights from the PCE**<br>**Navigating Generative AI in Language Education: Opportunities and Challenges** | Room: FFB-05<br>**MÜJGAN ATABEY &**<br>**DR. GÖRKEM AYDIN**<br>**Artificial Intelligence Literacy for Language Teachers and Learners** | Room: FFB- 06<br>**PETER DAVIDSON**<br>**The impact of GAI on Language Assessment** | Room: FFZ-21<br>**BENGÜ CİLALI**<br>**Integrating AI into Writing Instruction** |
| 10:45-11:10 | **Coffee Break** | | | |
| 11:10-12:00 | **PLENARY 2: DR. AHMET ACAR (Room: FFB -22)**<br>**The Social Action-Oriented Approach: Linking Goals to Practice** | | | |
| 12:00-13:30 | **Lunch** | | | |
| 13:30-14:20 | **PLENARY 3: DR. CHRISTIAN PUREN (Room: FFB -22)**<br>**The Convergences between the Social Action-Oriented Approach (SAOA) and digital tools** | | | |
| Concurrent 2<br>14:30-15:00 | Room: FFB -22<br>**DIANE SCHMITT**<br>**Highlights from the PCE**<br>**EAP and AOA – Practice in Search of a Theory** | Room: FFB-05<br>**ÖZLEM ALBAŞ, BUKET ESRA TARAKÇIOĞLU & ESRA AKSOY**<br>**Dialogue, Collaboration & Critical Thinking: Socrates in Action in EAP 4.0** | Room: FFB- 06<br>**SUZAN ÖZGELEN AND GÖKÇE MANDALI KURDOĞLU**<br>**The Role of Techno-pedagogical Reflexivity in Continuing Professional Development** | Room: FFZ-21<br>**DR. ELİF KANTARCIOĞLU, MARIA GABRIELA SCHMIDT, MORTEN HUNKE, FERGUS O'DWYER**<br><br>**Publishing with the CEFR Journal** |
| 15:00-15:25 | **Coffee Break** | | | |
| 15:25-16:15 | **PLENARY 4:  LUKE HARDING (Room: FFB -22)**<br>**The role of digital technology in assessing and researching communicative competence: Risks and opportunities** | | | |
| 16:25-17:15 | **PLENARY 5:  DR. OLENA ROSSI (Room: FFB -22)**<br>**Assessment of language through AI: Opportunities, challenges, and future directions** | | | |
| 19:30-22:30 | **Gala Dinner** | | | |

# SATURDAY, I JUNE 2024
## CONFERENCE
### Bilkent University Faculty of Art, Design and Architecture Building, Ankara, Turkey

| 09:15-09:30 | **Registration** | | | |
|---|---|---|---|---|
| 09:30-10:20 | **PLENARY 6: DR. TUFAN KIYMAZ (Room: FFB -22)**<br>**The Use of AI at the Intersection of Ethics and Philosophy of Education** | | | |
| 10:20-10:45 | **Coffee Break** | | | |
| Concurrent 3<br>10:45-11:15 | Room: FFB -22<br>**PETER DAVIDSON**<br>**Leveraging GAI to Teach Writing** | Room: FFB-05<br>**MEHMET ERDOĞAN**<br>**Level Up Your Language in AI World** | Room: FFB- 06<br>**DR. GÖRKEM AYDIN**<br>**Unlocking Language Potential: The Power of Action, Choice, Competence, and Connection in English Learning Projects** | Room: FFZ-21<br>**RANA GÜRBENER**<br>**AI & Assessment** |
| 11:25-12:15 | **PLENARY 7:  DR. HANDE IŞIK SCOTT & DR. AYÇA ÜNER  (Room: FFB -22)**<br>**Unveiling Tomorrow: AI or IA - the enigmatic assistants of the future** | | | |
| 12:15-12:30 | **Closing Remarks** | | | |

**THURSDAY, 30 MAY 2024**

**PLENARY 1
09:10-10:00**

# DIANE SCHMITT



## EDUCATIONAL CONSULTANT

**Room: FFB-22**

**EAP and AOA – Practice in Search of a Theory**

For teachers like me who began teaching EAP in the early 1990s, there were few EAP textbooks on the market and assessment was limited largely to TOEFL and IELTS. Most EAP teachers learned their trade on the job. My own teaching was guided by a strong grounding in SLA theory, skills based and project work approaches to language teaching, and content-based language teaching. Through trial and error, years of experience, reading, conference attendance and membership of a fantastic EAP teacher organisation, I developed my own approach to EAP pedagogy. Over the last two decades, EAP has witnessed exponential growth. As student numbers increase, there has been a commensurate increase in demand for EAP teachers and materials to support them. Now what passes for EAP varies significantly from context to context. Piccardo and North's (2019) observation that when it comes to change and innovation in language teaching "practice has often been ahead of theory" (Section 1.1.1) seems especially apt for EAP. In this talk, I will consider the extent to which their recent work to theorise the professional pedagogical "know-how and action" of grassroots teachers with regard to the "Action-Oriented Approach" (Council of Europe, 2001) provides a model for theorising EAP with particular reference to EAP syllabus and assessment development.

## ASSOC. PROF. HUAHUI ZHAO

## UNIVERSITY OF LEEDS



**Room: FFB-22**

**Navigating Generative AI in Language Education: Opportunities and Challenges**

The release of Large Language Models (LLMs), exemplified by ChatGPT and its remarkably human-like responses, has ignited huge debates about how generative AI will transform education and literacy practice. As educators, we find ourselves at a pivotal juncture—an opportunity to harness AI's potential while addressing its challenges. To embrace the opportunities and challenges, as language educators, rather than refuting AI as a disruptive force, we shall think about how we can transform our language pedagogy to cultivate proficient language users in partnership with generative AI (GenAI).

In this talk, I will review the current debate on the impact of GenAI on language education. I will invite you to brainstorm a few questions that you might have asked yourself in your teaching practice: In an increasingly AI-powered landscape where traditional metrics of language proficiency may fall short, how do we teach and evaluate written proficiency? Language proficiency extends beyond mere fluency with the assistance of GenAI. How important is it to expand the instruction of language proficiency to the cultivation of academic literacy in which critical thinking plays a pivotal role? Balancing AI assistance with individual expression is crucial to retain distinctive human voice. How do we ensure that GenAI does not overshadow students' unique voices? In the talk, I will also share empirical data from my current project and invite you to 'spot the differences' between AI-assisted writing and human-only writing and subject tutors' feedback on the two types of writing. To uncover how GenAI affects the process and product of literacy practice, I will share examples of students' chat histories with GenAI to reveal how they engage with GenAI and AI-generated outputs. Based on the analysis, I will invite you to envisage the future of English, English users, and English education in an AI-enabled/infused era. The future of English lies at the intersection of human expertise and AI capabilities. How can we leverage

GenAI to enhance language learning and communication? Equipping learners with AI literacy is essential. How can we help them understand AI's strengths and limitations and make informed choices in their language use? Our classrooms will evolve in an AI-infused education sphere where students thrive. How can we support our students to retain their distinct voices while embracing the power of GenAI? If you are curious about my initial reflections on the impact of GenAI on language education, I invite you to explore my blog via [Impact of Artificial Intelligence on authentic assessments, education and job readiness | by Leeds Educators | Leeds Educators Present | Medium](#).

# CONFERENCE

**PLENARY 1**
**09:15-10:05**

## EVELINA GALACZI

## DIRECTOR OF RESEARCH

## CAMBRIDGE UNIVERSITY PRESS AND ASSESSMENT



**Room: FFB -22**

**AI and Tomorrow's Language Education: Is it Still About the People?**

In the rapidly evolving landscape of language education, the integration of AI poses profound questions about the role of human teachers and learners. In this plenary, I will explore the intersection of Generative AI and language learning, teaching and assessment through examples of its potential to positively augment and negatively disrupt education paradigms. Ultimately, I will argue for a future trajectory of language education where AI is leveraged to empower learners and teachers while preserving the essential human elements that underpin effective language education.

Room: FFB -22

## Highlight from the PCE Navigating Generative AI in Language Education: Opportunities and Challenges

**ASSOC. PROF. HUAHUI ZHAO, University of Leeds, UK**

This study aims to reveal perceived difficulties of academic English language skills by two groups of academics working at a state university in Turkey. Data will be collected via a five-point likert scale adapted from Berman and Cheng (2001), and quantitatively analysed to see whether the groups significantly differ in their perceived difficulties of academic English.

Room: FFB-05

## Artificial Intelligence Literacy for Language Teachers and Learners

**MÜJGAN ATABEY, & DR. GÖRKEM AYDIN, Sivas Cumhuriyet University, MA Student; Bilkent University, Ankara**

With the recent advancements in the Artificial Intelligence (AI) domain, language learning has also experienced a significant shift towards incorporating AI in language teaching and practice. Language education has evolved to adopt AI-enhanced tools, reshaping traditional approaches to language teaching and learning, which affects learners' overall language learning experience. Considering various studies showing that language learners using AI tools like ChatGPT experience noticeable enhancements in their language abilities, integrating AI into foreign/second language education can potentially improve language learning outcomes. Therefore, it is crucial for language teachers to be AI literate, which means having the essential abilities that people need to live, learn, and work in our digital world through AI-driven technologies. This competency should be integrated into educational curricula for kindergarten to adult learners. However, since AI literacy is a new concept and an interdisciplinary construct, drawing upon various literacies, including digital, information, and media, it is a demanding process for educators (Long et al., 2021). This review study highlights the significance of AI literacy in the educational field, exploring its potential and practical implications for language educators and learners.

Room:FFB-06

## The Impact of GAI on Language Assessment

**PETER DAVIDSON, Zayed University, Dubai**

Recent advances in AI have initiated a major disruption in education, causing us to reevaluate what we teach, how we teach it, and how we assess it. The purpose of this talk is to discuss how Generative AI (GAI) is impacting on language assessment practices right now, and how it will likely shape assessment practices in the future.

Room: FFZ-21

## Integrating AI into Writing Instruction

**BENGÜ CİLALI, Bilkent University, Ankara**

This small-scale classroom-based reflective action research study investigated the effectiveness of integrating artificial intelligence (AI) technologies into writing instruction to help B2-level English as a Foreign Language (EFL) learners develop well-structured essay outlines. The study aimed to explore the effectiveness of two AI platforms, in particular: Mizou, a more structured chatbot, and ChatGPT, an AI language model, to support students in crafting their outlines. The purpose of this reflective presentation is to share insights into the utilization of AI technologies in language learning contexts, specifically with reference to the potential of AI-powered chatbots like ChatGPT to enhance writing instruction.

# ASSOC. PROF. AHMET ACAR

# DOKUZ EYLÜL UNIVERSITY



**Room: FFB-22**

**The Social Action-Oriented Approach: Linking Goals to Practice**

The social action-oriented approach (SAOA) has the goal of training learners as democratic citizens and productive professionals who can make society together and work together effectively in the outside world by leading them to act as democratic citizens and productive professionals of their class micro-society/micro-company. While task-based language teaching (TBLT) holds the principle that learners learn to communicate in the outside world by communicating in the classroom, the SAOA holds the principle that learners learn to act together in the outside world by acting together in and/or outside the classroom. Communication in the SAOA is no longer both the means and the goal as in TBLT but just a means at the service of social action. Since pedagogical projects and mini-projects are the best models of social action in the SAOA, a concrete mini-project will be presented to illustrate how such a goal is linked to practice in the SAOA.

# DR. CHRISTIAN PUREN



**Room: FFB-22**

**The Convergences between the Social Action-Oriented Approach (SAOA) and digital tools**

In this talk, we will reflect on the effects of the current intersection of two innovations in language-culture teaching: The SAOA and digital tools. First, I'll describe the characteristics of the SAOA, which stem from the principle set out in the 2001 CEFR, namely, to consider both the learner in his or her classroom micro-society and the user in the outside world as social actors, which necessarily implies a paradigm shift away from the hitherto dominant communicative approach. Secondly, I will highlight the convergences between the SAOA and the didactic potential of digital tools, ending with the prospects opened up by Artificial Intelligence (AI): by enabling students to make immediate use of L2 -the second paradigm shift-, AI overturns the relationships hitherto established between the three fundamental didactic processes of teaching, learning, and use.

Room: FFB-22

## Highlights from the PCE EAP and AOA – Practice in Search of a Theory

**DIANE SCHMITT**

For teachers like me who began teaching EAP in the early 1990s, there were few EAP textbooks on the market and assessment was limited largely to TOEFL and IELTS. Most EAP teachers learned their trade on the job. My own teaching was guided by a strong grounding in SLA theory, skills based and project work approaches to language teaching, and content-based language teaching.  Through trial and error, years of experience, reading, conference attendance and membership of a fantastic EAP teacher organisation, I developed my own approach to EAP pedagogy.  Over the last two decades, EAP has witnessed exponential growth. As student numbers increase, there has been a commensurate increase in demand for EAP teachers and materials to support them. Now what passes for EAP varies significantly from context to context. Piccardo and North's (2019) observation that when it comes to change and innovation in language teaching "practice has often been ahead of theory" (Section 1.1.1) seems especially apt for EAP. In this talk, I will consider the extent to which their recent work to theorise the professional pedagogical "know-how and action" of grassroots teachers with regard to the "Action-Oriented Approach" (Council of Europe, 2001) provides a model for theorising EAP with particular reference to EAP syllabus and assessment development.

Room: FFB-05

## Dialogue, Collaboration & Critical Thinking: Socrates in EAP 4.0

**ÖZLEM ALBAŞ, BUKET ESRA TARAKÇIOĞLU & ESRA AKSOY, MIDDLE EAST TECHNICAL UNIVERSITY, ANKARA**

Socrates has a lot to offer to the modern English classroom with his timeless ancient teaching method. Our presentation offers an in-depth exploration of the Socratic Seminar, explaining how this method promotes active learning, collaboration, critical thinking, autonomy, and dialogue in the EAP context, and demonstrates its effectiveness as a valuable classroom practice for promoting the Action-Oriented Approach.

Room:FFB-06

## The Role of Techno-pedagogical Reflexivity in Continuing Professional Development

**SUZAN ÖZGELEN & GÖKÇE MANDALI KURDOĞLU, NSLS Education**

This workshop offers English language educators a captivating journey into merging technology with pedagogy, aiming to enrich ELT practices. It presents an opportunity for the exploration of innovative teaching methodologies and technology, highlighted by the SAMR Model, focusing on techno-pedagogical skills. This experience encourages a reflective journey on the transformative power of technology in English language education.


Room: FFZ-21

## Publishing with the CEFR Journal

**DR. ELİF KANTARCIOĞLU, BILKENT UNIVERSITY, MARIA GABRIELA SCHMIDT NIHON UNIVERSITY, MORTEN HUNKE, TECHNISCHE HOCHSCHULE BRANDENBURG FERGUS O'DWYER & MARINO INSTITUTE OF EDUCATION AN ASSOCIATED TRINITY COLLEGE DUBLIN**


The CEFR Journal is an online, open-access, peer reviewed journal for practitioners and researchers. Our aim is to create a platform where ideas, examples of good practice, and research surrounding the CEFR are shared. In this session, as editors of the journal, we will provide insights into the publication process with the aim of encouraging all participants to contribute.

# PROF. LUKE HARDING

# LANCESTER UNIVERSITY



**Room: FFB-22**

**The role of digital technology in assessing and researching communicative competence: Risks and opportunities**

Language assessment is currently in a state of disruptive change, driven by paradigm shifts both within and outside the field, as well as the rapid uptake of digital technologies including artificial intelligence. In this talk, I explore this situation with a focus on the assessment of speaking and the multifaceted role digital technology now plays in assessment design, delivery, scoring and research. First, I will discuss a fundamental tension in speaking assessment where the use of digital technology can potentially constrain the ability to capture a broad communicative competence, while at the same time digital communication practices are opening up new and exciting spoken language constructs. Second, I will demonstrate how computational technology – particularly the tools of corpus linguistics – can provide fine-grained insight into the nature of second language speaking. I will end the talk by proposing elements of language assessment literacy (LAL) for assessing speaking that will be required by language teachers in the future.

## DR. OLENA ROSSI



**Room: FFB-22**

**Assessment of language through AI: Opportunities, challenges, and future directions**

In this talk, I will focus on using artificial intelligence for language assessment. The talk will start with an overview of opportunities and challenges of applying AI to various areas of language assessment. These include automated scoring, automated feedback, remote proctoring, computer-mediated interactive testing of productive skills, as well as text and item generation. The second part of the talk will cast a deeper look into the prospects of using generative AI tools such as ChatGPT, Bing as well as commercial AI-powered item writing platforms for producing language test items. In discussing this topic, I will summarise recent developments in the field, talk about my personal experience producing test items with AI, and touch upon some recent research. I will dwell both on the great opportunities AI has created for the classroom as well as larger-scale testing, and on the substantial challenges the use of AI has presented.

# DR. TUFAN KIYMAZ
# BILKENT UNIVERSITY

**Room: FFB-22**

**The use of AI at the intersection of ethics and philosophy of education**

The ethical problems that arise from the use of generative AI in education can be conceptualized differently based on one's pedagogical approach and philosophical views on education. The purpose and methodology of instruction determines which uses of generative AI tools by the students and/or the instructors should be prohibited, discoursed, allowed, or encouraged. From the larger perspective of philosophy of education, we will discuss ethical aspects of various challenges in education that are being presented by the use of generative AI. We will also ask whether some apparent challenges may rather be opportunities in disguise.

Room: FFB-22

## Leveraging GAI to Teach Writing

**PETER DAVIDSON, Zayed University, Dubai**

The purpose of this presentation is to discuss how we can exploit the incredible potential of GAI to transform the teaching of writing, and how we can help students learn to use this new technology in responsible and ethical ways. We also question whether there is actually any value or legitimacy in continuing to teach students to write!!

Room: FFB-05

## Level Up Your Language in AI World

**MEHMET ERDOĞAN, Medipol University, Ankara**

Limited physical immersion hinders language learning. This project explores using AI to create a virtual country in which students encounter real-world scenarios, practice conversations with various characters, and receive personalized feedback. This immersive environment aims to replicate the benefits of living abroad for language acquisition.

Room: FFB-06

## Unlocking Language Potential: The Power of Action, Choice, Competence, and Connection in English Learning Projects

**DR. GÖRKEM AYDIN, Bilkent University, Ankara**

This presentation explores the application of self-determination theory (SDT; Deci & Ryan, 2000; Ryan & Deci, 2017) and action-oriented approach (AoA; CEFR; Puren, 2004a) in the context of English language learning projects, focusing on how the fulfillment of three basic psychological needs - autonomy, competence, and relatedness - influences the performance and well-being of language learners and how implementation of AoA fosters language learners to live and work successfully in their democratic society. Grounded in the principles of SDT and AoA, this research seeks to illuminate the dynamic relationship between these fundamental needs and students' engagement, progress, and satisfaction in acquiring the English language.

Room: FFZ-21

## **AI & Assessment**

**RANA GÜRBENER, B.A. in English Language Teaching at MEF University, ongoing**

This research explores the challenges which language learners without formal AI training encounter in flipped classrooms. It discusses how formal training helps students use AI chatbots more effectively by presenting their experiences. With comparative analysis, it discovers the effective integration of AI training in university courses to highlight the methods that improve learning and prevent AI from hindering it.

# Dr. Hande Işık Scott & Dr. Ayça Üner

## BILKENT UNIVERSITY



**Room: FFB-22**

**Unveiling tomorrow: AI or IA – The enigmatic assistants of the future**

Intelligent Automation (IA), a comprehensive approach that places Artificial Intelligence (AI) at its core, offers enhanced experience. In this talk, we will delve into the common fears surrounding AI and IA. There will be a critical examination of fears such as, decrease in human interaction, the rise of super intelligent machines and even more. We will address myths through real-world examples, showcasing how AI and IA may enhance productivity and creativity. There will also be an opportunity to participate in live polls, fostering an interactive and dynamic discussion on the future of AI. We will finish off by revealing the underlying benefits that transform these perceived dangers into valuable assets.