



9TH INTERNATIONAL CONFERENCE ON
RESEARCH IN APPLIED LINGUISTICS
14TH INTERNATIONAL ELT RESEARCH CONFERENCE

"Language Unbound: Shaping the Future of Language Education"

Ankara Hacı Bayram Veli University | School of Foreign Languages
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ULEAD 2025
CONGRESS

26-27 SEPTEMBER 2025

ABSTRACT DEADLINE: 01 SEPTEMBER 2025



9th International Conference on Research in Applied Linguistics

14th International ELT Research Conference

(ELT-ICRAL 2025)

Language Unbound: Shaping the Future of Language Education

ABSTRACT BOOK

Editors

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Uluslararası Eğitim Araştırmacıları Derneği (ULEAD) bünyesinde Ankara Hacı Bayram Veli Üniversitesi'nde düzenlenen ULEAD 2025 (ELT-ICRAL 2025) kongresinde Türkiye dışından 25 farklı ülkeden katılımcı olmuştur. (İran, Katar, Amerika Birleşik Devletleri, Romanya, Kanada, Kuzey Kıbrıs Türk Cumhuriyeti, Kazakistan, Azerbaycan, Hindistan, Kırgızistan, Nijerya, Malezya, Suriye, Cezayir, Etiyopya, Hollanda, Özbekistan, Çin, Tunus, Nepal, Pakistan, Ukrayna, Vietnam, Endonezya, Rusya Federasyonu). Kongrede en az iki hakem tarafından değerlendirilen 168 tebliğ sunulmuştur. Kongredeki tebliğlerin %57,14'ü Türkiye dışından 25 farklı ülkeden katılan katılımcılar tarafından sunulmuştur.

The ULEAD 2025 (ELT-ICRAL 2025) conference, organized by the International Association of Education Researchers (ULEAD) at Ankara Hacı Bayram Veli University, was attended by participants from 25 different countries outside Turkey. (Iran, Qatar, United States, Romania, Canada, Turkish Republic of Northern Cyprus, Kazakhstan, Azerbaijan, India, Kyrgyzstan, Nigeria, Malaysia, Syria, Algeria, Ethiopia, Netherlands, Uzbekistan, China, Tunisia, Nepal, Pakistan, Ukraine, Vietnam, Indonesia, Russian Federation). A total of 168 papers, evaluated by at least two referees, were presented at the conference. 57.14 % of the papers presented at the conference were submitted by participants from 25 different countries outside Turkey.

Table of Content



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1ABSTRACTS.....	1
The developmental trajectory of L2 students' positive achievement emotions and flow experience within AI-enhanced classrooms: A latent growth curve modeling (LGCM)	2
Differences in the Use of Authorial Stance in Academic Writing between Native and Non-native English Speakers	3
Gendered Voices in the Classroom: Integrating Discourse Analysis into Language Education Materials.....	4
Metaphors as Cultural and Cognitive Tools: Integrating Conceptual Metaphors into English as a Foreign Language Classrooms	5
Fueling the Flame: How Resilience and Perseverance Drive EFL Teachers' Work Engagement.....	6
Reclaiming Rigor in Applied Linguistics Research	7
Exploring the Role of 'Okay' in EFL Classroom Interaction: A Conversation Analytic Study	8
The Impact of Drama Activities on Transactional Language Retention.....	9
Interpretation of Metaphorical Space Expressions by Turkish EFL Learners	11
A Gender-Based Analysis of Observance and Non-Observance of Gricean Maxims among Teachers in an Educational Setting	13
Exploring the Impact of Growth Mindset on Foreign Language Enjoyment, Anxiety, and L2 Grit for EFL High School Learners.....	15
Addressing Linguicism in the Classroom: International Higher Education Perspectives for Applied Linguistics and Language Teacher Education.....	16
Empowering ELT Pedagogy through Photo voice: Exploring Students' Personal Transformation and Critical Reflection in English Language Teaching Class	18
Non-Verbal Language in Pragmatics and In Teaching Foreign Language Conversation.....	19

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University Staff's English Language Challenges, Coping Strategies, and Needs in Communicating with International Students.....	71
Integrating Artificial Intelligence into Scenario-Based Learning for Problem-Solving: Insights from ESP Practitioners in Algerian Higher Education.....	72
Types of Mediation Activity in ESP Teaching	73
Understanding the Realities of Esp Teaching In Higher Education: A Qualitative Study Of Constraints And Coping Strategies	75
Developing moral competence of future specialists in the military sphere in the ESP course	76
Writing Language for Specific Purposes with Artificial Intelligence Assistants: Prompts for Developing Virtual Reality	77
English for Specific Purposes in the Azerbaijani Context: Needs Analysis and Discourse Approaches for Emerging Professional Majors	78
Teacher Immunity and Professional Identity in a Changing Educational Context: Perspectives from ELT teachers.....	80
Improving Preservice Teachers' Task Instructions in Practicum: An Action Research Study	82
A Study on Pragmatic Awareness of Sarcasm and Its Pedagogical Implications for Preservice ELT Teachers	83
From Belief to Practice: A Study of Iranian TEFL Teachers' Instructional Decision-Making	85
English Language Teaching and Global Awareness: Rethinking Pedagogy through the Lens of Sustainable Development.....	86
Pre-Service English Teachers' Perceptions of Teacher Agency, Empathic Concern and Perspective-Taking Skills: The Mediating Role of Professional Plans and the Confounding Role of Emotions.....	87
Internet platforms used in online language teaching.....	88
The Interrelationship between Foreign Language Enjoyment and Self-Efficacy: A Comparative Study of 2nd- and 4th-Year ELT Students	90
Uncovering Pre-service EFL Teachers' Emotions through Poetry Writing	91
Mindfulness in Language Learning: Enhancing Focus and Retention	92
Boosting 21st Century Skills: A Professional Development Programme for In-Service English Teachers	93
The Influence of eTwinning Projects on the Development of Specific Skills in Middle School Students	94
The Effect of Comic Strips on Turkish EFL Learners' Motivation and Reading Comprehension.....	95

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Types of Mediation Activity in ESP Teaching

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Abstract

The purpose of the study is to conduct an analysis of the methods and approaches to mastering mediation activities by technical students in the ESP classes, and, on this basis, develop exercises aimed at developing students' mediation skills in different types of mediation activities.

The study was mixed methods research. It had a descriptive cross-sectional quantitative-based and qualitative-based (observation of the participants in the educational process; comparison and generalization of pedagogical experience on the problem under research; analysis of the data collected in a statistically valid manner) design.

The main types of mediation (non-interactive mediation, interactive mediation and mixed mediation) exploited in the educational process of the ESP are highlighted. With the help of non-interactive mediation, students learn to work independently: writing reports, summaries, and reviews. As for interactive mediation, the forms that are introduced into the ESP teaching are as follows: role-playing, textualization of intentions. Mixed mediation is performed by the teacher; the mediator performs not only an intermediary function, but also carries the function of an active communicator. As a result, after a detailed analysis of mediation and its role in the learning process, a set of specialized exercises for the development of mediation activity was compiled. Each exercise is based on the maximum development of mediation skills in students of technical specialties.

The main types of work in the ESP classroom were: 1) text mediation: selecting what students have understood and retelling it in their own words to help others understand; 2) concept mediation: collaborating with others to discuss ideas and solutions and reach new conclusions; 3) communication mediation: supporting the acceptance of different points of view. The fundamental role of the nature and structure of mediation activity in ESP learning is emphasized. The various opportunities to develop

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meaningful and authentic language and communication activities based on mediation skills mean that ESP can be given a renewed rationale, structure, and set of references. This will potentially lead to more meaningful learning outcomes.

Keywords: ESP, mediation, students of technical specialties.