ELTE | FACULTY OF HUMANITIES
DEPARTMENT OF ENGLISH APPLIED LINGUISTICS

CONTEMPORARY CROSSROADS VI:

STUDIES IN ENGLISH APPLIED LINGUISTICS

Book of Abstracts

16 June 2025

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A Conference organized by the
Department of English Applied Linguistics (DEAL)
at Eötvös Loránd University

16 June 2025

BOOK OF ABSTRACTS

Contemporary Crossroads VI: Studies in English Applied Linguistics
A Conference organized by the Department of English Applied Linguistics (DEAL)
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Members of the organizing committee: László Katona, Ádám Lajtai, Gyula Tankó, Nóra Tartsay Németh, Tímea Tiboldi, Katalin Wein Csizér, Attila M. Wind, Nóra Wünsch-Nagy

Edited by Gyula Tankó & Attila M. Wind
Published by Eötvös Loránd Tudományegyetem
ISBN 978-963-489-825-2 (PDF)

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PLENARY TALK ABSTRACTS

Digital tools for developing EFL vocabulary

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Learning vocabulary in any foreign language can seem tedious as it requires a lot of effort; however, it is often the case that what we have learned is sooner or later forgotten. In addition, the sheer number of words in English might also cause frustration for English language learners, who constantly try to look for more interesting and effective ways of learning words (Nation, 2001; Zou et al., 2021). Another important aspect in this regard is the development and maintenance of motivation, which is also essential for vocabulary learning. Overcoming this can be achieved by broadening the learning space, that is by complementing school-based learning with extramural education or by taking a different approach to language learning. As an extension to the traditional teaching materials and textbooks, we have been experiencing the explosion of digital technologies as in the last three decades technology-enhanced language learning (TELL), computer-assisted language learning (CALL), and mobile-assisted language learning (MALL)—also known as mlearning—have emerged in both language learning and almost immediately in research (Zou et al., 2021). The growing importance of out-of-school or extramural language learning is unquestionable: In Hungary, Lajtai (2020) found that research participants consider out-of-school learning to be more conducive to language acquisition than formal schooling.

Another benefit of using digital technologies is that personalized learning has also become more accessible. In a Personal Learning Network (PLN), the learner builds and operates a virtual, mobile system of communication and collaboration, and this dynamic network—which is based on personal preferences—is constantly changing and expanding. At the same time, successful and effective mobile learning, which goes beyond communication on social platforms, requires specific competences and pre-acquired knowledge systems (Richardson & Mancabelli, 2011). Two consequences of this, which also affect vocabulary learning, are ubiquitous learning (u-learning) and game-based learning (g-learning). An important factor is that this learning space provides an opportunity to move away from a teacher-centered education towards a learner-centered education (Stockwell, 2012), where students can assume real ownership and responsibility for their own learning.

Vocabulary development today goes hand in hand with digital technologies. It is greatly influenced by how we read texts and watch films, and there are countless applications and video games to help the language learning process. Drawing on research, the purpose of this talk is to explore the benefits and potential challenges of using digital and mobile devices. I will begin by introducing the main digital concepts and theories related to vocabulary learning, and then will proceed to summarize the research findings related to the use of video games, together with some digital strategies for vocabulary learning. Then, I plan to explore films and series available on streaming sites, with a particular focus on the use of subtitles for learning words. In the second part, I aim to look at how machine translation and artificial intelligence, which have been gaining ground recently, affect language use and vocabulary learning, and will highlight recent research methods and challenges.

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Enhancing the Teaching-Research Nexus in English Medium Instruction

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The teaching-research nexus is central to shaping pedagogical practices in higher education, particularly within English Medium Instruction (EMI) contexts. This keynote examines how the interplay between research and teaching informs EMI policy and practice, addressing key challenges such as disciplinary language demands, teacher preparedness, and student engagement in multilingual settings. Drawing on insights from relevant applied linguistics research, the talk will explore ways to strengthen the nexus in EMI, ensuring that research-driven approaches enhance learning outcomes. The discussion will highlight strategies for bridging the gap between theory and practice, supporting more effective and equitable EMI practices.

CONFERENCE PRESENTATION ABSTRACTS

Problem-Based Approaches in Language Teaching: Lessons from a Course

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Although problem-based learning (PBL) has been used in medical education since the 1980s (Delisle, 1997), it is a new approach in the humanities and in language education (Ansarian & Teoh, 2018). One and perhaps the main reason for this lies in the difficulty of conceptualizing the "problem" itself: it is difficult to find a clear answer to the question of what kinds of problems are suitable for language learning. In this talk, we will share some of the lessons we have learnt from running an elective course on problem-based language learning. In this course, we aimed to engage student teachers in theoretical and pedagogical investigations on problem-based learning and explore the possibilities of turning the theory of problem-based learning into practice together. We are going to present the course objectives as well as the materials and procedures we applied to attain them. We are also going to share some student work created during the course and argue that the practical exploration of problem-based learning gave students the opportunity to be creative, work collaboratively and reflect critically on what they did, which are all skills associated with the problem-based approach itself.

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Which One Improves my English Skills: Fortune-telling or Knitting?

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This study explored Myanmar tertiary students' engagement with activities in and outside of their English classrooms. Christenson et al. (2012) stated that engagement is related to academic persistence and inspiration, effort, low dropout rates, and success. We intend to present an insight that students might bring their learning experiences and knowledge gained from extramural activities into their classroom, and this tends to engender their language achievements. We collected data using semi-structured focus group interviews and narratives with eight students and three teachers. A thematic analysis described their behavioral, cognitive, social, and emotional engagement with classroom activities: group tasks and role plays involving fortune-telling and fan-meeting. The same dimensions of engagement were found in autonomous outside class activities: watching tutorials on knitting, paper folding, and movies. The findings reveal their use of English as a lingua franca as they had communication with international friends. Both in and outside class engagement enhanced their autonomous learning and metacognition. Their teachers noticed the students' engagement with outside-class activities, realized the benefits gained from them, and made opportunities for their students to be engaged with them. The students and their teachers pinpointed how engaging with different tasks improved English skills.

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Dynamic Interplay of Motivational Forces in L2 and L3

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Motivational drives to learn an L2 and L3 generate distinct yet related systems for multilingual learners. Bui (2023) argues that a dual-motivation system exists for multilinguals with languages mutually impacting one another. Understanding this theoretical framework can help educators design better curricula and teaching strategies. At the University of Pécs Medical School, language educators create a learning environment supporting and enhancing motivation for L2 English and L3 Hungarian and German. The motivation for each language is distinct and can influence the other, creating a dynamic interplay of motivational drives. Interpreting this led the language department to implement collaborative learning in the language courses through interaction with peers coming from different cultures and language socialization. English program students attend courses for medical purposes designed for Hungarian students as teaching assistants (TAs) and respectively. The interaction with peers can provide opportunities for practical language use, resulting in an engaging and enjoyable learning experience. The cognitive load is characteristic of medical studies. However, the language courses using TAs manage this load by allowing students to choose conversational topics in languages for medical purposes that best align with their interests in both L2 and L3.

Students' Attitudes Towards the Use of ChatGPT in Academic Writing: A Focus Group Interview Study

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With the rise of Artificial Intelligence (AI), concerns about academic integrity and the use Large Language Models (LLMs) in higher education have become a central issue in Second Language (L2) research. One of the areas of L2 learning and teaching that has been impacted by the use LLMs is academic writing. Consequently, this paper aims to explore international PhD students' perceptions regarding the use of LLMs, such as ChatGPT in their writings, at a Hungarian institution. A focus group interview (FGI) was conducted with international PhD students at the Faculty of Humanities at Eötvös Loránd University, Budapest, Hungary. To achieve this goal, participants were selected through non-probability convenience sampling technique; with five students from the English and Language pedagogy department, one student from Intercultural department, and one student from Sociology department. Thematic analysis was used to scrutinize the interview data. The findings reveal, first, different purposes for using ChatGPT among PhD students. They also reveal both students' ethical concerns regarding the use of LLMs in academic writing and their suggestion for a proper ethical use of LLMs in that particular context. The study provided crucial insights for academics and policy-makers concerning the integration of LLMs, particularly ChatGPT in academic writing.

A Cluster Analysis of University Instructors' Readiness for AI Adaptation

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Natural language programming has led to the worldwide popularization of artificial intelligence (AI) technologies. In education, AI adoption is often hindered by misconceptions about its capabilities and ethical concerns. This study examines AI literacy among 256 university instructors across Europe, focusing on their AI-TPACK knowledge (AI-related Technological Pedagogical Content Knowledge). Using cluster analysis, three groups were identified: Beginners (24%, n=62), Intermediate users (56%, n=144), and Advanced users (20%, n=50). Advanced users applied AI tools expertly in their teaching, while Beginners reported limited engagement and faced barriers such as lack of training and low confidence. Institutional support, voluntariness, and ethical concerns appeared to be further influences of AI adoption. Advanced users reported more autonomy and institutional facilitation, whereas Beginners struggled with unclear policies and inadequate training. These findings align with research on AI literacy, which highlights gaps in both student and instructor competencies (Chiu, 2023; Crawford et al., 2023; Folmeg et al., 2024; Ng et al., 2021). This study argues for professional development tailored to different proficiency levels and recommends a structured approach to AI training. Institutional policies should move beyond restrictions and focus on practical AI literacy development to support effective teaching practices.

Developing Problem-solving Skills in the Language Classroom

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The dominant use of English as a lingua franca has necessitated the rethinking of how languages, and English in particular, can be taught in a way that prepares learners for communication with speakers from a variety of linguacultural backgrounds (Illés & Bayyurt, 2023). The diversity of ELF contexts means that speakers cannot rely on the linguistic and schematic knowledge they share with speakers of their speech community. As a result, interactions in English pose problems that need to be solved there and then in an interaction. Language teachers, therefore, have to create conditions that can develop their learners' problem-solving skills in the classroom. The present talk aims to outline how this can be achieved by presenting the relevant theoretical framework and its application in the language class. It is argued that such an endeavor does not represent an approach (see Richards & Rodgers, 2001) but, rather, a particular kind of teacher attitude towards classroom practice. In order to capture what constitutes this practice, the notion of problem pertaining to language instruction needs to be defined. The definition formulated through the critical appraisal of the relevant sources in the literature can then serve as the reference point in relation to which classroom observations can highlight the multitude of ways in which teachers can exploit problems in aid of learning and using languages.

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Handling Hogwarts' Hardship - Wordplay Translation in Harry Potter Across Languages

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The paper investigates the translation strategies applied to character names and the underlying wordplay in the film Harry Potter and the Chamber of Secrets, comparing the original English version with dubbed adaptations in Hungarian, European Portuguese, and Turkish. Focusing on expressions of playfulness or cultural specificity, the research examines how the challenges of translating humorous and inventive language are handled. The aim of the research is to identify whether translators chose more source-oriented over target-oriented strategies with special emphasis on dynamic equivalence (Nida, 1964). Another aim is to find the extent to which translators utilized their creative freedom to preserve the effect of the original version in culturally diverse contexts. 50 expressions were selected from the English original script with the corresponding translation options in Hungarian, Portuguese and Turkish. They were analyzed through Delabastita's (1996) taxonomy of wordplay translation strategies. The preliminary findings indicate a clear tendency: while the Portuguese and Turkish versions predominantly employ preservation strategies, the Hungarian version is more localized and more reliant on adaptation. As a result, the Hungarian dubbing arguably recreates the humorous and witty atmosphere of the original piece more effectively for its target audiences.

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Language Choice and Emotional Communication: A Study of International Multilinguals in Hungary

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This pilot study investigates multilingual language use and emotional expression in romantic relationships among international multilinguals residing in Hungary. Employing a primarily qualitative approach, complemented by quantitative methods for triangulation, the research explores four key questions: (1) the languages individuals use to express love; (2) the factors influencing language choice; (3) attitudes toward L1, L2, and FL and their impact on emotional communication; and (4) the role of immersion and socialization in shaping perceptions of love and intimacy. Data collection has been completed, and data analysis, supported by MaxQDA, is currently ongoing. The pilot study was conducted with 10 participants selected from the planned main sample of 30 participants. Preliminary findings highlight the complex interplay between language preference, emotional resonance, and cultural adaptation among multilingual individuals. The study offers valuable insights into how multilinguals navigate emotional communication across languages and cultures, with broader implications for understanding multilingualism in interpersonal and romantic relationships. Final results and theoretical contributions will be discussed in more detail.

Teachers' Perceptions of the Advanced-level English as a Foreign Language School-leaving Examination

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The advanced-level (B2) EFL secondary school-leaving examination in Hungary aims to assess high school students' proficiency and serves as a gatekeeper in higher education. It is administered and assessed by high school EFL teachers. Although some research on the examination itself is available, there seems to be scant information on how it is perceived by high school EFL teachers – a key stakeholder group – who prepare for and assess learners at this examination. Therefore, our study focused on the following research questions:

1. What characterizes EFL language teachers' experiences when preparing learners for the objectively marked papers of the advanced-level school leaving examination in English?
2. What characterizes EFL language teachers' experiences concerning the administration and assessment of the objectively marked papers of the advanced-level school leaving examination in English?

Using a semi-structured protocol, we conducted a pilot interview study with three high school teachers. After the transcription of the interviews, a thematic analysis was conducted with the Atlas.ti software. The talk will share the preliminary insights of language teachers who regularly prepare and assess learners' performances on the objectively marked papers of the advanced-level secondary school leaving examination in English.

Current Gaps in Metacognition and Self-regulation Research on Multilingual Learners

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Metacognition and self-regulation have been widely recognized as essential components of successful language learning, yet their study in multilingual (L3+) learners remains conceptually and methodologically underdeveloped. To examine the overlap between self-regulatory action (e.g., metacognition, self-regulated learning, self-regulation; Dinsmore et al., 2008) and multilingual populations, a scoping review was performed. This review entailed the examination of 52 empirical studies to assess how metacognition and self-regulation have been theorized and operationalized in this specific area of research. A bibliographic coupling and thematic analysis revealed three key issues: (1) a lack of theoretical convergence, with studies drawing on disparate and often incompatible frameworks; (2) an overreliance on self-report questionnaires, despite long-standing concerns regarding their validity for capturing cognitive and regulatory processes; and (3) an inadequate distinction between bilingual and multilingual participants, limiting insights into how increasing linguistic repertoires influence metacognitive and self-regulatory mechanisms. This presentation focuses on the gaps this review identified under two key questions: What models of self-regulatory action may advance our current state of research in multilingual complexity? What methodological principles should be upheld in future research in the area?

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Verb Phrase Versatility: A Syntactic Complexity Indicator in L2-English Writing

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As part of validating a CEFR B2+ language examination for English majors at a Hungarian university, this research analyses a 500-text corpus in two registers—formal letters and narratives—to identify how syntactic and lexical complexity patterns align with B2+ standards. The main aims are to assess the exam's validity and explore partial automation in evaluating texts, based on syntactic and lexical complexity. This talk specifically examines whether verb phrase versatility (VPV)—variation in tense, aspect, voice, modality, and finiteness—can serve as a reliable indicator of syntactic complexity across and within these two registers. While more complex verb phrase use is generally seen as a sign of language development beyond B1/B2, major multivariate analysis tools such as the Biber-tagger/MAT (Nini 2019), the L2SCA (Lu 2017) or the CVLA (Uchida & Negishi 2018) do not isolate VPV as a single metric. The project integrates these tools including 110 manual and automated variables (Reményi 2024a, 2024b; Reményi-Velner 2022). The presentation will outline the mathematical calculation of a new indicator, VPV, show its distribution within and across the two registers, and compare results with those from existing analytical systems. A proposed statistical meta-analysis will underscore VPV's potential in identifying register-based variation and enhancing automated assessment reliability.

Quality Assurance in MT Workflows – Human in the Translation Loop

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Due to increasingly sophisticated translation engines, translators (or post-editors) need to check for errors and issues in sentences which are usually well-formed and easy to read, but still unreliable – thus detecting errors proves to be a challenging task (Lesznyák, 2019). The question arises for the translation industry, as well as for translation studies, how much human expertise is still needed for the quality assurance of MT outputs (Carmo & Moorkens, 2021; Szlávik 2022). Is post-editing sufficient or is revision still needed in the translation workflow? The aim of the presentation is to show what kind of editing and revisional operations are employed in the QA processes of machine-assisted translation. The analyses focus on EU press releases received from the Directorate-General for Translation (DGT), and operations are examined based on Robin's (2018) typology. The results show that post-editors approach the translated text at a micro- or segmental level, and that macro-level operations facilitating readability require the expertise of the reviser (Teixeira, 2020). Although post-editing improves the quality of the target language text, errors and issues still remain in the translations, and without revision eventually find their way into the training corpora of translation engines, causing further problems in language mediation.

Using a Flip Book Planner for Scaffolding Digital Teaching Skills

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The presentation discusses the findings of a small-scale exploratory study focusing on the effectiveness of scaffolding tools aimed to develop international teacher trainees' (N=5) digital teaching and project development skills in a short-term program. A key challenge concerned students' differing backgrounds which is likely to affect their future practice, especially in-class technology use (Sailer et al., 2021, p. 2). The context of the present study, a course focusing on meaningfully integrating technology in the language classroom, introduced students to digital teaching skills based on the DigCompEdu framework (Redecker, 2017) and guided them through the development of their own flipped learning project (Talbert, 2017) by applying Bloom's taxonomy for digital learning (McNulty, 2020). Pre-project development, participants identified task objectives, outcomes and using Bloom's taxonomy as the most challenging aspects of digital projects. Addressing these needs, a flip book planner was developed with open-ended sample objectives and outcomes structured based on Bloom's taxonomy. Students utilized the flip book planners in outlining, structuring and developing their own flipped learning language development units. Based on the implemented peer- and teacher assessment, end-term feedback questionnaire and completed project planners, the tool successfully aided students in preparing digitally scaffolded learning materials for their own contexts.

Teachers as Role Models: A Pilot Study on Empathy Cultivation in Algerian Teachers Education

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Empathetic teaching has been increasingly recognized as a powerful pedagogical quality that does not only deepen student involvement in the classroom (Zhou, 2022) but also contributes to the development of learners who are more capable of managing their own learning processes effectively. Therefore, this pilot study investigates how EFL university teachers in Algeria perceive and demonstrate empathy as part of their teaching practice as it is needed in a foreign language teaching context, serving as role models that aim to cultivate it to their student-teachers. This pilot study is guided with Bandura's (1977) Social Learning Theory. The study aims to explore how teachers influence the reinforcement of empathic attitudes and behaviors through demonstration and modeling. A semi-structured interview was designed and piloted with university teachers to examine both the internal construct validity and its ability to capture the teachers' perspective and their pedagogical practices. Thematic analysis revealed that teachers consciously use modeling, groupwork, role plays, and emotional openness to foster empathy, respect and understanding. The findings support the theoretical assumption that empathy, as a social and teachable competence, can be boosted through observation and imitation. The results provide preliminary validation of the instrument and serve as a loupe aiding in understanding how teachers' behavior influences empathic learning.

Redefining the Use of English Construct: A Practical Proposal

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For learning and assessment purposes grammar and vocabulary have been considered predominantly as independent dimensions of language even though from the mid-20th century systemic functional linguistics has demonstrated the interconnectedness of the two, and conceptualized it as a lexicogrammatical continuum. Given that the ultimate function of lexicogrammar is meaning making—as it is concerned with discourse semantics—and that communicative language testing requires that assessment tasks engage the same processes as real-life tasks do—namely that test takers produce and comprehend discourse in context during their completion—the question arises why Use of English (UoE) tests seldom include in their construct definitions lexicogrammar, and even in those cases with an inadequately articulated construct definition. This would be warranted because UoE tasks by definition assess lexis and syntax jointly in context, and sporadic research evidence shows that lexicogrammar is assessed in UoE papers. The most probable reason why lexicogrammar rarely features in the construct definition of UoE is the complexity of the concept, which may also explain its occasional dissimilar interpretations. This paper makes an attempt at defining lexicogrammar so that it can be operationalized. A functional operational definition enhanced by types of lexicogrammatical phenomena illustrated with examples can positively affect both language teaching and assessment, including their research.

Strategies of Using AI for Teaching ESP at Tertiary Level

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As a result of recent regulations of foreign language learning and certification in tertiary education, universities in Hungary need to focus on providing opportunities for their students to acquire the necessary level of professional language use. Although it is generally expected of new graduates to be able to communicate in English in their field of expertise, students often find it difficult to acquire the necessary language level besides their professional subjects. In the present talk, the results of the qualitative phase of the project will be discusses based on the interviews with academic staff from all nine faculties of the university. The main advantages of AI assisted language learning can be the efficiency and speed of learning; the personalized learning experiences; the ability to learn multiple languages simultaneously; accessibility and cost-effectiveness. The challenges include the lack of human interaction; the difficulty in replicating cultural and contextual nuances of language; the dependence on large amounts of data for training; the limited ability to understand or produce creative or original language, and the limited ability to recognize errors. The responses from the interviews reflect the current situation of ESP at the university and what challenges teachers and decision makers face in this area.

English for Diplomats from and Intercultural Communication Perspective

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English has gained currency as an international language and as the most commonly used diplomatic language. International organizations are recognizing the various languages of member states as official or working languages for their proceedings, both oral and written. The 1996 Universal Declaration of Linguistic Rights is one of the results of increased awareness of linguistic rights. In diplomacy, now more than ever before, interpreters and translators are of vital importance. However, regarding communication English as a lingua France is becoming more and more important. There has been a change from international to intercultural communication. This presentation aims to approach English for diplomats from an intercultural communication perspective. Discuss the basic needs of diplomats and the skills they need when posted abroad. I will also talk about the Workbook we have written for diplomats and the oral and written skills they need when structuring discourse in an international setting. The protocol-determined way in which diplomatic papers are written makes it easier for the parties involved to create shared meanings, the utmost objective of communication.

Cancelled presentation

Supporting Language Teachers with AI-Based Text Classification

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One of the key challenges in teaching Hungarian as a foreign language is that most teachers are native speakers. While this offers an intuitive understanding of the language and enables natural communication with learners, it can also lead to some difficulties. For example, categorizing texts according to the Common European Framework of Reference (CEFR) levels can be problematic.
This study addresses the challenge of automatically classifying text levels using a large language model (LLM). Specifically, a fine-tuned version of the Puli-BERT-Large model (Yang et al., 2023), developed by the HUN-REN Research Centre for Linguistics, was employed. The model was trained on annotated data from the Hungarian Learner Corpus (Baumann et al., 2020), which covers CEFR levels A1- B2. The dataset also included the MagyarOK textbook series (Szita, 2021), from which frequent N-grams were extracted. After three training epochs, the model achieved an accuracy of 81.5% with an evaluation loss of 0.72. Although performance could be further improved with additional fine-tuning and more diverse data, these results demonstrate promising potential. Importantly, this methodology is not limited to Hungarian; it can be adapted to other languages with similar resources, offering a scalable solution to support language teachers in assessing texts more effectively.

A Corpus-Based Analysis of Linguistic Features of AI-Generated and Human-Produced Texts

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Since the launch of ChatGPT in 2022, generative chatbots have become popular in the field of education among both students and instructors for many diverse purposes. To contribute to the understanding of AI-generated texts, this study investigated the differences in linguistic complexity indices between AI-generated and human-produced argumentative essays. A corpus of 113 argumentative essays (Wind, 2022, 2023), composed by EFL undergraduate students, were compared to a corpus of 100 argumentative essays, generated by ChatGPT. It was found that ChatGPT generated essays demonstrated the linguistic characteristics of the academic genre (e.g., complex nominals, longer sentences etc.) to a greater extent than EFL students. Most importantly, ChatGPT generated argumentative essays that were significantly more diverse or varied than human-produced essays. This talk ends with pedagogical implications for educators in the field of language education and applied linguistics.

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Students' Openness to Problem-based Learning in the Language Classroom

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Problem-based learning (PBL) is a student-centered instructional method in which learners solve ill-structured problems (Barrows, 1986). PBL gained popularity in various disciplines including language education thanks to its effectiveness in fostering problem-solving, self-directed, and collaborative skills. We claim that PBL could be an effective classroom practice for instructed second language acquisition in monolingual contexts, such as Hungary. We present the findings of our study that investigated students' disposition toward PBL. Our main goal was to test a structural equation model through which we could explicate students' openness to PBL. We conducted a questionnaire study by collecting data from 431 students learning in secondary schools in Hungary. Out of the 431 students, 245 studied English as their first foreign language, while 186 studied German. We found that students' background knowledge and their difficulties with lexis and grammar correlated. In addition, we found that students' background knowledge and difficulties with lexis and grammar had a direct impact on the role of teachers and contact. Finally, it was found that the students' background knowledge, difficulties with lexis and grammar, the role of teachers, and contact had a direct impact on students' openness to problem-based learning.

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Knowledge-powered Reflection in Teacher Education: Semantic Waves and Genre-based Writing Practice

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Pre-service teachers are often asked to write reflective notes as part of their assignments (Szivák, 2014). Such an activity demands careful observation of learning situations and awareness of pedagogical theories and methodologies. Apart from the need for detailed instruction, students also need to receive insights into what evidence of their knowledge is expected from them in these assignments. In this presentation, I will draw on the concept of semantic waves (Maton, 2013, 2020), i.e. shifts between everyday and more technical knowledge in Legitimation Code Theory (LCT) and a genre-based pedagogical approach (Martin & Rose, 2008; Rose & Martin, 2012) to report on how scaffolding reflective practice can happen both in writing and in classroom dialogues. In a course targeting multimodal literacy development, I designed a learning pathway supported by writing tasks and collaborative dialogues built around museum visits. This pathway shows how semantic waves and genre-based pedagogy can inform the structural design of a course, give guidance during classroom dialogues, and help feedback on writing tasks. Based on the qualitative analysis of the texts collected at the end of the course, the students were found to reflect on their museum experiences from a pedagogical perspective.

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Emotion Regulation Strategies Among Kazakhstani Teachers in English Language Classrooms

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This study aimed to explore the emotions of English teachers in Kazakhstan, to be more specific, emotion regulation strategies employed and their perceived impact on teaching practices and student engagement. Data was collected through semi-structured interviews with 10 English teachers working in various schools such as public, private, specialized lyceum, and BINOM schools in Kazakhstan. Thematic data analysis of the interviews revealed that teachers use established strategies based on Gross's (1998) model and emergent, context-specific approaches such as humor, storytelling, and peer support to deal with emotions after the class. While emotion regulation helped teachers maintain professionalism and keep students engaged, suppression of emotions sometimes reduced perceived instructional effectiveness. However, the findings also illustrate the varied effects of using emotion regulation strategies for teachers. Thus, it is important to highlight the complex emotional demands of teaching and emphasize the need for teacher training programs to support emotional awareness and adaptive regulation in educational settings.

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Reconsidering Teacher Language Awareness in the Age of the Internet

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With the rapid spread of the Internet, English has become increasingly accessible and is now used routinely by people across diverse contexts. In language teacher education, this calls for a reconsideration of the traditional notion of teacher language awareness. Earlier definitions, such as Thornbury's (1997), have primarily emphasized knowledge of language systems and structures. In today's digitally mediated contexts, however, language awareness should also encompass the ability to reflect on the complexities of everyday language use. Building on this shift, the present paper investigates teacher trainees' reported awareness of their own English use and the challenges they perceive in navigating everyday communication.

Embedded in the empirical research previously conducted in the field of teacher language awareness (e.g., Bilgin, 2017; Tüzel & Akcan, 2009;), a focus group interview project was carried out with six groups of teacher trainees currently completing their studies at a Hungarian university (N=34).

Initial results show participants' high awareness of the ways in which they use English in their lives as well as of the challenges they encounter when they employ English for everyday purposes. Since language awareness "enables [teachers] to teach effectively" (Thornbury, 1997, p. x), the findings provide context for the subsequent investigation of teacher trainees' extended language awareness as it might be of predictive value regarding actual classroom practices.

WORKSHOP

Mind Your Research: Navigating Ethics and Consent in Applied Linguistics

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In this workshop, we aim to explore key dimensions of conducting ethical research in applied linguistics. We will begin with a brief hands-on activity that invites participants to reflect on their own experiences, dilemmas, and assumptions about research ethics. Drawing from this activity, we will offer insights into ethical decision-making processes, including issues of informed consent, data protection, anonymity, and power dynamics across various research contexts. Our discussion will consider a range of research strategies, such as surveys, qualitative data collection, classroom-based studies, and language-focused investigations. We will focus on applying the abstract principles of research ethics to a variety of specific real-world circumstances and challenges. While we will provide clear guidelines, we will also try to avoid one-size-fits-all answers. Instead, this workshop will facilitate the importance of critical engagement with ethical questions and encourage researchers to plan their studies with transparency and care.

SPEAKERS

ALBERT Ágnes	Ágnes Albert is Associate Professor at Eötvös Loránd University, Hungary. Her research focuses on task-based language learning, foreign language learning-related emotions and flow, and she is Associate Editor of the Studies in Second Language Learning and Teaching journal. She is a member of the MTA-ELTE Foreign Language Teaching research group.
AUNG May	The presenter is a student at the Doctoral School of Education, University of Szeged. Her research area is related to tertiary students' English language learning motivation, grit, engagement in classroom and extra-curricular activities, and language achievements. She is an Associate Professor from the Department of English, Hpa-an University, Myanmar (Burma). She is doing her PhD research as a scholarship student awarded by Hungarian Government.
BERTA Anikó	Anikó Berta is an assistant professor at the Department of Languages for Biomedical Purposes and Communication, University of Pécs Medical School, specializing in medical English, medical Hungarian, medical German and medical terminology. She is a 4th-year PhD student at the University of Pécs Doctoral School of the Faculty of Health Sciences. Her work focuses on the psychology of the language learner, language learning motivation of L3 Hungarian, multilingualism and perceived positive language interaction (PPLI) and ESP (English for Specific Purposes).
CSIZÉR Kata	Kata Csizér is Professor at Eötvös Loránd University, Hungary. Her research focuses on foreign language learning motivation, and she is Associate Editor of the Studies in Second Language Learning and Teaching journal and Co-Editor of the monograph series Applied Linguistics in the 21st Century, published by Akadémiai Kiadó. She is the leader of the MTA-ELTE Foreign Language Teaching research group.
DÓCZI Brigitta	Brigitta Dóczi has been teaching various courses at the Department of English Applied Linguistics since 1999. She obtained her PhD degree in 2012 and did her habilitation in 2024. Her main fields of interest are second language vocabulary development as well as task-based teaching and materials design. She has been the head of the 'English in business' BA specialization since 2017, offering business-related courses. Relying on her extensive experience in teacher training, she still actively teaches English as a foreign language. Apart from teaching vocabulary research, she also offers courses and workshops related to research methodology and presentation skills to graduates and PhD students. She has recently published her monograph about research in vocabulary learning and development in the 21st century.
EL HAJ ABDALLAH Faten	I am Faten El Haj Abdallah, a 1st year PhD student at ELTE, Faculty of Humanities. I am a dynamic and professional English teacher. I am Proficient at communicating complex information and ideas in a simple manner. I am also Passionate about motivating students to develop their skills and to produce significant academic achievement. I taught English online for EFL young learners, for one year. I also gave

	some courses for English Majors (bachelor students) back in Tunisia. I am interested in the use of ChatGPT and other large language models in education, particularly in the area of academic writing.
FEKETE Imre	Imre Fekete is a college associate professor of the Department of Pedagogy at Budapest University of Economics and Business and holds a PhD in Education (Language Pedagogy). He teaches Learning theory, (Digital) media-, AI-, and technology-related courses such as Virtual learning environments. He has been instructing Language development seminars as well as technology-, and Research methodology-related courses in EFL Teacher Education since 2018.
ILLÉS Éva	Éva Illés graduated in English and Russian Language and Literature from Eötvös Loránd University. She holds a PhD in ESOL from the Institute of Education University of London. She has a wide range of experience including TEFL and TESOL in Hungary and Britain. She has also been involved in pre- and in-service teacher training, and has taken part in the development of qualifications for ESOL teachers in Britain. From 2004 to 2006 she was Visiting Lecturer at Roehampton University, London where she taught Applied English Studies and TESOL. She was editor-in-chief of Language Issues, a journal for ESOL practitioners in Britain. Her interests include English as a lingua franca, pragmatics, ELT methodology and teacher development.
KATONA László	László Katona is a teacher in English language and literature and Chemistry, holding a PhD in applied linguistics investigating the role of foreign language theatre activities in teacher training. His research interest has currently been multimodality in translation. As a senior lecturer, he coordinates the English Translation Skills specialization in the English Studies BA course at the School of English and American Studies at Eotvos Lorand University and is a member of the MTA-ELTE Teaching Foreign Languages research group. As a film translator and dramaturge, he has contributed to the dubbing of various media products for different TV-channels and streaming platforms, translating from English and Portuguese.
McKINLEY Jim	Jim McKinley, SFHEA, is Professor of Applied Linguistics at University College London, IOE Faculty of Education and Society, and Honorary Research Fellow at the University of Oxford, Department of Education. He has taught in higher education in the UK, Japan, Australia, and Uganda, as well as US schools. His research targets implications of globalization for L2 writing, language education, and higher education studies, particularly the teaching-research nexus and English medium instruction. Jim is co-author and co-editor of several books on research methods in applied linguistics. He is an Editor-in-Chief of the journal *System*, and a co-Editor of the Cambridge Elements in Language Teaching series (Cambridge University Press).
MOHAMMADPOUR Kimia	Kimia Mohammadpour is a fourth-year PhD candidate in the Intercultural Linguistics program at Eötvös Loránd University (ELTE). Her research explores multilingualism and language use in romantic relationships among international students in Hungary.

NAGY Károly	Károly Nagy is an English teacher, PhD candidate and assistant lecturer at the Department of English Language Pedagogy of Eotvos Lorand University. His research interests include discourse, critical discourse, political discourse analysis, translation studies, pragmatics, and ELF. He has conducted research regarding ELF interactions, use of ideologies, and argumentative structures. He has experience with analytical methods that are associated with critical discourse analysis, namely qualitative content analysis, discourse-historical approach, and the ideological square model.
PINIEL Katalin	Katalin Piniel is an assistant professor at the Department of English Applied Linguistics at Eötvös University, Budapest, where she obtained her PhD in Language Pedagogy. She is particularly interested in conducting research on the dynamic interrelationship of individual differences in foreign language learning, with a special focus on emotion, including language anxiety. Currently she is involved in a research project scrutinizing the Hungarian advanced-level final school leaving examination in English.
QUINTEROS ORTIZ Constana	Master's in Linguistics from the University of Santiago, Chile, and currently a PhD candidate at the Graduate School of Empirical and Applied Linguistics. University of Münster, Germany. Her research explores the role of metacognition and self-regulation in additional language learning beyond Second Language Acquisition.
REMÉNYI Andrea Ágnes	Andrea Ágnes Reményi is associate professor at the English-American Institute of Pázmány Péter Catholic University, Budapest, also heading the applied linguistics program of its Doctoral School of Linguistics. She specializes in corpus linguistics, language teaching policy and L2-English assessment. Her present research project focusses on language examination validation and automated language assessment.
ROBIN Edina	Edina Robin, associate professor, is Director for the Institute of Language Mediation and Head of the Department of Translation and Interpreting, Eötvös Loránd University, Budapest, Hungary. She holds an MA in English Language and Literature, as well as a PhD in Translation Studies. At the Department of Translation and Interpreting, Eötvös Loránd University, she teaches translation skills, revision skills and Hungarian language and style. She is also a supervisor and the director of the Translation Studies Program of the Doctoral School of Linguistics at Eötvös Loránd University.
SIMON Krisztián	My name is Krisztián Simon and I am an assistant professor at the University of Pécs. I received my PhD in 2017 in English applied linguistics. I teach language skill development and EFL methodology courses. My research areas include e-learning, blended learning, language classroom variables, content development, material design and gamification. I am part of the Digital Learning and Support Center at the University of Pécs and work as a pedagogical engineer in EDUC (European Digital University) where I have opportunities to meaningfully apply my research areas to support instructors and students alike.

SOUIDI Chourouk Farida	Souidi Chourouk Farida is an Algerian PhD student in Language Pedagogy at Eötvös Loránd University (ELTE) in Budapest, Hungary. Her research focuses on the role of empathy in teacher education, with a particular interest in how EFL teachers cultivate empathetic practices in the classroom. With a background in linguistics, cognitive semantics, pragmatics, educational psychology and language teaching practices. She is fluent in multiple languages and deeply interested in diversity, reflective teaching practices, and student well-being.
SZLÁVIK Szilárd	Szilárd Szlávik is a Business Informatics Engineer, holds an MA in Translation and Interpreting and is currently a PhD student at the Translation Studies Program of the Doctorate School of Linguistics, Eötvös Loránd University, and also teaching assistant at the Department of Translation and Interpreting. The topic of his dissertation is the difference between post-editing machine translation and revising human translation.
TANKÓ Gyula	Gyula Tankó is an associate professor at the Department of English Applied Linguistics at Eötvös Loránd University, Budapest, and has also taught in upper-primary, secondary, and higher education institutions in Italy, Germany, the UK, and Romania. He teaches and researches Language Assessment, English for Academic Purposes, and Mediation Studies at BA, MA, and PhD level. He has published books and articles on language assessment and academic writing, and is the principal researcher in a large-scale assessment project funded by the Hungarian National Research, Development and Innovation Office (Hungarian Scientific Research Fund, OTKA; Project number: 142536).
TARTSAY NÉMETH Nóra	Nóra Tartsay Németh graduated from Eötvös Loránd University, where she obtained her PhD in Language Pedagogy (2004). In her dissertation, she researched the roles of the teacher in e-learning courses, and suggested competences for teachers to become online facilitators. She has been teaching at the department since 1995 and offered courses on (among others) applied linguistics, English in the media, ICT and learning, digital literacies, e-learning, and recently AI in education. She served as the Director of Studies and the coordinator for international studies at the School of English and American Studies, and is an e-learning coordinator at the Faculty of Humanities at ELTE. Her research interests include digital literacies and AI, ESP, transversal skills and problem-based learning. She is a member of the research group investigating the ESP needs of educators and students at ELTE, member of the CHARM-EU university alliance as an educationalist and a mentor and facilitator in the EduFlow program.
TIBOLDI Tímea	My name is Tímea Tiboldi, I graduated from ELTE University Budapest in English, Media and Communication and Portuguese. My PhD is on effective English teaching. I have been teaching at the Department of English Applied Linguistics at ELTE for more than 30 years. Currently, I work as Director of Studies at the School of English and American Studies at ELTE University and I am also the coordinator of the media specialization. I am also a Hungarian National Nominating Authority

	member for ECML (European Council for Modern Languages). I also hold a degree in business studies and a post-graduate degree in HR. My main scope of interest is intercultural communication, effective teacher training, teaching ESP mainly business English, English for Journalists and English for Diplomats. I have written two handbooks for diplomats and have been teaching diplomats in the Ministry of Foreign Affairs and Trade Hungary for mor than 25 years. I am also involved in international teacher training projects (Teachers of English for Future Europe (TEFE A+) and worked on various MOOC courses.
TURNBULL Sara	Sara Turnbull is originally from Fife, Scotland. She has been teaching for 12 years and is currently a first-year PhD student in Education and Social Justice. Her research focuses on human rights and access to education for disadvantaged communities, particularly advocating for the inclusion of minority languages. Sara is dedicated to addressing educational inequalities and promoting cultural diversity. Based in Budapest, she is currently the Head of English at SEK International School, where she works to foster an inclusive learning environment. Passionate about education's transformative power, Sara strives to create meaningful change.
VERMEKI Boglarka	Boglárka Vermeki holds a PhD in Applied Linguistics, focusing on corpus linguistics. She completed her undergraduate studies in Hungarian language and History, earning a degree that emphasized the aspects of teaching Hungarian as a foreign language. To further her expertise, she trained as an English teacher at Károli Gáspár University of the Reformed Church in Hungary. Additionally, to her formal education, she has also obtained a Diploma in Teaching English to Speakers of Other Languages (DipTESOL). Currently, she works as a visiting lecturer at the University of Zagreb in Croatia, where she teaches Hungarian as a foreign language to university students and adults. Furthermore, she works as an external lecturer and teacher trainer at Károli Gáspár University, where she prepares future teachers in both Hungarian and English language instruction. Her academic and professional interests include language pedagogy, language teaching methodology, teacher training, teaching young learners and teenagers and corpus-based research.
WIND Attila	Attila M. Wind is Assistant Professor at Eötvös Loránd University, Hungary. His research interests include second language development, with a special focus on second language writing development. He is also interested in the application of Complex Dynamic Systems Theory to the study of second language development and corpus linguistics.
WÜNSCH-NAGY Nóra	Dr Nóra Wünsch-Nagy is an assistant professor in Applied Linguistics at ELTE. She has worked as a language teacher both in the private and public sectors in Hungary and Italy. She has over ten years of experience working in English Language Teaching publishing. Her research interests include social semiotic multimodality; museum learning, museum communication; picture books and illustrated fiction; academic and multimodal literacy development; Legitimation

	Code Theory; genre-based pedagogy and Systemic Functional Linguistics.
ZHAKUPOVA Aidana	My name is Aidana Zhakupova, and I'm a second-year MA student in Applied Linguistics at Eötvös Loránd University, supported by the Stipendium Hungaricum scholarship. My academic interests lie in education, teacher well-being, and emotion regulation in language teaching. As a former teacher myself, I'm passionate about understanding the emotional experiences of educators and how these shape their classroom practices. In my current research, I explore the emotion regulation strategies used by Kazakhstani EFL teachers and how they perceive these strategies to influence their teaching and student engagement. For this conference, I'm presenting my findings from semi-structured interviews, aiming to investigate under-researched context and contribute to the broader conversation on teacher well-being. I believe that supporting educators emotionally is key to meaningful and sustainable education.
ZSOVÁN-BALOGH Zita	Zita Zsován-Balogh is a teaching assistant at the University of Pécs, where she teaches first-year English language development courses in the English Studies BA and the teacher training programs. Her fields of interest include FLL and SLA in- and outside the language classroom, intercultural communication in the context of ELF, and the impact of the Internet on ELT. She is pursuing research as part of doctoral studies at Eötvös Loránd University, focusing on Extramural English and ELF.