

# **SECOND INTERNATIONAL LANGUAGE-FOR-ALL CONFERENCE**

## **BOOK OF ABSTRACTS**

**ÇUKUROVA UNIVERSITY  
SCHOOL OF FOREIGN  
LANGUAGES**

Poster designed by Cumali BALCI





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The contents of this book are arranged alphabetically according to the surnames of the authors.

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**SECOND INTERNATIONAL LANGUAGE-FOR-ALL  
CONFERENCE**

**BOOK OF ABSTRACTS**

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Adana, TÜRKİYE

19 – 20 October 2023



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# SECOND INTERNATIONAL LANGUAGE-FOR-ALL CONFERENCE

ÇUKUROVA UNIVERSITY  
SCHOOL OF FOREIGN LANGUAGES



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BAYYURT



Prof. Dr. Martin DEWEY



Prof. Dr. Mehmet  
DEMIREZEN



Prof. Dr. Kata CSİZÉR



Robyn STEWART

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*Dedicated to all those affected by the devastating  
earthquakes in Türkiye on February 6<sup>th</sup>, 2023*



October 19 - 20, 2023



Adana, TÜRKİYE



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The *LFAC '23 (Language-for-All Conference 2023)* organizers are grateful to the advice, assistance, and cooperation of everyone who has contributed to *LFAC '23*. We would like to express our deepest gratitude to **Prof. Dr. Yasemin BAYYURT** (Boğaziçi University), **Prof. Dr. Kata CSIZÉR** (Eötvös University), **Prof. Dr. Mehmet DEMİREZEN** (Cappadocia University), **Prof. Dr. Martin DEWEY** (King's College London) and **Robyn STEWART** (International Teacher Training Institute -ITT) who humbly accepted to share their insights and expertise with their inspirational speeches which shed light on foreign language teaching and learning.

We would also like to extend our sincere appreciation to **Prof. Dr. Meryem TUNCEL**, the Rector of Çukurova University, for her generous support over the course of organizing this international conference.

We also wish to thank the members of the Scientific Committee (list page x) for their reviews of all the abstracts submitted. The review process is an integral part of *LFAC '23* and we are grateful to the members of the Scientific Committee for their guidance and assistance. The conference would not have been possible without the valuable cooperation of the School of Foreign Languages members at Çukurova University.

As the *LFAC Organizing Committee*, we would like to express our heartfelt gratitude to all participants for their invaluable contributions to our conference and it is hoped that the *Second International Language-For-All Conference (LFAC '23)* will plant a seed of change for further research and innovation in the field.

The *Second International Language-For-All Conference* is dedicated to the 50th anniversary of our institution. However, we are going through hard times and our hearts are full of sorrow due to the catastrophic earthquakes that struck Türkiye and had devastating impacts on eleven different cities including Adana. On that account, we dedicate this year's conference to our beloved students and staff members who lost their lives due to these earthquakes.

**Prof. Dr. Yonca ÖZKAN**

**On behalf of the Organizing Committee**

## Honorary Head

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Rector, ukurova University

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SECOND INTERNATIONAL LANGUAGE-FOR-ALL CONFERENCE PROGRAMME				
19 October Thursday				
08.30 – 09.30	Registration			
09.30 – 10.00	Opening Remarks			
10.00 – 10.45	Keynote Speaker I: Prof. Dr. Yasemin BAYYURT – “Paradigm Shift in Teacher Education in Response to Multilingualism and English in a Changing World”			
10.45 – 11.10	Coffee Break			
	“Polyphony”: Poster Exhibition		Curator: Assoc. Prof. Dr. Sevgi ARI	
Day I Session I	Mithat Özsan Conference Hall – Auditorium A	Mithat Özsan Conference Hall – Auditorium B	Mithat Özsan Conference Hall – Auditorium C	Mithat Özsan Conference Hall – Auditorium D
11.10 – 11.30	Mehmet ÖZCAN  “The Underlying Reasons for the Deletion of the Genitive Case or Person Agreement Marker in Some Turkish Words”	Tuba TÜRKEL & Yonca ÖZKAN  “The Role of Social Class in Self-Directed English Language Learning Practices”	Şafak UÇMAZ  “English Teachers’ Well-Being from the PERMA Perspective: A Retrodictive Qualitative Modelling Approach”	Hande KOLAT  “Cultural Hybridity in a Multicultural Landscape: Acculturation in Hanif Kureishi’s <i>The Buddha of Suburbia</i> ”
	Ghada CHEHIMI & Mira ALAMEDDINE  “Addressing Feminist and Gender Issues in ESL Classrooms: An Exploratory Study”	Ebrahim KHEZERLOU  “Exploring Cross-Sentence Cohesive Devices in Essay Writings of First Year Turkish Students”	Sezgin BALLIDAĞ & Kenan DİKİLİTAŞ  “Teachers Seeking Development through Online Sources: Why and How?”	Eda SARAÇ  “The Use and Implementation of Literature in Prep School Classes”
11.35 – 11.55	Mustafa KARA  “Female vs. Not-So-Female: The Emergence of Third World Feminism and the Disclosure of Global Sisterhood”	Meryem ÖZDEMİR YILMAZER  “A Quantitative Investigation of Feedback Literacy Among the Undergraduate Preparatory Students”	Zerrin ÖZDEMİR  “How Pleased are EFL Teachers with Their Jobs? Denizli Case”	Rabia Elif ÖZCAN BEYDEMİR  ““And Death Shall Have Dominion”: Failure of Theatre of Catastrophe in Howard Barker’s <i>Brutopia</i> (1989)”
12.00 – 12.20				
12.20 – 13.25	Lunch Break			



13.30 – 14.15	<b>Keynote Speaker II: Prof. Dr. Kata CSIZÉR – “Effort and Autonomy in Foreign Language Learning: L2 Motivation and Instructed Second Language Acquisition”</b>			
14.15 – 14.30	<b>Coffee Break</b> Natalia NISANOĞLU, Elana SPECTOR-COHEN & Iryna BUDZ (Poster) “Israeli – Ukrainian Virtual Exchange Projects to Promote Intercultural Communicative Competences”			
Day I Session II	<b>Mithat Özsan Conference Hall – Auditorium A</b> Elif KEMALOĞLU-ER	<b>Mithat Özsan Conference Hall – Auditorium B</b> Oktay YAĞIZ, Veysel KARSLI, Rabia ÖTÜGEN & İbrahim ŞAHİN	<b>Mithat Özsan Conference Hall – Auditorium C</b> Bilal KARACA & Abdullatif UYUMAZ	<b>Mithat Özsan Conference Hall – Auditorium D</b> Ümmüğü MUTLU KÖROĞLU
14.30 – 14.50	“In-Service Training Activities for Foreign Language Teachers in Turkey: An In-Depth Analysis”	“Graduate Non-Native ELT Students’ Perceptions of Research and Research Identities”	“The Impact of Chatbots on Language Skills”	“The Relationship between EFL Teachers’ Beliefs and Agency for Social Justice at Secondary Schools in Türkiye”
14.55 – 15.15	<b>Gözde BALIKÇI &amp; Ufuk ATAŞ</b> “Can I Teach English to Very Young Learners? Four Non-Teaching Degree Students’ Reflections from Kindergarten”	<b>Suna YERTUTAN</b> “Exploring the Latest Trends in L2 Teacher Identity Research: A Systematic Review of Studies Published between 2021 – 2023”	<b>Süheyla DEMİRKOL ORAK</b> “ELT Lecturers’ Digital Technology Integration Levels via SAMR Model”	<b>Ece ZEHRİ-TOPKAYA &amp; Gökçe Nur TÜRKMEN</b> “Examining Multiculturalism, Race, and Identity: A Study on Representation in High School EFL Coursebooks”
15.20 – 15.40	<b>Semra KARAALI &amp; Gülden İLİN</b> “Developing Learner Autonomy in Online EFL Education: Significant Restrictions to Learner Autonomy Implementation”		<b>Zeynep Büşra VARİŞLİ &amp; Şehnaz ŞAHINKARAKAŞ</b> “The Contribution of Using KeyPAL as a Communication Tool for Secondary School EFL Students”	<b>Zeynep CEYHAN BİNGÖL &amp; Yonca ÖZKAN</b> “Utilising Translanguaging in Writing Classes in a Higher Education Context: A Case Study”
15.40 – 15.55	<b>Coffee Break</b>			

Day I Session III	Mithat Özsan Conference Hall – Auditorium A	Mithat Özsan Conference Hall – Auditorium B	Mithat Özsan Conference Hall – Auditorium C	Mithat Özsan Conference Hall – Auditorium D
15.55 – 16.15	Emine DEMİR & Aykut DEMİRYÜREK “English Language Instructors’ Views on ELF and ELF-Related Issues”	Pelin TÜRKMEN “Retelling a Fairy Tale in Multimodality: Translations of <i>La Belle Et La Bête</i> ”	Nebahat BADEM “The Relationship between Language Proficiency and Neutral Verbs in Motion Event Descriptions”	Zeynep ERTÜRK İÇEN “A Comparative Analysis of the Language Assessment Practices in ELT in Public High Schools in Türkiye and Poland”
16.20 – 16.40	Şakire ERBAY ÇETİNKAYA “From Marginalisation to Celebration: Learning Journey of One English Language Teacher Reconstructing an EIL-Aware Practitioner Identity”	Cemre ÇİÇEK TÜMER & Hale İŞİK GÜLER “‘Nature Has Everything’: A Multimodal Analysis of Ethical Consumerism Discourse on Instagram Advertising – The Case of Krijen”	Hacer KAÇAR “Contrastive Analysis of Self-Mention as Interactional Feature Regarding Native and Non-native Interlocutors”	Bilal KARACA & Tuncay GEZDER “Exploring University Instructors’ Perceptions of ChatGPT in Language Education: A Focus Group Study”
19.00	Conference Dinner			
SECOND INTERNATIONAL LANGUAGE-FOR-ALL CONFERENCE PROGRAMME				
20 October Friday				
09.00 – 09.45	Keynote Speaker III: Prof. Dr. Martin DEWEY – “Promoting Critical Engagement with Normativity and Perception Bias in Teacher Education”			
09.45 – 10.00	Coffee Break			
Day II Session I	Mithat Özsan Conference Hall – Auditorium A Stefan RATHERT & İsa KAR “Reasons for University Students to Enrol in Optional English Preparatory Programmes”	Mithat Özsan Conference Hall- Auditorium B	Mithat Özsan Conference Hall – Auditorium C	Mithat Özsan Conference Hall – Auditorium D Burcu YALDIZ DURMUŞ & Arzu BİLHAN & Emine DEMİR “A Case Study: ELF Conceptualisation and Transformativ Learning Experiences of Graduate Students”
10.00 – 10.20				

<b>10.25 – 10.45</b>	<b>Meryem ÇALIŞKAN</b> “An Investigation on Morphological Splitting and Word Embeddings in Natural Language Processing”	<b>Elif AY KAYA &amp; Hayriye AVARA</b> “Implementing Blended Learning in High School EFL Setting: A Closer Look into Students’ Viewpoints”	<b>İnci Melike TOKCAN</b> “Evaluating the Efficacy of Teaching Practice: A Qualitative Inquiry through the Lens of Pre-Service English Language Teachers”	<b>Melek ÇAKIRCALI</b> “A Systematic Review on Language Teacher Agency: A Descriptive Analysis of Research Methods in Empirical Studies Published between 2020-2023”
<b>10.50 – 11.10</b>	<b>Bora ARGİ</b> “Context and Subjectivity as Determinants of Textual Pleasure”	<b>Melek YOLCU</b> “Utilizing Telecollaboration in Foreign Language Learning”	<b>Berivan UZUN SEYİTVAN &amp; Kadri NAZLI</b> “Don’t Laugh at Me! : Gelotophobia and Its Effect on Multicultural Language Teaching Environment”	<b>Burçay Burcu KARADAYI &amp; Ahmet KURNAZ</b> “Judgments and Experiences of English Language Teachers at the Ministry of National Education about English as a Lingua Franca”
<b>11.15 – 11.35</b>	<b>Mehmet DEMİREZEN</b> “Teaching Dialogues through Tonic Stress-Based Sound-Scripting Method”	<b>Ecem EKER UKA</b> “Investigating the Motivation of a Language Teacher: Face-to-Face, Hybrid and Online Experiences”	<b>Meltem KAYGUSUZ &amp; Hasan BEDİR</b> “The Overview of Finland Education System: What is the Secret of Finland’s Successful Language Teacher Education System?”	<b>Erdal KAÇAR</b> “Foreign Language Learners’ Perceptions about E-Learners’ Roles in Distance Education”
<b>11.35 – 12.45</b>	<b>Lunch Break</b>			
<b>12.50 – 13.35</b>	<b>Keynote Speaker IV: Prof. Dr. Mehmet DEMİREZEN – “The Struggle for Multiple Articulations in Pronunciation in Teacher Education”</b>			
<b>13.35 – 13.50</b>	<b>Coffee Break</b>			
<b>13.50 – 14.30</b>	<b>Workshop by Robyn STEWART – “The Fifth Language Skill: Using Cultural Scripts to Inform Communicative Competence”</b>			

Day II Session II	Mithat Özsan Conference Hall – Auditorium A	Mithat Özsan Conference Hall- Auditorium B	Mithat Özsan Conference Hall – Auditorium C	Mithat Özsan Conference Hall – Auditorium D
14.35 – 14.55	Jonathan Maurice ROSS “‘Google Amca’ and a Daughter in the UK: How Public Service-Providers in Beşiktaş Communicate with Limited Turkish Proficiency Service-Users”	Ayşegül UYSAL GLINIECKI “A Glance at the Age of Queen Elizabeth I with Polysystem Theory”	Dilara SOMUNCU “How to Foster Motivation: A Case Study on Teachers’ Motivational Language Teaching”	Şakire ERBAY ÇETİNKAYA “Perceived Benefits of Conscious Engagement with Culture: An Analysis of Pre-Service Teachers’ Interviews and Reflections in Their Freshman Year”
15.00 – 15.20	Esin DÜNDAR “Diversity in Locally-Published ELT Coursebooks”	Mehmet Burak EV “Revisiting <i>The Bluest Eye</i> ”		Hakan DİLMAN “Our Americans”
15.25 – 15.45	Gürkan TEMİZ “Integrating Culture in EFL: Students’ Perspective”	Gizem KEÇELİ “The Changing Representation of Gender and Racial Identity in Frances E. W. Harper’s <i>Iola Leroy</i> and Nella Larsen’s <i>Passing</i> ”	Raziye SAYILMAZ “A Systematic Review on Foreign Language Teaching Enjoyment (FLTE) in Second Language Teaching: A Descriptive and Quantitative Analysis on Focus of FLTE Studies and Their Methodology from the Beginning (2019) up to Present (2023)”	Rabia KULPU & Meryem AKÇAYOĞLU “Exploring Uncertainty Experiences, Sources and Management among Undergraduate ELT Students”
15.50 – 16.10	Simge YILMAZ “Intercultural Communicative Competence and Intercultural Sensitivity of ELT Pre-Service Students: Are They Ready for It?”	Somayeh MOLAVI “An Outrage against Victorian Governess Novel”		
16.10 – 16.30	Closing Remarks & Raffle			



## KEYNOTE SPEAKERS



# **Paradigm Shift in Teacher Education in Response to Multilingualism and English in a Changing World**

**Prof. Dr. Yasemin BAYYURT**

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In this presentation, I explore the evolving landscape of teacher education in the context of a rapidly changing globalized world characterized by increasing multilingualism and the ubiquitous presence of English. As societies become more interconnected and diverse, the role of teachers as facilitators of effective communication and intercultural understanding becomes pivotal. This paradigm shift in teacher education necessitates a fundamental reevaluation of pedagogical approaches, curriculum design, and teacher preparation programs. Teachers need to be equipped with the skills to address the linguistic diversity of their students while fostering proficiency in English, taking into consideration the global role of English in today's world. This presentation further discusses the role of teachers in cultivating cultural competence, adapting their instructional methods, and engaging in ongoing professional development to navigate the complex nature of English language teaching effectively. Furthermore, this paper highlights the significance of interdisciplinary collaboration and the need for teacher educators to work closely with linguists, sociologists, and experts in language learning to develop comprehensive strategies that embrace linguistic diversity. In sum, this paper aims to attract the audience's attention to the urgency of reimagining teacher education in response to multilingualism and the prominence of English in a changing world. It emphasizes the importance of equipping teachers with the knowledge, skills, and attitudes required to foster inclusive, multilingual, and culturally sensitive learning environments. The evolving paradigms in teacher education aim to empower educators to prepare students for success in a globalized, multilingual society, ultimately contributing to a more harmonious and interconnected world.

## **Keywords**

teacher education, multilingualism, interculturalism, linguistic diversity, English as a global language



# **Effort and Autonomy in Foreign Language Learning: L2 Motivation and Instructed Second Language Acquisition**

**Prof. Dr. Kata CSIZÉR**

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L2 motivation research has traditionally been very popular in Hungary and the aim of this presentation is to summarize some recent empirical results in this context (Csizér, 2020; Csizér et al., in preparation). My focus is on a nationwide study that investigated the role of several individual difference variables in concert (Ryan, 2019). The selection of the ID variables was motivated by both their general importance in the learning process (L2 motivation) and their specific importance in the Hungarian educational system (learner autonomy). Moreover, it was aimed to map a range of emotions that students experience in connection with their English classes and shed light on their self-efficacy beliefs. A standardized questionnaire was distributed among secondary school students learning English in Hungary (N = 1,129) and semi-structured interviews were carried out with their teachers (N = 32). Based on the results, students' and teachers' views are in synch in terms of the importance of internal motivation and autonomous learning behavior, but data are discrepant when it comes to the roots of low motivation, demotivation, and lack of autonomy. Furthermore, emotions and also self-efficacy beliefs emerged as significant predictors of both motivation and autonomy in the quantitative analyses, and these findings could be confirmed by qualitative data. In addition, there are clear differences in students' dispositions towards classroom learning and language use outside the classroom, while teachers also underline the importance of learning and using foreign languages outside the classroom. In the final part of my presentation, I will discuss pedagogical and research implications including teaching strategies to increase students' motivation and autonomy as well as novel ways to investigate the interrelationships of these variables. Finally, concerns for teacher education will also be touched upon.

## **Keywords**

L2 motivation, learner autonomy, self-efficacy





# **The Struggle for Multiple Articulations in Pronunciation in Teacher Education**

**Prof. Dr. Mehmet DEMİREZEN**

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Consonants and vowel phonemes of the English language are produced by means of some articulations. In the field of phonetics and phonology, oral articulations are primarily divided into primary, secondary, and multiple articulations. The impacts of native language, age, exposure, innate phonetic ability, identity and language ego, motivation, and concern for good pronunciation are common effects on the production of pronunciation and intonation. While primary articulation is not problematic for non-native learners of English for pronunciation, secondary articulation, and multiple articulations give hard times to non-natives of English. Especially, multiple articulations contain two or more articulations due to their articulatory strictures that take place simultaneously in different locations of the vocal tract. Double articulations, nasalization, labialization, palatalization, velarization, glottalization, pharyngealization, laryngealization, flapping, and so on can easily take place in the same lexical item. What is meant here by multiple articulations is that if two or three or more of these secondary articulations take place collectively in the same word, their articulation gets to be very problematic and highly challenging for a great majority of non-natives of English in terms of pronunciation. Once again, it must be emphasized that having more than one constriction to narrow the vocal tract at two or more places at the same time is highly frequent in English vocabulary items. That is why this process is called multiple articulations. In this presentation, the causes and effects of the struggle of English learners in the pronunciation of English problem-posing words pertaining to multiple articulations will be demonstrated by means of authentic texts and the voices of native speakers. In the demo, the Audacity sound recording program and text-to-speech labs will also be utilized.

## **Keywords**

tonic stress, primary stress phoneme, sound-scripting method, discriminative listening





## **Promoting Critical Engagement with Normativity and Perception Bias in Teacher Education**

**Prof. Dr. Martin DEWEY**

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The extensive globalization of English and English language teaching requires us to engage in some critical rethinking of established practices in language pedagogy, most especially with regard to the way we conceptualize language competence among learners and knowledge about language among practising teachers. The global reach of the English language and its role as a lingua franca have led to some well researched developments in the way English is used to communicate in language contact situations. In this paper I re-examine the impact of these developments for English language teachers and teacher educators. My objective is to explore how we might move beyond current conceptualizations to implement change in practice, in my view only achievable through promoting greater critical awareness so that we may challenge the normativity and biases that underpin language (in) education. In this light, I see language teacher education as central in exposing language teachers to the changing nature of English, and in promoting critical reflection on existing beliefs and norms in language pedagogy. My paper examines the value of incorporating a Global Englishes/transcultural perspective by means of developing critical thinking practitioners, by directing criticality towards the language syllabus, current materials, and conceptualizations of professional knowledge in the language classroom. Through analysis of online surveys, semi-structured interviews and focus groups conducted with language teachers and language teacher trainers, I will discuss how conceptions of English are developing as the English language and professional practices evolve. Ultimately, I aim to answer the following question: As English changes, how do ELT practitioners' awareness of language and knowledge about language (need to) change?

### **Keywords**

ELF, critical awareness, global English, transcultural perspective



# WORKSHOP



## **The Fifth Language Skill: Using Cultural Scripts to Inform Communicative Competence**

**ELT Specialist, Robyn STEWART**

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We study languages for a number of reasons, foremost among them to communicate with people from around the world. Language learners spend time developing and mastering the skills and systems that lead to proficiency. Traditionally, this has included four skills: reading, writing, listening and speaking. However, given that communication is inextricably linked to the cultural context in which it is used, proficiency in what has been called "the fifth skill" is gaining attention. As language teachers, we are best positioned to introduce cultural norms and expectations to our students through our choices in the classroom environment. In this practical session, we borrow from studies in the field of intercultural communication to investigate the analysis of known cultural scripts for both understanding our own and making sense of other cultures. Through a series of activities designed to unearth the scripts that we ourselves unknowingly follow, we will look at two models that can be used in the classroom to encourage our learners to develop the crucial fifth skill. By the end of the workshop, we will be better able to identify cultural scripts, use them to foster more creative participation from our learners, and ultimately, develop communicative competence in our learners and ourselves.

### **Keywords**

culture, intercultural competence, cultural scripts



# ABSTRACTS



## Context and Subjectivity as Determinants of Textual Pleasure

Bora ARGÄ\*

As social creatures, people need to understand others, express themselves, and without doubt, be understood. In this sense, language is seen as an indispensable tool of effective communication. However, the fact that it is considered as a bare-necessity delayed a thorough questioning of Aristotle's long-embraced presumption that words are the symbols of mental images. It was not until Gottlob Frege in the twentieth-century that the aforementioned issue was analytically studied. Gradually, Frege's foundational thoughts on the problem of meaning have been shaped by a wide range of views to the date and have eventually turned the matter into a context problem, thus nullifying the opinion that the words are the exact equivalents of thoughts. Thus, subscribing to the view that all semantic elements in the language other than grammar can be evaluated within the scope of context, this paper aims to open the differences and similarities between literary language and ordinary language towards a subjectivity-centred investigation and explores the cognitive processes carried out during meaning-making. Building upon the views of ordinary language philosophers and contemporary theories of pragmatics, the cognitive processes taking place while meaning-making in relation to literary texts are shed light on. Consequently, it is stressed that the ambiguity of meaning/context, despite being an undesirable element in ordinary language where the primary goal is to communicate and to ensure the recognition of emotions and thoughts by the receiver, creates the opportunity to take textual pleasure in the literary language. Finally, the hypothesis that 'the receiver, who engages in the adventure of constructing their own meaning subjectively to the extent of the ambiguity in the text, receives the same amount of textual pleasure' is grounded based on Sperber and Wilson's (1986) relevance theory, with examples especially from poetry.

### Keywords

meaning, context, textual pleasure, subjectivity, Pragmatics

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## Implementing Blended Learning in High School EFL Setting: A Closer Look into Students' Viewpoints

Elif AY KAYA \*

Hayriye AVARA †

Blended learning, which is a combination of traditional and online learning, has attracted the attention of researchers due to its perceived effectiveness in many ways including providing flexible learning, educational diversity, social interaction, and enabling revision for students in foreign language learning. To this end, this study aimed to investigate high school EFL students' viewpoints on the efficacy of blended learning in enhancing their language skills, providing feedback as well as its benefits and challenges. It also examines students' preferences and suggestions for better implementation of blended learning. EBA (Education Informatics Network), which is utilized as a learning management system in Turkish state schools, was incorporated into the traditional learning environment for eight weeks during the deployment of blended learning. This study involved students from a state high school in Türkiye, and the participants were chosen by using a convenience sampling method. A phenomenological method was adopted in this research, and the target data was collected from 16 students through semi-structured interviews. This qualitative data was analysed via content analysis in the MAXQDA software. According to the data, students believed that blended learning helped them increase their vocabulary the most. The input they received via the EBA portal was recognized by students as allowing for improved learning as well as enhancing motivation and engagement. Furthermore, students noted providing reinforcement, learning outside of the classroom, and enhancing language skills as the positive aspects of blended learning. As for the challenges, technical issues, a shortage of speaking activities, internet-related problems, and a lack of variety in the activities were mentioned by students. Students recommended solutions to technical issues with the EBA, the addition of both variety and more enjoyable types of activities, the inclusion of speaking activities and a feedback system, the establishment of computer labs for students, and the reduction in the duration of some lengthy videos to overcome these challenges.

### Keywords

blended learning, EFL, EBA

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## **The Relationship between Language Proficiency and Neutral Verbs in Motion Event Descriptions**

**Nebahat BADEM\***

Motion as a universal conceptual domain has intrigued language researchers. The descriptions of motion events, on the other hand, depend on the limits of canonical verbalization patterns of the world languages. Talmy (1985) suggested a typology that classifies world languages into two – verb-framed and satellite-framed languages. While speakers of s-languages use “manner verb + path satellite” constructions in their motion event descriptions, speakers of v-languages reserve the main verb slot to a “path verb” and either leave manner information unmentioned or mention it separately in an adjunct. Meanwhile, Slobin’s (1996) Thinking for Speaking hypothesis proposed that lexicalization patterns are set according to a native language. Once shaped, these patterns may show resilience to change in a second language, especially if the two languages belong to different typologies, causing language learners to have difficulty in reshaping their verbalization patterns according to the target language. Consequently, learners may produce either erroneous utterances or resort to communication strategies to compensate for their lack of proficiency. This study will report motion verbs elicited from an event description task and analyse neutral verbs – verbs that do not indicate manner or path information – as communication strategies. Learners seem to be resorting to neutral verbs when they lack a target manner verb in their lexicon. This tendency may be affected by their level of proficiency in the target language. Therefore, taking neutral verbs in motion event descriptions as the dependent variable and proficiency levels - A2, B1, B2, and C1 (based on CEFR) – as the independent, the study will reveal the relationship between the two via a one-way ANOVA analysis. The findings will be discussed in relation to Slobin’s Thinking for Speaking hypothesis (1996a) as an extension of Whorf’s linguistic relativity hypothesis (1956). Implications for language teachers about the idiosyncratic lexicalization patterns of learners will be presented.

### **Keywords**

motion verbs, neutral verbs, verb-framed languages, satellite-framed languages, lexicalization patterns

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## Can I Teach English to Very Young Learners? Four Non-Teaching Degree Students' Reflections from Kindergarten

Gözde BALIKÇI\*

Ufuk ATAŞ†

In the Turkish teacher education context, there have been many alternative pathways to train English language teachers since the graduates of four-year regular teacher education programs fail to meet the demands of English teachers. Today, the need for English language teachers is ever-increasing, primarily since English is taught as a foreign language to young and very young learners in preschool and primary education contexts. Researchers and stakeholders have raised concerns about the teacher competencies of these alternatively certified non-teaching degree graduates, focusing on the challenges and issues these individuals encounter when transitioning into the teaching profession. Yet, there needs to be more attention on how these non-teaching degree students construct, if they do, their language teacher identities, especially for teaching English to young and very young learners. As Wenger (2008) mentions, identity is a complex interplay between participation in events and the process of reification, where our experiences and their social interpretation mutually influence one another. Based on this notion of identity-in-practice, this presentation reports on a qualitative case study that examines four non-teaching degree English language and literature (ELL) students' emerging language teacher identities in-depth, drawing upon reflective teaching narratives and semi-structured interviews before and after eight-week voluntary teaching practice in a kindergarten setting. The findings suggest that the teaching practice experience significantly shaped the participants' teacher identities by elevating their self-confidence in teaching young learners. Also, while some imagined identities matched the identities in practice, others realised that teaching young learners was difficult and not something they could do. Their positive and negative identity construction depended on personal and contextual factors. The study points to non-teaching degree students' unique challenges and opportunities in developing their language teacher identities. It highlights the importance of supporting and mentoring these individuals as they transition into teaching.

### Keywords

non-teaching degree students, teaching very young learners, teacher identity, teacher education

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## Teachers Seeking Development through Online Sources: Why and How?

Sezgin BALLIDAĞ\*

Kenan DİKİLİTAŞ†

Through interviews with three English language teachers from preparatory schools who willingly participated in online professional development, this case study explores how teachers undertake digital professional development in digital environments. We drew on Self-Determination Theory (Deci and Ryan, 2012) about the motivation as to how they engage and learn during online professional development in order to evaluate their process of teacher learning in online settings. In three separate cases, the participants' motivational elements and how they utilize technology were presented using an exploratory methodology based on the interviews. According to the study, all of the teachers were intrinsically driven, and their main driving forces for engaging in online professional learning were the need to increase competence, exercise autonomy, and gauge relatedness. The participants cited using webpages, YouTube, Instagram, MOOCs, and MOOCs as their go-to online resources. The focus of the discussion centers on how this study's conclusions might be used to encourage language teachers to participate in online professional development using self-determination theory.

### Keywords

independent teacher learning, online professional development, self-determination theory

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## Utilising Translanguaging in Writing Classes in a Higher Education Context: A Case Study

Zeynep CEYHAN BİNGÖL\*

Yonca ÖZKAN†

In the recent era full of globalisation and technological developments, one is unlikely to express oneself by neglecting an individual's linguistic and cultural knowledge. Recent theoretical developments have revealed that utilising language learners' all linguistic repertoires could increase their motivation and participation in language learning. However, the effects of translanguaging in language learners' writing in Türkiye are under-explored. Utilising translanguaging-embedded pre-writing activities with eight Turkish language learners of English, the present study aims to compare the writing scores of the language learners by focusing on the English-only and translanguaging-embedded pre-writing activities. As the piloting study of the PhD thesis, this research also presents additional data obtained through questionnaires. The study reveals that translanguaging integration could positively affect the paragraph writing scores of the learners. In addition, the findings provide additional information about the learners' perceptions of paragraph writing for English-only and translanguaging-integrated writing tasks. In conclusion, the writing scores of the learners seem to increase through translanguaging integration. The current study has several implications for language learners, writing teachers/instructors, and material development units. Future research should consider the potential effects of translanguaging more deeply, including various language skills and courses.

### Keywords

English language teaching, translanguaging, paragraph writing

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## Addressing Feminist and Gender Issues in ESL Classrooms: An Exploratory Study

Ghada CHEHIMI\*

Mira ALAMEDDINE†

Sexist incidents are pervasive in various settings, including educational institutions, primarily stemming from a lack of inclusivity and gender discrimination. This paper delves into the issue of sexism in the Lebanese educational sector and its implications on ESL/EFL classrooms. The use of sociopolitical topics, particularly gender and sexuality issues, has been a subject of discussion in ESL/EFL education since the 1990s. Certain textbook examples exhibit inherent male biases, leading to differing impacts on male and female students. Stereotypes and the "self-fulfilling prophecy" further exacerbate the challenges faced by female students, hindering their achievement and self-confidence. Consequently, the establishment of equity, gender awareness, and diversity in Lebanese schools necessitates a comprehensive approach to address and resolve the problem of sexism. Lebanese educators can be broadly categorized into two groups: those who view ESL teachers as solely responsible for English instruction and nothing beyond, and those who acknowledge the significance of addressing broader issues. This study explores the attitudes of 27 ESL teachers in Beirut, Lebanon, towards incorporating gender and feminist topics in their classrooms. It presents practical strategies for ESL teachers to ensure gender equity and inclusion within their educational settings. The study conducted interviews with five teachers and five coordinators to gain deeper insights into the beliefs and values shaping the teachers' perspectives. The data collected and analysed revealed that a majority of the participants expressed interest in integrating sociopolitical issues into their teaching and were receptive to relevant training.

### Keywords

Lebanon, gender, feminism, teaching, ESL/EFL

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# **A Systematic Review on Language Teacher Agency: A Descriptive Analysis of Research Methods in Empirical Studies Published between 2020-2023**

**Melek ÇAKIRCALI\***

The exploration of teacher agency has gained much empirical support and demonstrated diverse theme. However, language teacher agency is an of recent vintage and there is a lack of consensus on how LTA should be studied. Depending on that reason, the researcher itself believed that there is a need for a comprehensive, systematic analysis of the literature that exists on language teacher agency. This systematic literature review narrows its focus to the way how the dynamics that have effects on LTA are examined in addition to an increased awareness of contextual factors in the research field by focusing of the studies published between the years 2020-2023.

## **Keywords**

teacher agency, language teacher agency, systematic review, descriptive analysis

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# **An Investigation on Morphological Splitting and Word Embeddings in Natural Language Processing**

**Meryem ÇALIŞKAN\***

This study delves into the topic of splitting, in natural language processing (NLP) using data examining its significance, difficulties and the impact of such data. The research examines instances of splitting in English well as other inflectional languages covering both derivations and inflections. It explores how incorporating word embeddings can enhance the analysis of word structure and semantic relationships. The results emphasize the advantages of integrating data and word embeddings into algorithms for splitting, which can improve tasks like determining word meanings and generating language. In conclusion this research contributes to our understanding of splitting, in NLP by highlighting its importance, challenges and potential enhancements through the use of data and word embeddings.

## **Keywords**

morphology, morphological splitting, word embeddings, natural language processing

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# **‘Nature Has Everything’: A Multimodal Analysis of Ethical Consumerism Discourse on Instagram Advertising – The Case of Krijen**

**Cemre ÇİÇEK TÜMER\***

**Hale IŞIK GÜLER†**

The present study tries to comprehend how ethical consumerism discourse is constructed and used for advertising and commercial purposes on social media. Thus, it examines the advertising practices of Krijen – an ethical brand for beauty, cosmetics, and personal care. To achieve its aims, three research questions are asked: (1) How is ethical consumerism discourse constructed linguistically with the Instagram posts of Krijen? (2) How is ethical consumerism discourse constructed through visuals of the Instagram posts of Krijen? (3) How are emoji and hashtags utilized to construct ethical consumerism discourse on Instagram posts of Krijen? To answer these questions 18 Instagram posts of Krijen are analysed through multimodal discourse analysis. For the visual analysis, colour choice (Ledin & Machin, 2018), the object use (e.g., symbols, animals), their positions, and the foregrounded or backgrounded elements (van Leeuwen, 2005) are examined. The textual content of the posts is investigated in terms of pronoun use, word choice, mood, and modality (Halliday, 1994). Finally, emoji and hashtag employment on the posts are scrutinized. The findings revealed that all the components of the posts work in great harmony in terms of building ethical consumerism discourse on Krijen’s Instagram posts. The visual analysis demonstrated that the colour preference (e.g., green and blue) and displaying certain objects (e.g., herbs and animals) scaffold the construction of ethical consumerism discourse. The textual content either directly aligned with the ethical consumerism discourse or built intertextuality and interdiscursivity through activism and feminism discourses (Giesler & Veresiu, 2014), which assisted the maintenance of ethical consumerism discourse. The results also yielded that the hashtags and emoji use enhance construction of ethical consumerism discourse by intensifying and co-expressing (Zappavigna & Logi, 2021). Overall, although the findings of the current study cannot be generalized, they provide significant information on building ethical consumerism discourse and multimodal discourse analysis.

## **Keywords**

emoji, ethical consumerism, hashtags, multimodal discourse analysis, social media

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## English Language Instructors' Views on ELF and ELF-Related Issues

Emine DEMİR\*

Aykut DEMİRYÜREK†

In the globalizing world, English has gained the status of English as a Lingua Franca (ELF), and World Englishes have already manifested themselves in English Language Teaching (ELT). In light of this, exploring the perspectives of English instructors, who occupy a pivotal role in English language teaching, has become vital. Henceforth, this study aims to investigate English instructors' views and instructional practices regarding their ELF awareness in higher education. A mixed-methods research design was employed as a research methodology, encompassing quantitative and qualitative data collection through a statement list and semi-structured interviews. The findings revealed that most English instructors showed a profound awareness regarding concepts of native speakerism and World Englishes as well as a forward-thinking approach towards incorporating ELF into higher education language classrooms by expressing a desire for English lessons to encompass a wide range of Englishes and world cultures, reflecting a more comprehensive and globally relevant attitude.

### Keywords

English, ELF, World Englishes, ELT, higher education

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## **Teaching Dialogues through Tonic Stress-Based Sound-Scripting Method**

**Mehmet DEMİREZEN\***

Foreign language learning is a complex process for the non-natives of the target language. Among the four types of language skills such as listening, reading, and writing, the speaking skill is said to be the most difficult one because it involves pronunciation and intonation, let alone lexical items and grammar. A dialogue is a spoken conversation that includes at least two characters that are represented in the act of conversing. In other words, a dialogue is a piece of conversational exchange, usually brief, to be practised orally and practised and drilled in class. It must be noted that all types of learning happen with practices, and one of these practices is using dialogues in the classroom. To improve speaking skills through using dialogues as authentic texts based on native speakers is one of the best techniques to improve the learners' pronunciation and intonation. The speaking skill can be clearly developed by listening to dialogues with audio, made by the recorded real speech of native speakers. Dialogues are like conversational training wheels, and in this regard, teaching dialogues through tonic stress-based sound-scripting method can be validated as a controlled speaking practice. The tonic stress-based sound-scripting method is based on discriminative listening, recognition of the primary stress phoneme as tonic stress, recorded dialogues by means of the voice of native speakers, and sound-scripting method. In this presentation, the recognition and teaching of the tonic stress in polysyllabic words in the dialogues of English language will be demonstrated as a listening and application method so as to display the importance of near-native like pronunciation and intonation in speech.

### **Keywords**

tonic stress, primary stress phoneme, sound-scripting method, discriminative listening

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## ELT Lecturers' Digital Technology Integration Levels via SAMR Model

Süheyla DEMİRKOL ORAK\*

It is admitted that all walks of life densely depend on the functional employment of technology in the 21st-century competitive world. The lion's share goes to language education since the era of digitalization requires a shared language. To keep up with the digitalized world, digital technology integration into language classes is vitally significant. In addition, digitalized language education ensures continuous education under the pandemic and devastating natural catastrophes conditions—the 21st century demands a higher level of awareness and practicality regarding technology facilitation apart from higher-order skills. By bearing in mind this cognitive approach and awareness, the present study investigated the digital technology integration levels of the English Language Teaching lecturers via Substitution, Augmentation, Modification, and Redefinition (SAMR) Model. The study employed a correlational design via a Likert-type questionnaire with 243 English Language Teaching lecturers employed at 20 universities in Turkey. Universities were selected depending on the statistical data of the Nomenclature of Territorial Units for Statistics. The findings pointed out that synchronous teaching platforms were primarily utilized as overhead projectors, which stressed the superior usage of Substitution level without lecturers' compelling interferences to the activities. Reconstructing either the framework or the content of the existing materials was also practiced densely under the Modification level but sequenced after the Redefinition level, which is time and effort-demanding, and practiced heavily after the Substitution level. The Augmentation level was the least practiced since participants considered that decreasing or increasing the number of mechanic activities is less beneficial than Modification and Redefinition level-appropriate practices. Additionally, while participants' digital technology integration levels were discovered to be related to their gender, background education, and online teaching experiences; seniority and age were not discovered to be significant signals of the participants' digital technology integration levels.

### Keywords

SAMR model, digital technology integration, remote education

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## Our Americans

**Hakan DİLMAN\***

Our Americans are the young men and women who taught English as Peace Corps Volunteers in Turkey between the years of 1962-1971. They taught English to Turkish people not just in the cities but in the rural areas on those days. They were young Americans who were grown up with the stories of their parents who joined the Second World War, who had an idea about the planet in which they live through the lens of National Geographic, and they were adventurous, believed in J. F. Kennedy's New America that would be constructed on the shoulders of young Americans who can speak world languages, who are familiar with cultures all around the globe, and were also hesitant to join the war in Vietnam. They left Turkey due to the Cyprus Crisis. Peace Corps Volunteers in Turkey are generally studied politically in Turkey. They were criticized very seriously but they still keep their memories and feelings alive within the organization of Arkadaşlar, an association of returned Peace Corps Volunteers from Turkey. Their impact on English Language Teaching in Turkey has not been studied. This study aims to shed light on those English Language teachers who were Peace Corps Volunteers in Turkey by getting their and their students first hand assessments on their impact on English language teaching in Turkey. In this study, 14 American English Language Teachers who stayed in Turkey as Peace Corps Volunteers on those days shared their views through emails, and so far, 4 Turkish students have shared their views and memories about their teachers who taught them English when they were at Diyarbakır Maarif College, and Antalya High School. In this presentation, the first findings related to the impact of Peace Corps Volunteers on English Language Teaching in Turkey will be shared.

### Keywords

English language teaching, peace corps, Turkish-American relations, culture, soft power

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## Diversity in Locally-Published ELT Coursebooks

**Esin DÜNDAR\***

For the majority of English classrooms, the coursebook is the main instructional material. For some contexts, they are the only source for the students. This makes us have a closer look into the content of the coursebooks. Being the main source of information for the students, how coursebooks present or depict the world to the students through their contents is an important point to be considered. The aim of the present study is to analyse the textual and visual content of the locally-published coursebooks to reveal how the concepts of family, gender, ethnicity, disability, and age are presented. To this end, locally-published coursebooks from six different contexts were chosen to be analysed: Count Me in 12 (Türkiye), Access 6 (Germany), English, Please! 2 (Colombia), English with Smiling Sam 4 (Ukraine), English 8 (Chile), and Way to English 6 (Brazil). Locally-published coursebook were chosen as Ministries of National Education have an authority on the development process of these instructional materials. For the selection of the contexts, by taking the accessibility of the local coursebooks as a criterion, the different and diverse contexts were selected to add variety to the data. Adopting a qualitative approach, diversity pedagogy and critical coursebook analysis suggested by Alter (2020) were taken as a framework for the data analysis. The results were presented under the titles of “family structure, gender, ethnicity, disability, and ageism” and were discussed in line with the related literature.

### Keywords

diversity, coursebook analysis, locally-published coursebooks

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## **Investigating the Motivation of a Language Teacher: Face-to-Face, Hybrid and Online Experiences**

**Ecem EKER UKA<sup>\*</sup>**

This qualitative case study was conducted to observe a language teacher's motivational changes during face-to-face, hybrid and online classes. In the light of Complex Dynamic Systems Theory (CDST), the motivation of a language teacher was investigated, and the rise and fall of motivation in different circumstances were aimed to be better understood with the help of retrospective interview questions. Thus, using retrodictive qualitative modelling and a mind map, the current study focused on the ups and downs, dynamism, and complexity of motivation during English language grammar and vocabulary classes. The field of English language learning and teaching experienced COVID-19 before, and after the devastating earthquake in Türkiye, the country decided to continue online and hybrid education. To capture the differences and similarities between these two maladies, this study was carried out in-depth with a single individual teaching English to preparatory classes at a state university in Türkiye. The findings displayed that motivation is a complex element that can change, fluctuate, and develop over time and experiences. It is important to notice that situations in COVID-19 and the natural disaster are completely different. Therefore, a language teacher's motivational situations are found to be different in these two unwanted circumstances. Findings also revealed that it is possible to observe the rise and fall of motivation in the Covid-19 and post-earthquake teaching context. It is believed that, with this study, new ways of interpreting the motivation of language teachers can be developed, and new solutions can be thought for education in case of unexpected and unpredictable challenges.

### **Keywords**

motivation, complexity theory, hybrid lessons, online lessons, English language teaching

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# **From Marginalisation to Celebration: Learning Journey of One English Language Teacher Reconstructing an EIL-Aware Practitioner Identity**

**Şakire ERBAY ÇETİNKAYA\***

The global reach of English has resulted in various paradigm shifts including Teaching English as an International Language (TEIL) that encourage a thorough examination of the traditional Anglo-centric ELT tenets. TEIL offers implications for classroom pedagogy, including paying attention to local contexts for making pedagogical decisions, staying away from the English-only classroom policy and utilising L1 in the most efficient way, setting the development of strategic intercultural communicative competence as a goal, neutralising the cultural content of language teaching, and exposing learners to a wide variety of Englishes. An issue as important as classroom pedagogy is teacher identity, for non-native teachers have been marginalised for long due to the privileged status of native speakers in the traditional Anglo-centric ELT. However, TEIL also aims at increasing non-native teachers' self-confidence by highlighting their strengths. At this point, the burgeoning need to understand non-native English teachers' stances and experiences arises. Thus, the aim of the current case study was to see whether an EIL-themed MA course served as a catalyst or inhibitor for a teacher, i.e., an MA degree candidate. To explore her 13-week-journey from the beginning till the end, she was asked to reflect upon the issues covered in the course immediately after each class session, and a content analysis was performed on those written reflections to identify her possible realisations, concerns, roles, and changes. The results highlight the teacher's good grasp of the related terminologies and issues, increased EIL awareness and sensitivity, reflective, critical and creative thinking, and tendency to experience EIL-oriented teaching in her classes. Some pedagogical insights based upon that betterment in knowledge and attitude domains will be shared to offer EIL sensitivity pathways for teachers as well as suggestions for teacher educators to raise EIL-informed teachers.

## **Keywords**

TEIL, non-native English teacher, teacher identity, intercultural communicative competence

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## **Perceived Benefits of Conscious Engagement with Culture: An Analysis of Pre-Service Teachers' Interviews and Reflections in Their Freshman Year**

**Şakire ERBAY ÇETİNKAYA\***

The importance of going beyond setting cognitive and linguistic aims in English language education is well-documented, for extending the scope of instruction to incorporate (inter)cultural awareness, sensitivity, and competence is of utmost importance for keeping pace with the globalised world. Future teachers of English as a foreign language in Turkey are expected to address culture in their instruction. However, living in a dominantly monolingual/monocultural context and lacking authentic encounters, they may fail to have a true understanding of culture, lack meta-cognitive awareness of the term, and may have ethnocentric tendencies. Furthermore, the low number of culture-related prescribed and elective courses during pre-service training may worsen the situation, thereby creating the need for teacher educators to assign pre-service teachers culture-themed tasks to offer cultural learning and experiences opportunities. This study, therefore, is an attempt to uncover the possible outcomes of creating a monocultural and/or cross-cultural space where the related parties deliberately talked about culture. The researcher was also motivated to conduct an informal environment, i.e., situation, analysis to find out their understanding of culture and references to cultural aspects to devise the culture-related elective she would offer those students as sophomores the following year. 42 freshmen in a Turkish university's English language teacher education program were asked to consciously talk about culture with proficient native and/or non-native English users in face-to-face or online interviews. While 22 freshmen conducted culture-themed interviews with proficient Turkish English users who had abroad experience, 20 had first-hand intercultural interactions in diverse online environments. Content analysis of both their interview transcripts and reflections showed that the process contributed to their observation skills, expanded their (inter)cultural knowledge, improved their open attitudes towards differences, increased their self-confidence, offered them opportunity for fun though the process was not without its challenges, and their understanding of culture could not go beyond a touristic perspective. In the end, pedagogical insights are offered to help teacher educators to make informed decisions to increase (inter)cultural awareness during pre-service teacher training.

### **Keywords**

culture, (inter)cultural competence, pre-service teacher, teacher training

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## **A Comparative Analysis of the Language Assessment Practices in ELT in Public High Schools in Türkiye and Poland**

**Zeynep ERTÜRK İÇEN\***

On the path to the success of foreign language teaching, assessment plays a crucial role. According to the EF Language Proficiency Index (2021), Türkiye has been regarded as a low proficient country at the 69th rank in speaking English as a foreign language while Poland takes its place at the 16th rank with high language proficiency. This study aims to compare Turkish and Polish high school EFL teachers' assessment practices to determine to what extent EFL teachers conform to the shifting paradigms of language assessment in their classes. For this study, being conducted as a comparative analysis, 150 participants were determined according to the non-random convenience sampling method in Malatya, Türkiye, and in Opole, Poland. The Explanatory Sequential Mixed Method Design was adopted in which quantitative data (N=150) was collected through a two-phase questionnaire and the qualitative data (N=22) were gathered with the help of a semi-structured interview both online and face-to-face. SPSS 29.0.1 for descriptive analysis and MAXQDA Analytics Pro 2022 for thematic analysis were utilized during the data analysis process. At the end of this study, it has been found that Turkish language teachers use summative assessment while Polish language teachers use formative assessment more in their classes. It was also observed that the inclusion of English language assessment in the university entrance exam in Poland had a positive washback effect on EFL teaching and learning.

### **Keywords**

language assessment practices, Türkiye, Poland, high school level, foreign language teachers

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## Revisiting *The Bluest Eye*

Mehmet Burak EV\*

Pecola's story can be sadly considered to be one of the most wicked ones in terms of both her not having parental support and getting raped by her father, whose baby she carried. Having been segregated and discriminated by a white dominant society for centuries, African Americans had to resist humiliation that was mostly because of their skin colour, which white society taught something to be ashamed of. However, the novel portrays the failure of black people from within their own communities, as well. The aim of this paper is to investigate what caused Pecola to carry all the burden on her shoulders. Scrutinizing into both her mother's and father's childhood, the paper will look for answers as to why her parents turned out to be such evil characters paving the way for their daughter's tragedy.

### Keywords

African-American literature, Psychoanalysis, Modernism

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## **Foreign Language Learners' Perceptions about E-Learners' Roles in Distance Education**

**Erdal KAÇAR\***

The fundamental features of distance learning, often referred to as e-learning, distance learning, or virtual learning, involve the physical separation of instructors and students during the learning process and the utilization of various technological devices to facilitate interaction between students and teachers. Distance learning, as frequently uses the Internet, removes time and place barriers, therefore its necessity is becoming more important as the globe becomes more interconnected. This study explores foreign language learners' perceptions about e-learners' roles in distance education by portraying the picture of learners for their roles. The participants included 56 foreign language learners from different departments at a state university in Turkey. In this qualitative study, metaphor was adopted as an elicitation tool to obtain data about participants' perceptions and opinions. The results showed that learners of foreign languages employed a variety of metaphors categorized as passive receiver, independent learner, flexible person, ineffective consumer, lazy individual, and lost guide. This study underlined once more how quickly online education has evolved as a result of the most recent earthquake and the Covid-19 pandemic. It is clear that foreign language learners need to have adequate support to deal with any issues that may arise during any form of distance learning. Therefore, the learners need to be assisted in adjusting and modifying their roles in addition to their conventional responsibilities because student-centred learning is essential in both online learning and traditional classroom settings.

### **Keywords**

foreign language learners, metaphor, perception, e-roles

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## **Contrastive Analysis of Self-Mention as Interactional Feature Regarding Native and Non-native Interlocutors**

**Hacer KAÇAR\***

Many interdisciplinary and cross-linguistic studies have examined how author stance appears in academic texts. Getting the focus of as many people in a community of discourse as possible and persuading them of the authenticity and suitability of the author's statements is one of the main communication purposes of scientific texts. This study explores the discourse functions of self-mentions referring to writer and reader interaction through reviewing previous research articles taking a contrastive analysis in the field of English Language Teaching. It focuses on 50 studies collected by native speakers of English from International Journal of English Language Teaching and 50 studies by non-native Turkish speakers from DergiPark ELT Research Journal, both published during the last five years. The comparison of self-mentions as interactional metadiscourse features in the two corpora indicated that self-mentions were present, but that there were variations in the use and distribution of these features by the authors. Contextual information shows that such variations reflect the different values and beliefs native and non-native interlocutors hold and clarifies that native writers tended to use self-mentions comparatively more than non-natives did. The findings of this study may offer some pedagogical implications for ESP courses and especially writing research papers.

### **Keywords**

metadiscourse features, self-mentions, native and non-native interlocutors

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## **Female vs. Not-So-Female: The Emergence of Third World Feminism and the Disclosure of Global Sisterhood\***

**Mustafa KARA<sup>†</sup>**

Despite the passage of several decades since one of the most influential demonstrations of women's activism in America during the 1970s, feminist discourse continues to struggle with inclusivity, failing to adequately address the needs and experiences of women from diverse racial, cultural, and linguistic backgrounds. The first and second waves of feminism demonstrate a preoccupation with the contemporary issues faced by white middle-class women. However, these movements fail to adequately address the disempowerment experienced by women of colour who were subjected to colonial discourse. Consequently, the women who are rooted in the Third World find themselves marginalized, grappling with the compounded challenges arising from both colonization and the patriarchal systems within colonized societies. The patriarchal system is responsible for facilitating the physical and spiritual subjugation of women, while the colonial structure, which serves as the basis of Third World feminism, allows for the exploitation of women to further the interests of males. Furthermore, the rights of women are susceptible to distinct manifestations of mistreatment that serve to reinforce the colonial structure and sustain systems of subjugation. The phenomenon of colonialism and the subsequent amalgamation of patriarchal structures between the colonizing power and the colonized society engender a self-perpetuating cycle that reinforces the marginalization of women across several spheres, encompassing education, politics, law, and economics. Within the framework of colonial patriarchy, regardless of ethnic distinctions, women are obligated to adhere to the prescribed norms and structures of the prevailing system. Hence, feminist schools of thought that are geared towards the Western or Eurocentric perspective exhibit a notable absence of acknowledgment towards the challenges faced by women of colour both residing in developing/underdeveloped nations and living in first/second world countries. As such, this paper presents a comprehensive analysis of the factors that contributed to the inevitability of a third wave of feminism. It highlights the exclusionary nature of the global sisterhood purportedly established by Western feminists, particularly in relation to women of colour rooted in Third World nations.

### **Keywords**

colonialism, third wave feminism, Eurocentric feminism, third world countries

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\* This article is the revised version of a chapter in the author's unpublished Master's Thesis entitled "A Third World Feminist Approach to Femaleness as Inferior to Maleness in Doris Lessing's *The Grass Is Singing* and Tsitsi Dangarembga's *Nervous Conditions*" (Middle East Technical University, 2014).

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## **Developing Learner Autonomy in Online EFL Education: Significant Restrictions to Learner Autonomy Implementation**

**Semra KARAALI\***

**Glden İLİN†**

Today's life has demonstrated that online education, which is believed to be more efficient when autonomous, will dominate the education process. This study investigates whether there are any significant constraints concerning learner autonomy implementation in secondary school virtual classrooms in Hatay, Turkey. The data were collected using both quantitative and qualitative data collection tools. For the quantitative data, a questionnaire was administered to 194 teachers working at state and private secondary schools to explore learner autonomy perceptions and language teaching practices promoting learner autonomy. To support the quantitative data, semi-structured interviews were conducted with 21 EFL teachers volunteering to participate. Findings revealed that the EFL teachers are having difficulty promoting learner autonomy due to the fact that they are assumed to be practising traditional approaches which cannot be appropriate in online EFL teaching and learning environment. Moreover, learner autonomy promotion is challenging in an online learning setting for several reasons, such as time, curriculum, and class-size limitations in addition to teacher-related and learner-related constraints. The findings of this study may contribute to the ELT field in terms of identifying challenges in learner autonomy encouragement in virtual language classrooms.

### **Keywords**

learner autonomy, autonomous learner, virtual classroom, online education

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## The Impact of Chatbots on Language Skills

**Bilal KARACA\***

**Abdullatif UYUMAZ†**

Technological advancements have brought about the incorporation of chatbots in educational settings including language learning. This mini-review study aims to investigate how chatbots impact language skills by conducting an analysis of freely accessible empirical studies. Following the PRISMA methodology guidelines, we conducted a search on two reputable databases, Web of Science and Scopus to identify relevant studies that focus on the utilization of chatbots in language learning and their effects on language skills. The process of selecting studies involved screening titles, abstracts and full texts, resulting in a final selection of studies that directly examined the influence of chatbots on language proficiency as well as speaking and listening. Data extraction was performed to acquire relevant information from these chosen studies, including study characteristics, methodologies, and key findings. Analysis of the identified studies revealed promising evidence regarding the impact that chatbots have on language skills. Additionally, it was observed that the interactive nature of chatbots contributes to speaking and listening abilities by creating more engaging and immersive language learning experiences. The potential contributions of the results of this study are twofold. Firstly, it offers an up-to-date analysis of the existing empirical literature on how chatbots impact language skills, which will provide insights to educators, researchers and policymakers interested in integrating technology into language education. Secondly, this study holds significance for language learners who are looking for innovative ways to improve their language skills. By understanding the advantages of using chatbots for learning, language learners can make decisions about incorporating these tools into their language learning journeys.

### Keywords

chatbots, communicative language skills, technology integration

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## Exploring University Instructors' Perceptions of ChatGPT in Language Education: A Focus Group Study

**Bilal KARACA\***

**Tuncay GEZDER†**

In recent years, there has been a significant focus on incorporating technology into education especially in the realm of language teaching and learning. The purpose of this research is to explore how university instructors perceive the use of ChatGPT (Chat Generative Pretrained Transformer) in English as a Foreign Language (EFL) settings. To achieve this, we will conduct focus group interviews to gain an understanding of the participants viewpoints and experiences. The data collected from these interviews will undergo content analysis, which involves examining the qualitative data in a structured and systematic manner. Our analysis will concentrate on themes such as effectiveness, motivation, satisfaction, exposure and assessment related to the use of chatbots in language education. One significant contribution of this study is its assessment of how ChatGPT can be applied in EFL teaching and learning. By exploring how chatbots are utilized within university EFL settings, we aim to contribute to the related literature since a limited analysis has been conducted on this topic. The findings of our study will provide insights into the pedagogical implications and methods associated with incorporating chatbots effectively into EFL environments whether it be formal or informal learning settings. These findings can provide insights for educators, policymakers and curriculum developers who want to incorporate innovative, and technology driven approaches into language education.

### Keywords

ChatGPT, language education, university instructors, focus group interview

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## Judgments and Experiences of English Language Teachers at the Ministry of National Education about English as a Lingua Franca

Burçay Burcu KARADAYI\*

Ahmet KURNAZ†

English as a Lingua Franca (ELF) has gained significant attention in English Language Teaching (ELT) due to the growing number of non-native English speakers globally. With only 375 million native English speakers out of approximately 1.5 billion speakers (Eberhard et al. 2022), ELF reflects the use of English as a common language among diverse linguistic backgrounds. Defining ELF has been challenging, but it involves utilizing various local versions of English, especially in expanding circle countries. However, a common core is absent, making identifying ELF as a specific variety difficult. To this end, this study addresses the gap in the literature by focusing on ELF judgments and experiences of English language teachers at the Ministry of National Education (MoNE) in Turkey. While previous studies explored ELF mainly in higher education contexts, this research aims to understand the perspectives of MoNE teachers from various levels. A qualitative research design was used with a convenient sample of 30 English language teachers in Turkey to investigate the teachers' attitudes and opinions. Data were collected through judgment tasks and semi-structured interviews and analyzed using mean scores and thematic analysis. The study's emphasis on the Turkish context is crucial since there is limited research on ELF in this setting. Based on this background, the study aims to answer two main research questions: What are the ELF judgments of ELT teachers at MoNE, and what are their ELF experiences? The findings are expected to contribute to understanding ELF's role in English language teaching in Turkey, guiding the development of more suitable pedagogical approaches for English learners in the country. Consequently, this research delves into ELF perceptions among MoNE English language teachers in Turkey, bridging a gap in the existing literature. The results will help curriculum designers and researchers comprehend how teachers view ELF and its practical application.

### Keywords

ELF judgments, ELF experiences, ELT teachers, Ministry of National Education, Turkey

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## **The Overview of Finland Education System: What is the Secret of Finland's Successful Language Teacher Education System?**

**Meltem KAYGUSUZ\***

**Hasan BEDİR†**

This article provides a comprehensive overview of Finland's renowned education system with a particular focus on the remarkable success of its language teacher education programs. Finland consistently ranks among the top performers in global education rankings, and its unique approach to teacher preparation, especially in the domain of language education, has garnered international acclaim. The article touches upon the key components of Finland's education system, including its student-centric philosophy, highly qualified educators, and minimal standardized testing. It highlights the distinctive characteristics of Finnish language teacher education, such as the rigorous selection process for teacher candidates, a research-based curriculum, and a strong emphasis on practical classroom experience. Through an in-depth exploration of Finland's language teacher education system, the article uncovers the secrets to its success. It examines the role of mentorship and collaboration, the integration of theory and practice, and the nurturing of lifelong learning among language educators. By unveiling the secrets behind Finland's success, it provides valuable insights for educators, researchers, and policymakers seeking to improve language education and teacher preparation on a global scale.

### **Keywords**

Finland education system, teacher education, language teacher education

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## **The Changing Representation of Gender and Racial Identity in Frances E. W. Harper's *Iola Leroy* and Nella Larsen's *Passing***

**Gizem KEÇELİ\***

This paper aims to make a comparison between Frances E. W. Harper's *Iola Leroy* (1892) and Nella Larsen's *Passing* (1929) by investigating the characters' traumatic experiences based on their racial identities. As a work that dates back to the Reconstruction Era, Harper's *Iola Leroy* handles the issues of gender and racial discrimination, focusing mostly on the main character Iola. Iola has a complex racial background because of the one-drop rule. On the other hand, Larsen's *Passing* introduces the experiences of two separate characters, Irene and Clare, both of whom face challenges in life because of their racial origin. While Harper focuses on the decisiveness and strength of Iola despite the traumatic experiences she had, Larsen focuses on the issue of racial passing and its traumatic consequences through the portrayals of Clare and Irene. The time shift between these two novels emphasizes the changing patterns of race relations as well as the trauma caused by segregation within the society. In light of this time shift between these two novels, this paper will first focus on the historical background of each novel to clarify the perception of racial and gender identities. Then, the traumatic experience of the characters will be examined and finally, it will be analysed how the time shift affects the perception of racial and gender identities.

### **Keywords**

*Iola Leroy*, *Passing*, time shift, one-drop rule, race and gender-based trauma

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## **In-Service Training Activities for Foreign Language Teachers in Turkey: An In-Depth Analysis**

**Elif KEMALOĞLU-ER\***

Although teachers graduate from education faculties and are equipped with pedagogical content knowledge, throughout their teaching years they face unique circumstances which may require additional training, or over the years they may experience gradual loss of knowledge or skills. That's why in-service teachers should be in constant professional development in order to deal with such situations. In-service training (INSET) refers to the process of increasing the knowledge and skills of teachers and assessing and developing their professional approach once they receive their certification in teaching and are professionally employed. This paper presents the results of a detailed survey into the historical development of INSET activities for foreign language teachers beginning with the period following the foundation of the Turkish Republic in 1923 till present. In so doing, it also attempts to portray the general picture of motivations behind the trainings and the outcomes obtained from some of these professional development activities. It was seen that although there has been an increase in the number of trainings and training units throughout time, INSET activities signal a need for modifications in engaging teachers in an experiential process facilitating growth, reflection, and change. For effective INSET practices, a social constructivist context is necessary in which individuals make their own meanings through reflection, experience and dialogue. The paper will also present pedagogical suggestions for effective INSET practices targeting foreign language teachers.

### **Keywords**

teacher education, in-service training (INSET), INSET for foreign language teachers, in-service English language teacher education and training, foreign language policy and planning

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## Exploring Cross-Sentence Cohesive Devices in Essay Writings of First Year Turkish Students

Ebrahim KHEZERLOU\*

Academic essay writing relies heavily on cohesion. It is the grammatical and lexical linking within a text or sentence that holds a text together and gives it meaning. Cohesion related to the broader concept of coherence is important for clarity and readability of a piece of writing. There are two main types of cohesion: grammatical cohesion which is based on structural content and lexical cohesion which is based on lexical content and background knowledge. Halliday and Hasan (1976) identify five general categories of cohesive devices that create coherence in texts, namely reference, ellipsis, substitution, conjunction, and lexical cohesion. The first four ones are grammatical in nature, while the fifth one is content-laden in nature. The grammatical cohesion types concern with the use of items such as pronouns (e.g., I, you, she/he, our, its, mine, etc.), or versatile words (e.g., do and so), and conjunctions (e.g., and, but, then, however, etc.). The purpose of this paper is to identify and describe the cross-sentence cohesive devices in the essay writings of Turkish students based on the work of Halliday and Hasan (1976). The participants were first-year English Translation and Interpreting (n= 31) and English Language and Literature (n= 44) students who had taken the Advanced English Writing Skills course (İleri İngilizce Yazı Becerileri) at a Turkish private university in the fall semester of 2022-2023 academic year. The data for the present study comes from the final exam papers. The students had to develop an exploratory, descriptive, argumentative, or narrative essay between 400-450 words. 75% of the students (n= 56) who achieved the highest scores in the exam were randomly selected and involved in the study. The results revealed that the students employed both the grammatical and lexical cohesion in their essays. The most frequently used categories of cohesive devices were reference and conjunction

### Keywords

cohesion, essay writing, EFL students

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## **Cultural Hybridity in a Multicultural Landscape: Acculturation in Hanif Kureishi's *The Buddha of Suburbia***

**Hande KOLAT\***

Hanif Kureishi is a contemporary hybrid (half British-half Pakistani) British writer, demonstrating the most recent socio-cultural portrayal of the English society with a perspective of a culturally hybrid character in a multicultural society. His contribution to English literature as a biologically and culturally hybrid character himself is remarkable with *The Buddha of Suburbia* (1990), *The Black Album* (1995) and *My Beautiful Launderette* (1985), delving into multicultural labyrinths of England to unearth the secrets of neighbourhoods in London. As Kureishi's works suggest, the readers go through the phases of multiculturalism as the four different stages suggest in acculturation theory. Assimilation, integration, separation and marginalization are all the steps that are realized through different characters in *The Buddha of Suburbia*. Notably, the protagonist Karim's acculturation process is noteworthy not only because he is affected by all those four stages but also, he influences people in the dominant culture with his unique and exotic well-being. Additionally, Karim's relationship with his father Haroon, who is a first-generation immigrant, reflect different acculturation strategies. As setting a multicultural example in the background, *The Buddha of Suburbia*, reminds British society that they have gone through a lot of process to live up to the standards, to have the tolerance for the 'other'; England has not been the melting pot since the first day she received her first immigrants. Reading the work within the framework of multicultural acculturation theory, it is inevitable to see that every character has a different strategy to overcome being 'other' and different acculturation strategies and their own experiences of cultural adaptation contribute to the theme of multiculturalism.

### **Keywords**

Hanif Kureishi, *The Buddha of Suburbia*, multiculturalism, acculturation theory, cultural hybridity

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## **Exploring Uncertainty Experiences, Sources and Management among Undergraduate ELT Students**

**Rabia KULPU\***

**Meryem AKÇAYOĞLU†**

Human beings open their eyes to a world surrounded by uncertainties. Uncertainty refers to things out of human control because they are natural, unexpected, and inseparable parts of life. Humans can only develop skills and coping strategies to deal with uncertain events. Psychology and communication fields searched the concept of uncertainty since individuals are at the centre of it. Interpersonal, organizational, and business relations create uncertainty for people. In addition to these domains, educational contexts are also very open to being encountered with uncertainty by educators and students because of their unique structure and functioning mechanism centring individuals. Students studying a foreign language and will teach it as a profession face uncertainties in and outside the classroom due to the complex nature of both the language and courses related to being a language teacher. It is crucial to understand learners' experiences of uncertainty, its sources, and their management of it to analyse the concept in depth for improved classroom experiences. This study uses a classroom uncertainty questionnaire and a semi-structured interview to investigate ELT major learners' uncertainty experiences and management. It is applied to the students of a university's English language teaching department. The specified group consists of all grades of the four-year university program. The findings showed that experiencing uncertainty in the ELT classroom is prevalent for students based on some reasons. It is found that uncertainty in the classroom results from cognitive, social, and course-related factors. The appreciation of uncertainty may be positive, negative, or neutral, depending on the student's perception of the concept. Students prefer to reduce, maintain or ignore uncertainty in their experiences.

### **Keywords**

cognitive and social uncertainty, appraisal of uncertainty, uncertainty management

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## **An Outrage against Victorian Governess Novel**

**Somayeh MOLAVI\***

Jane Eyre is a novel by Charlotte Bronte which was published in 1847 during the Victoria's era which challenges all the traditional notions of governess in Victorian literature. In patriotic Victorian society women were deemed as second-class citizens, subordinates, and passive; such outlook should have been represented in popular literature as well otherwise that work of literature along with its author were expected to be scorned. But Jane is an independent, disobedient and contumacious woman who refuses the conformations of the society. Since she was familiar with the male-dominating community she was living in. Bronte highlighted the need of social reforms for the women in that time and determined to utilize a male penname for authoring her novels including Jane Eyre, with a great hope for her novels to be accepted, published, and sold. The language of the novel represented in the main character which was both rebellious and passionate as the novel narrated the story of Jane, a woman who is against social norms of that time, made it an outrage against the governess novel genre. Therefore, she showed her outrage and all of her expectations through the language, which is an important and specific tool that Bronte used in her sentence structures, tone, dialogues between main character and others especially Jane and Mr. Rochester to reveal and reflect theme, plot of the story and overall, concept and culture. However, finding some traces in Jane Eyre, and suspecting it might have been sprung from the pen of a female author, the critics regarded the novel as improper. Governess novel under which Jane Eyre was put was a sub-genre among the Victorian popular literature of those days which was supposed to portray Victorian patriotic society as well as its attitudes toward women; because Jane Eyre, as a governess novel, had not observed those conventions which were dominating Victorian age, it was considered as an outrageous novel. Valuing subjectivity of women, crying out the equality of sexes, and removing lingual inhibitions in women through fiery language, Jane Eyre rebels against Victorian governess novel.

### **Keywords**

Jane Eyre, Victorian governess novel, Victorian feminist writing

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## **The Relationship between EFL Teachers' Beliefs and Agency for Social Justice at Secondary Schools in Türkiye**

**Ümmügül MUTLU KÖROĞLU\***

The main purpose of this study was to investigate EFL teachers' beliefs and agency for social justice in classes with marginalized groups of students. The secondary aim was to find out possible links among teachers' beliefs, agency and demographic information. In line with these objectives, the data was gathered from 110 EFL teachers working in rural areas in the Central Anatolian region of Türkiye. To collect the data, three instruments were utilized: a demographic questionnaire, Teach for Social Justice-Beliefs scale and Teacher Agency for Social Justice scale. Obtained data were analysed by SPSS software. The results of Statistical tests such as descriptive statistics, independent sample t-test, ANOVA and Pearson's Correlation indicated that participants had lower beliefs and agency for social justice when compared to the literature. Moreover, it was found that some demographic factors affected teachers' beliefs and agency. Finally, the results showed that there was a positive correlation between teachers' beliefs and agency. This study is important in terms of providing a more holistic understanding of teachers' beliefs and agency in multicultural classroom settings. Also, it might have important implications for teacher trainers by highlighting the need for more in-service or pre-service training to prepare EFL teachers pedagogically and emotionally for teaching in diverse teaching contexts.

### **Keywords**

EFL teacher agency, agency for social justice, social justice beliefs

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## Israeli – Ukrainian Virtual Exchange Projects to Promote Intercultural Communicative Competences

Natalia NISANOĞLU\*

Elana SPECTOR-COHEN†

Iryna BUDZ‡

International virtual exchange (VE), or telecollaboration, as a form of online foreign language learning involves interaction and collaboration with partners from geographically distant locations, while at the same time promoting linguistic, intercultural and digital competences. The present paper describes a VE project between students at Tel Aviv University (Israel) and Academician Stepan Demianchuk International University of Economics and Humanities (Ukraine). The project included both asynchronous and synchronous tasks. In this presentation, we will begin by discussing ways to develop intercultural communicative competence effectively and efficiently via online interactions during tasks. In addition, we will focus on analysing outcomes of our VE projects. We will claim that one of the benefits of having an initial asynchronous task as part of VE projects is the possible mitigation of students' stress levels caused by language and/or attitudinal barriers. Another advantage of asynchronous interaction is the opportunity to get to know all the participants and delay thoughtful reactions that might be too difficult during spontaneous synchronous communication. The synchronous VE components (e.g., icebreakers, discussing topical issues, and creating infographics in cross-cultural virtual teams) allowed for effective brainstorming, collaboration, and contribution to team tasks in real time. Finally, the inclusion of a critical reflection component provided students with the chance to explore their reactions, insights, and changes in perceptions as the VE unfolds.

### Keywords

virtual exchange, telecollaboration, intercultural competence, language learning, online learning

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## The Underlying Reasons for the Deletion of the Genitive Case or Person Agreement Marker in Some Turkish Words

Mehmet ÖZCAN\*

This study investigates a morphological change in Turkish rendering itself in the form of omission of genitive case in some words for various reasons. The progression of this change is so gradual that average speakers of Turkish are losing their lexicon touchstone to perceive that there is a mutation in the form of the structure. Initially, this deletion has been observed in the names of the food in the forms of ‘mantar çorba’ or ‘bulgur pilav’, in the menus but today it spread to many fields. When the underlying reasons are examined, copying and generalizing the omission and ambiguity in a phrase on the Chomskian analysis of the phrase structure seem to play the most important role as well as the influence of anaphoric or cataphoric attachment. The expression ‘Çocuk Masa Takımı’ is an example for the phrase structure ambiguity whose deep structure can be surfaced as, pragmatically, (a) ‘a table-set for children’ and structurally, (b) ‘a table set which is a child’, where (b) is, of course, semantically farfetched. The omission of the genitive case has implications for language acquisition as well. Ekmekçi (1979) reports that the genitive case does not emerge at the age of 02;04. This age is late compared with the production of other case markers. It has also been observed that non-native fluent Turkish speakers omit genitive case in their oral production such as ‘bir sirke şişenin içinde yaşayan...’ or ‘Abi, çöp kutu nerde?’ rather than any other ones. Such data may be used in the explanation of the omission of the genitive case. The aim of this study is to bring forth the gradual but firm process of genitive case’s disappearance from some words which are produced in various contexts; and the predictable structures to lose it in the extended future.

### Keywords

Turkish genitive case, language change, anaphoric or cataphoric attachment

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## **‘And Death Shall Have Dominion’: Failure of Theatre of Catastrophe in Howard Barker’s *Brutopia* (1989)**

**Rabia Elif ÖZCAN BEYDEMİR\***

Describing an alternative history through a historiographic metadrama, Howard Barker’s *Brutopia* (1989) offers a bleak and unrelenting view of human nature. Through its portrayal of a society ruled by a group of brutal and sadistic elites, the play indicates that humanity’s darkest impulses are always lurking beneath the surface, imminent to be unleashed. While several critics argue that this view of human nature is overly pessimistic and even nihilistic, Barker aims to objectify what he methodologically introduces as the Theatre of Catastrophe, whereby he deconstructs the principles of Aristotelean tragedy and reconstructs an alternative theatre as an opposition. In doing so, he reworks Brechtian epic theatre by integrating its characteristics into his Theatre of Catastrophe with a prevailing poststructuralist approach that attacks absolutism, functionality, and logocentrism. To this end, Barker takes death as his central theme and dwells on its various representations and meanings as he explains in his theoretically explanatory work *Death, The One and the Art of Theatre* (2005). However, this study argues that while *Brutopia* features elements of epic theatre, it simultaneously reinvents and redefines several dimensions of ‘functional deaths’, which makes the Theatre of Catastrophe paradoxical as its essential aim is to manifest a functionless and meaningless performance. According to Barker’s conception, death does not only appear by its meaning in the corporeal world in the play, but it is also manifested in several theoretical, historical, and political dimensions. As a methodology, the study explores death as a theme and also a method in the textual construction of the play, reading *Brutopia* as the theatrical manifestation and paradoxical failure of Barker’s Theatre of Catastrophe. To illuminate this assertion, the study discusses the function of death to approach Barker’s redefinition of the notion as the primary life source of creativity, imagination, and his theory.

### **Keywords**

Theatre of Catastrophe, death, poststructuralism

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## How Pleased are EFL Teachers with Their Jobs? Denizli Case

**Zerrin ÖZDEMİR\***

In recent years, there has been an increase in impetus for teachers' professional development. Thanks to the availability of the professional development activities which are offered both online and face to face, a growing number of English teachers began to volunteer to participate in them, which may or may not indicate that they are satisfied with their jobs. The purpose of this study is to investigate the job satisfaction levels of English teachers who work at state schools in Denizli province of Turkey. This is a quantitative study, and the data were collected by means of Minnesota Job Satisfaction Questionnaire with 50 items. 244 English teachers working in Denizli province completed the questionnaire, and the findings were analysed via descriptive analysis in SPSS. The findings revealed that overall, the participant teachers have a mediocre level of job satisfaction ( $M= 3,48$ ). The findings of the study were discussed dwelling on the demographic features of the participants, and implications for teacher education institutions, policy makers, school managers have been discussed.

### Keywords

job satisfaction, teacher professional development, K-12 EFL teachers

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## **A Quantitative Investigation of Feedback Literacy Among the Undergraduate Preparatory Students**

**Meryem ÖZDEMİR YILMAZER\***

Feedback literacy is crucial for students to increase their potential benefit from the feedback information. Therefore, this study aims to explore feedback literacy among the undergraduate preparatory students in Türkiye. The participants are 213 preparatory students attending to intensive academic English courses prior to their English-medium studies. The study has a quantitative design, and the data was collected through Student Feedback Literacy Scale which was adapted for the use in the Turkish cultural context. The scale has six dimensions of Eliciting, Appreciation of Feedback, Processing, Readiness to Engage, Enacting and Commitment to Change each of which corresponds to different capabilities of the students regarding to feedback literacy. The data was analysed through descriptive statistics performed on IBM Statistics SPSS 26 and the mean scores were obtained for each dimension and item in the scale. The results indicated that the mean scores for the Eliciting, Appreciation of Feedback, Processing and Readiness to Engage dimensions were higher than the mean scores for Enacting and Commitment to Change dimensions. In addition, the students scored comparatively lower on the items regarding their skills such as managing time to implement suggestions and make revisions according to feedback. The results will be discussed for each dimension and item included in the scale and the suggestions to improve student feedback literacy will be presented based on the recent studies in the field.

### **Keywords**

feedback, student feedback literacy, undergraduate students, preparatory year, Türkiye

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## Reasons for University Students to Enrol in Optional English Preparatory Programmes

Stefan RATHERT \*

İsa KAR†

Programme planning and syllabus design in foreign language teaching are often constrained when learners' specific purposes to learn the target language are not clearly defined. In spite of its tertiary education context, optional preparatory programmes at universities face distinct challenges as it may not be clear whether learners attend those programmes to pursue academic, occupational or social purposes. Besides, programme makers often have to consider the learners' low proficiency entry levels and varying interests because preparatory programmes are open to students of all faculties. Therefore, programme makers often select general English coursebook series as the material to be used throughout the course. As a result, learners may experience dissatisfaction when their reasons to enrol in optional preparatory programmes are not sufficiently addressed. To deal with this issue, this study seeks to explore the incentives of students who selected an optional English preparatory programme at a public university in Türkiye. Using surveys with open-ended questions delivered at the beginning and the end of the academic year, the participants were asked about their incentives to spend one year in the preparatory programme and their intentions to use English in the future. Additionally, it was examined if the preparatory programme experience changed their intentions to use the language and to what extent they believed the programme matched their expectations. 175 students attended the survey at the beginning of the year, and 134 students at the end. Using qualitative content analysis, the results will help understand learners' intentions to select optional English preparatory programmes and provide programme makers and teachers with valuable information to decide on important aspects such as the selection of materials, the decision of whether or not to run skills-based courses within the programme and the implementation of tasks that are tailored to meet the learners' specific needs.

### Keywords

optional English preparatory programmes, needs analysis, programme evaluation

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## **‘Google Amca’ and a Daughter in the UK: How Public Service-Providers in Beşiktaş Communicate with Limited Turkish Proficiency Service-Users**

**Jonathan Maurice ROSS \***

In recent years, the linguistic, cultural and ethnic profiles of some areas in Turkey have changed conspicuously. In Istanbul, districts like Esenyurt and Fatih have become famous for their unprecedentedly sizable populations of Limited Turkish Proficiency residents. The small and relatively prosperous district of Beşiktaş does not host such large communities of migrants, but its population has also become more diverse. Indeed, as an important commercial and touristic destination, with an average daytime population of around 2 million, it is no stranger to foreigners. When Limited Turkish Proficiency residents or visitors in Beşiktaş try to access basic services, they may face difficulties communicating with service providers, often (Turkish) monolinguals. How do service providers and the institutions they work for deal with such situations? What communication strategies or “bridging functions” (Kerremans *et al.* 2018) do they deploy? To answer this question, I have carried out an exploratory case study in three neighbourhoods of Beşiktaş, conducting semi-structured interviews with around 90 employees at a wide array of institutions, from estate agents to the local registry office. Topics covered include the frequency of communication problems, the use of contact languages, and practical and ethical consequences of the use of non-professional interpreters. This service provider-oriented study is unique in homing in on a very small urban area yet examining a broad range of sectors and settings (cf. Ross 2020, McKelvey 2021). The findings to be presented in my paper highlight the diversity of strategies employed by service providers. Particularly striking is the widespread use of Google Translate and the use of non-professional *ad hoc* interpreters, even in settings where legislation prescribes the deployment of professional interpreters.

### **Keywords**

Istanbul, public service interpreting, non-professional interpreting, machine translation

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## The Use and Implementation of Literature in Prep School Classes

Eda SARAC\*

In today's world, it is impossible to think of language education and literature independently from each other. Generally speaking, students need to know about a target language's literature in order to understand and get the full domination of a language. In my B1 level classes, I adapted a method in order to instill literature background to my students. I introduce different writers from English and Irish literature such as Oscar Wilde, Charles Dickens, George Elliot and Jane Austen. In the introduction work, I introduce them to the writers and their era. Later on, my students work on the texts and they comprehend these writers and the topics they wrote on. In pair work, they write reviews about these novels and criticize the novels. In an example on a novel, I introduce the steps of this literature implementation into the prep classrooms. Therefore, the students fully grasp the literature and the culture of England, apart from the language mechanics. I have tried this method in my classrooms and will explain it step by step to my colleagues. Implementing literature into the curriculum of prep schools' classrooms is crucial and something that the Prep Schools is missing in the Prep Schools of Turkey.

### Keywords

literature, ELT, culture

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# **A Systematic Review on Foreign Language Teaching Enjoyment (FLTE) in Second Language Teaching: A Descriptive and Quantitative Analysis on Focus of FLTE Studies and Their Methodology from the Beginning (2019) up to Present (2023)**

**Raziye SAYILMAZ\***

The current systematic review of empirical studies on foreign language teaching enjoyment (FLTE) sought to mirror the trends of knowledge production in terms of research topics, designs, methods as well as the publication volume by year and country and to present an analysis of their empirical results. By employing a descriptive quantitative analysis, this study reviewed 10 eligible empirical articles on FLTE published starting from 2019 up to present (May, 2023) by searching the online databases. The results identify that the majority of the studies were quantitative studies with a cross-sectional design seeking linear, reductionist results. Moreover, the focus of the reviewed studies was mainly the relationship between FLTE notion and other emotions. The sources and levels of FLTE were also searched. In addition, findings define the dominance of Iranian scholars. To conclude, accepting FLTE as a complex notion, results indicated the need of a holistic perspective in studies pointing inductive, integrated, and innovated research designs in order to explore the notion to gain a deeper insight.

## **Keywords**

descriptive quantitative analysis, foreign language teaching enjoyment, systematic analysis

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## **How to Foster Motivation: A Case Study on Teachers’ Motivational Language Teaching**

**Dilara SOMUNCU\***

The present case study investigates the place of teachers’ in-class motivational behaviours as a factor affecting learners’ motivated language learning behaviours. The study firstly aims to reveal the motivational teaching strategies used by the teachers. Then, it examines how teachers’ motivational teaching practice can foster motivated learning behaviour among students. By analysing the link between motivating teaching and motivated learning, the study aims to shed light on the effectiveness of teachers’ use of motivational strategies. In this holistic single-case study, an English instructor and 21 students in her classroom constituted the participants. The participant teacher’s classroom practices were the main sites to investigate motivational and motivated behaviours. Therefore, the main data collection method was classroom observations which were conducted through a classroom motivation observation form. The findings were also triangulated with other data sources like questionnaires and semi-structured interviews. By using multiple data collection tools, the researcher aimed to obtain a valid and reliable depiction of the teacher’s motivational orientation and the students’ motivated state. The results shed light into the participant teacher’s observed and perceived motivational teaching practice. A thematic analysis of the data supported the findings obtained through the observation data by revealing the motivational teaching practices as scaffolding, referential questions, establishing relevance, effective praise, tangible task product, promoting learner autonomy, etc. In the light of the results, pedagogical implications for motivational foreign language teaching and motivated learning were provided.

### **Keywords**

motivational language teaching, teacher motivation, learner motivation, motivational behaviours

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## **Integrating Culture in EFL: Students' Perspective**

**Gürkan TEMİZ\***

It has been widely debated whether or how to integrate culture in foreign language education. Literature in language teaching research has shown that the relationship between culture learning and language teaching is intertwined, but how "culture learning" is perceived by learners in EFL is still a neglected area and how the notion of "culture" should be addressed needs further research. Therefore, this case study intends to explore student perceptions towards culture learning in EFL. The participants of the study comprise 40 students who study at the preparatory program of a state university in İstanbul. Data were collected by an open-ended survey in 2022-2023 spring term. Both qualitative and quantitative content analysis approaches in data analysis were carried out by using MAXQDA software. The results and implications of the study will be presented and discussed.

### **Keywords**

culture learning, student perceptions, EFL

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# **Evaluating the Efficacy of Teaching Practice: A Qualitative Inquiry through the Lens of Pre-Service English Language Teachers**

**İnci Melike TOKCAN\***

Practicum or teaching practice, in the context of English Language Teaching (ELT), plays a vital role in shaping the teaching abilities and professional development of pre-service English language teachers. It provides them with a unique opportunity to apply theoretical knowledge in real classroom settings, bridging the gap between academic study and practical implementation. Through teaching practice experiences, pre-service teachers can grow both personally and professionally, ensuring the provision of effective language education and fostering a positive impact on learners' language development. This study aims to reveal the changes that the experiences gained in private and public schools have created on the awareness of pre-service teachers about their professional development. For this purpose, students were asked to state what the teaching practice contributed to their theoretical knowledge and practical skills based on their observations in private and public schools, to talk about their strengths and weaknesses during this process, and to talk about how they would manage it if they were to plan the teaching practice process. In this qualitative study, document analysis is used and the reports written by 56 senior English language teaching department students about their practices in private and public schools within the framework determined by the researcher were analyzed with thematic analysis. The analysis process of the study is still ongoing and the findings will be shared in detail during the presentation.

## **Keywords**

teaching practice, pre-service teachers, English language teaching, teacher education

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## The Role of Social Class in Self-Directed English Language Learning Practices

Tuba TÜRKEK \*

Yonca ÖZKAN†

Language learners' socioeconomic background has not been widely recognized as a relevant learner factor in the field of English language learning despite its significant focus in general educational research (Block, 2012; Murphy, 2018; Vandrick, 2014). Drawing on Bourdieu's (1991) theory of practice, this case study explores the role of social class in self-directed English language learners' learning practices and addresses the inequalities among language learners within a Turkish context. 10 English-major undergraduates with various socioeconomic backgrounds and different levels of capital possession (i.e., economic, cultural, and social capital) were selected purposefully in this study. Their self-directed language learning histories and practices have been elicited with a combination of learner autobiographies, semi-structured learner interviews, photo-elicitation interviews and significant other interviews. A thematic analysis of the triangulated data highlighted the critical role of class-inscribed habitus on learners' motivational orientations and constructing language learning goals. As a result, their language learning practices were shaped accordingly. The findings also revealed a considerable gap in possession of economic, cultural and social capital among learners and illustrated the interplay between learners' different levels of capital possession in diverse language learning practices beyond the classroom. Especially for lower-class language learners, teachers play a significant role by giving emotional and academic support in their self-directed language learning. Attendees of the session will gain insights into the social, economic, and cultural aspects of self-directed language learning beyond the classroom from a sociological perspective and leave with a basket of pedagogical implications.

### Keywords

self-directed language learning, Pierre Bourdieu, Habitus, Capital

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## Retelling a Fairy Tale in Multimodality: Translations of *La Belle Et La Bête*

Pelin TÜRKMEN\*

*La Belle et La Bête*, a French fairytale which symbolizes true romantic love is not only a popular or fantastic story in European literature but its story has also become universal with its many adaptations, retellings and interpretations. This paper explores different verbal and visual translations of *La Belle et La Bête* in picture books. The study utilizes theories of multimodal discourse analysis and Jakobson's concept of intersemiotic translation as the theoretical basis for analysis and discussion. The data under examination include two bilingual picture books written for foreign language teaching: *Beauty and the Beast* (2015) and *Disney's Beauty and the Beast* (2012). First, a textual analysis of the French texts and their English translations were carried out; then, the visual materials in picture books were analysed; the final discussion dwells on the intersemiotic translation between the verbal and visual materials. It was concluded that through verbal translation and visual adaptation, the traditional *La Belle et La Bête* has been altered from original fairytale into a modern 20th century romance, a more magical fairytale with Disney style in the global market.

### Keywords

discourse analysis, intersemiotic translation, fairytale

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## English Teachers' Well-Being from the PERMA Perspective: A Retrodictive Qualitative Modelling Approach

Şafak UÇMAZ\*

Language teachers face a range of stressors (MacIntyre et al., 2019) and challenges because of the physical, emotional, and socially demanding habits of their work, negatively affecting their well-being and thus performance. Therefore, it is quite significant to comprehensively address the well-being of language teachers in the educational setting because it is a known fact from the literature that teachers' well-being may significantly affect both their level of enjoyment and their capacity to instruct students efficiently (Gregersen et al., 2020). In 2011, Seligman proposed the PERMA framework, which is described as psychological well-being and happiness and includes subscales such as positive emotions, engagement, relationships, meaning, and accomplishment, to understand how one can flourish in life. In this regard, the present study aims to investigate the well-being of two English language instructors from Türkiye throughout their careers from the perspective of PERMA. The data were obtained through in-depth semi-structured interviews with a retrodictive qualitative modelling (RQM) approach, which was analysed according to the principles of Grounded Theory (Charmaz, 2006). Data were analysed separately for both participants and then comparisons were made between the two language instructors. The analysis revealed some factors that play a role in the well-being of the two language instructors. The dominant theme that emerged was perseverance, a key factor in the well-being of the two participants. Other joint factors included professional development, responsibilities, social interaction, and student improvement. The results of the study showed some important factors that can affect the well-being of language teachers. Regarding this, the paper ends with implications and suggestions for future research.

### Keywords

language teacher well-being, English language instructors, retrodictive qualitative modelling (RQM), grounded theory

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## **A Glance at the Age of Queen Elizabeth I with Polysystem Theory**

**Ayşegül UYSAL GLINIECKI\***

English literature was allegedly at its first peak in the age of Queen Elizabeth I of England (1533–1603). The queen systematically intended to adopt a different approach than her ancestors. Instead of having battles in the fields, she ended up fighting which, in the end, brought prosperity to the country. Queen Elizabeth I further aimed to establish a new cultural repertoire and thus assist her people to acquire novel religion and cultural affairs. The newly-established culture, supported dominantly by the Queen herself, was constructed with the aim of uniting people around the new culture and religion, partially also with the influence of the Old Greek culture. Since Martin Luther used the Old Greek version as the source text in his translation of the Bible, the Old Greek language and literature were discovered and became widely popular. This novel-discovered language and literature were also utilized in England to establish a new culture and literary genres. This study aims to shed light on the novel canon established by benefiting from Itamar Even-Zohar's "Polysystem Theory". Even Zohar's polysystem theory discusses the literature of specific ages and the literary circles newly established mainly for basic purposes since the literary genres have the power to influence and impose basic cultures on the crowds. The descriptive study method will be utilized to examine the aforementioned age.

### **Keywords**

The Age of Queen Elizabeth I, polysystem theory, literature, Elizabethan literature

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## **‘Don’t Laugh at Me!’: Gelotophobia and Its Effect on Multicultural Language Teaching Environment**

**Berivan UZUN SEYİTVAN\***

**Kadri NAZLI†**

Humour is frequently associated with positive thoughts and images, and is therefore characterized by its benevolent aspects. This phenomenon is often observed within social interaction environments. Some of the characteristics that contribute to the constructive nature of humour include strengthening communication, breaking the ice, fostering sincerity, providing relaxation, and releasing charged energy. However, despite these positive aspects, it is crucial not to overlook the destructive, non-bona-fide aspects of humour such as mockery, criticism, belittlement, insults, ridicule, contempt, and trivialization. The negative effects of these attributes can extend beyond mere boredom, low morale, or emotional distress, potentially leading to clinical-level psychological problems and even social anxiety disorder. One specific psychological problem associated with social anxiety disorder is gelotophobia, the fear of being laughed at and ridiculed. This study emphasizes the potential impact of gelotophobia on social anxiety, lack of self-confidence, low self-esteem, and poor communication skills, and how these conditions can result in reticence, avoidance of active participation, limited interaction, and reluctance in language learning processes. Moreover, considering the structural characteristics of multicultural language learning environments, this study suggests that educators should consider the situations of gelotophobic individuals and design learning environments, methods, and activities accordingly. In this context, the study aims to address the following questions: what is gelotophobia, how does it affect the learning process of individuals in multicultural language learning environments, and what can be done to improve the language learning process and experience of gelotophobic individuals? By discussing the concept of gelotophobia and its impact on multicultural language learning environments, this study will raise awareness among language educators equipped with inclusive learning methods, cultural sensitivity, and empathetic approaches.

### **Keywords**

humour, gelotophobia, multicultural language learning, social anxiety disorders

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## **Examining Multiculturalism, Race, and Identity: A Study on Representation in High School EFL Coursebooks**

**Ece ZEHİR-TOPKAYA \***

**Gökçe Nur TÜRKMEN†**

In today's globalized world, shaped by the influences of social media, migrations, and various factors, it is imperative for education systems to adapt to and align with these changes in order to authentically reflect the rich diversity of our global community. In this transformative process, educational materials assume a crucial role as they serve as guiding resources for teachers and students, shaping their perspectives, beliefs, and thereby playing a pivotal role in cultivating inclusive and culturally responsive educational environments. In this context, this study examines the representation of race and identity in Turkish state high school English as a Foreign Language (EFL) coursebooks and aims to assess the extent to which these coursebooks exhibit an inclusive representation of diverse racial and cultural identities. Using qualitative approach involving image and text analysis, the study will analyse 9th, 10th, 11th, and 12th grade coursebooks' representation of race and identity by examining the characters' races, names, nationalities, and famous figures portrayed. The findings of this study hold significant implications for materials developers and English teachers, as they offer valuable insights into enriching the globalized world with inclusive educational materials. By highlighting the strengths and shortcomings of current materials, this research can guide coursebook improvement process, suggesting ways to enhance representation and ensure diverse perspectives are integrated effectively. Furthermore, the study can provide English teachers with valuable ideas on incorporating different materials into their classrooms, fostering a more inclusive and culturally responsive learning environment that reflects the interconnectedness of our world.

### **Keywords**

multiculturalism, identity, race, coursebooks

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## The Contribution of Using Keypal as a Communication Tool for Secondary School EFL Students

**Zeynep Büşra VARIŞLI\***

**Şehnaz ŞAHİNKARAKAŞ†**

A language is better learned when it is used. Therefore, giving the opportunity for learners to use English in their everyday lives may be helpful in order to increase their level of desire to learn English. With the advance in technology, the traditional pen and papers has naturally been replaced by keyboard and monitor screen. Key-pal is also known as students' electronic communication with other students from around the world. Computer mediated interaction (CMI or CMC) or Computer-based communications (CBC) between learners of foreign languages and target language speakers or other foreign language learners are regarded as key friends. Therefore, research was carried out in order to find out the contributions of key-pal in the process of learning English as a foreign language with 7th grade learners in a Turkish secondary school. After five-month process, the perspectives and reflections of ten secondary-school-students participants about having a key-pal were also gathered. Three types of instruments were used for data collection. First, after an initial social media interaction with their pals, the participants were interviewed via a semi-structured interview to collect the necessary data. Thereafter, a further semi-structured interview was held with an English language teacher of the participants to gain a deeper understanding. Finally, notes of the researcher were used when necessary to supplement the findings. Due to the nature of the study, content analysis was used to describe the emerging themes. The classifications were shaped by the data shared by the participants, the English language teacher and the researcher. The content was then identified and the data from the various instruments was compared and cross referenced. The findings were verified against the theory outlined in the literature review in order to identify the similarities and differences about the effects of using key-pal in the language learning process.

### Keywords

keypal, social-media, SMI

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## Graduate Non-Native ELT Students' Perceptions of Research and Research Identities

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In Turkey, English language teaching (ELT) graduate programs are becoming pervasive, Turkish native and foreign students are strongly encouraged and admitted to these programs. Throughout these graduate studies, students are anticipated to be engaged in research and develop an identity in addition to their educational role to become successful researchers, to minimize their challenges, and to act as an agent student. Research identity development therefore needs to be explored to achieve these purposes. However, to our best knowledge, no investigation into the ELT graduate students' research identity and key factors influencing their research proficiency development throughout their graduate studies has been documented. Understanding graduate students' research experiences and their perceptions can be used as an effective educational instrument to enhance the quality of graduate education and to increase students' interest in pursuit of the graduate education in ELT. The purpose of this study, therefore, is to explore how graduate students perceive research and their experiences using their identity and epistemic cognition. An adapted version of an open-ended survey rather than interviews taken to obtain a large number of responses from the graduate students in ELT will be used and the responses will be analysed qualitatively.

### Keywords

higher education, research identity, ELT graduate students

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## **A Case Study: ELF Conceptualisation and Transformative Learning Experiences of Graduate Students**

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The present study seeks to investigate the transformative learning experiences of Ph.D. students' awareness of English as a Lingua Franca (ELF) as the outcome of a course named Pedagogy of English as an International Language. This research has the potential to make a meaningful impact on the academic community and advance our understanding of transformative learning in various settings. This study employs a qualitative research design, including pre- and post-questionnaires and reflective journals, to collect data from a purposive sample of five course participants. The collected data, firstly, were analysed using a thematic analysis approach, which enabled to identify participants' transformative learning experiences based on the phases of Mezirow's Transformative Learning Theory (1978). Then, to find out the participants' conceptualization of ELF, a content analysis approach was used to analyse the reflective journals. Findings suggested each participant encountered a disorienting dilemma and actively investigated new roles and possibilities in light of their altered perceptions, eager to implement their ELF-related knowledge and abilities for their future practices and professional growth. Additionally, the study revealed significant concepts involving moving away from the traditional view of Standard English, integration of World Englishes and ELF in language education, inclusiveness of ownership, interconnectedness, the changing effect and the need for globalization and glocalization, the rising importance of non-native teachers in language education, and incorporating ELF into language assessment.

### **Keywords**

ELF, transformative learning experience, Mezirow's transformative learning theory, native speakerism

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## **Exploring the Latest Trends in L2 Teacher Identity Research: A Systematic Review of Studies Published between 2021 – 2023**

**Suna YERTUTAN\***

The popularity of systematic reviews is growing due to their ability to assist researchers in staying updated on recent trends and current research in a specific field, prioritizing methodological and thematic aspects to ensure comprehensive coverage. This systematic review aims to reveal the direction of the recent research on English as a foreign (EFL) and second (ESL) language teacher identity, building around the location, primary and secondary focus, participants and educational settings, adopted research methods and theoretical frameworks of the studies published between the years 2021 and 2023. After conducting a systematic search on the online databases Google Scholar and Scopus, 36 articles were identified. The results of the study are as follows: (1) the recent studies on LTI have specifically concentrated on the Asian context due to its under-researched nature, (2) while the primary focus of the studies has been on identity construction/development, the secondary focus has been on emotions and emotion labour, (3) recent studies were conducted with in-service working in diverse educational settings, (4) research methods employed in the reviewed studies were dominantly qualitative, and in consistent with this, interviews and narrative inquiry were used as the data elicitation tools, (5) an integrated perspective was the theoretical framework that was utilized most often in the studies under review, indicating a new development of research.

### **Keywords**

second language teacher identity, L2 teacher identity, EFL/ESL teacher identity, systematic review

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## **Intercultural Communicative Competence and Intercultural Sensitivity of ELT Pre-Service Students: Are They Ready for It?\***

**Simge YILMAZ<sup>†</sup>**

This study aims to investigate the relationship between pre-service ELT (English Language Teaching) teachers' level of intercultural sensitivity and intercultural communicative competence. The study included 130 pre-service ELT teachers, comprising 99 females and 31 males. Data collection was carried out using Chen and Starosta's (2000) Intercultural Sensitivity Scale and Bařol's Intercultural Communicative Competence Self-Assessment Tool (2017). Descriptive analysis and Bivariate Pearson's correlation were performed using SPSS software to analyse the collected data. The results of the analysis showed that the level of intercultural sensitivity and intercultural communicative competence of pre-service ELT teachers were high. Additionally, a strong and positive linear correlation was found between intercultural sensitivity and intercultural communicative competence. The findings of this study suggest that pre-service ELT teachers have a high level of intercultural sensitivity and intercultural communicative competence, which are essential attributes for effective communication in diverse cultural settings. Moreover, the positive correlation between the two constructs highlights the importance of developing both intercultural sensitivity and intercultural communicative competence simultaneously. The study suggests that ELT teacher education programs should include training on intercultural sensitivity and intercultural communicative competence. By doing so, ELT teachers can develop the necessary skills to effectively communicate with diverse groups of learners, thereby enhancing the quality of English language teaching and learning. Overall, this study sheds light on the importance of intercultural sensitivity and intercultural communicative competence in ELT and provides valuable insights for ELT teacher education programs and curriculum designers.

### **Keywords**

intercultural sensitivity, intercultural communicative competence, pre-service, ELT

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\* This article is the revised version of a chapter in the author's unpublished Master's Thesis entitled "Investigating the Relationship Between Intercultural Sensitivity and Intercultural Communicative Competence of Pre-Service ELT Teachers" (Çağ University, 2021).

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## Utilizing Telecollaboration in Foreign Language Learning

Melek YOLCU\*

In the contemporary globalized world, where diverse cultures are interconnected, language learners now have the opportunity to engage with peers from different regions synchronously or asynchronously. Telecollaboration serves as an effective method of employing online communication tools for language education. This research aims to provide valuable insights into the experiences and perceptions of intercultural learning among tertiary-level students. The study employed the use of video blogs (vlogs) shared on the asynchronous Flipgrid video discussion platform, as well as synchronous videoconferencing on the VooV Meeting platform, as telecollaboration tools. The participants consisted of 21 Turkish preparatory class students and 29 Chinese sophomore students studying English. The Turkish students participated voluntarily in the language exchange program, which involved reflecting on their cultural values and engaging in comparisons to foster a mutual understanding of different cultures. Reflection journals, transcripts of Flipgrid discussions, face-to-face semi-instructed interviews, audio recordings of videoconferencing sessions were utilized to gather data for this qualitative study. The findings of this study indicated that the telecollaboration project had a positive impact on the participants' intercultural communicative competence (ICC), motivation, and development of 21st-century skills.

### Keywords

telecollaboration, intercultural communicative competence, videoconferencing, vlogs, 21st century skills

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