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PORTS OF CONNECTION: MULTIDISCIPLINARY PERSPECTIVES IN ELT

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PORTS OF CONNECTION: MULTIDISCIPLINARY PERSPECTIVES IN ELT
BOOK OF ABSRACTS

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The content of this publication is arranged based on the alphabetical order of the authors.

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As the organizers of the first international conference “Ports of Connection: Multidisciplinary Perspectives in ELT”, hosted by the English Preparatory Department of Pîrî Reis University, we would like to express our sincere gratitude to all colleagues and partners whose support and collaboration made this event possible.

We would like to extend our heartfelt thanks to our keynote speaker Prof. Dr. Birsen Tütüniş and invited scholars for generously accepting to be part of our conference and for sharing their valuable insights and expertise with our participants.

This event is kindly supported by the Equals Member Event Fund, for which we are sincerely grateful. We would also like to express our sincere appreciation to our valued sponsors, UES, Macmillan and Gordion Akademi, for their generous support and contribution to making this conference possible. Our appreciation also goes to the members of the scientific committee for their time, expertise, and commitment in reviewing submissions and contributing to the academic quality of the conference.

We would like to thank all presenters for their inspiring contributions, as well as the academic and administrative staff of the English Preparatory Department for their dedication and cooperation during the preparation process.

Finally, we warmly thank all participants whose interest, engagement, and enthusiasm make this conference a meaningful platform for academic exchange and collaboration.

Prof. Dr. Iryna Semeniuk Zümrütdal
On behalf of the Organizing Committee

Keynote Speaker

- **Prof. Dr. Birsen TÛTÛNİŞ**, English Language Teaching Department, İstanbul Kùltür University, Türkiye









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PİRİ REIS UNIVERSITY ENGLISH PREPARATORY DEPARTMENT
PORTS OF CONNECTION: MULTIDISCIPLINARY PERSPECTIVES IN ELT

TIME	SESSIONS			
08:30 – 09:30	Registration			
09:30 – 09:45	Opening Ceremony			
09:45 – 10:00	Opening Remarks: Prof. Dr. Iryna Semeniuk Zümrütdal			
10:00 – 10:45	Plenary Speaker: Prof. Dr. Birsen Tütüniş			
10:45 – 11:00	Coffee Break			
	Concurrent Sessions			
	ALPHA (Room: A221-A222) 	BRAVO (Room: A205-A206) 	CHARLIE (Room: A215-A216) 	DELTA (Room: A217-A218) 
	Moderator: Oya ÖZGÜN	Moderator: Halil İbrahim FLİZ	Moderator: Burçin YAŞAR PAKKAN	Moderator: Duygu Nazime HARMAN
11:00 – 12:30	Tamari Dolidze Navigating Fluency: Using AI Tools to Improve ESP Speaking Skills in Maritime Education	Selin Demir Navigating between AI Placebos and Nocebos: Anchoring Teacher Critical AI Literacy in Classroom Judgment	Dandyson Michael Jaja Leading with AI: Transformative Educational Management in University Language Programs	Gamzegül Akça AI-Supported Learning Material Design with Differentiated Instructional Techniques
	Merve Aktaş How Multimodal Media Impact Gen Z Motivation and What This Means for ELT	Zeynep Oğul Akın Educators as Change Agents: Culture, Growth, and Global Classrooms	Merve Soydaş Corrective Feedback and Learner Uptake in English Preparatory Schools: A Study on Interactional Effectiveness and Student Perception	E. Uras Eren Cultivating Critical & Creative Thinking in Language Teacher Education
	Sema Yıldız-Huseynov Bridging the Gap: Applying Transactional Distance Theory to the Modern ELT Classroom	Arev Babahan From Silent Animation to Spoken Narrative: A Technology-Supported Approach to Developing L2 Speaking Skills	Siavash Bakhtshirin Beyond Outperformance: What Hologram-Delivered Grammar Instruction Reveals About Language Teacher Expertise	Özge Coşkun Aysal From Benchmarks to Blueprints: How Global Standards Architect Learning in ELT
12:30 – 13:30	Lunch Break - C Block			
	Concurrent Sessions			
	ALPHA (Room: A221-A222) 	BRAVO (Room: A205-A206) 	CHARLIE (Room: A215-A216) 	DELTA (Room: A217-A218) 
	Moderator: Gamzegül AKÇA	Moderator: Halil İbrahim FLİZ	Moderator: Merve SOYDAŞ	Moderator: Selin DEMİR
13:30 – 15:00	Javahir Aghayeva The psychological aspects of adopting English as a Second Language (ESL) in the context of artificial intelligence integration in language learning.	Burçin Yaşar Pakkan Accreditation as a Governance Technology: Re-conceptualizing Decision-Making, Managerial Reasoning, and Institutional Power in University Preparatory Programs	Kübranur Yılmaz Using AI-driven chatbots to enhance EFL students' ICC Levels: Turkish context	Kamila Ibragimova A Review of Language Learning Strategies and Learner Anxiety in the EFL Context
	Serra Kayadibli-Oğuz Bridging Bilingual Worlds: Experiences and Challenges of Turkish English Language Teachers Raising Bilingual Children in Türkiye	Murat A kbıyık Redefining 21st-Century Skills in the AI Era: A Conceptual Framework and Implications for ELT by	Rahim Sarı Extensive Reading with or without Tests?	Muhammet Selim Çabuk English Language Education Redefined: A Comparative Analysis of the Turkish Maarif Model, Singapore, and Finland
	Oya Özgün The Relationship Between University Students' AI Usage Patterns and Critical Thinking Dispositions	Saeedeh Gharakhany Enhancing 10th Graders' Emotional Awareness Through Reflection Journals in an EFL Classroom: An Action Research	Adesanya M. Alabi Language and Literature in ELT: Using Literary Texts to Teach English	Ghulam Sarwar Qadiry Reframing Technology-Enhanced ELT through Constructivist Theory: Integrating Piaget and Vygotsky in Digital Learning Environments
	Canan Türkmen The Educational Impact of Simulation-Based Experiential Learning at Primary and Secondary School Levels: The Flight Hour Project Example			
15:15 – 16:30	Bridge Mode: ON Ready for Command? Step beyond the classroom and onto the bridge. This Is Not a Presentation. This Is a Voyage. Think Like a Captain. Sail the Simulation!			

Using AI-driven chatbots to enhance EFL students' ICC Levels: Turkish context

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As the internationalization of higher education accelerates, Intercultural Communicative Competence (ICC) has emerged as a foundational outcome of English as a Foreign Language (EFL) education. Contemporary models of ICC conceptualize intercultural competence as a multidimensional construct encompassing affective dispositions (openness, curiosity, empathy), cognitive knowledge (cultural self-awareness and sociocultural understanding), and behavioral skills (adaptability and effective interaction). Developing these dimensions requires sustained engagement with cultural difference; however, many EFL contexts provide limited opportunities for authentic intercultural contact. In response to this gap, artificial intelligence (AI) technologies, particularly conversational agents, offer new forms of digitally mediated intercultural simulation. This study investigates the extent to which AI-driven chatbot interaction can support the development of ICC among EFL learners in a Turkish higher education context.

The research adopted a mixed-methods, quasi-experimental design involving 27 preparatory school students enrolled at a private university in Turkey. The Integrated Model of Intercultural Communication Competence (IMICC) scale was administered as a pre- and post- test to assess changes across affective, cognitive, and behavioral dimensions. The seven-week intervention required students to engage in bi-weekly, unstructured, text-based conversations with Mizou, a GPT-4o-powered chatbot programmed to simulate interlocutors from seven culturally diverse countries: India, China, the United States, Iran, Nigeria, Russia, and Germany. The chatbot was used not as a language tutor, but as an intercultural interlocutor designed to expose learners to multiple cultural perspectives. To complement the quantitative data, students produced reflective journals every two weeks, documenting their evolving perceptions, emotional responses, and communicative strategies.

Quantitative findings from paired-samples t-tests revealed a statistically significant increase in the affective dimension of ICC ($p = .003$), indicating enhanced openness, empathy, and confidence in intercultural communication. Although mean scores in the cognitive dimension increased, the change did not reach statistical significance. The behavioral dimension remained relatively stable during the intervention period. Qualitative thematic analysis provided deeper insight into these patterns, revealing a “friction-to-empathy” trajectory. Early journal entries frequently reflected surface-level generalizations, uncertainty, and implicit stereotyping. Over time, however, students demonstrated greater reflexivity, perspective-taking, and pragmatic sensitivity, suggesting the gradual development of critical cultural awareness.

The findings indicate that AI-mediated dialogue may function as a low-anxiety intercultural rehearsal space that facilitates affective readiness and reflective engagement. While short-term interventions may be insufficient to produce measurable behavioral transformation, the affective gains observed in this study highlight the preparatory role of AI in supporting intercultural growth. By providing structured yet psychologically safe encounters with cultural difference, AI-driven chatbots can complement traditional EFL pedagogy and contribute to broader goals of global citizenship education. The study thus contributes to ongoing discussions on digital mediation, intercultural learning theory, and the evolving pedagogical implications of artificial intelligence in higher education.

Keywords: Intercultural Communicative Competence (ICC), AI-Integrated ICC, AI-Driven Chatbots, Global Citizenship, AI-mediated interaction, Digital Pedagogy

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